ID Team Year Book 2020

ID TEAM YEAR BOOK 2020

The best of 2020. and more!

joand and Shar ⭐

Cultivate Learning

Seattle, WA

Contents

Introduction

What you need to know about this press book.

Hello OER world!

My version of "hello, world" is "shabooya, roll call"

Styles Tests

Headings and fonts

Heading 1

Heading 2

Heading 3

Heading 4

Heading 5

Heading 6

This is small text

And here is a sentence with [info about Pressbooks.org](#). And [Pressbooks.com](#).

Callout Boxes

Vroom Details

Single Div version
Div version

View text-only alternative of this Vroom card

Peek-a-Boo Box

Everyday items make great toys. Give your child an empty tissue box and a spoon. Let him/her see you put the spoon into the box. Does he/she watch? Shake the box. Reach in and take the spoon out. Giggle. Now it's your child's turn. Give him/her the spoon. What does he/she do?

Ages 1-2

Brainy Background powered by Mind in the Making

It's a simple game, yet your child is exploring a big idea: Objects and people still exist even when they are out of sight. Although it will take until you child is around two to really learn this, the practice is fun! Play this game often.

Table version

View text-only alternative of this Vroom card

Peek-a-Boo Box

Everyday items make great toys. Give your child an empty tissue box and a spoon. Let him/her see you put the spoon into the box. Does he/she watch? Shake the box. Reach in and take the spoon out. Giggle. Now it's your child's turn. Give him/her the spoon. What does he/she do?

Ages 1-2

Brainy Background powered by Mind in the Making

It's a simple game, yet your child is exploring a big idea: Objects and people still exist even when they are out of sight. Although it will take until you child is around two to really learn this, the practice is fun! Play this game often.

Div version

View text-only alternative of this Vroom card

Peek-a-Boo Box

Everyday items make great toys. Give your child an empty tissue box and a spoon. Let him/her see you put the spoon into the box. Does he/she watch? Shake the box. Reach in and take the spoon out. Giggle. Now it's your child's turn. Give him/her the spoon. What does he/she do?

Ages 1-2

Brainy Background powered by Mind in the Making

It's a simple game, yet your child is exploring a big idea: Objects and people still exist even when they are out of sight. Although it will take until you child is around two to really learn this, the practice is fun! Play this game often.

Callouts

Reflection Point

callout-reflect
Some text to think about.

Video Debrief

callout-see
Some followup for video debrief.

Activity Debrief

callout-do Statement
Question

Why it matters

Info

Cite this resource:
EarlyEdU Alliance (Publisher). (2018). Name of page. In *Child Development: Brain Building Course Book.* University of Washington

External Embeds

Instead of putting H5P here in the pressbook, can it load from an external source? h5p.earlyeducoach.org

Ans: Yes, but only if the domain is added to the iframe Allowlist see [Network Manager Guide](#)

From another UW Pressbook

https://uw.pressbooks.pub/idyearbook2020/wp-admin/admin-ajax.php?action=h5p_embed&id=2

From an outside wordpress

https://interactives.earlyeducoach.org/wp-admin/admin-ajax.php?action=h5p_embed&id=270

Bronfenbrenner Model

http link

http://h5p.earlyeducoach.org/bronfenbrenner-model

https link

https://h5p.earlyeducoach.org/bronfenbrenner-model

Session 4 slider

https://h5p.earlyeducoach.org/experience-shapes-language

Storyline iframe

Located at https://depts.washington.edu/eedu/TIC/m1/story.html

https://depts.washington.edu/eedu/TIC/m1/story.html

Image Alignment Styles

For figures – use class= alignleft and alignright

This U uses alightleft class. All users added at the same time via the Bulk Add method entered will be given the same role. If you want to add many users to your book at once but assign them different roles, you can either perform the Bulk Add operation several times, choosing a new set of users for each desired role, or you can add all users with the minimum desired permission and then bulk change user permissions after they have been added and confirmed as users. At birth, vision is the least developed of the senses. The brain and eye structures needed for accurate vision are not yet developed. ar and fr

Newborn visual acuity is very low—the world is very fuzzy and not particularly colorful to them. This is why infants prefer visual images with black and white patterns and high contrast.

At birth, vision is the least developed of the senses. The brain and eye structures needed for accurate vision are not yet developed. ar only

Newborn visual acuity is very low—the world is very fuzzy and not particularly colorful to them. This is why infants prefer visual images with black and white patterns and high contrast.

At birth, vision is the least developed of the senses. The brain and eye structures needed for accurate vision are not yet developed. fr only

Newborn visual acuity is very low—the world is very fuzzy and not particularly colorful to them. This is why infants prefer visual images with black and white patterns and high contrast.

Using in-line margin

At birth, vision is the least developed of the senses. The brain and eye structures needed for accurate vision are not yet developed. fr and 1em

Newborn visual acuity is very low—the world is very fuzzy and not particularly colorful to them. This is why infants prefer visual images with black and white patterns and high contrast.

At birth, vision is the least developed of the senses. The brain and eye structures needed for accurate vision are not yet developed. fr and 16px

Newborn visual acuity is very low—the world is very fuzzy and not particularly colorful to them. This is why infants prefer visual images with black and white patterns and high contrast.

Video Holders

Here are some different video holders, how do they display on different screen widths?

Video – div class v-hold

Cultivate Video

One or more interactive elements has been excluded from this version of the text. You can view them online here:
https://uw.pressbooks.pub/idyearbook2020/?p=121#video-121-1

Extra line of text here – video width="100%"

YouTube Video

One or more interactive elements has been excluded from this version of the text. You can view them online here:
https://uw.pressbooks.pub/idyearbook2020/?p=121#oembed-1

Watch Babies Official Trailer from Focus Features on YouTube.

Vimeo Video

One or more interactive elements has been excluded from this version of the text. You can view them online here:
https://uw.pressbooks.pub/idyearbook2020/?p=121#oembed-2

Watch [Connecting with Babies](#) from [ZEROTOTHREE](#) on [Vimeo](#).

Video – div 640px holder

One or more interactive elements has been excluded from this version of the text. You can view them online here:
https://uw.pressbooks.pub/idyearbook2020/?p=121#video-121-2

Extra line of text here – video width="100%"

Video – div 100% holder

One or more interactive elements has been excluded from this version of the text. You can view them online here:
https://uw.pressbooks.pub/idyearbook2020/?p=121#video-121-3

Extra line of text here – video width="640″

Video – no div holder 100%

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://uw.pressbooks.pub/idyearbook2020/?p=121#video-121-4

Extra line of text – video width="100%"

Main Body

Video Activities

This is the first chapter in the main body of the text. You can change the text, rename the chapter, add new chapters, and add new parts.

Coaching Companion

Using Coaching Companion Higher Ed

One of the main components of the EarlyEdU approach is the use of video observation and reflection. We accomplish this use of video with the Coaching Companion tool for higher ed which differs from state versions in the ability to form **CORP** groups and allow sharing of videos among group members.

Video Recording Guide

Supplies Needed

- Device to capture video and clear audio (e.g., camera, phone, tablet, computer)
- Tripod or another method for making your device stable
- Enough space to store all your video files (e.g., cloud storage, memory card,
device memory)
- Batteries or device charger
- Editing software
- (Optional) If you need to move video files from your recording device to another device to edit, you need a method for moving the files (e.g., cord to connect camera to a computer, memory card reader, cloud storage)

Preparing to Use Your Device to Capture Video

- Practice using your device a few times. Test settings, stability, focus, lighting,
and sound.
- Make sure you have enough space to capture and store your video files.
- Make sure the device or batteries are fully charged.

Preparing to Capture Video for an Assignment

- After reading the assignment directions carefully, create a plan that includes what you will enact and how you will record it.

- As soon as possible, choose a date and time for capturing your video according to the assignment directions. Remember to plan for the unexpected.

- Discuss the plan with those appropriate at your site, whether an administrator, lead teacher, or other co-workers.

- Make sure you have gathered and submitted a parent permission form for every child who will appear in your video.

Setting Up in the Classroom

- *Stability:* Use a tripod or another method to ensure the device is in a safe and stable place and will not move.

- *Framing:* Position the device with you on one side of the screen and the children in the rest of the frame. Ensure you and the children are visible for the entire video. For large group activities or if there will be a lot of movement in a large area, you can pull the device back to fit more people in the frame or move the device while recording.

- *Lighting:* Make sure there is enough light. If your device is facing a light source, like a window, people in your video may be difficult to see. Reposition the device to better use the available light.

- *Audio:* Position the device to record the voices as clearly as possible. The closer the device is to the sound source the better the audio quality. Turn off loud appliances or move the device away from interfering noise.

- *Camera Settings:* Make sure the settings on your device are set to capture low-resolution video, resulting in a smaller file size that will be easier to upload and high-quality audio, if your device has audio settings.

- *Power:* Make sure your device has enough power to capture the length of video you need (e.g., batteries or the device are fully charged).

During Video

Start recording 5-10 minutes before activity. Verify that the camera is recording. Complete the activity and then keep recording for several minutes after the activity ends. If you and the children need to move, reposition the camera and keep recording.

- Some examples of camera positions that include clear views of children and teacher:

Early learning classroom views

Organizing and Storing Your Videos

- Save the video file. If you are using a camera, download the video to a computer or flash drive. If you are using a phone or tablet, either transfer the file to a computer or save it to cloud storage or directly on the device.

- Review the video and make note of what you might do differently next time in terms of video quality (e.g., adjusting the camera location to improve the lighting or audio).

- Name and organize your video files so you can find them later.

Editing and Compressing Your Videos

- Most computers have editing software such as iMovie or Windows Movie Maker. You can also use free software such as <u>MPEG Streamclip.</u> These programs have online tutorials to guide you through the editing process.

- Trim the excess video at the beginning and end of your video clips as needed. Follow the assignment directions to select a video clip of the correct length and correct focus.

- Export or share your edited video to your computer.

- If your video file size is too large, see your editing program's tutorials for guidance on how to reduce the size of your video files. If you can't

reduce the file size with your software, use [HandBrake](), a free video conversion program.

Follow the directions from your instructor about where and how to upload your video. Video files may take a long time to encode and upload, from several minutes to hours, depending on factors such as Internet speed and the size of your file. If your internet is slow, consider going to a location with higher-speed Internet to upload (e.g., your workplace, Universities, etc.). For some platforms, Firefox or Chrome internet browsers work better than Safari.

Technology Support

If, after following this guide and the tutorials provided, you encounter any technical challenges, reach out to the department's technology support team immediately for help. If you anticipate that your technical challenge will result in a late submission, email your instructor immediately to communicate the steps you are taking to resolve the issue, and they will work with you to get you the help you need.

Video Samples

Webdam iframe

[Webdam Video](#)

https://earlyedu.webdamdb.com/embedvid.php?embedAssetId=sDIOtMx-axSR9&apm=0

Webdam video

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://uw.pressbooks.pub/idyearbook2020/?p=56#video-56-1

Checking in on Progress

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://uw.pressbooks.pub/idyearbook2020/?p=56#video-56-2

Video will list the captions but not display them. cross origins has been stripped out.

EEDU Lib Server

Mary Harrill

https://depts.washington.edu/eedu/LDRS/video/LDRS-L01-MaryHarrill.html

<u>Transcript available</u>

📱 Mobile tip: Watch the video in full-screen to allow captions to display at the bottom of your screen.

H5P Interactives

Here we have some of the interactives we produced this year.

CTSJ

Culturally Thriving and Socially Just Early Childhood Education

Socialization Avenues

The process of transmitting culture through social interactions can be referred to as **socialization**. Explore these three processes in the following image by clicking on the hotspot.

> 📊 An interactive H5P element has been excluded from this version of the text. You can view it online here:
> https://uw.pressbooks.pub/idyearbook2020/?p=26#h5p-1

FEB

Family Engagement Basics

Recap of the Ecological Systems

According to Bronfenbrenner's bioecological theory, the child is nested in an ecosystem of context that influence their development. Do you recall these levels?

> An interactive H5P element has been excluded from this version of the text. You can view it online here:
> https://uw.pressbooks.pub/idyearbook2020/?p=28#h5p-2

CDBB

5-1 A

https://h5p.earlyeducoach.org/developing-questions

What would you do

https://interactives.earlyeducoach.org/wp-admin/admin-ajax.php?action=h5p_embed&id=273

CDBB 2-2 Brain Connections Activity

https://interactives.earlyeducoach.org/wp-admin/admin-ajax.php?action=h5p_embed&id=270

Shape Sorting

https://h5p.earlyeducoach.org/shape-sorting

Cognitive Flexibility

https://h5p.earlyeducoach.org/cognitive-flexibility

LDRS

Using iframe code at first, which gets changed into embed shortcodes.

History is the study of the past; to understand the current state and predict the future of early childhood education, it is important to place policy, events, and trends in context. Advance the timeline through the changing times and legislation.

https://h5p.earlyeducoach.org/ldrs-lesson-1-policy-timeline

Trouble Viewing? Scroll the interactive in the area or try ECE Policy Timeline in a new window.

This is where you can add appendices or other back matter.