### http://www.nctq.org/dmsView/cover_image_613932

Looking for a new reading, assignment, or online discussion forum topic? Want to infuse a more explicit emphasis on family engagement? Dual language learners? Children of diverse abilities and inclusion?

Save yourself some time and effort by visiting the SCRIPT-NC website [**http://scriptnc.fpg.unc.edu/resource-search**](http://scriptnc.fpg.unc.edu/resource-search)

The website is organized by commonly taught course topics. Click on any topic to discover free resources like

• annotated collections of evidence sources, articles, videos, and websites;

• PowerPoint slides with activities, assignments, and discussion topics; and

• other free resources for addressing the course topic.

Additional free resources are available by clicking 2016 SCRIPT-NC Webinar Series at the top of the page. There you’ll find resources on several additional topics like dual language learners, play, and inclusion. The materials from the Assignment Makeover webinar include exam-ples of how to transform routine assignments into engaging opportunities for knowledge acquisi-tion and knowledge application.

Questions about SCRIPT-NC resources? Contact Camille Catlett [**camille.catlett@unc.edu**](mailto:camille.catlett@unc.edu)

## **ACCESS Launches Instructor Listserv**

Support for this listserv is provided by

Issue 1

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FACULTY FINDS

### **SCRIPT-NC: Evidence-Based and FREE Course Resources**

The purpose of **Faculty Finds** is to provide ACCESS members and other instructors with high-quality, evidence-informed, readily avail-able resources to support their work.

**Faculty Finds** is distrib-uted six times per year. Each issue will focus on three topics: 1) content resources; 2) instruct-ional resources; and 3) information about effective preparation of early childhood profes-sionals. All resources are **free**.

The content of Faculty Finds is compiled by Camille Catlett. The listserv is supported by ACCESS. **All or part of Faculty Finds may be freely shared or copied.**

To receive future issues of the listserv, you will need to sign up. Here’s how. Send an email with **no message** to [**subscribe-facultyfinds@listserv.unc.edu**](mailto:subscribe-facultyfinds@listserv.unc.edu)

To suggest resources for future issues of **Faculty Finds**, please contact Camille Catlett [**camille.catlett@unc.edu**](mailto:camille.catlett@unc.edu)

Past issues are archived on the ACCESS website [**https://accessece.org/**](https://accessece.org/)

To learn more about ACCESS or to join, visit the access website at [**https://accessece.org/**](https://accessece.org/)

In the next issue

**Resources and ideas for your Child, Family and Community course**

This article points out that there’s a big difference between watching a video and learning something from it. It reminds us that videos are not particularly effective at driving critical thinking without facilitation from an instructor.

The authors offer strategies for increasing the effective-ness of course videos. While the examples provided were intended to be used in online courses, all could easily be used in a face-to-face course as well.

[**http://www.facultyfocus.com/articles/teaching-with-technology-articles/from-passive-viewing-to-active-learning-simple-techniques-for-applying-active-learning-strategies-to-online-course-videos/**](http://www.facultyfocus.com/articles/teaching-with-technology-articles/from-passive-viewing-to-active-learning-simple-techniques-for-applying-active-learning-strategies-to-online-course-videos/)

**From Passive Viewing to Active Learning with Videos**

Wondering how to incorporate an emphasis on nature and play in any course you teach? Here are a couple great examples.

***What About Play? The Value of Investing in Children’s Play*** is a 10-minute video that explores the value of play, playful inquiry and the role of adults in supporting, advocating for

and investing in children’s play. [**https://youtu.be/IjoG6tMq9ZU**](https://youtu.be/IjoG6tMq9ZU)

***Nature-Based Learning and Development for Teachers***

Is a skillfully organized video that connects opportunities for nature-based outdoor experiences to learning and development across all domains of development.

[**http://view.vzaar.com/4501587/download**](http://view.vzaar.com/4501587/download)

A companion video *(Nature-Based Learning and Devel-opment for Administrators)* looks at the rationales for nature-based learning from the perspective of program directors and leaders[**http://view.vzaar.com/4501588/download**](http://view.vzaar.com/4501588/download)

And just for fun, watch ***Nature Rx*** [**https://youtu.be/Bf5TgVRGND4**](https://youtu.be/Bf5TgVRGND4)

### **Free Videos Link Play to Learning**

A June 2016 publication from the National Council on Teacher Quality shares the results of a look at 100 preservice programs that are preparing future preschool teachers. The findings reveal the extent to which college students are being prepared to:

• develop children’s language ability;

• build a foundation for reading through emergent

literacy skills and read-alouds;

• introduce emergent math;

• create an inviting class-room environment; and

• hone skills through student teaching.

The findings reveal that many programs are not preparing future professionals in these essential skills areas.

To read more about the findings go to [**http://www.nctq.org/dmsStage/Preschool**](http://www.nctq.org/dmsStage/Preschool)

You’ll find a set of Power-Point slides that summarize the findings and versions of the results targeted to college programs, students, and administrators.

**Consider this:** How well is your program preparing students in these 5 areas?

## **How Does Your Program Stack Up?**

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FACULTY FINDS

“Almost all creativity involves purposeful play.”

Abraham Maslow