

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: INTEGRATIVE SEMINAR III

Course No.: ED 218

Program: EARLY CHILDHOOD EDUCATION

Semester: THREE

Date: SEPTEMBER 1995

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New: \_\_\_ Revision: X

APPROVED:

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School of Human Sciences and  
Teacher Education

*Aug 31/95*  
Date

**\*\*NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

**INTEGRATIVE SEMINAR III (ED 218)**

Instructor: J. Bennett

Prerequisite(s): ED 140, HSC 104, ED 110, ED 116

Corequisite(s) : ED 209, ED 269

**PHILOSOPHY/GOALS**

This weekly seminar gives students the opportunity to share ideas and theoretical concerns relative to field practice. Activities completed during field placement will form a basis for discussion. As a result the student will be better prepared for planning and implementing activities for children's learning, as well as for guiding behaviour.

1. To consolidate previously learned teaching methods and to incorporate new approaches into a realistic philosophy.
2. To refine observation skills.
3. To integrate the outlined fieldwork competencies for this semester into teaching behaviour.
4. To discuss alternatives for child guidance and strategies for improving teaching techniques.

**STUDENT PERFORMANCE OBJECTIVES**

1. Students will evaluate their own personal interactions with children in the field placement setting and will describe their assessment of these interactions to the class.
2. Students will determine the use of appropriate teaching methods and activities for young children through the analysis of situational examples.
3. Students will maintain confidentiality and will behave both ethically and professionally.
4. Each student will describe his/her own teaching behaviours as performed in the field setting and will make specific recommendations for improvements.

**REQUIRED TEXTS**

1. Second-Year ECE Field Practicum Journal, (available from Sault College Campus Shop)

**RELATED TEXTS**

1. A Practical Guide to Early Childhood Curriculum, 5TH ED. Eliason & Jenkins, Merrill
2. Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, S. Bredekamp ED. NAEYC, 1987

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### **INSTRUCTIONAL METHODS**

Class discussions, observation assignments, and situational examples will be used to help the students incorporate appropriate teaching methods into practical applications. The student will learn to make relevant inferences from objective observations. Descriptions of interactions (between child-child, Teacher-child, student-Teacher child, parent-child) will be presented by the students to their classmates.

### **METHOD OF ASSESSMENT**

1. **INTERACTION REPORTS** – students will complete TWO interaction reports based on situations in which they have been involved in with children in their current field placement setting. Once written up, each interaction report must be shown to their placement Supervising Teacher, who will sign it. Students will then take the initiative (as part of the class participation grade) to make arrangements with the course instructor, for a presentation date (SIGN-UP SHEET ON BEV'S DOOR). The student will then describe the situation to the class and will seek their suggestions for changes to their teaching techniques. These reports, including class comments, will then be submitted for grading.
2. **SELF-ANALYSIS OF TEACHING BEHAVIOURS** – by mid-term, OCT. 5/94 each student will complete a self-analysis of his/her strengths and competencies as displayed in their field placement setting. The Placement Self-Analysis Checklist form will serve as a basis for a mid-placement anecdotal performance report. He/she will design a plan for improvement of teaching behaviours.
3. **VIDEO-TAPE SELF-ANALYSIS** – students will make their own arrangements to have themselves video-taped in their assigned field placement setting. Some students may need to arrange for their college supervising faculty to do the actual taping, if no one from their centre is able to do so. The College cam-corder has been reserved on Mondays and Tuesdays for this purpose. You must book the recorder with Media Services. Your student card is required. You must purchase your own video tape, however.

#### **STEPS:**

- a) Complete an Activity Plan for any curriculum area; submit this plan to your supervising teacher for approval.
- b) Have yourself video-taped presenting this activity to children; remember to make sure that the introduction of the activity is on tape.
- c) After the video-taping, review the tape and analyze your teaching behaviours thoroughly, referring to the relevant questions accompanying the course outline. Your assigned grade will be based on your own ability to assess and describe your teaching techniques, not on the quality of the video-tape itself.
- d) Submit your assessment as well as your activity plan to the instructor the week following the completion of your taping session.
- e) Those who choose to share their tape with classmates can make arrangements with the course instructor for the tape to be shown in class.

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### **METHOD OF ASSESSMENT (cont)**

4. **JOURNAL – (optional)** – For an additional 10% of their total grade, students who choose to do so will maintain a weekly diary of activities occurring in their field placement setting. Entries must include examples of specific situations in which the students have helped in a child's learning and must also assist the student in keeping an ongoing record of events which will help in the preparation of their self-analysis.

### **EVALUATION**

Attendance (% of classes attended)	10%
Participation:	
initiates class discussion	
makes relevant suggestions	
to classmates	20%
Interaction Reports and Presentations (x2)	20%
Video-tape Self-analysis (activity plan 10%)	30%
Self-analysis of Teaching Behaviours	20%
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	100%

Journal (optional) 10%

### **GRADING**

A+	90	-	100%
A	80	-	89%
B	70	-	79%
C	60	-	69%
X	as per College policy		
R	"Repeat" i.e. < 60%		

### **SPECIAL NEEDS NOTE**

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

**PLA – not yet available**

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GRADE RECORD

ASSIGNMENT	GRADE	ACCUMULATED GRADE
<b>1. INTERACTION REPORTS</b>		
#1. presentation date: _____	/10	/10
#2. presentation date: _____	/10	/20
<b>2. SELF-ANALYSIS</b>		
mid-term, date submitted: _____	/10	/30
final, date submitted: _____	/10	/40
<b>3. VIDEO TAPE ANALYSIS</b>		
a) activity plan, date: _____		
b) tape analysis, date: _____		
<b>4. ATTENDANCE</b>		
a) # days attended: _____		
<b>5. PARTICIPATION</b>		
a) initiates class discussion, comments: _____		
b) makes relevant suggestions to class, comments: _____		

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VIDEO TAPE SELF-ANALYSIS

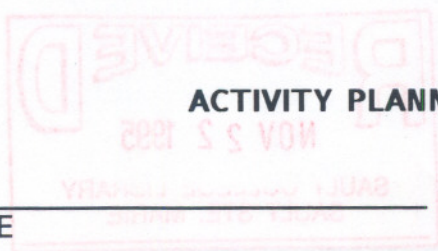
After carefully reviewing your performance while presenting an activity to children, describe fully your behaviours and your responsiveness related to the categories below.

**A: TECHNIQUES**

1. **VOICE**
  - . volume (loud, soft, etc.)
  - . modulation, intonation, inflection (rise and fall)
  - . clarity
  - . articulation (pronunciation)
2. **FACIAL EXPRESSIVENESS**
  - . eye contact/expression
  - . mouth movement/expression
  - . warmth, enthusiasm expressed by face
3. **APPEARANCE/GROOMING**
  - . hair under control, well groomed
  - . neatness of attire
  - . professional attire
  - . posture
4. **BODY LANGUAGE**
  - . positioning in room
  - . fluidity of movement, or jerky motions
  - . impression of tension or relaxation conveyed
  - . mannerisms
5. **RESPONSIVENESS TO CHILDREN'S CUES:**
  - . timing, immediacy of response
  - . appropriateness of response considering child's age; content
  - . manner; curtness, tone
6. **VERBAL INTERCHANGE**
  - . wording
  - . meaning (did you say what you meant, and did you mean what you said?)
  - . # of directions appropriate
  - . directions, speech, timed correctly
7. **GUIDANCE AND DIRECTION**
  - . describe methods

**B. GENERAL COMMENTS:**

1. How did the videotape experience help you understand yourself?
2. Was your planned activity appropriate for the group? Why?
3. What surprised you?
4. What did you like about your teaching behaviours? Why?
5. What changes should you make?
6. What experience would you videotape yourself doing next? Why?



# ACTIVITY PLANNING EVALUATION

ACTIVITY TITLE \_\_\_\_\_

NAME \_\_\_\_\_

## EVALUATION OF THE ACTIVITY

A. Is the content worth knowing? Justify your response.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. Was it developmentally appropriate? Explain.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C. Was it interesting to the children? How do you know?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

D. Did the activity include opportunities to test their knowledge? Explain.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## CHILDREN'S RESPONSES

A. Did all of the children reach the objectives? Explain.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. Were there behaviour problems? If so, what do you think might have caused them?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**TEACHER STRATEGIES**

A. Were you well organized? Explain.

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B. Did you use effective teaching strategies in teaching the objectives? Explain.

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C. Did you effectively introduce concepts in a stimulating manner? Explain.

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D. Did you effectively guide or manage the group? Explain.

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E. Were the children involved in closure (the ending) of the activity?

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F. What teaching strategies would you change if this activity is repeated?

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**OTHER COMMENTS**

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