

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY  
SAULT STE. MARIE, ON

COURSE OUTLINE

**COURSE TITLE: INTEGRATIVE SEMINAR III**

---

**CODE NO.: ED 218 SEMESTER: THREE**

---

**PROGRAM: EARLY CHILDHOOD EDUCATION**

---

**AUTHOR: BEV BROWNING**

---

**DATE: SEPTEMBER 1996 PREVIOUS OUTLINE DATED: SEPT 1995**

---

**APPROVED:** *S. Desrais* *May 29/96*  
**DEAN 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.**



**ED 218-7**  
**Integrative Seminar III**

---

**TOTAL CREDITS:**   1  

**PREREQUISITES:** ED 110, ED 116, ED 140

**COREQUISITES:** ED 209, ED 265

**I: COURSE DESCRIPTION:**

This weekly seminar gives students the opportunity to share ideas and theoretical concerns relative to field practice. Teaching 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, and as well, for guiding behaviour.

**II. LEARNING OUTCOMES**

*Upon successful completion of this course the student will demonstrate the ability to:*

1. Consolidate Previously Learned Teaching Methods And Approaches Into A Realistic Personal Philosophy Of Teaching.
2. Report Regularly On Personal Skill Development Related To The Competencies Outlined For Semester Three.
3. Refine Observation Skills And Develop Competency In The Assessment Of Peer Relations.
4. Discuss And Propose Alternatives For Child Guidance.
5. Examine Legal Issues Related To Child Care Programs.
6. Design And Implement Developmentally-based Inclusive Activities For Children.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

*Upon successful completion of this course the student will demonstrate the ability to:*

1. Consolidate Previously Learned Teaching Methods And Approaches Into A Realistic Personal Philosophy Of Teaching Young Children.

**Potential Elements Of The Performance:**

- ▶ describe examples of teaching interactions and suggest alternatives
- ▶ articulate one's ideas on positive teaching techniques
- ▶ ensure confidentiality



3. ED 218, cont'd

**2. Report Regularly On Personal Skill Development Related To The Competencies Outlined For Semester Three.**

**Potential Elements Of The Performance:**

- ▶ *provide specific examples of one's interactions to support the self-analysis of one's teaching behaviours*
- ▶ *complete self-assessment reports thoroughly in order to assist in planning strategies for change*
- ▶ *use thoughtful consideration in assessing one's strengths, and suggest realistic alternatives for change*
- ▶ *make use of one's video record of teaching to improve teaching techniques*

**3. Refine Observation Skills And Develop Competency In The Assessment Of Peer Relations.**

**Potential Elements Of The Performance:**

- ▶ *use appropriate data collection techniques*
- ▶ *observe and monitor children's skills in peer group entry, emotional regulation, conflict resolution and in maintaining play*
- ▶ *summarize observational data*
- ▶ *propose strategies for assisting children in improving social skills*

**4. Discuss And Propose Alternatives For Child Guidance.**

**Potential Elements Of The Performance:**

- ▶ *outline the goals for positive guidance*
- ▶ *distinguish between punishment and discipline*
- ▶ *describe developmentally appropriate means of intervening in conflict situations*
- ▶ *formulate appropriate guidance methods based on strategies learned in class discussions and related readings*

**5. Examine Legal Issues Related To Child Care Programs.**

**Potential Elements Of The Performance:**

- ▶ *highlight the components of Employment Law, Contract Law, and Tort Law*
- ▶ *summarize the regulations pertaining to child supervision: the Prudent parent test*
- ▶ *describe the role of child care settings in custody and access*
- ▶ *report on the terms needed for comprehensive liability coverage*

**6. Design And Implement Developmentally- Based Inclusive Activities For Children.**

**Potential Elements Of The Performance:**

- ▶ *design curriculum to support the observed developmental needs of children*
- ▶ *utilize available resources for preparing age-related, inclusive activities*
- ▶ *prepare curriculum plans in a Professional manner*
- ▶ *determine the merit of prepared plans and suggest alternatives for improvement*



4. ED 218, cont'd

### III. TOPICS TO BE COVERED:

1. **Articulating a philosophy**
2. **Formulating a plan for one's competency development**
3. **Assessing peer relations**
4. **Examining legal implications of child care**
5. **Preparing developmentally-based, inclusive activity plans**

### VII. REQUIRED STUDENT RESOURCES/TEXTS/MATERIALS:

1. **Second Year Seminar III Workbook (Available In Sault College Campus Shop)**
2. **Practical Solutions To Practically Every Problem: The Early Childhood Teacher's Manual; S. Saifer; Redleaf Press; Monarch Books, 1990**
3. **Day Care And The Law; Maureen Bogoroch-Ditkofsky; Umbrella Day Care Services; Scarborough; 1991**

### V. EVALUATION PROCESS/GRADING SYSTEM:

1. **SELF ANALYSIS OF TEACHING BEHAVIOURS: 20%**
  - a) **mid-term: by Oct 16, 1996, each student will complete a Placement Self-Analysis Checklist, outlining his/her strengths and competencies displayed in field placement. This checklist (2%) will serve as a basis for a mid-placement anecdotal performance report. As a result, the student will design a self-improvement plan for enhancing his/her teaching skills.**
  - b) **end-of- term: by the last seminar (Dec 18, 1996), the student will complete the Placement Self-Analysis Checklist (2%) and the Fieldwork Self-Analysis (16%). The student must also complete their Progress Review Form III, using explicit examples which provide a rationale to support their self-assessment.**
2. **VIDEO-TAPE ANALYSIS: 20%**

Students will make arrangements to have themselves video-taped in their assigned field placement setting. Steps must be taken to ensure parental permission for children to be video-taped.

The Sault 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. Also, you must purchase your own video tape cassette (each person should have their own as this process will be repeated in the fourth semester).

#### STEPS:

- a) **complete an Activity Plan for any curriculum area; follow the normal procedures for approval prior to presentation of the activity in the placement.**



5. ED 218, cont'd

- b) **have yourself video-taped presenting this activity to the children; remember to make sure that the entire process of the activity is on tape (introduction to conclusion).**
- c) **after the video-taping, review the tape and analyze your teaching thoroughly, referring to the relevant questionnaire 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 and the completed Activity Plan, and the Activity Planning Evaluation Form (5%) to your instructor. These must be submitted the week following the completion of your taping session. Those who do not follow this procedure will receive a grade of zero for this project.**

*See following pages for self-analysis procedures!*

**3. PARTICIPATION AND ATTENDANCE: 25%**

**Attendance at this weekly seminar is mandatory in order that he/she have the opportunity to discuss relevant issues/concerns about teaching young children. The student will describe his/her efforts at participation by completing the Field Participation Form provided in the Seminar III workbook (5%)**

**4. ASSESSMENT OF PEER RELATIONS (A.P.R.) : 20%**

**Each student will choose a child from their placement as a subject for completion of the APR (found in the Seminar III workbook).**

**Dates for completion of the APR components are to be announced.**

**Upon completion of the observations, the student will suggest intervention strategies designed to improve the child's social skills in peer group entry, emotional regulation, ability to maintain play, or conflict resolution.**

**5. CLASSROOM ACTIVITIES: 10%**

**Students will participate in classroom activities facilitated by the course teacher, and based on the required texts. Details to follow.**

**VI. SPECIAL NOTES**

▶ **Special Needs**

**If you are a Student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations confidentially with the instructor and/or contact the Special Needs Office, Room E 1204, Ext 493, 717, 491, so that support services can be arranged for you.**

▶ **Retention of Course Outlines**

**It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.**

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



