

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON**



COURSE OUTLINE

Course Title: INTEGRATIVE SEMINAR iii

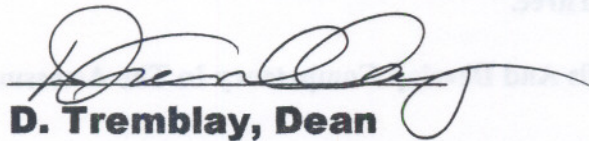
Code No.: ED208 **Semester:** THREE

Program: EARLY CHILDHOOD EDUCATION

Author: BEV BROWING

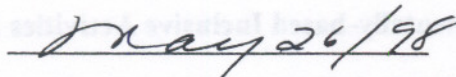
Date: SEPT '98 **Previous Outline Date:** SEPT '97

Approved:


D. Tremblay, Dean

Health, Human Sciences and Teacher Ed.

Date:



Total Credits: 1

Prerequisite(s): ED110,116,269

Corequisite(s): ED209,265

Length of Course: 16

Total Credit Hours: 16

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For additional information, please contact Donna Tremblay, Dean, School of Health, Human Sciences
and Teacher Education, (705) 759-2554, Ext. 690.



TOTAL CREDITS: 1

PREREQUISITES: ED 110, ED 116, ED 269

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. Design And Implement Developmentally-based Inclusive Activities For Children.

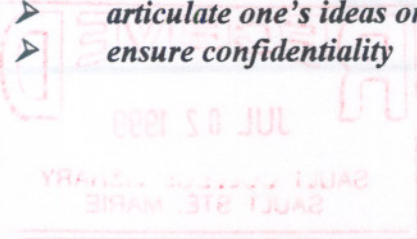
II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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 appropriate 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. 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*

3. ED 218, cont'd

III. TOPICS TO BE COVERED:

1. Articulating a philosophy
2. Formulating a plan for competency development; Developing a personal portfolio of skills
3. Assessing peer relations and levels of skills
4. 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

V. EVALUATION PROCESS/GRADING SYSTEM:

1. **SELF ANALYSIS OF TEACHING BEHAVIOURS: 25%**
 - a) mid-term: *by Oct 14, 1998*, each student will summarize his/her strengths and competencies currently displayed in the field placement. Based on this assessment, as well as from comments on the mid-term evaluation, the student will formulate a plan for achieving competencies during the remainder of the placement (a form will be provided). = 10%
 - b) end-of- term: *by the last seminar (Dec 16, 1998)*, the student will again complete the Fieldwork Self-Analysis, and explain how s/he has grown in teaching skills over the semester. The student must also complete their Progress Review Form III, using explicit examples which provide a rationale to support their self-assessment. As well, the student must complete an Introductory Sheet outlining the skills s/he needs to acquire for semester IV. = 15%
2. **VIDEO-TAPE ANALYSIS and ACTIVITY ASSESSMENT- 30%**

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 in the LAC. 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 your placement.
- 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-**IN PARTICULAR-** 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. THIS ANALYSIS MUST BE TYPED AS WELL AS VIDEO-TAPED IN THE LRC PREVIEW ROOM.*
- d) submit your analysis, the completed Activity Plan, and the Video Activity Evaluation (5%) to your instructor **BY THE DUE DATE** (the week following the completion of your taping session, as scheduled with the instructor). Those who do not follow this procedure will receive a grade of zero for this project.

See following pages for analysis procedures!

3. PARTICIPATION AND ATTENDANCE: 25%

ATTENDANCE: 5%

This weekly seminar is mandatory in order that s/he have the opportunity to discuss relevant issues/concerns about teaching young children. *Number of days attended = 5%*

PARTICIPATION : 20%

1. Students will present 2 Interaction Reports to the class over the course of the semester (forms available in the Seminar III workbook/journal). These Interaction reports will then be submitted to the course professor: ***one by October 7th, and the second by December 9th, 1998 = 5%***
2. Students are asked to share experiences from their field placements. The purpose is to examine scenarios in order to best determine the appropriate positive teaching strategies. Students are expected to make constructive suggestions to peers. The course professor will monitor **student contributions**
CHILD GUIDANCE: Class discussions will take place regarding the text information from "Practical Solutions For Practically Every Problem". ***EACH STUDENT WILL BE ASKED TO SUMMARIZE A SECTION FROM THE TEXT, AND PROVIDE PERSONAL EXPERIENCES TO HIGHLIGHT THE MAIN POINTS.= 10%***

5. ED 218, cont'd

3. Each student will submit their "Field Seminar Self-Evaluation Form" (from the Seminar III workbook/journal) **at the final Integrative Seminar III class on Dec 16th, 1998.**

4. **OBSERVATIONS: 20%**

a. **Students will complete four 3M observations based on observing a child in their center over the course of the semester. The student will observe the child engaged in play in a different learning center each time.**

B. **Students will also complete an Assessment of Peer Relations: After viewing the video in class, observe and monitor children's skills in peer group entry, emotional regulation, conflict resolution and in maintaining play. Forms to be used are contained in the Seminar III Workbook.**

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

➤ **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 faculty has the right to modify the course as necessary to meet student needs.**

PARENT CONSENT FORM FOR VIDEO-TAPING

SECOND YEAR ECE STUDENTS ARE REQUIRED TO HAVE THEMSELVES VIDEO-TAPED IN THE FIELD PLACEMENT SETTING, WHILE THEY ARE PRESENTING AN EDUCATIONAL ACTIVITY TO THE CHILDREN. FOLLOWING THIS, THEY ARE TO ANALYZE THEIR OWN PERFORMANCE, IN ORDER TO MAKE RECOMMENDATIONS FOR IMPROVING THEIR TEACHING STRATEGIES. WE WOULD APPRECIATE THE CONSENT OF PARENTS FOR THE PARTICIPATION OF THEIR CHILDREN IN THIS PROJECT.

THANK YOU FOR ASSISTING OUR STUDENTS IN THIS TRAINING PROCESS.

**SINCERELY,
BEV BROWNING, on behalf of the ECE department.**

"I HEREBY GIVE PERMISSION FOR MY CHILD _____ TO BE VIDEO-TAPED FOR THE PURPOSE OF MEETING SAULT COLLEGE TRAINING REQUIREMENTS, ONLY. MY CONSENT IS CONTINGENT UPON THE AGREEMENT BY THE STUDENT AND SAULT COLLEGE THAT THE TAPE IS TO BE DESTROYED AND NOT TO BE USED IN ANY PROMOTION ON BEHALF OF THE STUDENT, COLLEGE OR ANY AGENT REPRESENTING THE COLLEGE."

ECE SECOND YEAR SEMINAR

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. Be descriptive and use examples.

RESERVE THE PREVIEW ROOM IN THE LRC AND VIDEO-TAPE YOUR RESPONSES TO THE FOLLOWING:

A: TECHNIQUES :

1. VOICE : 2 marks

- volume (loud, soft, etc.)
- modulation, intonation, inflection (rise & fall)
- clarity
- articulation (pronunciation)

2. FACIAL EXPRESSIVENESS : 2 marks

- eye contact/ expression
- mouth movement/ expression
- warmth, enthusiasm expressed by face

3. APPEARANCE/ GROOMING : 1 mark

- hair under control, well groomed
- neatness of attire
- professional attire
- posture

4. BODY LANGUAGE : 2 marks

- positioning in room
- fluidity of movement, or jerky motions
 - impression of tension or relaxation conveyed
- mannerisms

5. RESPONSIVENESS TO CHILDREN'S CUES : 2 marks

- timing, immediacy of response

- appropriateness of response considering child's age; content
- manner; curtness, tone

6. VERBAL INTERCHANGE : 2 marks

- 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 : 2 marks

- describe methods of redirection, etc

B: GENERAL COMMENTS: be specific and use examples

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

20 marks

2nd YEAR FIELDWORK ANALYSIS PROCEDURE

PROCEDURE/CRITERIA FOR FINAL SELF-ANALYSIS OF TEACHING BEHAVIOURS:

Based on their own description of teaching skills which each student has outlined on their mid-term field evaluation or on the previous semester's evaluations, the student will:

- 3) a) describe in detail **HOW** he/she has worked on the skills/areas identified as needing growth. Specific examples of methods used to make improvement must be given.
- 3) b) describe in detail, **NEW** skills/teaching behaviours developed in this placement, and specifically **HOW** he/she has acquired them, eg. by *reading about* new activity presentation methods and trying them out; by *following through on suggestions* from a supervising teacher or faculty, and practicing these new techniques; etc.
- c) review/complete the Third Semester Progress Review Form, providing specific examples of accomplishments in each competency area.

Summarize your teaching behaviours, using the following factors as a basis for your discussion on your teaching effectiveness: (these are some suggestions & are not all-inclusive)

- 1) 1. Quality of Preparation and Planning of Activities:
detail; aesthetics; age-appropriateness; thoroughness & attention to research
- 1) 2. Quality of Activity Presentations:
variety; age-appropriateness; novelty; sequencing
- 1) 3. Quality of General Interactions:
sensitivity; supportiveness; age-appropriateness of comments
- 2) 4. Techniques for Guiding Behaviour: a) during general interactions; b) during group times voice control; firmness; projection; following through on limits; variety of interaction; use of direct/indirect guidance techniques
- 1) 5. Awareness of Activity Areas:
body positioning; peripheral awareness

ED-218 Self-Assessment, cont'd

GENERAL:

1) e) PROFESSIONALISM:

attendance; punctuality; confidentiality; ethics

1.5) d) Describe in Detail Your Greatest Strengths.

1.5) g) Suggest Areas for Future Growth

16 marks

ADDITIONAL COMMENTS:

NOTE: Please refer to your text: Developmentally Appropriate Practices in Early Childhood Programs, for further ideas and descriptions to base your analysis on.

MARKS:

Mid-term Analysis: 10%

**Final Self-Evaluation and
Final Self-Analysis 15%**

25%

