COURSE OUTLINE

COURSE TITLE: INTEGRATIVE SEMINAR II

CODE NO.: ED 116  SEMESTER: TWO

PROGRAM: EARLY CHILDHOOD EDUCATION

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NEW: _____  REVISED: X

APPROVED:

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**NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.
I. PHILOSOPHY/GOALS: This weekly discussion seminar assists students in developing an understanding of appropriate techniques and methods of providing for children's needs in the practical component of the programme. Emphasis is placed on confidentiality and developing professional and ethical behaviours crucial for working in the Early Childhood Education field.

II. STUDENT PERFORMANCE OBJECTIVES (OUTCOMES):

Upon successful completion of this course the student will:

1. rationalize the second level competencies of a beginning teacher as outlined in the Sault College ECE PROGRESS REVIEW: TWO.
2. outline various teaching styles and discuss the relationship between a philosophy of education and teaching style.
3. describe effective teaching behaviours
4. examine and describe one's present teaching behaviours and formulate strategies for improvement.
5. describe the elements of a nurturing environment for young children.
6. show congruency between theory and practice by demonstrating competencies in the field practicum setting.
7. design age-appropriate Activity Plans for implementation in the student's field practicum setting.

III. TOPICS TO BE COVERED:

1. Developing a Philosophy
2. Understanding teaching/learning styles
3. Formulating a plan for competency development
4. Developing Activity Plans
5. Developing guidance techniques
6. Analyzing behaviour origins
IV. LEARNING ACTIVITIES/REQUIRED RESOURCES

Topic/Unit #1 - Developing a Philosophy

Learning Activities:
1. Review seminar course and related field expectations.
2. Examine one’s personal values.
3. Define the role of personal values in teaching.
4. Describe ethical behaviours and responsibilities of an Early Childhood Educator.

Resources:
1. Practicum Guide pp. 253-264
2. Whole Child Appendix C
3. AECEO CODE OF ETHICS

Activities/Assignments:
1. Favourite List – p. 254
2. Values exercises – p. 254 & 257
3. Ideal child list – p. 263 due next class
4. Ideal child match in placement observation: DUE

Topic/Unit #2 – Understanding Teaching/Learning Styles

Learning Activities:
1. Outline the characteristics which fit contrasting teaching/leadership styles.
2. Examine "attitudes" which underlie teaching styles and the corresponding curriculum implications.
3. Discuss the elements of a personal teaching philosophy.

Resources:
1. Practicum Guide pp. 265-275
2. Ideal child assignment
3. Teaching philosophy handout

In-class Activities/Assignments:
1. Label teaching behaviours p. 274 & 275
2. Stereotypical labels p. 275
3. Role plays
4. Observe behaviours/teaching style of supervising teacher in placement: DUE
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Topic/Unit #3 - Formulating Competency Plan

Learning Activities:

1. Describe some major areas of teaching competency.
2. List desirable personal characteristics and abilities of successful teachers.
3. Develop a plan outlining strategies for the student's future competency development.

Resources:

1. Practicum Guide pp. 277-284
2. Student's Progress Review #1 – Introduction form
3. Self-rating scale

In-class Activities/Assignments:

1. Appendix pp. 435-439
2. Appendix pp. 440-442
3. Present strengths list
4. Competency plan and strategies
5. Rating scale, DUE MID-TERM: February 21, 1995

Topic/Unit #4 - Developing Activity Plans

Learning Activities:

1. Examine the components of curriculum planning forms.
2. Formulate statements for objectives.
3. Practice form completion.
4. Share activity ideas.

Resources:

1. Activity Planning Guide
2. A Practical Guide to Early Childhood Curriculum
3. Resource books

Topic/Unit #5 - Guidance Goals and Techniques

Learning Activities:

1. Describe environmental factors that influence child behaviours.
2. Outline the 4 basic categories of rules.
3. Distinguish five common guidance techniques.
4. Identify child behaviours used in resisting adult authority.
5. Analyze effective guidance techniques and explain why they are effective.
6. Observe teacher-child interactions and develop skills in making interaction reports.

Resources:

1. Practicum Guide pp. 94-110
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In-class Activities/Assignments:
2. Statements p. 110
3. Guidance Techniques Observation: DUE
4. Rules examples: DUE
5. Interaction reports: DUE

Topic/Unit #6 - Analyzing Behaviour Origins

Learning Activities:
1. Analyze behaviour using relevant behavioural & psychological theories.
2. Describe basic reinforcement procedures.
3. Explain the relationship between the guidance function and the ability of the child
   to learn self-control.

Resources:
1. Practicum Guide pp. 111-131

In-class Activities/Assignments:
1. Self-control observation (p. 131): DUE

V. EVALUATION METHODS: (INCLUDES ASSIGNMENTS, ATTENDANCE
   REQUIREMENTS, ETC.)

Attendance and participation at seminar classes is crucial to the integration of teaching
theory and practice. Each student must take the responsibility of contributing
constructively to seminar discussions, while always keeping in mind confidentiality and
respect for others.

Attendance & Participation 30%
Self-evaluation 5%
Observations & Interaction Reports 25%
Tutorial Participation & Ideas 20%
Journal 20%

100%

VI. PRIOR LEARNING ASSESSMENT:

Not yet available.
VII. REQUIRED STUDENT RESOURCES:
2. Dictionary or Thesaurus
3. First-Year ECE Field Practicum Journal

RELATED STUDENT RESOURCES:
2. Creative Expression & Play in Early Childhood Curriculum.

VIII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY:

IX. SPECIAL NOTES

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.