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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 1993

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New: _____ Revision: X

APPROVED: *K. DeRosario*
K. DeRosario, Dean
School of Human Sciences and
Teacher Education

Aug. 23/93
Date



INTEGRATIVE SEMINAR III (ED 218)

Instructor: B. Browning/K. Nielsen

Prerequisite(s): ED 102, ED 104, ED 110, ED 116

Corequisite(s) : ED 209, ED 201

COURSE DESCRIPTION

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.

GOALS

1. To consolidate previously learned teaching methods and to incorporate new approaches into a realistic philosophy.
2. To refine observation skills.
3. To successfully integrate the outlined fieldwork competencies for this semester by participation in class discussions.
4. To discuss alternatives for child guidance.

OBJECTIVES

1. The student will maintain an accurate and on-going record of field work hours (not to include lunch hours). The time sheet and Progress Review Forms are to be signed by the student and Supervising Teacher and delivered to their College file upon completion of the field placement.
2. The student will maintain an ongoing diary, focusing on evaluating personal interactions. As well, interactions between children and adults will be examined and evaluated.
3. The student will demonstrate an understanding of appropriate teaching methods and activities for young children by describing relevant examples in class. Confidentiality and professionalism are to be maintained at all times.
4. Assigned observations will be completed in the placement setting and will be used for discussion purposes.

TEXTS

1. Can I Be Sued, Elizabeth Becket
2. Field Practicum Journal, (available from Sault College Campus Shop)
3. A Practical Guide to Early Childhood Curriculum, Eliason & Jenkins, Merrill

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METHODOLOGY

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 submitted for evaluation, on alternate seminar weeks.

ASSIGNMENTS

A. JOURNAL:

A weekly journal will provide the opportunity to express ideas/concerns which reflect your field experience. The student will maintain a diary of activities/events/episodes discussing their impressions and involvement in the child's learning. Entries should **not** include descriptions of housekeeping duties or activity presentation methodology. They **should**, however, contain the following types of entries: subjective impressions, feelings, your thoughts on issues, policies, procedures.

B. INTERACTION REPORTS:

Students will complete descriptions and evaluations of interactions observed in the field placement setting. These will be submitted to the instructor for evaluation on alternate seminar weeks. These incidents will form a basis for class discussions.

C. VIDEOTAPING ASSIGNMENT:

Student teachers know the essential components of a good activity and can differentiate between a successful and unsuccessful activity just by reading the children's level of responsiveness. Determining the reasons behind the children's response can be facilitated by having a visual/auditory record of what transpired during the activity. Peer taping facilitates this self evaluation procedure. Research indicates that students who analyze their videotaped experiences with children made more significant progress than those who don't use it. After viewing the tape and analyzing weaknesses, many students reported gains in their self confidence.

As a part of your grade for seminar (20%), you will be videotaped on at least one occasion during your C.D.C. Block Placement. You must provide the VHS tape for this assignment.

I have arranged for you to have an opportunity to learn to use the Cam corder at tutorial on January 23rd. Please bring in a VHS tape to placement for Monday, January 27. After the assignment you will keep the tape.

Develop an activity plan in an area you want to improve approximately 15 minutes in duration. Share this plan with your C.D.C. staff at the beginning of your block placement. This activity can be in any part of the curriculum, during routines, in the playroom, outdoors or with a small group.

After the videotaping you review it independently (a number of times), at home, in the library or at the centre. You will bring your tape to seminar to share with the group (optional). Hand in the write up of this assignment and the accompanying activity plan, and the videotape to your course instructor the week following your C.D.C. block placement.

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VIDEOTAPE SELF-ANALYSIS - Please use a question/answer format when you write up this assignment.

1. How did the videotape experience (planning and carrying out a lesson, reviewing the tape, evaluating your teaching) help you? (provide examples)
2. What surprised you?
3. What did you really like?
4. What aspects of this experience were not helpful?
5. Did you; make any changes in your teaching techniques after watching and evaluating yourself on the videotape? Describe what changes you made?
6. Are there some changes you would like to make but haven't? What are they?
7. How could this videotaping experience be more beneficial to you?

EVALUATION

Attendance and participation in seminar discussions is crucial to the integration of theory and practice. The student's self-evaluation is an integral part of personal development as a professional.

Attendance		10%	
Participation (initiates class discussions)		20%	
Self-Evaluation (class participation)		5%	
Videotape Self-Analysis		20%	
Journal	Mid-term	5%	(due: Oct. 8)
	Final	20%	(due: Dec. 17)
Interaction Reports (2 by mid-term)		20%	
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		100%	

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GRADING

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

SPECIAL 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.