

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: INTEGRATIVE SEMINAR I

CODE NO.: ED 115 SEMESTER: ONE

PROGRAM: EARLY CHILDHOOD EDUCATION

AUTHOR: BEV BROWNING

DATE: SEPT 1995 PREVIOUS OUTLINE DATED: SEPT 1994

APPROVED:

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

DATE

July 7/95

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

ED115 Integrative Seminar I

TOTAL CREDITS: ONE

COREQUISITE(S): ED 108, ED 140

I. PHILOSOPHY/GOALS

This weekly seminar is crucial for helping students to understand the Early Childhood Educator's role in working with young children. Student experiences and ideas, as well as suggestions for interacting effectively in field placement settings will be exchanged. In addition, professional responsibilities, especially reliability and confidentiality, are emphasized.

1. To analyze one's own teaching behaviours in comparison with the first level competencies as outlined in the Sault College Progress Review Form, One.
2. To discuss various teaching methods which have application in a variety of field placement settings for children.
3. To determine which teaching techniques are most significant for promoting positive growth and development in children.
4. To provide the student with basic skills in effective interactions with children.
5. To develop skills in observing the development of children.
6. To analyze child behaviour based on documented observations.
7. To develop skills in determining the underlying reasons for child behaviour and/or interpret the significance of these behaviours.

II. STUDENT PERFORMANCE OBJECTIVES (OUTCOMES)

Upon successful completion of this course the student will:

- 1) distinguish between objective and subjective observations and describe their crucial differences.
- 2) document child behaviour using a variety of observational strategies and methods.
- 3) suggest appropriate supportive responses to children based on objective analyses of child behaviour.
- 4) maintain accurate field work records: hours worked (not including lunch hour) and activities scheduled and completed; have time sheet signed and delivered to the College file along with respective signed evaluation forms.
- 5) participate actively in class discussions by providing examples of experiences and personal interactions at his/her placement.
- 6) complete readings and assignments on time and present in class for discussion purposes.

ED115 Integrative Seminar I

IV. LEARNING ACTIVITIES/REQUIRED RESOURCES

Topic/Unit - 1 Introduction to Student Teaching

Learning Activities:

1. Overview of course expectations
2. Course outline and assignment procedures
3. Group work process

Resources:

1. Text: Looking Glass, Part 1, pp 1-11
2. Course outlines

Topic/Unit: 2 Goals for the Student Teaching Experience

Learning Activities

1. Relationships, responsibilities
 2. Professional conduct and confidentiality
 3. Field requirements; competencies expected
 4. Organize field placement binder
 5. Set groups for "developmental" learning activities
- Assignment: Group work due: Week 5, GROUP B Week 6, GROUP A

Resources:

1. Field placement course outline
2. Progress Review Form, One
3. Field binder and relevant forms
4. Text readings: Looking Glass, Part 2, pp 17-87
Dev Practices, section related to assigned age group

Topic/Unit: 3 Placement preparation & Guidelines

Learning Activities:

1. Pre-placement preparations and considerations
2. First impressions/jumping to conclusions
3. Subjective vs. objective observations; practice observations

Resources:

1. Text readings: Looking Glass, pp 1-14
2. Handout: Fact/Inference
3. Video: Learning to Look, Looking to Learn

ED115 Integrative Seminar I

Topic/Unit: 4 Interaction Reports and Running Records Learning Activities:

1. Writing weekly interaction reports and journals(optional)
2. Description and purpose of running records
3. Building a descriptive vocabulary: group work

Resources:

1. Sample interaction reports
2. Text, Looking Glass, pp 91-110

Assignment: Running record of child in placement
Due: Week 7

Topic/Unit: 5 Group Presentations Learning Activities:

1. GROUP A BLOCK PLACEMENT
2. Group B presentations

Topic/Unit: 6 Group Presentations Learning Activities:

1. Group A presentations
2. GROUP B BLOCK PLACEMENT

Topic/Unit: 7 Block Placement Follow-up Learning Activities:

1. First impressions write-up
2. Placement responsibilities; concerns
3. Group discussions

Topic/Unit : 8 Placement Discussions Learning Activities:

1. Mid-term self-assessment
2. Future goals and strategies for competency development

ED115 Integrative Seminar I

Topic/Unit: 9 Using Anecdotal Records Learning Activities:

1. Description and purposes of anecdotes
2. Group work: anecdotal sample

Resources:

1. Text, Looking Glass, pp 113-129

Assignment: Anecdotal record, practice exercises
Due: week 10

Topic/Unit : 10 Placement Discussions Learning Activities:

1. Group work and discussion

Topic/Unit: 11 Using Checklists Learning Activities:

1. Purposes and guidelines for checklists
2. Practice exercises.

Resources:

1. Text, Looking Glass, pp 131-144

Assignment: Sample checklist to be used for a field trip
Due: week 12

Topic/Unit: 13 & 14 Placement Discussions

Topic/Unit: 15 Using Narrative Event Sampling Learning Activities:

1. Description and guidelines for narratives.
2. ABC Method
3. Practice exercises.

Resources:

1. Text, Looking Glass: pp 167-182

Assignment: Narrative Event Sample of child from placement
Due: week 16

ED115 Integrative Seminar I

Topic/Unit: 16 & 17 Placement Discussions
Learning Activities:

1. Integrative discussion and wrap-up.
2. Final self-evaluation and checklist.
3. Goals summary for next placement.

V. EVALUATION METHODS

Attendance and participation at seminar classes is crucial to the integration of teaching theory and practice. Each student must review the course outline and corresponding Progress Review Form. Each student is allowed to miss one class without penalty; after that, 5% per class missed will be deducted.

Attendance	10 %
Participation/Group work	20 %
Observations: 4 @ 10%	40 %
Self-analysis	20 %
a) mid-term checklist & goals(5%)	
b) weekly interactions (10%)	
c) final checklist & analysis(5%)	
Tutorial Participation	10%
	100%

VI. PRIOR LEARNING ASSESSMENT

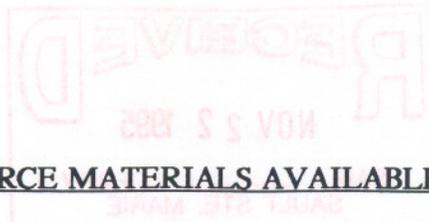
Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

NOT YET AVAILABLE

VII. REQUIRED STUDENT RESOURCES

1. "THROUGH THE LOOKING GLASS: Observations in the Early Childhood Classroom, S.Nicolson, S.G. Shipstead, Merrill, 1994.
2. "DEVELOPMENTALLY APPROPRIATE PRACTICE in Early Childhood Programs Serving Children from Birth through Age 8, S. Bredekamp,ed.; NAEYC,1987.
3. FIRST YEAR ECE SEMINAR & PLACEMENT JOURNAL, Campus Shop
4. Dictionary and/or Thesaurus

ED115
Integrative Seminar I



VIII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN FACULTY OFFICES

1. "STUDENT TEACHING: Early Childhood Practicum Guide, 2nd ed; J.M. Machado, H.M. Botnarescue; Delmar, 1993.
2. "OBSERVING AND RECORDING THE BEHAVIOUR OF YOUNG CHILDREN"; D.H. Cohen, V.S. Stern; Teachers College Press, 1975.
3. "A PRACTICAL GUIDE TO EARLY CHILDHOOD CURRICULUM", 5th ed; C. Eliason, L. Jenkins; Merrill, 1990.

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.

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