

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, extension 548

DATE: SEPTEMBER 1997 PREVIOUS OUTLINE DATED: SEPT 1996

APPROVED:

DEAN

DATE

[Signature] *May 13/97*

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



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*

4. ED 218, cont'd

III. TOPICS TO BE COVERED:

1. **Articulating a philosophy**
2. **Formulating a plan for competency development; Developing a portfolio of skills**
3. **Assessing peer relations**
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: 30%**
 - a) **mid-term: by Oct 15, 1997, each student will complete the "Measure of Success Checklist, and 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).**
 - b) **end-of- term: by the last seminar (Dec 17, 199), the student will again complete the "Measure of Success" and the Fieldwork Self-Analysis. 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 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 LRC. 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-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.
- d) submit your assessment and the completed Activity Plan, and the Activity Planning Evaluation Form (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 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. GUIDANCE ROLE-PLAYS: 15%

Students will be assigned to groups in order to develop and role-play sample scenarios illustrating appropriate and inappropriate guidance situations. The Text "Practical Solutions to Practically Every Problem" will be used as a foundation for the role-plays, as will sample "Interaction Reports" supplied by students. Further details will be provided in class.

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.**

