

I. COURSE DESCRIPTION:

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 setting will be exchanged. In addition, professional responsibilities, especially, **reliability and confidentiality**, are emphasized

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. analyze and implement a variety of observational methods and strategiesPotential Elements of the Performance:

- identify the reasons for observing young children
- distinguish between objective and subjective observations and describe their crucial differences
- compare the advantages and disadvantages of each type of observational method
- analyze recorded observations for accuracy of technique
- develop strategies to record observational data that demonstrates professionalism and maintains confidentiality
- record and interpret observations using various methods
- develop curriculum suggestions based on observational data

2. participate actively in discussions by providing examples of experiences and personal interactions at his/her placementPotential Elements of the Performance:

- contribute one's own ideas, opinions and information while demonstrating respect of those of others
- treat other members of the course equitably and fairly
- clarify one's own role in the fieldwork setting and willingly share experiences with other students
- support professional development by sharing observations that demonstrate quality ECE environments and teaching excellence.

3. **develop age-appropriate teaching techniques and evaluate own progress in the early childhood education field**

Potential Elements of the Performance:

- analyze interactions that occur between adults and children
- develop a repertoire of techniques that teachers can use with children and then suggest curriculum modifications
- provide concrete oral examples of achievement of fieldwork competencies
- identify skills areas requiring further growth
- reflect on skill development through completion of reflective journals
- evaluate teaching techniques using group discussion
- engage in self-evaluation and then develop concrete plans to support on-going professional growth

III. TOPICS:

These topics are provided as a guideline and not as an exhaustive list. Some topics will overlap and may not be presented in the order that they are listed. Readings in Observing Young Children, Developmental Profiles and other ECE handouts, resources and presentations will be used to present the content. Students are expected to read prior to class and bring materials with them and be prepared to discuss the identified topic/issue.

1. Observing and getting to know people
2. Confidentiality and Ethics in Early Childhood
3. Observing young children and different environmental settings
4. How child development relates to observation
5. Objectivity and Subjectivity; Observational Bias
6. Advantages and disadvantages of various observational methods
7. Writing descriptive objective observations
8. Using running records and anecdotal records in observation of children
9. Observing children's interests & documentation
10. Interaction Reports as a method of observation and problem solving
11. Sharing experiences from field work placements
12. Analyzing professional growth and planning for future early childhood placements

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Wylie, Sally, Observing Young Children –A Guide to Early Childhood Educators, 2nd edition, 2004, Nelson Publishing; ISBN #0-17-622482-3

Allen, K.E. & Marotz, L.R., Developmental Profiles – Pre-Birth through Twelve, 4th Edition, Thomson/Delmar Publishing, 2003, ISBN #0-7668-3765-3

Dictionary and Thesaurus

V. EVALUATION PROCESS/GRADING SYSTEM:**ATTENDANCE, PARTICIPATION & IN-CLASS ACTIVITIES = 35%**

Many opportunities will be provided for learning various teaching techniques and completing in-class group work assignments related to learning effective observational techniques. There will also be activities related to developing the skills necessary to begin your role in an early years environment. Sharing of experiences and problem solving any challenges faced when working in the human service/early childhood field will be a fundamental component of this course. **Attendance and participation** at seminar classes is crucial to the integration of teaching theory and practice. After one allowed absence, 5% per class missed will be deducted.

OBSERVATIONS = 30%

- 1. Placement Checklist** – complete the placement observational checklist (**worth 5%**)– **due November 15**
- 2. Running** –one formal running record picking a child from your placement setting and recording all his/her activities for 5 minutes (**worth 15%**) - **due November 29**
- 3. Anecdotal** – providing an anecdotal record based on an observation in your placement setting (**worth 10%**) – **due December 6**

ASSIGNMENTS = 25% (use forms provided in Seminar Workbook)

1. **Video Training** – Students will participate in video training and respond to corresponding questions. Students must be in attendance to receive this evaluation factor. Date(s) will be announced in advance and posted on WebCT (**worth 10%**)
2. **Interaction Report #1** – completion of an Interaction Report and presenting this interaction to the seminar class. (**5%** for presenting and leading discussion about your report) – schedule of presentations will be determined in class
3. **Journal**– completion of *two journals* –
 - 1) observe a group of children and watch what they are playing with and what they are talking about; brainstorm ideas of a possible interests. (**worth 5%**) -**due December 13**
 - 2) reflect on what you have learned at this particular placement; what teaching strategies you have developed over the course of the semester – (**worth 5%**) - **due December 13**

QUIZ = 10% - week of December 13

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	
A	80-89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50-59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office.

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 postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

Important Notes to Students:**Class Activities:**

1. Attendance plays an important role in successful learning and skill development, so students are expected to attend.
2. Students are responsible for work assigned during absences.
3. Students should be aware that the expectations for their conduct in class are outlined in the "Statement of Student Rights and Responsibilities" in the Student Sault College Handbook.

Assignments:

1. All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor.
2. To protect students, assignments must be delivered by the student/author to the professor; any assignments submitted through WebCT must be in Microsoft Word format.
3. Late submissions ***will be deducted 5% per day.***
4. Assignments ***more than one week late will not be accepted.***
5. Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.
6. Students have the responsibility to be aware of assignment due dates. If they miss in-class assignments that are due at the end of the class period for evaluation, they must contact the professor who will decide whether the assignment may be made up.
7. Students are responsible for retaining a file of all drafts and returned assignments. We suggest students keep their computer file of assignments until the end of the semester.

Test/Quizzes:

1. Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor prior to the start of the test/quiz. Alternative arrangements must be made prior to the next class.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.