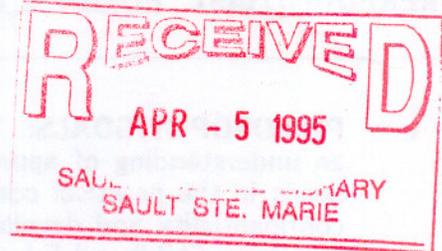


## SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: INTEGRATIVE SEMINAR II

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CODE NO.: ED 116 SEMESTER: TWO

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PROGRAM: EARLY CHILDHOOD EDUCATION

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AUTHOR: BEV BROWNING / KATHY NIELSEN

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DATE: JANUARY, 1995 PREVIOUS OUTLINE: JANUARY, 1994

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NEW: \_\_\_\_\_ REVISED: X

APPROVED: \_\_\_\_\_

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

Jan '95  
Date

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

**Integrative Seminar II**

**ED-116**

**TOTAL CREDITS: one**

**PREREQUISITE(S): ED-108 & ED 115 ; COREQUISITES: ED 140, ED 110**

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**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

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**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
4. Whole child pp.

#### 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:**

1. Story p. 108-109
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

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**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%
	<hr/>
	100%

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**VI. PRIOR LEARNING ASSESSMENT:**

Not yet available.

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**VII. REQUIRED STUDENT RESOURCES:**

1. Student Teaching, Early Childhood Practicum Guide, 2nd ed. Machado & Botnarescue, 1993.
2. Dictionary or Thesaurus
3. First-Year ECE Field Practicum Journal

**RELATED STUDENT RESOURCES:**

1. Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8, S. Bredekamp, ed., NAEYC. 1987.
2. Creative Expression & Play in Early Childhood Curriculum.
3. Student Teaching: Early Childhood Practicum Guide. Machado & Botnarescue, Delemar. 1993.

**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.