



COURSE OUTLINE: ED 137 - INTEG. SEMINAR II

Prepared: Colleen Brady

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

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| Course Code: Title | ED 137: INTEGRATED SEMINAR II |
| Program Number: Name | 1030: EARLY CHILDHOOD ED |
| Department: | EARLY CHILDHOOD EDUCATION |
| Semesters/Terms: | 19W |
| Course Description: | Attendance at this weekly discussion seminar is required to assist the student in interpreting and following through on theories and methods of teaching and observing the young child. Emphasis is placed on confidentiality and on the development of professional and ethical behaviours crucial for working in the Early Childhood Education field. Assigned observations and placement activities will form a basis of discussion in this integrative seminar. |
| Total Credits: | 2 |
| Hours/Week: | 2 |
| Total Hours: | 30 |
| Prerequisites: | ED 135 |
| Corequisites: | ED 131, ED 136 |
| This course is a pre-requisite for: | ED 223, ED 286, ED 287 |
| Vocational Learning Outcomes (VLO's) addressed in this course: | 1030 - EARLY CHILDHOOD ED |
| Please refer to program web page for a complete listing of program outcomes where applicable. | VLO 2 Establish and maintain inclusive early learning environments that support diverse, equitable and accessible developmental and learning opportunities for all children and their families. |
| | VLO 3 Select and use a variety of screening tools, observation and documentation strategies to review, support and promote children's learning across the continuum of early childhood development. |
| | VLO 4 Establish and maintain responsive relationships with individual children, groups of children and families. |
| | VLO 6 Prepare and use professional written, verbal, nonverbal and electronic communications when working with children, families, colleagues, employers, and community partners. |
| | VLO 7 Identify, select and apply relevant legislation, regulations, College of Early Childhood Educators Standards of Practice and Code of Ethics, policies and evidence-based practice guidelines, and interpret their impact on a variety of early learning environments. |
| | VLO 8 Apply a developing personal philosophy of early learning in accordance with ethical and professional standards of early childhood education practice. |
| | VLO 10 Engage in reflective practice, develop learning goals and maintain an ongoing professional development plan in accordance with evidence-based practices in early learning and related fields |
| Essential Employability | EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form |



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Skills (EES) addressed in this course:

- that fulfills the purpose and meets the needs of the audience.
- EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 4 Apply a systematic approach to solve problems.
- EES 5 Use a variety of thinking skills to anticipate and solve problems.
- EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
- EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- EES 10 Manage the use of time and other resources to complete projects.
- EES 11 Take responsibility for ones own actions, decisions, and consequences.

Course Evaluation:

Passing Grade: 50%, D

Other Course Evaluation & Assessment Requirements:

Although a D grade is considered a passing grade for this course, the student must achieve a minimum of a C grade to be eligible to register for the subsequent ED287 Integrated Seminar III course and the ED287 course co-requisites.

Books and Required Resources:

Excerpts from ELECT . by Ontario Ministry of Education
 Publisher: Queens` Printer for Ontario
 download the document for free @
<https://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>

Learning Language and Loving It: A Guide to Promoting Children`s Social, Language, and Literacy Development in Early Childhood Settings. by Elaine Weitzman & Janice Greenberg
 Publisher: Hanen Centre Publications

The Kindergarten Program .(2016) by Ontario Ministry of Education
 download this document for free @
<http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.html>

Course Outcomes and Learning Objectives:

| Course Outcome 1 | Learning Objectives for Course Outcome 1 |
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| 1. Analyze and implement a variety of observational methods and strategies. | 1.1 Develop strategies to record observational data that demonstrates professionalism and maintains confidentiality, record and interpret observations using various methods. |
| Course Outcome 2 | Learning Objectives for Course Outcome 2 |
| 2.Communicate professionally in written and verbal communication. | 2.1 Apply strategies to ensure and maintain information related to field practice and content discussed during class discussions remain confidential. 2.2 Provide field practice examples in a comprehensive, concise, factual and objective manner. 2.3 Communicate professionally in all written work including vocabulary, grammar, spelling and format that meet the standard of college level writing. 2.4 Communicate and respond to written, spoken or visual forms clearly, concisely and correctly that satisfactorily meets the needs of the audience and ensures effective |



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| | <p>communication.</p> <p>2.5 Interact with others in groups that show respect for the diverse opinions, values, belief systems and contributions of others.</p> <p>2.6 Contribute to the effective working relationships to achieve goals.</p> <p>2.7 Evaluate one`s own interpersonal communication skills through self-awareness and ongoing personal reflection and taking into consideration peer and supervisor`s feedback</p> <p>2.8 Demonstrate respect and a positive approach in all communication without judgment or personal bias</p> |
| Course Outcome 3 | Learning Objectives for Course Outcome 3 |
| 3. Evaluate own progress in the early childhood education related to the competencies outlined for Semester TWO | <p>3.1 present concrete oral examples of achieved field practice competencies</p> <p>present documented examples of achieved field practice competencies</p> <p>3.2 identify one`s strengths</p> <p>3.3 engage in self-evaluation</p> <p>3.4 practice self-reflection</p> <p>3.5 clarify one`s own role in the field practice setting</p> |
| Course Outcome 4 | Learning Objectives for Course Outcome 4 |
| 4. Evaluate and analyze own ability to engage in a responsive interaction with children using skills identified through Learning Language and Loving It. | <p>4.1 Use observing and recording skills to identify conversation styles</p> <p>4.2 Design and implement an action plan that will support the child in conversation skills</p> <p>4.3 Evaluate own skills using a video recording of planned activity.</p> |
| Course Outcome 5 | Learning Objectives for Course Outcome 5 |
| 5. Identify positive and inclusive teaching methods that reflect best practices within an early learning environment. | <p>5.1 Analyze developmentally appropriate learning activities.</p> <p>5.2 Explain effective teaching strategies that support self-regulation and competence</p> <p>5.3 Analyze and develop appropriate experiences for children</p> |

Evaluation Process and Grading System:

| Evaluation Type | Evaluation Weight | Course Outcome Assessed |
|---|-------------------|-------------------------|
| Assignments | 20% | 6,7,8,10 |
| Learning Activities | 55% | 2,3,4,6,8,10 |
| Learning Language and Loving It Certificate component: Video #1 | 25% | 3,4,6, |

Date:

June 22, 2018

Please refer to the course outline addendum on the Learning Management System for further information.