

| Degree                            | Type | Year |
|-----------------------------------|------|------|
| 2500797 Early Childhood Education | FB   | 2    |

## Contact

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## Teachers

Montserrat Rodriguez Parron

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

None

## Objectives and Contextualisation

This course aims to provide students with theoretical and practical knowledge regarding observational processes in different contexts where the Infant Education professionals develop their activity. Systematic observation is key to generate new knowledge and as a tool to respond to problems or educational issues.

Systematic observation and research methodology helps to better understand the educational reality and the teaching and learning of children, while giving resources and tools to document educational contexts. Research methodologies in action must enable future graduates in Infant Education to optimize their educational action through reflection of the reality and investigate the behavior, dynamics, strategies and other variables of their everyday professional life. Familiarization with the main research methods involves knowing scientific literature on Infant Education, as well as understanding and using research papers published in journals, as well as developing an observational research project in the context of a working group.

## Competences

- Accept that the exercise of the teaching function must be refined and adapted lifelong to scientific, educational and social changes.
- Acquire habits and skills for cooperative and autonomous learning and promote the same in pupils.
- Be able to analyse data, critically understand the reality and report conclusions.
- Critically analyse personal work and use resources for professional development.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Master the techniques of observation and recording. Address field analysis through observational methodology using information technology, documentation and audiovisual material.
- Properly express oneself orally and in writing and master the use of different expression techniques.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Systematically observe learning and coexistence contexts and learn to reflect on them.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Understand that systematic observation is a basic tool to reflect on practice and reality and contribute to innovation and improvement in Infant Education.

## Learning Outcomes

1. Drawing up a brief research report based on a process of systematic observation of the situation according to the quality parameters of scientific communication, at a university student level.
2. Identify situations in which a change or improvement is needed.
3. Identifying improvements to the learning process itself and relating it to professional development.
4. Identifying significant variables and phenomena in educational contexts that help to give the educational initiative structure.
5. Making correct use of the techniques and resources of observation and analysis of the situation, and presenting conclusions about the processes observed.
6. Organising and carrying out work done as a team.
7. Presenting small research and observation studies carefully, clearly and concisely.
8. Propose new methods or well-founded alternative solutions.
9. Propose viable projects and actions to boost social, economic and environmental benefits.
10. Relating the results of the processes of research, inquiry or observation with proposals for improving the situation.
11. Submitting a self-assessment of the skills achieved and proposing ways of improving and perfecting them.
12. Using ICTs and their most frequent applications to make presentations of data, reports or experiences.

## Content

1. The importance of observation in Infant Education
2. Contextualization of systematic observation and analysis of contexts in Infant Education
  1. Principals research methodologies and their links with systematic observation
  2. The process of education research its relationship with the observation
  3. The observation systematic: technical and / or research methodology
3. Methodology observational
  1. Aplicacions methodology of observational methodology in Infant Education
  2. Observational designs
4. And technical resources for the observational registry

1. Instruments and recording systems
2. Collecting and organizing data
3. Analysis of observational data

#### 5. Resources for the transfer and dissemination of results

1. The documentation
2. Publication of results

## Activities and Methodology

| Title                  | Hours | ECTS | Learning Outcomes          |
|------------------------|-------|------|----------------------------|
| Type: Directed         |       |      |                            |
| Classes in large group | 20    | 0.8  | 2, 4, 5, 8, 9, 10, 11, 12  |
| Type: Supervised       |       |      |                            |
| Research work tutoring | 20    | 0.8  | 1, 2, 3, 5, 6, 7, 8, 9, 10 |
| Seminars               | 10    | 0.4  | 1, 5, 6, 7, 10, 11, 12     |
| Type: Autonomous       |       |      |                            |
| Self study             | 50    | 2    | 2, 3, 5, 7, 12             |

The course consists of 100 hours of student work, half of which are directed activities supervised by the teacher and the remaining half consisting of autonomous work done by the student. The methodology and evaluation take this distribution of hours into account when creating the class dynamics as well as for the final assessment of the course.

That is why we must bear in mind that the course is considered complete when considering all hours and not simply the presential class.

In all the activities the ethical commitment and the deontological principles related to the orientation function will be worked.

Our teaching approach and assessment procedures may be altered if public health authorities impose new restrictions on public gatherings for COVID-19

Care will be taken to follow up on the recommendations contained in the gender perspective and inclusion documents.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Assessment

### Continuous Assessment Activities

| Title                                                          | Weighting | Hours | ECTS | Learning Outcomes                  |
|----------------------------------------------------------------|-----------|-------|------|------------------------------------|
| Group exposition of the research project                       | 10%       | 0     | 0    | 1, 5, 6, 7                         |
| Observational research work (in group)                         | 40%       | 0     | 0    | 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 |
| Practices systematic observation (individual)                  | 30%       | 0     | 0    | 3, 4, 5, 12                        |
| Test control of theoretical content of the course (individual) | 20%       | 0     | 0    | 3, 5, 10                           |

Continuous evaluation. The course evaluation will be carried out throughout the academic year through the activities specified. Class attendance is mandatory as per Faculty regulations. It is for this reason that attendance is considered an essential requirement in order to pass the course.

- Oral presentation project, in a group. Not recoverable.
- Test control of theoretical contents of the subject, individual: week after the oral presentation. There is chance of recovery i the maximum score will be 5.
- Practices systematic observation: Practical activities will be distributed throughout the course in different seminars and timed on the first day of practice and delivery date. The return and follow-up of the activities that are part of the grade will be less than 20 business days.
- The student who wants to review the note must do so within 15 days after its publication in the tutoring schedule that the faculty has established for this subject.
- Observational research work, in a maximum group of 4 people: first week of January. Recovery: last week of January.

The students who during the course have done an adequate follow-up of the subject and still have some aspect not reached can overcome the subject by redoing the activity or activities not overcome, except for the exposition of the group work, which is not recoverable. It will not be possible to recover an activity or work that has not been previously evaluated. Students will be able to hand in the activities again throughout the semester, the maximum date being one week after the end of the course.

It will be considered non-assessable when a student has not been able to provide evaluation evidence of at least two thirds of the total grade.

The final grade for the course will be the weighted average evaluation activities. Must be approved by a fifth each of the parties. Approved the course with a score of 5. To participate in the recovery process, the teacher responsible for the subject or module may require having obtained a minimum grade of 3.5.

Single evaluation. Single assessment students will take two tests. The first will consist of the preparation of an observational research of an applied and individual nature that will be delivered at the end of the teaching and that will include the content of the subject. This observational research work will have the same level of demand as continuous evaluation (60%). This work will be defended orally and in person and will be recorded before the members of the teaching team according to the date scheduled in the schedule (20%). The second test will consist of the delivery of three written practices related to the content of the subject (20%).

Students who have opted for the single evaluation have the right to recovery in accordance with the calendar planned for the subject and the same type of test will be applied (written test presentation + oral defense). To take the retake it will be necessary that they have not passed the test in the previous call. The review of the final grade follows the same procedure as for continuous evaluation. Students who take the single evaluation will not present or have evaluative or qualifying feedback on the continuous evaluation activities carried out during the development process of the subject.

Repeating students will be able to benefit from the synthesis evaluation.

## Evaluation dates

Group 61:

13/12/2024:

Continuous evaluation: Test

Single evaluation: delivery of the two pieces of evidence

29/11/2024:

Continuous evaluation: oral presentation of research work

31/1/2025: Recovery single evaluation and continuous evaluation

Group 62:

28/11/2024:

Continuous evaluation: Test

Single evaluation: delivery of the two pieces of evidence

21/11/2024:

Continuous evaluation: oral presentation of research work

30/1/2025: Recovery single evaluation and continuous evaluation

The team of profesorado considers indispensable the attendance to the classes (directed and supervised activities) and will follow the same.

Before submitting a learning evidence, the student must check that he has correctly written the sources, notes, textual citations and bibliographic references following the APA regulations.

The copying or plagiarizing of material, both in the case of works, practices or exams, constitutes a crime and will be penalized with a 0 as a grade for the course. It will be considered that a work or activity is "plagiarized" when a part of a text of an author is presented as his own without citing the sources, regardless of whether the original sources are on paper or in digital format. It will be considered that a work, activity or exam is "copied" when it reproduces all or part of the work of another colleague.

In order to get a pass mark in this course, students should prove, through their oral presentations and their written assignments, they have superior communicative skills and an excellent command of the vehicular language or languages listed in the course syllabus. Assessment of all course individual and group work tasks include criteria based on the quality, in terms of accuracy and fluency, of the assignments submitted by the learners.

The proposed evaluation may undergo some modification depending on the restrictions on face-to-face learning imposed by the health authorities.

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## Software

not required

## Language list

| Name           | Group | Language | Semester       | Turn          |
|----------------|-------|----------|----------------|---------------|
| (SEM) Seminars | 611   | Catalan  | first semester | morning-mixed |

|                |     |         |                |               |
|----------------|-----|---------|----------------|---------------|
| (SEM) Seminars | 612 | Catalan | first semester | morning-mixed |
| (SEM) Seminars | 613 | Catalan | first semester | morning-mixed |
| (SEM) Seminars | 621 | Catalan | first semester | afternoon     |
| (SEM) Seminars | 622 | Catalan | first semester | afternoon     |
| (SEM) Seminars | 623 | Catalan | first semester | afternoon     |
| (TE) Theory    | 61  | Catalan | first semester | morning-mixed |
| (TE) Theory    | 62  | Catalan | first semester | afternoon     |