

Degree	Type	Year
Early Childhood Education	FB	2

## Contact

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## Teachers

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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	12, 4, 2, 11, 8, 9, 10, 5
Type: Supervised			
Research work tutoring	20	0.8	3, 2, 6, 7, 8, 9, 1, 10, 5
Seminars	10	0.4	12, 6, 7, 11, 1, 10, 5
Type: Autonomous			
Self study	50	2	12, 3, 2, 7, 5

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	6, 7, 1, 5
Observational research work (in group)	40%	0	0	12, 4, 3, 2, 6, 7, 11, 8, 9, 10, 5
Practices systematic observation (individual)	30%	0	0	12, 4, 3, 5
Test control of theoretical content of the course (individual)	20%	0	0	3, 10, 5

Continuous assessment. The subject will be assessed throughout the academic year through the activities listed in the assessment chart. To pass the subject, each of the assessed activities must be passed individually.

The delivery and/or assessment activities will be:

Group presentation of the project. No resit available.

Individual test on the theoretical contents of the subject: held the week following the oral presentation. A resit is possible, and the maximum score is 5.

Systematic observation practices: the practical activities will be distributed throughout the subject in the different seminars and will have a start date and a delivery date. The return and follow-up of the activities forming part of the grade will take place within 20 working days. Students who wish to review their grade must do so within 15 days of its publication during the office hours established by the teaching staff for this subject.

Observational research project, in groups of a maximum of 4 people: first teaching week of January. Resit: last week of January.

Students who have followed the subject adequately throughout the course and, despite this, have some aspect not achieved, will be given the opportunity to pass the subject by redoing the failed activity or activities, except for the group presentation, which is not recoverable. It will not be possible to recover an activity or assignment that has not been previously assessed. Students may resubmit activities throughout the semester, with the deadline being one week after the end of the course.

A student will be considered "not assessable" when they have not provided evidence of assessment for at least two-thirds of the total grade.

The final grade for the subject will be the weighted average of the assessed activities. Each part must be passed with a minimum score of 5. The subject will be passed with a minimum grade of 5. To participate in the resit process, the subject's responsible lecturer may require a minimum score of 3.5.

Single assessment. Students opting for single assessment must submit two pieces of evidence. The first will consist of an individually prepared observational research project of applied nature, to be submitted at the end of the course. It must cover the subject content and will have the same level of demand as the continuous assessment (60%). This research project will be defended orally and in person, and will be recorded in front of the teaching team, according to the schedule (20%). The second piece of evidence will consist of three written assignments related to the subject content (20%).

Students who have chosen the single assessment have the right to resit according to the subject's scheduled calendar, and the same resit procedure as continuous assessment will be applied.

Students retaking the subject may opt for a synthesis assessment (the dates for the tests coincide with those of the continuous assessment). In this case, students will only take the exams, which will be more extensive than those in the continuous assessment, and if they fail the exams, they will have the right to resit.

Assessment dates

Group 61:

28/11/2025:

Continuous assessment: Exam

Single assessment: Submission of the two pieces of evidence

21/11/2025:

Continuous assessment: Oral presentation of the research project

30/1/2026: Resit for single and continuous assessment

Group 62:

4/12/2025:

Continuous assessment: Exam

Single assessment: Submission of the two pieces of evidence

27/11/2025:

Continuous assessment: Oral presentation of the research project

29/1/2026: Resit for single and continuous assessment

The teaching team considers attendance at classes (directed and supervised activities) to be essential and will monitor it.

Before submitting a piece of learning evidence, students must ensure they have correctly written sources, notes, quotations, and bibliographic references in accordance with APA standards.

Use of generative artificial intelligence (GAI)

In this subject, the use of generative artificial intelligence (such as ChatGPT, Copilot, Gemini, among others) is restricted to non-substantive support functions such as:

- Searching for general bibliography or initial information sources.
- Generating ideas or draft outlines for organising one's own work.
- Reviewing formal aspects such as grammar or style, without modifying the core content.

The use of GAI is not allowed for:

- Writing all or part of the different proposed activities and practices.
- Generating content presented as one's own work.
- Replacing the process of personal reflection in assessment activities.

Improper use of GAI-understood as presenting AI-generated content as one's own-may result in a failing grade (0) for that piece of assessment.

Copying or plagiarism of material-whether in written assignments, practices, or exams-constitutes academic dishonesty and will be penalised with a 0 as the final grade for the subject. A task or activity will be considered "plagiarised" when part of a text from another author is presented as original without citing the source, regardless of whether the original source is in paper or digital format. A task, activity, or exam will be considered "copied" when all or part of another student's work is reproduced.

To pass this subject, the student must demonstrate good general communicative competence, both orally and in writing, and a good command of the vehicular language specified in the course guide.

All activities (individual and group) will take into account linguistic accuracy, writing quality, and formal presentation. Students must be able to express themselves fluently and accurately and must demonstrate a high level of understanding of academic texts. An activity may be returned (not assessed) or failed if the lecturer considers it does not meet these requirements.

Students must show an attitude compatible with the teaching profession as a requirement for passing the subject. Among the professional competencies expected are: active listening, respect, participation, cooperation, empathy, kindness, punctuality, non-judgmental attitude, reasoning ability, appropriate mobile phone use...

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## Software

not required

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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