

**1. General information****Course:** APPLIED METHODS OF SYSTEMATIC OBSERVATION IN EARLY CHILD EDUCATION**Code:** 47316**Type:** CORE COURSE**ECTS credits:** 6**Degree:** 303 - UNDERGRADUATE DEGREE IN EARLY CHILDHOOD EDUCATION**Academic year:** 2023-24**Center:** 103 - FACULTY OF EDUCATION OF CUENCA**Group(s):** 33 35**Year:** 2**Duration:** C2**Main language:** Spanish**Second language:** English**Use of additional languages:****English Friendly:** Y**Web site:****Bilingual:** N**Lecturer:** MARIA MARTÍNEZ BERENGUEL - Group(s): 33 35

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Ed. Gil de Albornoz/Despacho 2.07	PEDAGOGÍA	926053861	jose.ssantamaria@uclm.es	Tutoring schedules will be available on the website of the Faculty of Education and in the moodle space enabled for the subject at the beginning of the semester.

2. Pre-Requisites

Not established

3. Justification in the curriculum, relation to other subjects and to the profession**1. JUSTIFICATION IN THE CURRICULUM**

The subject of Systematic Observation Methods Applied to Early Childhood Education, level 3, is part of the subject Systematic Observation and Context Analysis of the Curriculum of the Degree in Early Childhood Education, as basic training, where Pedagogy and Psychology share three credits each subject, as established in the annex of the Verification Report.

Pedagogy deals with the study of education, specifically the contexts, processes and resources. Among its purposes is to improve the educational process in the different environments in which it takes place. To this end, it is essential to observe and reflect on these areas and the teaching practice itself. Observing in education implies analyzing and reflecting on the teaching and learning processes, focusing attention on the variables involved in the development of the teaching practice, the learning results, the significant variables of the students with whom the teaching/learning process is carried out and on the teaching methods used. From a pedagogical perspective, systematic observation provides theoretical and methodological elements oriented to promote processes of induction, improvement and transformation or intentional change of the educational action in the Early Childhood Education classroom. Therefore, it is important not to confuse systematic observation with educational research methods, to adjust the MECES model in its second level and to situate the subject within the framework of early childhood education from a perspective of teaching improvement and pedagogical innovation.

Half of the course has a component of data collection and analysis from the psychological side of scientific inquiry, which allows to turn results into powerful interpretations that guide teachers on their line of action within the classroom, but, above all, to keep them in a position of constant educational improvement.

The course is intended to enable students to reflect on the reasons why different educational practices are applied in the classroom, as well as to learn to identify the coherence, relevance and methodological suitability of the teaching methodology from which the teacher makes decisions in schools and classrooms from systematic observation. Therefore, it is intended that students develop a critical and rigorous thinking supported by the scientific method, creating conditions that allow them to start in the systematic observation aimed at improving teaching and optimizing learning in the Early Childhood Education stage from a broad perspective. Thus, with this course students are introduced to the main approaches, strategies and techniques of observation collected by the scientific literature and contrasted by its effectiveness in the teaching practice of early childhood.

Its inclusion is justified by the logic of covering the inquiry and evaluation competencies that every Early Childhood Education teacher must incorporate through systematic observation, as a means to optimize educational processes through global pedagogical principles that respect learning rhythms, with special relevance to the professional development of teachers and the improvement of children's learning at this educational stage.

2. RELATIONSHIP WITH OTHER SUBJECTS.

Models and Trends in Early Childhood Education.
The educational process in the Early Childhood Stage.
Education and Society.
Management and innovation in educational contexts.
Developmental Psychology in Early Childhood Education.
Psychology of Education.
Learning and Development Disorders.
Health Psychology in Early Childhood Education.
Practicum I.
Practicum II.
End of Degree Project in Early Childhood Education.

3. RELATIONSHIP WITH THE PROFESSION

Observing in education implies analyzing and reflecting on teaching and learning processes, focusing attention on the factors involved in the development of teaching practice and learning processes and results, placing special emphasis on the variables that help us to explain and understand how the student learns and how the teacher teaches. All these questions are functions that the Early Childhood Education teacher carries out in the classroom, with the intention of knowing, understanding and improving his/her teaching, which, if it is consistent with the didactic and learning objectives, should promote successful educational processes for all children. To a large extent, the systematic observation carried out by the Early Childhood Education teacher is regulated by Order 184/2022, of September 27, of the Regional Ministry of Education, Culture and Sports, which regulates the evaluation in the Early Childhood Education stage in the autonomous community of Castilla-La Mancha.

4. Degree competences achieved in this course

Course competences

Code	Description
1.1.6.II.01	Understand that systematic observation is a basic tool for the reflection of the practice and the reality, as well as contributing to the innovation and the improvement of childhood education.
1.1.6.II.02	Master observation and recording techniques.
1.1.6.II.03	Address field analysis through observational methodology using information, recording and audiovisual technologies
1.1.6.II.04	Know how to analyse gathered data, critically understand the reality and develop a findings report.
CB02	Apply their knowledge to their job or vocation in a professional manner and show that they have the competences to construct and justify arguments and solve problems within their subject area.
CB03	Be able to gather and process relevant information (usually within their subject area) to give opinions, including reflections on relevant social, scientific or ethical issues.
CB05	Have developed the necessary learning abilities to carry on studying autonomously
CG03	Design and regulate learning spaces within the context of diversity that attend to the singular educational necessities of the pupils, gender equality, equity, and respect for human rights.
CG04	Encourage co-existence in and out of the classroom and address the peaceful resolution of conflicts. Know how to systematically observe learning and coexistence contexts and know how to reflect upon them.
CG05	Carry out group reflections upon the acceptance of rules and respect for others. Encourage the autonomy and singularity of each pupil as factors of education on emotions, feelings, and values in early childhood.
CG09	Understand how early childhood educational centers are organized and know the diversity of actions that their operation entails. Accept that the teaching practice must work toward perfection and adapt to scientific, pedagogical, and social changes in life.
CG11	Reflect upon the practices of the classroom to innovate and improve the teaching process. Acquire habits and skills for autonomous and co-operative learning and encourage them in the pupils.
CT02	Master Information and Communication Technology (ICT).

5. Objectives or Learning Outcomes

Course learning outcomes

Description

Identify the pedagogical implications of the systematic observation in the stage of Early Childhood Education oriented towards the improvement of the educational process and the optimization thereof.

Know the principal techniques of observation and documentation and be able to utilize them efficiently in the classroom.

Be able to apply analyses and interpret data obtained through the techniques of observation and documentation.

Understand and know how to develop a uniform technique based on evidence from the observation performed.

Know how to utilize the results of observation and analysis of contexts as an instrument for change and improvement in the classroom.

6. Units / Contents

Unit 1: OBSERVATION OF CONTEXTS IN EARLY CHILDHOOD EDUCATION

Unit 2: METHODS FOR PARTICIPATING AND NON-PARTICIPATING OBSERVATION IN THE EARLY CHILDHOOD EDUCATION SETTING

Unit 3: OBSERVATION AND RECORDING INSTRUMENTS: DESIGN AND IMPLEMENTATION

Unit 4: ANALYSIS AND INTERPRETATION OF THE INFORMATION OBTAINED

Unit 5: TECHNIQUES AND PROCESSES FOR DISSEMINATING RESULTS

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (theory) [ON-SITE]	Lectures	1.1.6.II.01 1.1.6.II.02	1.2	30	Y	N	Introductory expository sessions on each of the topics. They will be complemented with training practices in the classroom and autonomous work on the thematic contents addressed.
Class Attendance (practical) [ON-SITE]	Practical or hands-on activities	1.1.6.II.02 1.1.6.II.03 1.1.6.II.04 CB02 CB03 CB05	0.8	20	Y	N	Practical exercises in class associated with the syllabus, in particular, in the pedagogy part, real classroom case studies will be used where the dimensions of systematic observation will be worked on. The recovery of the activity will be introducing the observations of improvement raised by the teacher on the same activity initially proposed.
							Group work and practices jointly

Writing of reports or projects [OFF-SITE]	Combination of methods	CB02 CB03 CB05 CG03 CG04 CG05 CG09 CG11	2.6	65	Y	Y	supervised by the teacher in charge with tutoring sessions in the classroom. The recovery of the activity will be introducing the observations of improvement raised by the professor on the same activity initially proposed.
Project or Topic Presentations [ON-SITE]	Combination of methods	CB05 CT02	0.32	8	Y	N	Presentation of work that will be part of the student's work. The recovery of the activity will be introducing the observations of improvement raised by the teacher on the same activity initially proposed.
Study and Exam Preparation [OFF-SITE]	Self-study	1.1.6.II.04 CB02	1	25	Y	N	Preparation of assessment evidence
Final test [ON-SITE]	Assessment tests	1.1.6.II.02 CB02	0.08	2	Y	Y	Individual elaboration of a final written exam that validates the contents and learning acquired by the student and that serves as a self-evaluation. The recovery of the activity will be introducing the observations of improvement raised by the teacher on the same activity initially proposed.
Total:			6	150			
Total credits of in-class work: 2.4			Total class time hours: 60				
Total credits of out of class work: 3.6			Total hours of out of class work: 90				

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System			
Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
Assessment of active participation	10.00%	0.00%	Throughout the course, the teacher will collect evidence to support the grade obtained by the student in this assessment system. This type of activities will focus on the formative assessment.
Practical exam	40.00%	40.00%	The student must have presented at the end of the whole process the reports or work proposed, which will be of a practical nature. Pedagogy part: elaboration of a planning of a systematic observation process based on a video of a classroom situation provided by the teacher. Psychology part: compilation in a single document of the activities indicated by the teacher during the classroom sessions. To be handed in at the end of the school term in May.
Final test	50.00%	60.00%	Global individual exam on the basis of the skills and their learning results of the subject, not worked on in the previous activities.
Total:	100.00%	100.00%	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject, an ordinary and an extraordinary one (evaluating 100% of the competences).

Evaluation criteria for the final exam:

Continuous assessment:

The continuous assessment process involves monitoring the participation and use of the planned activities, according to the elements and percentages indicated above (class participation, practical work and final test).

The final grade will be the average grade of all the assessment activities carried out, regardless of the grade obtained in each test according to the UCLM Student Assessment Regulations (REE-UCLM) (2022). But in case of not passing the average grade with a 5 out of 10 of the whole subject, the student would have to retake those activities recoverable in the extraordinary call.

As the subject is organized in two perspectives of study, one is Pedagogy, with 50% of the weight of the grade, and the other Psychology, with 50% of the grade, for each of the three activities, the grades of the two parts will be added together. This grade will be the result of the grade for each of the 3 learning activities.

- ATTENDANCE AND PARTICIPATION IN CLASS:

In application of the REE-UCLM (2022), the teacher will make an assessment of attendance as participation or achievement that will score positively by applying evaluation criteria referring to the interest, questions and involvement of students.

This assessment will consist of evidence of learning that informs the use of class participation, never the mere attendance will be an element of assessment without more. The non-performance will not be penalized negatively, only that in case of not doing it, it will be considered as not presented - not performed.

Three assessment criteria will be applied:

1. Identification of psychological pedagogical implications of systematic observation in systematic observation in early childhood education.

2. Analysis, reflection and interpretation on systematic observation in early childhood education.
3. Incorporation and appropriate use of ICT.

This training activity will be worth 10% of the total grade of the course.

- ELABORATION OF REPORTS AND WORKS:

It will be specified in learning activities with formative, shared and participative sense that will be specified prior to each topic of the subject. These activities will comprise 40% of the total grade.

1. Structure and systematization of the content.
2. Clarity and expository coherence.
3. Capacity for analysis, synthesis and criticism of information.
4. Ability to use appropriate oral and written expression, with special emphasis on oral expression.
5. Incorporation and appropriate use of ICT.
6. Creativity, originality and appropriateness of the proposals to the problem/case object of work.

All this according to the professional profile of Degree in Early Childhood Education Teacher.

- FINAL EXAM:

1. Final test will consist of 40 questions, 20 from the Pedagogy syllabus and 20 from the Psychology syllabus, of three closed options and where 2 wrong will subtract 1 right. This test will be done in a single exam, where the resulting grade will be on the 40 questions of the syllabus, as indicated. It will be all done in the moodle quiz application.

This activity will be worth 50% of the total grade of the course.

This test will be held on the official date, specifically, on May 20, 2023 at 11 am: <https://www.uclm.es/-/media/Files/C01-Centros/cu-educacion/TITULACIONES/GRADO-INFANTIL/2-INFANTIL-23-24.ashx>.

Honors will be awarded following the provisions of Article 14.2 of the UCLM Student Evaluation Regulations of June 1, 2022.

Those students who cannot attend class regularly and want to assume a continuous evaluation: since an active and continuous methodology focused on the student is applied, and always with justified reasons, should talk to the teacher during the hours set aside for the tutoring of the subject, and specify a work proposal that will include: the theoretical study of documentation and a proposal of activities that allow the development of the competences included in the guide. It will be necessary to attend the face-to-face tutorials on a regular basis to coordinate and follow up the evaluation activities from the beginning of the course.

According to article 11.2. of the REE-UCLM (2022): "In the case of students with disabilities or other specific educational support needs, the evaluation tests must be adapted to their needs, in accordance with the recommendations of the Support Service for Students with Disabilities (SAED). The Departments and Centers will proceed to establish the necessary methodological, time and space adaptations". In this way, in the subject we will take into account any situation or demand to adapt it, guaranteeing the rights of all and favoring the inclusion in university studies.

There is the possibility of changing the assessment dates, always in exceptional and justified cases, for which students are referred to Article 6 of the UCLM Student Assessment Regulations (2022), to follow the legally established procedure.

According to Article 4.3i of the aforementioned REE-UCLM: "i) The faculty may retain the assessment of those training activities that have been passed by the student up to a maximum of two academic years, provided that the training activities and evaluation criteria published in the teaching guide are not modified, without prejudice to the right of the student to retake such activities".

The student may change from continuous to non-continuous mode only if he/she has not completed 50% of the assessment activities, according to article 4.2 of the REE-UCLM.

The UCLM REE can be consulted at this address: https://docm.jccm.es/docm/descargarArchivo.do?ruta=2022/06/01/pdf/2022_4952.pdf&tipo=rutaDocm

Non-continuous evaluation:

As a general criterion: In the case that the formative activity is compulsory it will not be necessary to obtain 40% of the grade to make average.

- ELABORATION OF REPORTS AND PRACTICAL WORK:

1. Structure and systematization of the content.
2. Clarity and coherence of exposition.
3. Capacity for analysis, synthesis and criticism of information.
4. Ability to use appropriate oral and written expression.
5. Incorporation and appropriate use of ICT.
6. Creativity, originality and appropriateness of the proposals to the problem/case object of work.

- FINAL TEST:

There will be a final test composed of 40 closed-choice questions, 20 from the Pedagogy syllabus and 20 from the Psychology syllabus where 2 wrong will subtract 1 right. The same is established as in the continuous assessment on the value of each part.

In case the sum of the grades does not give a value equal to or higher than 5 out of 10 points, which is the total of the subject, the student will have to redo the activities not passed with a 5 and introduce the improvements required by the teacher, and in the final exam he/she will have to take a similar test, in the resit/retake exam.

Specifications for the resit/retake exam:

For those students who, having passed the continuous assessment, do not obtain a total average equal to or higher than 5 points out of 10, the grade of the continuous assessment will be kept until the extraordinary call of those activities passed. In the case of the non-continuous evaluation, the same criteria will be applied, obtaining a grade equal to or higher than 5 points with the two learning activities (practical and final test), otherwise, the decision of the test(s) not passed will have to be repeated.

The student who has not passed or completed the compulsory assessment activities foreseen in the ordinary call, must do so in the extraordinary call, following the established evaluation system.

The conditions to pass the course are the same as those foreseen for the ordinary call regarding the weighting of the tests, both for the continuous evaluation and for the non-continuous assessment.

If the subject is failed in the resit/retake exam, it must be taken in its entirety in another academic year.

Specifications for the second resit / retake exam:

Final exam with 40 multiple choice questions of 3 closed options, where 2 wrong will subtract 1 right, where 20 will be from the pedagogy part and 20 from the psychology part, and the completion of a case study of a learning situation in early childhood education.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
General comments about the planning: The sequence of work and timetable of the subject will be determined according to the nature of the class group taking this course The timetable of the subjects will be adjusted to the academic calendar	
Unit 1 (de 5): OBSERVATION OF CONTEXTS IN EARLY CHILDHOOD EDUCATION	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	2
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	2
Writing of reports or projects [AUTÓNOMA][Combination of methods]	5
Study and Exam Preparation [AUTÓNOMA][Self-study]	2
Teaching period: January-February 2024	
Unit 2 (de 5): METHODS FOR PARTICIPATING AND NON-PARTICIPATING OBSERVATION IN THE EARLY CHILDHOOD EDUCATION SETTING	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	8
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	6
Writing of reports or projects [AUTÓNOMA][Combination of methods]	16
Study and Exam Preparation [AUTÓNOMA][Self-study]	8
Teaching period: February 2024	
Unit 3 (de 5): OBSERVATION AND RECORDING INSTRUMENTS: DESIGN AND IMPLEMENTATION	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	4
Writing of reports or projects [AUTÓNOMA][Combination of methods]	15
Project or Topic Presentations [PRESENCIAL][Combination of methods]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	5
Teaching period: March 2024	
Comment: Easter vacations from March 25 to April 1, 2024	
Unit 4 (de 5): ANALYSIS AND INTERPRETATION OF THE INFORMATION OBTAINED	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	8
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	6
Writing of reports or projects [AUTÓNOMA][Combination of methods]	17
Project or Topic Presentations [PRESENCIAL][Combination of methods]	4
Study and Exam Preparation [AUTÓNOMA][Self-study]	7
Teaching period: April 2024	
Comment: Easter vacations from March 25 to April 1, 2024	
Unit 5 (de 5): TECHNIQUES AND PROCESSES FOR DISSEMINATING RESULTS	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	6
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	2
Writing of reports or projects [AUTÓNOMA][Combination of methods]	12
Project or Topic Presentations [PRESENCIAL][Combination of methods]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	3
Final test [PRESENCIAL][Assessment tests]	2
Teaching period: May 2024	
Global activity	
Activities	hours
Class Attendance (theory) [PRESENCIAL][Lectures]	30
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	20
Writing of reports or projects [AUTÓNOMA][Combination of methods]	65
Project or Topic Presentations [PRESENCIAL][Combination of methods]	8
Study and Exam Preparation [AUTÓNOMA][Self-study]	25
Final test [PRESENCIAL][Assessment tests]	2
Total horas: 150	

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
Tomé, M.	Observación sistemática y análisis de contexto para la innovación y la mejora en Educación	Ediciones Paraninfo			2019	

AA.VV.	Hablamos de Observar, algo más que mirar	Graó		2018
Terroba M, Ribera JM, Lapresa D, Anguera MT.	Education intervention using a ground robot with programmed directional controls: observational analysis of the development of computational thinking in early childhood education https://doi.org/10.1016/j.psicod.2021.03.001			2020
Lirón Ruiz, Y.	La evaluación en la escuela infantil y en otros ámbitos de atención a la infancia: fines, funciones y tipos; procedimientos e instrumentos, importancia de la evaluación inicial. Metodología de la investigación-acción http://www.eumed.net/rev/ced/14/ylr.htm			2010
Conde, S.; Delgado-García, M. y García, F.J.	El Sistema de Categorías como herramienta para comprender las Historias de Vida de los menores extranjeros no acompañados https://www.revistaespacios.com/a20v41n41/20414112.html			2020
Iglesias Forneiro, M. I.	Observación y evaluación de aprendizajes en la educación infantil: dimensiones y variables a considerar			2008
Neaum, S.	Observing and Assessing Children's Learning and Development	SAGE		2016
Cátedra	Metodología de la observación	Anguera, María Teresa	84-376-1162-2	1992
Pegalajar, M.	Análisis de la investigación observacional	Alfar		1999
Anaya, D.	Diagnóstico en Educación: Diseño y uso de instrumentos	Sanz y Torres		2003
Galván, M.J., Sánchez-Santamaría, J., y Ballester, M.G.	Patrones interactivos para el desarrollo del lenguaje oral en educación infantil con el uso de TAC sinergias escuela - familia con ClassDojo	Garó	978-84-18058-40-0	2020
Sánchez-Santamaría, J., & Herrera, D.	Investigación cualitativa: investigación-acción, investigación biográfico-narrativa	UniNorte	ISBN 978-958-789-223	2020
Segranes, E.	Obsevar para interpretar	Graó	9788499804071	2012
Bradford, H.	Observación infantil y planificación educativa	Narcea	978-84-277-2037-4	2014
Sánchez, C.A.	Observación e intervención en el aula. Prácticas docentes innovadoras durante la formación inicial del maestro de educación infantil.	EOS		2017
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BOE	R.D. 95/32022 de 1 de febrero por el que se establece la ordenación y las enseñanzas mínimas de la educación infantil. B.O.E. núm. 28, de 2 febrero 2022 https://www.boe.es/eli/es/rd/2022/02/01/95/con			2022
Cornell, D., & Derw, Ch.	Systematic Observation: Examples, Strengths, Weaknesses https://helpfulprofessor.com/systematic-observation/			2023
DOCLM	Orden 184/2022, de 27 de septiembre, de la Consejería de Educación, Cultura y Deportes, por la que se regula la evaluación en la etapa de Educación Infantil en la comunidad autónoma de Castilla-La Mancha https://docm.jccm.es/docm/eli/es-cm/o/2022/09/27			
Sagastui J, Herrán E and Anguera	A Systematic Observation of Early Childhood Educators Accompanying Young Children	¿s		2020

