

Academic Year/course: 2021/22

26504 - School Observation

Syllabus Information

Academic Year: 2021/22

Subject: 26504 - School Observation

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 301 - Degree in Nursery School Education

302 - Degree in Nursery School Education

303 - Degree in Nursery School Education

ECTS: 6.0

Year: 1

Semester: First semester

Subject Type: Basic Education

Module:

1. General information

1.1. Aims of the course

This subject and its foreseen results respond to the following proposals and objectives:

1. Understand and apply the observational method
2. Acquire and use the specific terminology of the observational method
3. Know how to collect observational data and to interpret them
4. Evaluate and interpret observational research works

These considerations and objectives fall in line with the following Sustainable Development Goals (SDG) of the United Nations Agenda 2030 (<https://www.un.org/sustainabledevelopment/es/>), and obtaining the learning outcomes from this subject provides the qualification and competence to contribute to passing it to a certain extent:

SDG 3.- Health and Well-being

SDG 4.- Quality education

SDG 5.- Gender equality

SDG 10.- Reducing inequalities

1.2. Context and importance of this course in the degree

The ultimate objective of teacher training is to design the teaching-learning processes that are given at school, put them into practice in a multicultural context and at various learning paces, and tutor families so they jointly contribute to integral student development. To carry out this work, teachers also receive basic training during the first course, which includes: on the one hand, knowledge about education, learning and infant personality development processes, specified in the subject matter 'Education, Learning and Personality Development Processes (0-6 years)' and the subject matter 'Society, Family and School?'; on the other hand, the subject 'Observation at School?', which is closely linked with the subjects making up the above-cited subject matters that will allow teachers to learn to collect all the relevant data generated in the education context, such as the different interactions that take place, the incidence of programmes, the detection of distinct social competences (isolated children), and to collect data to create a suitable register for all this information that allows teaching-learning situations to be adapted, children's knowledge and their development and the early detection of possible abnormalities, which will favour early intervention.

1.3. Recommendations to take this course

Observation at School acts as a daily work instrument for teachers who, by applying it, improve, finely tune and adapt to practically all circumstances and situations. This observation must involve the rigour demand that further backs objectiveness in the Early Childhood Education stage (0-6 years) as Anguera states (2001): *of existing methodologies, the observational methodology offers researchers more application possibilities of covering the competences of babies.*

2. Learning goals

2.1. Competences

Having passed this subject, students will be more competent to:

BASIC AND GENERAL COMPETENCES

BC1 ? Demonstrate having acquired and understood knowledge in a study area that is based on the general Secondary Education basis, and tends to be at a level that, if supported on advanced textbooks, also includes certain aspects that imply state-of-the-art knowledge from their study field

BC2 ? Know how to apply their knowledge to their work or vocation professionally and have acquired the competences, which they demonstrate by preparing and defending arguments and problem solving in their study area.

BC3 ? Have the capacity to collect and interpret relevant data (normally in their study area) to make judgements that include reflecting on relevant social, scientific or ethical themes

BC4 - Be able to transmit information, ideas, problems and solutions to specialised and non-specialised publics

BC5 - Students have developed the necessary learning skills to conduct later studies with a high degree of autonomy

GC01 - — Know the objectives, curricular contents and evaluation criteria of Early Childhood Education.

GC02 - Promote and facilitate that learned in Early Childhood Education from a globalising and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions

GC04 - Promote harmony inside and outside classrooms towards pacific conflict solving. Know how to systematically observe learning contexts and harmony, and how to reflect on them. Interpret education practices according to reference theoretical frameworks, reflect on them and act accordingly

GC09 -. Know how Early Childhood Education schools are organised and the diversity of the actions that shape their organisation. Assume that exercising the teaching task has to be constantly perfected and adapted to lifelong scientific, pedagogic and social changes

GC10 - Understand the importance of teachers? work to be able to act as a mediator and guide of mothers/fathers in relation to family education during the 0-6-year-old period, and master social skills for dealing and mixing with the family of each student and with all the families on the whole

GC12 - Understand the function, possibilities and limits of education in today?s society and the fundamental competences that affect Early Childhood Education schools and their professionals. Know the models that improve quality that are applied at education centres

TRANSVERSAL COMPETENCES

(TC 1) Integrate competences from different subject matters to guide the Final Graduation Project (FGP) and be able to apply knowledge to their professional practice

(TC 2) Understand learning as an overall, complex and significant fact by designing and developing situations that deal with student diversity and involve it in their learning and work

(TC 3). Manage and self-regulate the progress of learning by adapting to new situations and interrelating knowledge to prepare new knowledge

(TC 4). Work in teams and be capable of playing different roles in groups

(TC 5). Use and apply information and commation technologies (ICT) to learn, communicate and share knowledge in different contexts

(TC 6). Develop the capacity to communicate to be taught in one?s own language and in (an)other European language(s)

(TC 7). Face the duties and ethical dilemmas of the profession

(TC 8). Seek, manage, process, analyse and communicate information efficiently, critically and creatively

(TC 9). Understand and reflect on the education practice in rural areas

(TC 10). Develop, manage, process and analyse processes related to research applied to education

SPECIFIC COMPETENCES

(SC 23) Understand systematic observation is a basic instrument used to reflect on practice and reality, and to contribute to innovation and to improve Early Childhood Education.

(SC 24) Master observation and registration techniques.

(SC 25) Deal with fieldwork analyses by the observational methodology using information technologies, documents and

audiovisual means.

(SC 26) Know how to analyse collected data, critically understand reality and write a conclusions report.

2.2. Learning goals

To pass this subject, students should obtain the following outcomes.

1. Compare the different types of observation and adapt their use to specific situations; be capable of identifying the main observation contributions in the Early Childhood Education stage, and of identifying and defining the tasks and phases to follow in the observation process.
2. Describe the characteristics that observation must cover as a technique to collect reliable and valid data.
3. Analyse and assess the process to prepare and apply different observation instruments.
4. Devise an observation instrument that ensures quality data and is capable of registering and interpreting the data collected with it.
5. Evaluate and interpret scientific articles following the patterns presented in class.

2.3. Importance of learning goals

Understanding the relevance of the basic training block in the Teacher Training Degree is fundamental to situate teachers' action in it. This block provides more relevant conceptual bases to understand students' characteristics and to take an integral view of it. So this is essential from the perspective of the competences to be developed at school.

Future Early Childhood Education teachers will find that the Observation at School subject is an excellent supplement to the competences acquired with the other basic training subjects, which will doubtlessly help them in their professional work to better understand their students, the context they find themselves in, the teaching-learning process, formal and informal evaluations, etc. All this will allow them to improve their quality as teachers, which will favour their future students' integral development.

Particularly on the Huesca campus, this subject will also act as a support to acquire and develop information competences (IC) by the virtual course BASIC DIGITAL COMPETENCE: LEARN TO BE INFORMED, TO CREATE AND TO DIGITALLY COMMUNICATE (BASIC LEVEL).

By means of the common theme that facilitates preparing class work, this course offers basic information in the following areas:

- DATA AND DATA PROCESSING: identify, locate, obtain, store, organise and analyse digital data by evaluating its purpose and relevance
- COMMUNICATION AND COLLABORATION: communicate in digital settings, sharing resources by means of network tools
- CREATING CONTENTS: create and edit new contents, integrate previous knowledge, know how to apply copyright and usage licences

* SECURITY: protect information and personal data, security measures, and responsible/safe use

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

Type of tests

* **Summative assessment: activities evaluated during the teaching period and a final test**

The students' assessment will be summative, with activities that will be evaluated during the teaching period and in a final test. As teaching will be given in large groups, this evaluation will include these formats: individual scores, groups scores and scores for self-assessments. In more detail, the evaluation tests that students will do and their expected levels are as follows:

1. The activities that are evaluated during official teaching: 1.1.- A critical analysis of a scientific article following the patterns given in class. 1.2.- Doing one or two objective evaluation tests of practical-theoretical contents. This will include multi-choice questions and/or exercises/cases to solve. 1.3.- A project consisting in designing and making an evaluation, and using the systematic observation technique in the school context of the Early Childhood Education students or groups of students. This will be done in groups of three or four students. Each group will hand in a written project report, although the teachers could ask different sections of this project to be

delivered during the course that evidence good project progress. The project will be done by adhering to the norms given during the practical sessions. 1.4.- Individual and/or group project evaluations and their preparation process, as well as students' own learning process.

2. Final test: 2.1.- Performing one objective evaluation test of practical-theoretical content, which will include multiple choice questions and/or the exercises/cases to solve. This will take place on the official date set by the centre.

* Overall test and Second call

Those students who have not completed or performed the activities to be evaluated throughout the course, and substantially contribute to their mark, or those students who wish to sit a single test to pass the subject, will be qualified to do so according to the evaluation norms set out by the Universidad de Zaragoza by means of a single evaluation test (100% of the subject's final mark) to be held on the official dates indicated by the centre. This single written test will include both theoretical and practical elements. It will include an objective test with theoretical and practical content, with multiple choice questions and/or the exercises/cases to solve. On the whole, this single test will verify having acquired similar competences to those of the students who followed a previous format. This single test will be applied for those students who have not passed the subject in the first call and must, therefore, be summoned for the second call.

* Fifth and sixth calls

The students of the fifth and sixth calls will be evaluated by the same evaluation system as the other students. In any case, to be able to teach this subject and to accredit acquiring the competences in it, students will be able to opt for either of these two options:

1. Follow the teaching in the group-class registered for. The tribunal is in charge of following their evaluation process
2. Specify to the tribunal the type of evaluation to be made (global or the activities evaluated throughout the course and in the final test) and the specific evaluation to be made under each condition.

Evaluation Criteria: Evaluation Criteria and expected levels

1.- Critical analysis of a scientific article.

The following will be taken into account:

- following the patterns given in class;
 - proven capacity to reflect, the order of the presentation, the clearness of ideas, and the critical remarks made based on the subject's own concepts;
 - this must be delivered on the date and manner (Digital Teaching Ring (DTR) or face-to-face and printed) set out by the teachers;
- 2.- Objective test (in both the evaluations made during official teaching or in the final test, and also like that which constitutes the global test, and the second or subsequent evaluations)
- Mistakes in the multichoice questions will lower the mark, for which the random effects correction formula will be used
 - In exercises/cases, the following will be taken into account: the degree of adaptation and accuracy of the solution to that requested in each exercise/case in particular; (conceptual and procedural) content-based reasoning and justification of the subject; arranging and organising the presented ideas; correct spelling and grammar.

The following will be taken into account:

-the written (group) Project report. It should contain the usual elements and characteristics of the different observational methodology phases (to be specified in class) and pay special attention to adapting the built observation instrument. During the course, as the teachers will request different project sections to be delivered to evidence good project progress, their quality and these sections being delivered correctly and on time will also be considered.

-each student's individual participation: participation and putting group tutors to the best use; making the most of taking a positive and responsible attitude in practical classes.

4.- the individual and/or group

self-assessment of the Project and its preparation process, plus students' own learning process. Deliverables being correctly handed in on the set date and in the proper manner, as indicated by the teachers, will also be taken into account.

Marking criteria and the requirements to pass the subject

*** Summative assessment: activities evaluated during the teaching period and a final test**

The subject's final mark is calculated by the sum of the marks obtained in the indicated evaluated activities and in the final test after bearing in mind the following weighting:

1.- Activities to be evaluated during official teaching (50% of the final mark): 1.1.- A critical analysis of a scientific article. This will represent 2.5% of the subject's final mark. 1.2.- Objective tests: they will represent 5% of the final mark. 1.3.- Project. The Project's written report will represent 40% of the subject's total mark. As the teacher could ask different sections of this project to be delivered during the course that evidence good project progress, this 40% could be gradually obtained throughout the course with the various deliverables. 1.4.- Self-assessment. It will represent 2.5% of the subject's final mark.

2. Final evaluation activity (50% of the final mark): 2.1.- Objective test: it will represent 50% of the final mark.

In order to pass this subject, the following three requirements must be met: obtain a minimum of 5 (out of 10) in the final objective test; obtain a minimum of 5 (out of 10) in the project; - obtain a minimum of 5 (out of 10) in the final subject mark (which results from the weighted sum of the different evaluation activities).

*** Global test and Second call**

The single test will contain two parts: a) multichoice questions about theoretical-practical contents. Mistakes will be penalised. These questions will represent 60% of the total subject mark, provided a mark of 5 (out of 10) is obtained in this test; b) solving the cases/exercises with theoretical-practical content. They will represent 40% of the total subject mark, provided a mark of 5 (out of 10) is obtained in this test.

In the event of having to do the overall test or being summoned to the second call (or subsequent ones), any marks obtained with evaluation activities passed either during the course or in the first call will not be saved.

*** Fifth and sixth calls**

The students of the fifth and sixth calls will be evaluated by the same evaluation system as the other students.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The learning process has been designed for this subject based on the following:

In order to facilitate students acquiring the contents and the proposed competences, the methodology to be used in this subject starts with an explanation of all the syllabus sections, and is combined with the group work done in class and with individual study. Work is to be done by means of cooperative groups that will deal with the explained themes, practical exercises and theoretical readings, on which outlines and abstracts will be done, which will respond to the various matters that the teachers will present on different themes.

4.2. Learning tasks

The programme that students are offered to help them to obtain the expected outcomes comprises the following activities:

The course includes 6 ECTS (150 hours) organized according to:

- Lectures: 30 hours.
- Practice sessions: 20 hours.
- Works: 47 hours.
- Autonomous study: 45.5 hours.
- Assessment: 7.5 hours.

4.3. Syllabus

1. Introducing observation into Early Childhood Education schools
2. The systematic observation process
3. General concepts
4. Types of observation
5. Classifying behaviour
6. Data collection
7. Preparing the observation report

4.4. Course planning and calendar

They will be presented on the first class day and will be shown on the DTR.

This subject is proposed as a mixed development system with activities that are evaluated throughout the course and with a final test on the official dates set out by the centre. Both key activities and dates are communicated by the DTR when the subject starts to be taught or in a written document handed out by teachers. The dates of the final exams can be consulted on the website of the different faculties where the degree is taught.

Master classes	30 h.
Practical classes (solving cases and problems)	20 h.
Work/assignments	47 h.
Individual study	45.5 h.
Evaluation tests	7.5 h.

4.5. Bibliography and recommended resources

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=26504>