



DEGREE CURRICULUM

# **SYSTEMATIC OBSERVATION AND CONTEXT ANALYSIS I**

Coordination: NAVARRO GONZALEZ, DAVID

Academic year 2023-24

# SYSTEMATIC OBSERVATION AND CONTEXT ANALYSIS I 2023-24

## Subject's general information

Subject name	SYSTEMATIC OBSERVATION AND CONTEXT ANALYSIS I			
Code	100712			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Pre-School Education	1	COMMON/CORE	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	4	COMMON/CORE	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA	
	Number of credits	1.8	4.2	
	Number of groups	4	3	
Coordination	NAVARRO GONZALEZ, DAVID			
Department	EDUCATION SCIENCES			
Important information on data processing	Consult <a href="#">this link</a> for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
FARRÉ SOPENA, MÍRIAM	miriam.farre@udl.cat	3,1	
GARROTE MARINE, CARLA	carla.garrote@udl.cat	10	
NAVARRO GONZALEZ, DAVID		6,7	

## Subject's extra information

This subject aims for students to acquire the following skills:

- Know the basic notions about research in behavioral sciences
- Differentiate research paradigms in methodological reality
- Understand that systematic observation is a basic tool to be able to reflect on practice and reality, as well as contribute to innovation and improvement in early childhood education.
- Know the quantitative and qualitative techniques of observation and registration
- Know how to search for scientific documents in databases
- Dominate the basic functions of an Excel spreadsheet
- Approach field analysis through observational methodology, using information, documentation, and audiovisual technologies
- Know how to plan an investigation, raise hypotheses and objectives, justify, contextualize
- Know how to carry out research based on a theoretical framework and scientific background that underpins the whole work
- Analyze and interpret the data obtained, critically understand the reality, and prepare a report of conclusions
- Dominate ICT in the field of the subject

## Learning objectives

This subject is intended for students to acquire the following skills:

- Know the basic notions about research in behavioral sciences
- Differentiate the research paradigms in the Methodological Reality
- Understand that systematic observation is a basic tool to be able to reflect on practice and reality, as well as contribute to innovation and improvement in early childhood education
- Know the quantitative and qualitative techniques of observation and recording
- Know to search scientific documents into databases
- Know the basic functions of Excel
- Approach field analysis through observational methodology, using information, documentation, and audiovisual technologies
- Know to build research, raise hypotheses and objectives, justify, contextualize
- Know how to carry out one research, analyze and interpreted the data obtained, critically understand reality and prepare a report of conclusions

## Competences

CG1 Correction in oral and written communication.

CG3 Mastery of Information and Communication Technologies

CB2 Apply their knowledge to their work or vocation in a professional way and possess the competencies that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.

CE11 Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it in, students.

## Subject contents

Introduction to educative research

Epistemological bases of research

# SYSTEMATIC OBSERVATION AND CONTEXT ANALYSIS | 2023-24

Research paradigms

The systematic observation in the classroom

The observer/researcher professor

Systematic observation process

Qualitative and quantitative techniques and instruments applied to educational research

Resources for the transfer and dissemination of knowledge

## Methodology

Based on the theoretical and methodological knowledge acquired from the contents presented in class, this course will aim to deepen the interactive experience of students from both individual and group activities that will consist of exercises done in the classroom, participation in forums of debate, and opinion on transversal subjects through virtual tools, the realization of theoretical questionnaires, elaborations of work of investigation and video presentations argumentative

The interaction between the theoretical contents obtained, the exercises and questionnaires carried out, the reflective approaches and the implementation of the observational research of the educational reality will constitute the methodological elements that will allow each student to acquire the competencies of the subject.

The aim of the exercises, questionnaires, group research activities, and discussion forums is to deepen the knowledge and practice of the subject.

Participation in 80% of face-to-face or virtual classes and tutorials by videoconference is mandatory. The impossibility of attending a session must be documented.

For the performance of the research work, it will be mandatory to have done at least two tutorials and the sending of two drafts to which the corrections resulting from the feedback with the teacher will have been applied before the final submission of the work in the ACTIVITIES section. FROM CAMPUS.

In tests, exercises, and face-to-face or virtual work, measures will be adapted to detect copying or plagiarism. Copying or plagiarizing in one of the tests or assignments submitted will mean for those students, the automatic suspension of the subject.

The teaching-learning methodological proposal combines three modalities:

1. Interactive activity between the teacher and the class group
2. Interactive group activity: activities and exercises done in the classroom, participation in online discussions, preparation of small group research work
3. Autonomous: study work and individual practices that help to consolidate the learnings acquired in the subject

## Development plan

TIMETABLE: LEARNING ACTIVITIES

To be evaluated, it is necessary to meet 80% attendance (NO attendance must be documented).

Students are expected to show an active and participatory attitude in the classroom through fluid and respectful communication, open to constructive criticism.

In this subject, to give the same opportunities to all people, you will have the will to meet the needs of those people who require special adaptations.

SESSION	DESCRIPTION	TARGETS	TEACHER TASKS	STUDENT TASKS	RECOMMENDATIONS
1:	Introduction to research	-Explain the bases of the subject matter -Introduce work dynamics -Know how to find scientific information in the field of quality education in databases -Reference management program -APA standards for referencing and citing	- Introduce and contextualize the subject matter -Transmit knowledge to search and store information of scientific quality -Pose a debate on the importance of research for the improvement and development of education	-Think about possible questions that can be observed as well as questions from the school environment that could be studied with the intention of improvement or innovation. -Acquire strategies to obtain quality information -Acquire information to cite and reference scientific articles -Practice the search for scientific information in the field of education in databases such as Scopus	-Extend knowledge about Introduction to research -Practice researching databases of scientific research related to the world of education
2:	Research methodology	-Research paradigms -Classification according to the nature of the scientific study (Quantitative. Qualitative or mixed) -Structure of research in different paradigms -Actions to be taken in each part of an investigation -Theoretical framework (the backbone of research)	-Introduce the different perspectives from which you can research -Introduce the structure according to the methodology used in research and the content of each part.	-Active consultation of scientific research -Acquire knowledge about the differences between paradigms -Acquire knowledge about which parts make up scientific research and what contents they contain	-Expand knowledge on Research Methodology -Search for quality information on the topic that will occupy the observation work that will be done in groups

# SYSTEMATIC OBSERVATION AND CONTEXT ANALYSIS | 2023-24

SESSION	DESCRIPTION	TARGETS	TEACHER TASKS	STUDENT TASKS	RECOMMENDATIONS
3:	Observational techniques for data collection	<ul style="list-style-type: none"> <li>-Systematic observation</li> <li>-Observation techniques for data collection</li> <li>-Types of observation according to the structure, according to the degree of participation or the degree of control</li> <li>-Errors in observational research</li> </ul>	<ul style="list-style-type: none"> <li>-Transmit the importance of adapting observation techniques to the specific need</li> </ul>	<ul style="list-style-type: none"> <li>-Get acquainted with the methodologies and techniques of observational research</li> <li>-Understand that it is necessary to choose the systematic observation the technique that best suits the problem to be investigated</li> <li>-Put in practice the knowledge acquired about the different parts in an investigation in structuring and defining the own group work</li> </ul>	<ul style="list-style-type: none"> <li>-Extend knowledge about observational techniques for data collection</li> <li>-Coordinate with group members to make the structured grid in which the basic information that structures the work is described</li> </ul>
4:	1st PARTIAL TEST (TEST)			- Show that theoretical learning has been achieved	
	Reliability and validity	<ul style="list-style-type: none"> <li>-Biases in research</li> <li>-Reliability and validity in scientific research</li> <li>-Internal validity and external validity in an investigation</li> </ul>	<ul style="list-style-type: none"> <li>-Solve doubts</li> <li>-Offer examples to better understand the concepts</li> </ul>	<ul style="list-style-type: none"> <li>-Familiarize with the validity and reliability of the term in research</li> </ul>	<ul style="list-style-type: none"> <li>-Extend knowledge about Reliability and validity</li> <li>-Coordinate with classmates to carry out the work to be developed</li> </ul>
5:	Sampling techniques	<ul style="list-style-type: none"> <li>-Probabilistic and non-probabilistic sampling</li> </ul>	<ul style="list-style-type: none"> <li>-Solve doubts</li> <li>-Transmit knowledge to better understand the concepts</li> </ul>	<ul style="list-style-type: none"> <li>-Do group exercises to work on different types of sampling</li> </ul>	<ul style="list-style-type: none"> <li>-Extend knowledge about Sampling Techniques</li> <li>-Coordinate with group members to carry out the work to be developed</li> </ul>
6:	The frequency distribution	<ul style="list-style-type: none"> <li>-Units of measurement in observational methodology</li> <li>-The frequency distribution</li> </ul>	<ul style="list-style-type: none"> <li>-Solve doubts</li> <li>-Transmit knowledge to better understand the concepts</li> </ul>	<ul style="list-style-type: none"> <li>-Froup exercises about the frequency distribution</li> </ul>	<ul style="list-style-type: none"> <li>Extend knowledge about the frequency distribution</li> <li>-Coordinate with group members to carry out the work to be developed</li> </ul>
7:	Data analysis in an investigation	<ul style="list-style-type: none"> <li>-Introduction to descriptive statistics</li> <li>-Data analysis in an investigation</li> <li>-Use of spreadsheet programs (Excel)</li> </ul>	<ul style="list-style-type: none"> <li>- Promote the use of spreadsheet programs to manage data</li> </ul>	<ul style="list-style-type: none"> <li>-Excel exercises in groups</li> </ul>	<ul style="list-style-type: none"> <li>-Extend knowledge on how to empty research data to analyze them</li> <li>-Practice in spreadsheet programs</li> <li>-Coordinate with group members to carry out the work to be developed</li> </ul>
8:	Interpretation of data in a research	<ul style="list-style-type: none"> <li>-Know how to arrive at interpretations from the data of a research</li> </ul>	<ul style="list-style-type: none"> <li>-Transmit how information is extracted from the research data, resolve doubts and offer examples of interpretation of results</li> </ul>	<ul style="list-style-type: none"> <li>Group exercises about data analysis and interpretation in a research</li> </ul>	<ul style="list-style-type: none"> <li>-Extend knowledge about data interpretation in a research</li> </ul>
9:	2nd PARTIAL TEST (TEST + ACTIVITY)			- Show that theoretical learning has been achieved	
	Research ethics	<ul style="list-style-type: none"> <li>-Ethics in research</li> <li>-Forum on Ethics in Research</li> </ul>	<ul style="list-style-type: none"> <li>-Transmit information, ask questions that promote their reflection on the subject of research ethics</li> </ul>	<ul style="list-style-type: none"> <li>-Active participation, contribution to open debate, with reflective contributions on the topic raised around research ethics</li> <li>-Apply the knowledge on citation of scientifically recognized authors, to validate our arguments</li> </ul>	<ul style="list-style-type: none"> <li>-Extend knowledge about Ethics in research</li> <li>-Participate with an open and respectful attitude with different opinions on the subject of ethics in research</li> <li>-Coordinate with the group companies to carry out the work to be developed</li> </ul>
10:	action research	<ul style="list-style-type: none"> <li>-Action research</li> <li>-Forum on action research</li> </ul>	<ul style="list-style-type: none"> <li>-Transmission of information and questions that promote reflection in students around the topic of action research</li> </ul>	<ul style="list-style-type: none"> <li>-Active participation, contribution to open debate, with reflective contributions on the topic raised around action research</li> <li>-Apply the knowledge on citation of scientifically recognized authors, to validate our arguments</li> </ul>	<ul style="list-style-type: none"> <li>-Expand knowledge on Resources for the transfer and dissemination of scientific knowledge</li> <li>-Participate with an open and respectful attitude with different opinions on the subject of research-action</li> <li>-Coordinate with group members to carry out the work to be developed</li> </ul>
11:	Resources for the transfer and dissemination of knowledge	<ul style="list-style-type: none"> <li>-Resources for the transfer and dissemination of scientific knowledge</li> <li>-Forum on resources for the transfer and dissemination of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>-Transmission of information and questions that promote reflection in students around the topic resources for the transfer and dissemination of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>-Active participation, contribution to open debate, with reflective contributions on the topic raised around the topic resources for the transfer and dissemination of knowledge</li> <li>-Apply the knowledge on citation of scientifically recognized authors, to validate our arguments</li> </ul>	<ul style="list-style-type: none"> <li>-Extend knowledge about action research</li> <li>-Participate with an open and respectful attitude with different opinions on the subject of the transfer and diffusion of the knowledge</li> <li>-Coordinate with group members to carry out the work to be developed</li> </ul>
12:	About the conclusions section	<ul style="list-style-type: none"> <li>-Section of conclusions and discussion of an investigation</li> </ul>	<ul style="list-style-type: none"> <li>-Solve doubts</li> <li>-Supervise the work they are doing</li> </ul>	<ul style="list-style-type: none"> <li>-Sharing and clarification of doubts</li> </ul>	<ul style="list-style-type: none"> <li>-Extend knowledge on the elaboration of the conclusions section</li> <li>-Coordinate with group members to carry out the work to be developed</li> </ul>
13:	3rd PARTIAL TEST (TEST)			- Show that theoretical learning has been achieved	

# SYSTEMATIC OBSERVATION AND CONTEXT ANALYSIS | 2023-24

SESSION	DESCRIPTION	TARGETS	TEACHER TASKS	STUDENT TASKS	RECOMMENDATIONS
14:	Delivery of the final group work	-Delivery of the final group work	-Evaluate that the group has achieved the theoretical and practical learning of the subject	-Show that the theoretical and practical learning of the subject has been achieved	- Show in groups that the theoretical and practical learning of the subject has been achieved
15:	Delivery of individual video presentation	-Delivery of individual video presentation	-Evaluate that the student has achieved the theoretical and practical learning of the subject -Collect synthesis capacity, global integration of contents, reflective and critical capacity	- Show that the theoretical and practical learning of the subject has been achieved	Show individually that the theoretical and practical learning of the subject has been achieved: -Refer to the concepts, observation tools and methodologies learned in the subject and explain in detail the research work carried out -Show if you have felt motivated if you have found meaning in the subject within the global learning of the studies and if you believe that it will serve you in your professional future as an education professional

## Evaluation

This subject is designed to make theory and practice done simultaneously.

**The practical part** is evaluated from research papers and video presentations that are presented at the end of the course.

**The theoretical part** is evaluated by continuous assessment through three non-cumulative compulsory partial tests (1st test-type test, 2nd test-type test + activity, and 3rd test-type test) that will be used to assess how the theoretical part of the subject is consolidating. The tests will be done in person in a computer room on campus. The AVERAGE of these 3 PARTIAL TESTS will give the FINAL mark of the THEORETICAL PART OF THE SUBJECT.

**Regarding the evaluation process**, this subject evaluates both the evidence in group and individual format with different evaluation tests (GROUP WORK, VIRTUAL TESTS OF CONTINUOUS EVALUATION, INDIVIDUAL VIDEO PRESENTATIONS) in which **it will be necessary to remove at least 5 in each of them to be able to pass the subject**.

On the other hand, the value given to the contribution of students to the classroom becomes very remarkable, as it is considered their active role, fundamental in the development of the subject. In this note, the following will be taken into account: enriching participation in the debates; motivation; initiative; critical spirit; respectful attitude towards peers and the opinions of each person; interest in going out to exercise voluntarily throughout the course; class attendance; etc. THE CONTRIBUTION TO THE CLASSROOM will score 10% of the overall grade of the subject.

SUBJECT FINAL NOTE	90% EVALUATION TESTS (group work, final grade for virtual tests, individual video presentation) *	It's essential to get a minimum score of 5 in all assessment tests *
	10% CONTRIBUTION TO THE CLASSROOM	

## RECOVERIES

Given that each of the assessment tests weighs the final grade of 30%, there will be RECOVERY TESTS for students who have failed group work, virtual theoretical tests of continuous assessment, or individual video presentations.

The recoveries will be carried out during the week reserved for synthesis tests in that semester. - The recovery of the VIRTUAL TESTS OF CONTINUOUS EVALUATION will consist of a virtual test (TEST + EXCEL activity). In this case, the FINAL TEST RECOVERY TEST will be a synthesis test (ALL THEORETICAL MATERIAL GIVEN THROUGHOUT THE SUBJECT WILL ENTER). The test is intended for people who have failed the average of the mark of the partial tests (if this has been less than 5). The maximum grade that can be aspired to in the FINAL TEST RECOVERY TEST will be 5.

The recovery of GROUP WORK will consist of delivery of the evidence GROUP WORK RECOVERY, following the instructions of the teacher. The maximum grade that can be aspired to in the RECOVERY OF GROUP WORK will be 5.

The recovery of THE INDIVIDUAL VIDEO PRESENTATION will consist of delivery of the evidence INDIVIDUAL VIDEO PRESENTATION RECOVERY, following the indications of the teacher. The maximum grade that can be aspired to in the RECOVERY OF INDIVIDUAL WORK will be 5.

## DISTRIBUTION ACCORDING TO THE GROUP STUDYING THE SUBJECT:

### Bachelor's Degree Standard in Pre-School Education

- Continuous evaluation of the theoretical achievement of the subject Group
- Educational Research Workgroup in which qualitative (anecdotal and continuous recording) and quantitative (checklist and estimation scales) observation tools will be used
- Individual reflective video presentation about the concepts, strategic tools and methodologies learned in the subject. Explaining in-depth the practice carried out in the group work and also arguing about how the learning acquired in the subject, may have been useful to him as a university student and as a future professional in the field of education.
- Classroom participation

	GROUP (30% of the grade)	OBSERVATIONAL WORKGROUP* (30% of the grade)
--	-----------------------------	--

# SYSTEMATIC OBSERVATION AND CONTEXT ANALYSIS | 2023-24

<b>EVALUATION CHECK</b> (90% of the grade)	<b>INDIVIDUAL</b> (60% of the grade)	<b>VIRTUAL CONTINUOUS EVALUATION TESTS *</b> ( 30% of the grade)
		<b>REFLECTIVE VIDEO PRESENTATION *</b> (30% of the grade)
<b>CLASSROOM CONTRIBUTION</b> (10% of the grade)	Enriching participation in class and in the debates, quality contributions and well-referenced citations to validate the arguments in the forum space, interest in going out to do exercises voluntarily throughout the course, class attendance, etc.	

## Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training

1. Continuous assessment of the theoretical achievement of the subject Group
2. Educational Research Workgroup in which qualitative (anecdotal and continuous registration) and quantitative (checklist and estimation scales) observation tools will be used
3. Individual reflective video presentation about the concepts, strategic tools and methodologies learned in the subject. Explaining in-depth the practice carried out in the group work and also arguing about how the learning acquired in the subject, may have been useful to him as a university student and as a future professional in the field of education
4. Classroom participation

<b>EVALUATION CHECK</b> (90% of the grade)	<b>GROUP</b> (30% of the grade)	<b>OBSERVATIONAL WORKGROUP*</b> (30% of the grade)
	<b>INDIVIDUAL</b> (60% of the grade)	<b>VIRTUAL CONTINUOUS EVALUATION TESTS *</b> ( 30% of the grade)
		<b>REFLECTIVE VIDEO PRESENTATION*</b> (30% of the grade)
<b>CLASSROOM CONTRIBUTION</b> (10% of the grade)	Enriching participation in class and in the debates, quality contributions and well-referenced citations to validate the arguments in the forum space, interest in going out to do exercises voluntarily throughout the course, class attendance, etc.	

## Creative Management -Bachelor's Degree Standard in Pre-School Education

1. Continuous assessment of the theoretical achievement of the subject Group
2. Educational Research Workgroup (on TRANSVERSAL CREATIVE MANAGEMENT ACTION), in which qualitative (anecdotal and continuous registration) and quantitative (checklist and estimation scales) observation tools will be used
3. Individual reflective video presentation in reference to the concepts, strategic tools and methodologies learned in the subject, arguing about how the learning acquired in the subject may have been useful to him as a university student and as a future professional in the educational field. The detailed and in-depth explanation, emphasizing the tools used for the systematic observation and evaluation of the results, of the practice carried out in the group work on the transversal action, will individually award the **Badge of 1st level observation**
4. Classroom participation

<b>EVALUATION CHECK</b> (90% of the grade)	<b>GROUP</b> (30% of the grade)	<b>OBSERVATIONAL WORKGROUP*</b> (30% of the grade)
	<b>INDIVIDUAL</b> (60% of the grade)	<b>VIRTUAL CONTINUOUS EVALUATION TESTS *</b> ( 30% of the grade)
		<b>REFLECTIVE VIDEO PRESENTATION*</b> (30% of the grade)
<b>CLASSROOM CONTRIBUTION</b> (10% of the grade)	Enriching participation in class and in the debates, quality contributions and well-referenced citations to validate the arguments in the forum space, interest in going out to do exercises voluntarily throughout the course, class attendance, etc.	

## ADAPTATIONS FOR PEOPLE WITH SPECIAL NEEDS:

### Plan for the inclusion of people with functional diversity

This subject is committed to supporting and facilitating the adaptations required by people with unique needs for the development of their activities. Accreditation of membership in the UdLxTothom program will make it easier for this adaptation to be adjusted to each particular case.

**PARTICULARITIES ALTERNATIVE EVALUATION** In the case of students who have processed the application for alternative assessment at the secretariat and have approved it, attendance will be exclusively compulsory in the assessment tests that are carried out in person. At the time the student receives confirmation from the secretary, that her request for an alternative assessment has been granted for her particular case, the student will contact the teacher to coordinate their learning in the subject and to be informed of the evidence to be submitted.

## SEMI-PRESENCE ADAPTATIONS ACADEMIC YEAR 2021-2022:

### Adaptations to the methodology due to COVID-19 prevention

Given the exceptional nature of the situation in which there are preventive health adaptations to invite infections, teaching will be done on a part-time basis.

Classes will be adapted to a hybrid form of face-to-face virtuality or 100% virtuality if necessary. In the virtual classes, we will try to work synchronously, within the time spaces provided in the calendar so that the student feels accompanied and can arrange the follow-up of all the subjects.

The virtual connections will be made to i10 so that students can have time to take a short break between subjects.

The use of telematic tools for conducting assessment tests, classes, tutorials, discussion forums, and collaborative group work will be encouraged. Efforts will be made to maintain regular and fluid contact with students, using the means of the virtual campus to ensure that they are aware of the proposed developments and can send their doubts, suggestions, or proposals.

It will be facilitated that the student can know the level of achievement of the contents of the subject from tests of continuous evaluation with the tool test and questionnaire of the campus.

## Adaptations to the development plan due to COVID-19 prevention

Given the situation of prevention of CoVID-19, trying for functionality, some activities have been modified to adapt the subject to the new reality of semi-attendance or 100% virtuality, for example adapting classes or tutorials to monitor work using the virtual campus video conferencing tool.

From the first day, students will have the planning of the subject and the material that facilitates the development of their autonomous learning with the tutoring of the teacher.

Efforts will be made to adjust the activities to the teaching load of the subject, avoiding oversizing activities.

Care will be taken to ensure that students receive the appropriate information to be able to carry out the activities correctly and that they have the necessary time to be able to carry them out within the established period.

## Bibliography

### REFERENCES

- Avarez-Gayou, J. L. (2003). Cómo hacer investigación cualitativa. Fundamentos y metodología. Barcelona: Paidós.
- Anaya, D. (2003). Diagnóstico en Educación: Diseño y uso de instrumentos. Madrid: Sanz y Torres.
- Anguera, M. T. (1988). Observación en la escuela. Barcelona: Graó.
- Anguera, M. T. (Ed.) (1991). Metodología Observacional en la investigación psicológica. Vol. 1. Barcelona: PPU.
- Anguera, M.T. (Ed.) (1993). Metodología Observacional en la investigación psicológica. Vol. 2. Barcelona: PPU.
- Bell, J. (2002). Cómo hacer tu primer trabajo de investigación. Guía para investigadores en educación y ciencias sociales. Barcelona: Gedisa.
- Buendía, L.; González, D.; Pegalajar, M. (1999). Modelos de Análisis de la Investigación Educativa. Sevilla: Alfar.
- Bakeman, R.; Gottman, J. M. (1989). Observación de la interacción: Introducción al análisis secuencial: Madrid: Morata.
- Bisquerra, R. (2004). Metodología de la investigación educativa. Madrid: La Muralla.
- Buendía, L.; Colás, P.; Hernandez, F. (1997). Métodos de investigación en Psicopedagogía. Madrid: McGraw-Hill.
- Corbetta, P. (2007). Metodología y técnicas en investigación social. Madrid: MacGraw-Hill. Generalitat de Catalunya.
- Departament d'Ensenyament (2015). Orientacions per a l'avaluació. Educació infantil. Primer cicle. Col. Currículum i avaluació. Barcelona: Servei de Comunicació i publicacions. <http://ensenyament.gencat.cat/ca/departament/publicacions/coleccions/curriculum/>
- Hernández, R.; Fernández, C.; Baptista, P. (2007). Fundamentos de metodología de la investigación. Madrid: MacGraw-Hill.
- Herrero, M. (1997). La importancia de la observación en el proceso educativo. Recuperat el 3 de gener de 2019, de Revista Electrónica Interuniversitariade formación del profesorado <http://www.uva.es/aufop/publica/actas/viii/orienta.htm>
- La Torre, A.; Del Rincón, D.; Arnal, J. (2005). Bases metodológicas de la investigación educativa: Barcelona: Ediciones Experiencia.
- La Torre, A (2003). Investigació acció. Conocer i canviar la pràctica educativa. Barcelona: Graó.
- MacMillan, J. H., & Schumacher, S. (2010). Investigación educativa: una introducción conceptual. Pearson-Addison Wesley.
- Rodríguez Parrón, M. (2015). L'observació de la interacció. En Feixas, M.; Jariot, M.; Tomàs-Folch, M. (coords.). El pràcticum de pedagogia i educació social. (pp. 153-164). Col. Materials. Bellaterra: Servei publicacions UAB
- Rodríguez Parrón, M. (2010). L'anàlisi qualitativa. En Jariot, M.; Merino, R.; Sala, J. (coords.). Les pràctiques d'educació social. Eines per al seu desenvolupament. (pp 153-159). Col. Materials. Bellaterra: Servei de publicacions UAB
- Sáenz, D., & Tinoco, Z. (1999). Introducción a la Investigación Científica.
- Sugrañes, E. et al. (2012). Observar para interpretar. Actividades de vida cotidiana para la educación infantil (2-6). Barcelona: Graó.
- Tójar, J. C. (2006). Investigación cualitativa. Como aprender y actuar. Madrid: La Muralla
- Torroba, I. (1999). La observación como técnica de evaluación en la etapa de educación infantil. Revista Complutense de Educación vol.2 , 297-308.

### WEB REFERENCES

Open links used in class, exclusively for academic purposes

- <https://bid.udl.cat/ca/Troba-informacio/bases-de-dades/>
- <http://biblioguies.udl.cat/mendeley>
- <http://www.fce.udl.cat/Recursos/guies/guaitreballs.pdf>
- <https://bid.udl.cat/ca/ajuda/com-accedir-als-recursos-electronics-des-de-fora-de-la-udl/>
- <https://wbis.degruyter.com/WBISHelp/es/html/wildcards.html>
- <https://www.youtube.com/watch?v=PSgvatEkzMI>
- <https://www.youtube.com/watch?v=igfqHmb4m7w>
- <https://guiasbus.us.es/basededatos/booleanos>
- <https://www.youtube.com/watch?v=OPeCvQlipP4>



<https://www.youtube.com/watch?v=zGd8P71UkC8>

<https://www.youtube.com/watch?v=Nlk1-ck4c6Q>

<https://www.youtube.com/watch?v=-B-6-ATNbuM>

<https://www.youtube.com/watch?v=Ecd3BicJ1yA>

<https://www.youtube.com/watch?v=ZNM2IDn6GUY>

<https://www.youtube.com/watch?v=eITml6zLxy4>

<https://www.youtube.com/watch?v=0iiUhIXdtZl>

[https://www.youtube.com/watch?v=zB\\_L82q7z7k](https://www.youtube.com/watch?v=zB_L82q7z7k)

[https://www.onlinedoctranslator.com/en/translate-english-to-spanish\\_en\\_es](https://www.onlinedoctranslator.com/en/translate-english-to-spanish_en_es)

<https://www.youtube.com/watch?v=McmcJmZknI4>

<https://www.softcatala.org/corrector/#>

[https://des-for.infed.edu.ar/sitio/upload/McMillan\\_J.\\_H.\\_Schumacher\\_S.\\_2005.\\_Investigacion\\_educativa\\_5\\_ed..pdf](https://des-for.infed.edu.ar/sitio/upload/McMillan_J._H._Schumacher_S._2005._Investigacion_educativa_5_ed..pdf)