



Universitat de Lleida

DEGREE CURRICULUM
**SYSTEMATIC OBSERVATION
AND CONTEXT ANALYSIS II**

Coordination: GARCIA BLANC, NURIA

Academic year 2023-24

Subject's general information

Subject name	SYSTEMATIC OBSERVATION AND CONTEXT ANALYSIS II			
Code	100713			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Pre-School Education	2	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	2		2
Coordination	GARCIA BLANC, NURIA			
Department	EDUCATION SCIENCES			
Important information on data processing	Consult this link for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BERENT PALAU, ANNA	annaberentpalau@gmail.com	6	
GARCIA BLANC, NURIA	nuria.garcia@udl.cat	6	

Learning objectives

- To understand that in Early Childhood Education the different contexts are understood through observation, analysis and reflection.
- To value systematic observation as the key tool to respond to educational problems or questions.
- To know how to draw up guidelines for systematic observation on a specific topic, among other possible tools.
- To reflect on the importance of observation in early childhood education.

Competences

General Skills:

CG7 Manage the appropriate information for the development of the profession's own functions. Know how to know and understand the changing social reality in which he develops his educational work. Recognize the changes in society and know how to evolve with them. Knowing how to change

Basic skills:

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

CB5 Knowing how to develop the learning skills necessary to undertake further studies with a high degree of autonomy

Specific Skills:

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

The **contents** of this course are divided into three main blocks. The first is a review of the contents covered in the course Systematic Observation and Analysis of Contexts I. The second deals with the theoretical foundations and the importance of systematic observation, and the third applies all these theoretical foundations to the preschool education classroom.

BLOCK 1. Educational research. Key concepts

BLOCK 2. Systematic Observation. Theoretical foundations and importance

BLOCK 3. Research in Early Childhood Education

Methodology

A participatory and active methodology will be used, understanding that student learning should be based on the experiences and reflections constructed during the course development.

The following main axes will be considered:

- Autonomous work (Flipped classroom): each student is responsible for their learning process. The course requires constant work and responsibility to follow it. In this sense, in some sessions, the flipped classroom methodological paradigm will be used, where students will have to work autonomously on certain contents and then carry out more cognitively complex activities.
- Theoretical explanations and doubt resolution: explanatory sessions will be conducted, serving as a starting point for both autonomous and individual task development. Doubt resolution will be encouraged, facilitating a richer learning environment.
- Peer learning: Small group work activities will be organized, complementing autonomous work and master classes. This approach aims to promote collaboration and knowledge exchange among classroom members.

This methodology aims to foster competency-based work, with the goal of improving the classroom work environment, encouraging each student's responsibility, enhancing attention, turning the classroom into an active workspace, and promoting critical thinking. In this sense, linking the contents with previous experiences, such as Practices I, will be relevant.

Development plan

The development plan for the subject is attached below.

It should be noted that for both groups there is the same planned plan, although this may be subject to variations depending on the holidays and learning rates of each group.

The development plan is as follows:

Week	Dates	Content
0	March 4-8	Block 1
1	March 11-15	Block 1 (Classes canceled from 11 am on Thursday, March 14)
2	March 18-22	Block 2
3	March 25-29	Holy Week
4	April 1-5	Block 2 (April 1st Holiday)
5	April 8-12	Block 2 and Block 3 (Midterm exam on Monday, April 8)
6	April 15-19	Block 3
7	April 22-26	Block 3 (Classes canceled from 11 am on Thursday, April 25)
8	April 29 - May 3	Block 3 (Holiday on Wednesday, May 1st)
9	May 6-10	Block 3
10	May 13-17	Block 3
11	May 20-24	Block 3

Evaluation

The course evaluation will be carried out continuously throughout the semester, structured in various blocks:

- Block Autonomous Work Tasks (20%) This block includes various individual tasks that students must complete and submit throughout the course. Some of these activities will be carried out during regular sessions. It is important to note that the non-submission of any of these tasks individually will result in a penalty of 0.5 points on the final grade of the course, for each task not submitted. This means that the student's final grade will be reduced by 0.5 points for each missing task, cumulatively affecting their overall grade. The final grade of this block will be calculated as the average of the grades obtained in all the tasks that have been submitted.
- Block Midterm Exam (20%): Midterm Exam related to the contents of Block 2. Date: April 8th (Morning and afternoon)
- Block Final Exam (30%): This evidence is an indispensable requirement to pass the course. According to the exam schedule, the dates are: Creative Management: June 3rd and resit on the 17th. Classroom to be determined Afternoon: June 27th and resit on June 10th. Classroom to be determined The maximum grade for the resit is a 5.
- Block Group Work on Systematic Observation Groups of a maximum of 4 people will be formed. In no case can they be pair or individual works. The work is recoverable and is an indispensable requirement to pass the course. In case it needs to be recovered, the maximum grade will be a 5. Submission: June 10th

In accordance with current regulations, for those evidences considered as an indispensable requirement for passing the course, it is necessary to pass the resit exam to pass the course. If the resit is not passed, the grade recorded in the academic record will be 4.9. In any case of detected plagiarism, it will be immediately notified to the degree coordinator and the head of studies, resulting in the suspension of the course for the involved students. In addition, inappropriate use of artificial intelligence technologies in the completion of various tasks may result in penalties.

ALTERNATIVE EVALUATION

The alternative evaluation consists of three evidences with the same submission dates as the ordinary evaluation. The final exam and the work are indispensable requirements to pass the subject, and the criteria apply equally as in the ordinary evaluation.

- Midterm Exam (25%) - April 8th
- Final Exam (40%) - Exam Calendar
- Observation Task (35%) - June 10th

STUDENTS REPEATING THE COURSE

In no case will grades from previous years be kept. Repeat students must adhere to the conditions developed in the current period.

STUDENTS WITH SPECIAL EDUCATIONAL NEEDS (SENE)

Measures established by the UdL x Tothom commission for students with SENE will be implemented. Teachers show complete willingness to resolve any doubts or queries.

Bibliography

Acuña, B. P. (2011). *Métodos científicos de observación en educación*. Visión Libros.

Acuña, B. P. (2015). *La observación como herramienta científica*. ACCI (Asociación Cultural y Científica Iberoamericana).

ALBALADEJO, M. (2010): *Com dir-ho. Entrevistes eficaces en l'àmbit educatiu*. Barcelona. Editorial GRAÓ

Anguera, M. T. & Escolano-Pérez, E. (2014). Aplicaciones de la metodología observacional en educación infantil. *International Journal of Developmental and Educational Psychology*, 4(1), 227-228.

Anguera, M. T., Blanco, A. & Losada, J. L. (2001). Diseños observacionales, cuestión clave en el proceso de la metodología observacional. *Metodología de las Ciencias del Comportamiento*, 3(2), 135-160

Bonàs i Solà, M. (2018). Nous imaginaris per a l'escola. Cultura d'infància a l'escola El Martinet. *Temps d'Educació*, 55, 213-229. Universitat de Barcelona. <https://doi.org/10.1344/TE2018.55.12>

DÍEZ NAVARRO, M.C. (2014): *10 Ideas clave. La educación infantil*. Barcelona. Editorial GRAÓ

Doval, M. I., Martínez-Figueira, M. E., & Raposo, M. (2013). La voz de sus ojos: la participación de los escolares mediante Fotovoz. *Revista de Investigación en Educación*, 11(3), 150-171.

FREIRE, P. (2008): *Cartas a quien pretende enseñar*. Buenos Aires. Editorial Siglo Veintiuno

Martínez-Guzmán, A., Prado-Meza, C. M., Tapia Muro, C., & Tapia González, A. (2018). Una relectura de fotovoz como herramienta metodológica para la investigación social participativa desde una perspectiva feminista *Revista de Metodología de Ciencias Sociales*, (41), 157-185.

<https://doi.org/empiria.41.2018.22608>

SUGRAÑES, E. (2012): *Observar para interpretar*. Barcelona. Editorial GRAÓ

Tomé Fernández, M. (Coord.). (2019). *Observación sistemática y análisis de contextos para la innovación y la mejora en educación*. Ediciones Paraninfo.