



Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1410305 **Name:** Methodology in Early Childhood Education and Techniques of Observation and Systematic Assessment

Credits: 6,00 **ECTS Year:** 3 **Semester:** 1

Module: Educational processes and contexts

Subject Matter: Systematic observation and context analysis **Type:** Compulsory

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:



Module organization

Educational processes and contexts

Subject Matter	ECTS	Subject	ECTS	Year/semester
Organización del espacio escolar, materiales y habilidades docentes	12,00	Organisation of the Classroom and of the Early Childhood School	6,00	2/1
		Teaching-Learning Processes in the Classroom: Techniques and Tools	6,00	3/1
The early childhood education school	24,00	Design and Assessment of Educational Action Plans	6,00	2/2
		Didactics and Educational Innovation	6,00	2/1
		Fundamentals and History of Education	6,00	1/1
		Teaching and Educational Practice	6,00	2/2
Systematic observation and context analysis	6,00	Methodology in Early Childhood Education and Techniques of Observation and Systematic Assessment	6,00	3/1

Recommended knowledge

Not required



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The student carries out a synthesis, with autonomy, about the main methodologies in the Infant Education Stage.
- R2 The student designs sequences of activities of the Project methodology, appropriate to different learning contexts.
- R3 The student demonstrates the relevance of the game including in their didactic proposals playful activities.
- R4 The student applies the diverse instruments of evaluation and observation of the Stage and the legal requirements in the design of didactic proposals.
- R5 The student exposes in an attractive and understandable way the contents of his/her work.
- R6 The student identifies and evaluates the different evaluation and observation instruments of the stage and the legal requirements.
- R7 The student designs rubrics and other instruments to collect information, being able to issue and interpret an evaluation report.
- R8 The student objectively evaluates both the processes and the results of his/her own work and that of his/her peers.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
G1	To know the objectives, curricular contents and evaluation criteria of Early Childhood Education.			X	
G3	To design and regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights.			X	
G11	To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and promote it in students.				X

SPECIFIC		Weighting			
		1	2	3	4
E14	To know how to work as a team with other professionals inside and outside the center in the attention to each student, as well as in the planning of learning sequences and in the organization of work situations in the classroom and in the play space, identifying the peculiarities of the 0-3 period and the 3-6 period.			X	
E16	To understand that systematic observation is a basic tool to be able to reflect on practice and reality, as well as to contribute to innovation and improvement in early childhood education.				X
E17	To master observation and recording techniques.				X
E18	To approach field analysis through observational methodology using information, documentation and audiovisual technologies.				X
E19	To know how to analyze the data obtained, critically understand the reality and draw up a report with conclusions.				X
E21	To learn about international experiences and examples of innovative practices in early childhood education.				X



E22 Value the importance of teamwork.

X

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	70,00%	Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc.
	5,00%	Oral presentation of group and individual work.
	5,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.
	20,00%	Non-final written exams: individual or group directed work.

Observations

The WRITTEN TESTS section (70%) will be divided into different subsections: FINAL SUMMATIVE OR CONTINUOUS THEORETICAL-PRACTICAL TEST. We assign a 35% and includes the realization of Tests Type Test and of Development-Reflection that correspond to each one of the subjects and will be carried out throughout the semester giving the possibility to the students to eliminate material. In any case, they will be collected in the final exam. The individual and group work (25%) are broken down into Compulsory (20%) and Voluntary (5%). Autevaluation and co-evaluation 10%. The NON-FINAL WRITTEN TESTS (20%) will be evaluated through the completion of the Cooperative Project and a test of open questions in which each student demonstrates his knowledge and mastery of this methodology. It will be an essential requirement to pass the course the passing of the Written Tests and the Project.



CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 PARTICIPATIVE MASTERCLASS
- M6 PROBLEM-BASED LEARNING
- M7 GROUP TUTORING
- M8 INDIVIDUAL TUTORING
- M9 PROJECT-BASED LEARNING
- M10 COOPERATIVE AND COLLABORATIVE WORK



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1, M7, M8	R1, R2, R3, R4, R6, R7	20,00	0,80
Group work sessions supervised by the teacher, case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity. M6, M7, M8, M9, M10	R1, R2, R3, R4, R6, R7	15,00	0,60
Presentation in plenary. Application of interdisciplinary knowledge M1, M10	R5, R8	10,00	0,40
Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M7, M8, M10	R1, R2, R3, R4, R6, R7	12,00	0,48
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M6	R1, R2, R3, R4, R5, R6, R7, R8	3,00	0,12
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M6, M8, M9, M10	R1, R2, R3, R4, R5, R6, R7, R8	45,00	1,80
Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M6, M8	R1, R2, R3, R4, R5, R6, R7, R8	45,00	1,80
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1.- Play as a methodological component in Early Childhood Education Early Childhood	1.1 Concepts and theories about play 1.2 Educational function of play 1.3 Play in the legal framework in the stage of Early Childhood Education Early Childhood 1.4 Classification of games 1.5. The role of educators in play: teachers and parents. 1.6. Toys
2.- Analysis of the main methodologies in Early Childhood Education.	2.1 Workshops and Corners 2.2 Methodologies focused on learning 2.3 Project Based Learning
3. Assessment and recording of learning.	3.1. Techniques for recording and evaluation of learning 3.1. Techniques for recording and evaluating learning 3.2. Observation as a means of evaluation in Early Childhood Education 3.3. The student's report: elements and elaboration

Temporary organization of learning:

Block of content	Number of sessions	Hours
1.- Play as a methodological component in Early Childhood Education Early Childhood	6,00	12,00
2.- Analysis of the main methodologies in Early Childhood Education.	16,00	32,00
3. Assessment and recording of learning.	8,00	16,00



References

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