



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: General Didactics, Theory of Education, and Technological Innovation

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

143A	<u>Maria Gloria Gomez Vivo</u> (Responsible Lecturer)	mg.gomez@ucv.es
143ALA	<u>Maria Gloria Gomez Vivo</u> (Responsible Lecturer)	mg.gomez@ucv.es
143B	<u>Maria Jose Llopis Bueno</u> (Responsible Lecturer)	mariajose.llopis@ucv.es
143PA	<u>Enrique Monzo Climent</u> (Responsible Lecturer)	enrique.monzo@ucv.es



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

All assignments will have a specific completion and submission date that must be strictly adhered to. Passing the written exams and completing the assignments corresponding to the non-final written exams (PROJECT) will be required to pass the course.

The WRITTEN EXAMS section (70%) will be divided into different subsections:

FINAL OR CONTINUOUS SUMMATIVE THEORETICAL-PRACTICAL TEST. (35%, linked to Learning Outcomes: R1-R3-R4-R6) will be assessed by means of multiple-choice and/or essay-type tests on each of the topics, in which students must demonstrate their knowledge and reflective skills. Eliminary mid-term exams may be held throughout the semester (a decision to be made by each of the course lecturers), but in any case, these tests must be passed in order to pass the course. To be eligible for the eliminary mid-term exams, students must have 70% attendance on the date of the exam.

Individual and group assignments (25%, linked to Learning Outcomes: R2-R3-R4-R5-R7) are broken down into Compulsory (20%) and Voluntary (5%)

Self-assessment and co-assessment (10%, linked to Learning Outcome: R8)

NON-FINAL WRITTEN TESTS (20%, linked to Learning Outcomes: R2-R3-R4-R6-R7) will be assessed through the completion of the Cooperative Project and an open-ended test demonstrating knowledge and mastery of this methodology.

ORAL PRESENTATION OF WORK (5%, linked to Learning Outcome R5)

ATTENDANCE AND PARTICIPATION (5% linked to Learning Outcomes



R1-R2-R3-R4-R5-R6-R7-R8). Individual monitoring of attendance at face-to-face sessions and participation in theoretical-practical classes, seminars and tutorials, as well as the timely and proper submission of required assignments.

Single assessment: Exceptionally, students who are unable to undergo continuous assessment because they have not attended at least 70% of classes may opt for this assessment system. In this case, assessment will be carried out as follows:

For Learning Outcomes R1-R6 FINAL SUMMATIVE THEORETICAL-PRACTICAL TEST. We assign a weighting of 60% and it includes multiple-choice and essay-style questions, which will be included in the Final Exam.

For Learning Outcomes R2- R3- R4- R5- R7, NON-FINAL WRITTEN TESTS (35%) will be assessed through the completion of the Project and an oral test with open questions in which each student demonstrates their knowledge and mastery of this methodology.

For Learning Outcome R8, students will be asked to complete a guided self-assessment document (5%).

Use of Artificial Intelligence:

The use of AI is permitted for:

Study support (generating alternative explanations, concept maps or self-assessment exercises)

Receiving feedback on the clarity or coherence of one's own text.

The use of AI is not permitted for:

Completing assessable tasks, unless required in a specific activity and indicated by the teacher.

If AI is used in any of the activities under the permitted conditions, it must be stated in which part of the activity it has been used, which AI tool has been used and for what purpose.

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 3.1.1. 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

- AAVV (2010). *Classroom work projects*. Barcelona: Ed. Laboratorio Educativo-Graó.
- Aizencang, N. (2005) *Playing, learning and teaching: relationships that enhance learning in school..* Buenos Aires: Manantial
- Balongo González, E., & Mérida Serrano, R. (2016). Classroom climate in project work. Creating learning environments to include children's diversity. *Perfiles educativos*, 38(152), 146-162.
- Barandiaran Arteaga, A. (coord.) (2021). *Evaluation in Early Childhood Education*. Graó.
- Bassedas, E., Huguet, T. y Solé, I. (1998). *Learning and teaching in early childhood education*. Barcelona: Graó.
- Borja, M. de (1980). *Children's play (Organization of toy libraries)*. Barcelona: Oikos-Tau.
- Britton, L. (2000). *Playing and learning. The Montessori method. Guide of educational activities from 2 to 6 years old*. Barcelona: Paidós Ibérica.
- Carlgren, F. (2020). *Waldorf Pedagogy*. Editorial Antroposófica.
- DECREE 100/2022, of July 29, of the Consell, by which the organization and curriculum of Early Childhood Education is established. *Conselleria d'Educació, Cultura i Esport. DOGV 9402, 10.08.2022*.
- Del Castillo, M. J. L. (2018). Origin and development of active methodologies within the Spanish educational system (pp. 4-21). *Encuentro Journal*, (27).
- Díez, M. C. (1998). *The green ear of the school. Project work and daily life in the nursery school*. Madrid: Ediciones de la Torre
- Díez, M. C. (2013). *10 key ideas. Early Childhood Education*. Barcelona: Graó.
- Díez, M. C. (2002). *The bottom floor of the school: Affections and emotions in the day to day life of the Infant School*. Barcelona: Graó.
- Díez, M. C. (2007). *My school tastes like orange. Being and being in Early Childhood Education*. Barcelona: Graó.
- Díez, M. C. (2011). *The teacher's earrings*. Barcelona: Graó.
- Espinoza Freire, E. E. (2022). The Montessori method in basic education. *Conrado*, 18(85), 191-197.
- Espinosa, J. (2016). Gamification in the classroom: beyond the game. *Revista TELOS*, 103, 68-75.
- Gallardo-López, J. A., & Gallardo Vázquez, P. (2018). Theories about play and its importance as an educational resource for the integral development of children. *Revista Electrónica Interuniversitaria de Formación del Profesorado*, 21(3), 25-35.
- García, L. V., Marín, V. P., Rivas, M. D. M. L., & Palma, C. M. (2020). Learning environments at CEIP María Zambrano. *Márgenes Revista de Educación de la Universidad de Málaga*, 1(1), 210-231.
- Huizinga, J. (1943). *Homo Ludens. The game as an element of the story*. Lisboa: Azar.
- Ibarrola, B., (2009). *Growing up with emotion. The development of emotional competence in Early Childhood Education*. Madrid: SM.



Iglesias Forneiro, M. L. (2008). Observation and evaluation of the learning environment in early childhood education: dimensions and variables to consider. *Revista Iberoamericana de educación*.

Jaume, M. A. R., Ribot, M. F., & Mas, C. R. (2014). The organization of space by learning environments in Early Childhood Education: meanings, background and reflections. *RELAdEI. Revista Latinoamericana de Educación Infantil*, 3(2), 19-39.

Jiménez, M.A., Coloma, A.M., Sáez, A.M. (2008). *Methodologies to develop competencies and attend to diversity*. Madrid: PPC.

Johnson, D. W. and Johnson, R.T. (2014). *Evaluation in cooperative learning*. SM.

Laguía, M^aJ. (2008). *Rincones de actividad en la escuela infantil (0 a 6 años)*. Barcelona: Graó.

Linaza, J. L. (2013). Play is a right and a necessity for children. *Bordón. Revista de Pedagogía*, 65(1), 69-84.

López Chamorro, I. (2010). Play in early childhood and primary education. *Autodidacta*, 1(3), 19-37.

Malaguzzi, L. (2021). *Early childhood education in Reggio Emilia*. Ediciones Octaedro.

Martínez, A. C., & Carrillo-García, M. E. (2018). Project-based learning in early childhood education: pedagogical and social change. *Revista Iberoamericana de Educación*, 76, 79-98.

Moreno, M. (2010). Waldorf Pedagogy. *Arteterapia. Papeles de arteterapia y educación artística para la inclusión social*, 5, 203-209.

Moreno S. (2021) *Gamification and ABJ*. Gabinete Orienta

Parra Ortiz, J. M., (2010). *Didactic Manual of Early Childhood Education*. Ibergarceta Publicaciones, S. L.

Quinto, B. (2005). *Workshops in early childhood education*. Graó.

Rinaldi, C. (2021). *In dialogue with Reggio Emilia: listening, researching and learning*. Ediciones Morata.

Romera, M^a. M. y Martínez, O. (2008). *The corners: Proposals for playing and learning in the classroom*. Madrid: SM.

Ruiz A. (2011) *Symbolic play*. Graó

Ruiz J.V. (2007) *Cooperative games and physical education*. Paidotribo

Sanchidrián Blanco, C. (2021). The Montessori method in Spanish early childhood education: lights and shadows. *Historia De La Educación*, 39(1), 313–335.

<https://doi.org/10.14201/hedu202039313335>

Swartz, R., Costa, A., Beyer, B., Reagan, R. y Kallick, B. (2007). Thinking-based learning. *Norwood, EE. UU.: Christopher-Gordon*.

Traver, J. A. y Rodríguez, M. (2010). *Group learning notebooks*. Edicions la Xara.

Uceda, P. Q., & Zaldívar, J. I. (2013). Waldorf pedagogy and play in kindergarten: a unique theoretical proposal. *Bordón: Revista de pedagogía*, 65(1), 79-92.