



Context observation and
analysis in Childhood
Education

**Degree in Early
Childhood Education**



UNIVERSIDAD
NEBRIJA

TEACHING GUIDE

Subject : Context Observation and Analysis in Childhood Education

Qualification: Degree in Early Childhood Education

Character: Basic

Language: Spanish / English

Modality: In-person / Remote

Credits: 6

Course: 3rd

Semester: 5th

Teachers / Teaching Staff: Mrs. Carmen Tato Lopez; Paula Zamorano Caballero; Amara Venayas Rodriguez

1. COMPETENCES AND LEARNING OUTCOMES

1.1. Competencies

Basic skills

CB1 Students are able to possess and understand the knowledge in an area of study that is based on general secondary education, and is usually found at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.

CB2 Students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and the resolution of problems within their area of study.

CB3 Students should have the ability to gather and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature.

CB4 Students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.

CB5 Students have developed the learning skills necessary to undertake further studies with a high degree of autonomy.

General skills

CG3 Understand the complexity of educational processes in general and teaching-learning processes in particular.

CG6 Ability to analyze and synthesize

CG7 Oral and written communication in the mother tongue and in a second language

CG13 Ability for criticism and self-criticism

CG15 Ability, initiative and motivation to learn, research and work independently.

CG17 Leadership skills

Specific skills

CEC5 Know the educational implications of information and communication technologies and, in particular, of television in early childhood.

CEC9 Reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for autonomous and cooperative learning and promote it in students.

CEC10 Understand the function, possibilities and limits of education in today's society and the fundamental skills that affect early childhood education schools and their professionals. Know models of quality improvement with application to educational centers.

CEM22 Understand that systematic observation is a basic tool for reflecting on practice and reality, as well as contributing to innovation and improvement in early childhood education.

CEM23 Master observation and recording techniques.

CEM24 Address field analysis through observational methodology using information, documentation and audiovisual technologies.

CEM25 Know how to analyze the data obtained, critically understand reality and prepare a report of conclusions.

1.2. Learning outcomes

Upon completion of this subject, the student must:

- Have a theoretical framework of reference for the knowledge, planning and evaluation of educational practice, developing a critical-reflective attitude.
- Understand the organizational aspects of nursery schools, identifying the peculiarities of the 0-3 year and 3–6-year stages, recognizing the diversity of nursery schools.
- Identify activity as a teaching principle in early childhood education, developing the necessary methodological strategies and having criteria for selecting appropriate activities for children from 0 to 6 years of age.
- Know and manage the different educational options with respect to authority and the establishment of limits and rules for coexistence.
- Understand early childhood education as a facilitating context for the acquisition of skills and abilities in children aged 0-6 years.
- Apply technologies to curriculum development.
- Know the different technological resources available for education.

2. CONTENTS

2.1. Prerequisites

None.

2.2. Description of content

- Observation techniques and register and analysis instruments.
- Methodology for Observational Research in Education.
- Utility of observation for the Childhood Education teacher. The role of the observer: researcher, mediator, innovator.
- Types of observation: systematic and non-systematic.
- Observation functions: descriptive, formative, evaluative, verifying.
- Contexts and dimensions to be observed: Contexts: preschool classroom, group behaviour from 0 to 6 years old, educational situations, teaching practice. Dimensions: physical, functional, temporal and relational.
- Critical interpretation of results and result report writing.

2.3. Training activities

In-person mode:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF1. Synchronous theoretical classes	22	100%
AF3. Practical classes. Seminars and workshops	17	100%
AF4. Tutorials	14	100%

AF5. Work in small groups	7	100%
AF6. Individual study and independent work	85	0%
AF7. Assessment activities	5	100%
TOTAL NUMBER OF HOURS	150	

Distance learning mode:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF2. Asynchronous theoretical classes.	14	0%
AF3. Practical classes. Seminars and workshops	10	0%
AF 4. Tutorials	12	0%
AF6. Individual study and independent work	112	0%
AF7. Assessment activities	2	100%
TOTAL NUMBER OF HOURS	150	

2.4. Teaching methodologies

The teaching staff may choose between one or more of the following methodologies detailed in the verified degree report:

Code	Teaching methodologies	Description
MD1	Expository method. Master class	Structured presentation of the topic by the teacher in order to provide information to students, transmit knowledge and activate cognitive processes. Active student participation is encouraged through debate activities, case discussions, questions and presentations.
MD2	Individual study	Independent and reflective work by the student, in order to deepen the acquisition of associated skills (preparation of classes and exams; use of information sources; completion of assignments, presentations; use of ICT; participation in discussion forums, etc.)
MD3	Collaborative learning	Develop active and meaningful learning in a cooperative manner.
MD4	Troubleshooting	Active methodology that allows you to exercise, rehearse and put into practice previous knowledge.
MD5	Case study	Analysis of a real or simulated case with the aim of understanding it, interpreting it, solving it, generating

		hypotheses, contrasting data, reflecting, completing knowledge, etc.
MD6	Project-oriented learning	Carry out a project to solve a problem, applying acquired skills and knowledge.
MD7	Tutoring (individual and/or group)	Methodology based on the teacher as a guide for student learning. In person or through the use of technological tools such as forums, email or videoconferences.
MD8	Apprenticeship contract	Develop autonomous learning.
MD9	Self-assessment	Assessment of one's own knowledge, skills and acquisition of competencies.
MD10	Teacher assessment	Student evaluation by the teacher

3. EVALUATION SYSTEM

3.1. Grading system

The final grading system will be expressed numerically, in accordance with the provisions of art. 5 of Royal Decree 1125/2003, of 5 September (BOE, 18 September), which establishes the European Credit System and the Grading System for official university degrees and their validity throughout the national territory.

- 0 - 4.9 Fail (SS)
- 5.0 - 6.9 Pass (AP)
- 7.0 - 8.9 Excellent (NT)
- 9.0 - 10 Outstanding (SB)

The mention of "Matrícula de Honor" may be awarded to students who have obtained a grade equal to or greater than 9.0.

The number of Honors may not exceed 5% of the students enrolled in a subject in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one Honors may be awarded.

3.2. Evaluation criteria

Ordinary call

Modality: In person

Evaluation systems	Percentage
Partial evaluation	20%
Activities	20%
Participation	10%
Final exam	50%

Modality: Distance learning

Evaluation systems	Percentage
Activities	30%
Participation	10%
Final exam	60%

Extraordinary call

Modality: In person

Evaluation systems	Percentage
Activities	40%
Final exam	60%

Modality: Distance learning

Evaluation systems	Percentage
Activities	40%
Final exam	60%

3.3. Restrictions

Minimum rating

In order for there to be an adequate average with the previous weights, it is necessary to obtain at least a grade of 5 on the final test.

Attendance

The student who, unjustifiably, stops attending more than 25% of the face-to-face classes may be deprived of the right to take the exam in the ordinary call.

Writing rules

Special attention will be paid to the presentation and content of written assignments, practical exercises and projects, as well as to exams, taking into account grammar and spelling. Failure to comply with the minimum acceptable standards may result in points being deducted from said assignment.

3.4. Warning about plagiarism

Antonio de Nebrija University will not tolerate plagiarism or copying in any case. The reproduction of paragraphs from audit texts other than that of the student (Internet, books, articles, works of colleagues ...) will be considered plagiarism, when the original source from which they come is not cited . *The use of citations cannot be indiscriminate. Plagiarism is a crime.*

In case of being detected of this type of practice, it will be considered a Serious Fault and the sanction provided for in the Student Regulations may be applied.

4. LITERATURE

Basic bibliography

Bassedas, E., Huguet, T. y Solé, I. (2008). *Aprender y enseñar en Educación Infantil*. Graó.
 Flores, S. R., y Ortiz-Espinoza, M. E. (2023). Aprendizaje vicario y tipos de conductas en infantes de Educación Inicial. *Alteridad*, 18 (2), 264-272.
 Hurtado Soler, A., Cantó Doménech, J., y Talavera Ortega, M. (2023). Las salidas de campo como recurso para formar maestros en Educación Infantil. *Investigación en la escuela*, 106, 65-77.
 Morrison, G. (2005). *Educación Infantil*. Pearson Prentice Hall.

Recommended bibliography

Gullo, D. (2005). *Understanding assessment and evaluation in early childhood education*. Teachers College Press.

Sánchez, M.C. (2010). *Diagnóstico y observación en el aula de Educación Infantil*. Diego Marín

5. TEACHING STAFF DATA

You can consult the teachers' email and the academic and professional profile of the teaching team at: <https://www.nebrija.com/carreras-universitarias/grado-educacion-infantil/#masInfo#container3>