

BASIC DETAILS:

Subject:	INNOVATION AND RESEARCH IN INFANT EDUCATION (INNOVACIÓN E INVESTIGACIÓN EN EDUCACIÓN INFANTIL)		
Id.:	32490		
Programme:	GRADUADO EN EDUCACIÓN INFANTIL. PLAN 2015 (BOE 17/08/2015)		
Module:	OBSERVACIÓN SISTEMÁTICA Y ANÁLISIS DE CONTEXTOS		
Subject type:	OBLIGATORIA		
Year:	2	Teaching period:	Segundo Cuatrimestre
Credits:	6	Total hours:	150
Classroom activities:	65	Individual study:	85
Main teaching language:	Inglés	Secondary teaching language:	Castellano
Lecturer:		Email:	

PRESENTATION:

Throughout this subject we will approach to two main aspects. On the one hand, the learning of research skills, by means of observation and record at schools.

On the other hand, the theoretical aspects that feature the interaction that happens in the classroom and in learning contexts, focusing on educational practices that encourage the learner's personal and professional development.

We understand the classroom as an inclusive and adaptative context, where the learning interactions are organised. With this theoretical frame as reference, the vocational practice of this subject will be overturned into research and reflexion, about our individual or external teaching.

PROFESSIONAL COMPETENCES ACQUIRED IN THE SUBJECT:

General programme competences	G01	Capacity to analyse and synthesise information from different sources.
	G02	Capacity to effectively solve problems and take decisions based on the knowledge and competences acquired.
	G03	Capacity to organise, plan and self-assess the work undertaken.
	G04	Capacity to apply information technologies critically and constructively as tools to promote learning.
	G05	Capacity to work in a team and cooperate with other professionals from the same or a different sector.
	G07	Capacity for interpersonal communication in English (oral and written) at a minimum B2 level (per the Common European Framework of Reference for Languages) to adapt to the academic and professional requirements of the Degree.
	G08	Capacity to absorb social and humanistic concepts within a rounded university education which allows the development of ethical values such as solidarity, interculturality, equality, commitment, respect, diversity, integrity, etc.
	G09	Capacity to formulate social transformation proposals, considered ethically, based on democracy and basic rights.
	G10	Capacity to generate new ideas through initiative, innovation and creativity for effective adaptation to educational needs and the job market.
	G11	Capacity to establish and fulfil the most suitable quality criteria and to employ work methods and strategies oriented towards continuous improvement.
	G12	Capacity to self-assess, nurturing learning, scientific research, practice based on evidence and scientific and social progress.
	Specific programme competences	E23
E24		Master the techniques of observation and registration.
E25		Tackle field analysis through observational methods using information, documentation and audiovisual technologies.
E26		Know how to analyse the data obtained, critically understand the situation and draft a report with conclusions.
E28		Know of international experiences and examples of innovative practices in preschool education.
E33		Know the scientific, mathematical and technological foundations of the curriculum at this stage as well as the theories on acquisition and development of the corresponding material learned.
E39		Create didactic proposals connected to scientific, technical, societal and sustainable development interaction.

Regulated profession competences	P01	Know the objectives, curricular content and assessment criteria for Preschool Education.
	P02	Promote and enable learning in early childhood - from an overall inclusive perspective - of the various cognitive, emotional, psychomotor and volitional aspects.
	P03	Design and regulate learning areas, in the context of diversity, which cleave to the individual educational needs of the pupils, gender equality and respect for human rights.
	P04	Foster harmony in the classroom and outside, and tackle the peaceful solution of conflicts.
	P05	Know how to systematically observe learning and coexistence in action and reflect on both.
	P07	Promote the independence and individuality of each pupil as educational factors in early childhood emotions, feelings and values.
	P10	Express oneself orally and in writing and master the use of different expressive techniques.
	P11	Know the educational implications of information and communication technologies and, particularly, television in early childhood.
	P15	Accept that teaching is a matter of getting better and adapting to scientific, pedagogical and social changes over the course of the career.
	P17	Reflect on classroom practices to innovate and improve teaching. Acquire the habits and skills to learn alone or with others and foster this among the pupils.
Learning outcomes	R01	Use simple research tools and techniques for Preschool Education.
	R02	Understand that systematic observation is a basic tool to reflect on work and the situations, as well as to contribute to innovation and improvement in preschool education.
	R03	Know the theoretical features that characterise classroom interaction.
	R04	Critically and reflectively analyse the activities undertaken during teaching practice, linking them to material learnt in this subject.
	R05	Tackle field analysis through observational methods using information, documentation and audiovisual technologies.

PRE-REQUISITES:

There are no content-related pre-requisites; however, English is integrated in the entire content of this course. Therefore, is highly recommended that you begin this course with a B1 level of English. If your level of English is less than a B1 (low intermediate), you should strongly consider improving your level by signing up for an English language course.

SUBJECT PROGRAMME:

Observations:

The aim of the subject is to provide the students with a huge range of resources for an innovative and reflexive teaching.

1/ School visits are planned each month in order to practice all the theory and tools that we are learning.

In this school visits we will observe, take notes, share results, debate, compare... as if you were real teachers.

You will be requested to do a Research Project in groups, focusing on a specific need, using data recording, creating an Action Plan...

Also, we will be informed about innovation programmes that these schools are running at the moment.

This visits will take place in a **different timetable (from 9am to 14 pm, on fridays)**, once per month.

Your lecturer will tell you in advance the location, date, and so on, to help you to organize your agenda.

The subject's schedule and plan may be subject to change on account of group performance, availability of resources, changes made to the Academic Calendar, etc., therefore, it should not be considered as a fixed and closed course.

If any changes are made, you will be informed by your lecturer.

2/ Classroom activities: The subject is divided in three main blocks of content (as shown below):



-CH.O: Children Observation

-AC.RE: Action Research (tools for self-evaluation and development for teachers)

-INN: Innovation and research skills

Subject contents:

1 - PARTICIPANT OBSERVATION, UNSTRUCTURED OBSERVATION.
2 - NON PARTICIPANT OBSERVATION, SEMI-STRUCTURED OBSERVATION. THEORY.
3 - NARRATIVES. ANECDOTAL. RUNNING RECORDS.
4 - RATING SCALES. GRAPHICS. NUMERICAL SCALES.
5 - CHECKLIST.
6 - SAMPLING. TIME SAMPLING. EVENT SAMPLING.
7 - DIAGRAMATIC. HISTOGRAMS. TRACKING. SOCIOGRAMS.
8 - SCHOOL VISIT: apply the theory learnt during the course: observe, record, analyse... using the observation techniques seen, in a real context.

Subject planning could be modified due unforeseen circumstances (group performance, availability of resources, changes to academic calendar etc.) and should not, therefore, be considered to be definitive.

TEACHING AND LEARNING METHODOLOGIES AND ACTIVITIES:

Teaching and learning methodologies and activities applied:

All of the lessons follow this **structure**:

-Part one: **Children observation (CHO)** Students will approach to the subject contents through different techniques as lectures, debates, reading, videos, group work, case study.

-Part two: **In Action Research. (ACRE)** Students will learn how teachers can improve their own practice through observation. They will do different tasks as case study, debates, group work, individual research...

-Part three. **Innovation (INN)** research on new techniques, innovation plans, schools that are making a huge impact in the community... Search and share, debate, watch documentaries, ...

Students are encouraged to actively participate in the subject, debate taking into account and respecting others opinions, share and constroy knowledge, and create new teaching and researching tools.

At the end of each class, students will be assessed about the contents that have been seen during that lesson.

Also, they have tutorial sessions. During these sessions: students can ask questions, clarify concepts, ask for additional bibliography, etc. Some tutorial time will be devoted to assistance with group work.

All the In-Class Lessons are followed by an Individual Study Lesson. Both are equal important and valued, and are thought to complete and support each other.

Students are expected to complete all independent study tasks mentioned in this syllabus.

Submission line: all the tasks should be delivered before the submission deadline. In exceptional cases, students could upload the task before the deadline, but 1,5 points will be rested, per day, from the task score.

All tasks must be completed as they will be evaluated directly or indirectly (through participation, individual work or group work).

The final aim of this subject is to help the students to learn about how to improve teaching situations and contexts, throughout innovative techniques, but always from a professional, research-based, theory-supported and social-changing work and attitude

Student work load:

Teaching mode	Teaching methods	Estimated hours
Classroom activities	Master classes	17
	Practical exercises	24
	Coursework presentations	8
	Workshops	10
	Assessment activities	3
	Extra-curricular activities (visits, conferences, etc.)	3
Individual study	Tutorials	3
	Individual study	22
	Individual coursework preparation	20
	Group coursework preparation	20
	Compulsory reading	3
	Portfolio	17
Total hours:		150

ASSESSMENT SCHEME:

Calculation of final mark:

Written tests:	40 %
Group coursework:	30 %
Final exam:	30 %
TOTAL	100 %

*Las observaciones específicas sobre el sistema de evaluación serán comunicadas por escrito a los alumnos al inicio de la materia.

BIBLIOGRAPHY AND DOCUMENTATION:

Basic bibliography:

PALAIOLOGOU, Ioanna. Child observation. A guide for students of early childhood. London: learning matters, 2016.

Recommended bibliography:

JAMES, Peter. Teachers in Action. Cambridge: Cambridge University Press, 2001.

RANDALL, Mick. Advising and supporting teachers. Cambridge: Cambridge University Press, 2001

DOMINGO, Ángels. La práctica reflexiva. bases, modelos e instrumentos. Madrid: Narcea, 2014.

Recommended websites:

Institute of Education Sciences	https://eric.ed.gov/
Scotland Early Childhood provision	www.educationscotland.gov.uk
Edutopía (George Lucas Education Foundation)	www.edutopia.com
Frontiers in Human Neuroscience	www.frontiersin.org
Google Academic	https://scholar.google.es/

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