EDUC111

Course Summary

Course : EDUC111 **Title :** Observation Techniques
Length of Course : 8
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course examines formal and informal methods of gathering and analyzing data on children. The emphasis is on understanding developmental patterns and implications for diagnostic assessment and intervention.

Course Scope:

This course will be a guide to observing (researching) and recording the behavior of children through educational research. It focuses on competencies for analysis and applications. This course introduces students to different methods used to develop research reports. It also covers such topics as ethics and objectivity.

This course is designed for students who want to work with children in day care, classrooms, and home settings where they have or will have the responsibility to impact the growth and development of children. The basic premise of this course is that good teachers know how to observe children in order to empower their growth and development. Action research is an effective method to utilize to shape a teacher's understanding of children and how to empower them through the appropriate and most effective intervention. Action research requires the teacher to understand developmental patterns, assess children, and determine the most appropriate intervention strategy that will enhance a positive life course trajectory. Action research requires the teacher to take their own views and observations of children and test underlying assumptions and practical approaches to change what is being observed.

Objectives

During this course, students will:

1. Understand developmental patterns as a frame for gathering data (ACEI Curriculum 4-6, Caregiver 1, Accountability 1); (LA1, LA2, LA3, LA6, Final Project, Journal)

2. Analyze data on children (ACEI Curriculum 4-6, Caregiver 1, Special Needs 1); (LA1, LA3, LA6, Journal)

3. Evaluate children in order to effectively intervene when necessary (ACEI Caregiver 1, Communication 1, Special Needs 3); (LA1, LA2, LA3, LA6, Journal)

4. Apply action research to their work with children (ACEI Environment 2, Curriculum 1-6, Caregiver 1); (LA5, LA6, Journal)

5. Understand their own paradigm about good teaching of children (ACEI Environment 2); (LA4, Journal)

6. Analyze methods used for gathering data (ACEI Curriculum 5, Caregiver 1, Communication 7); (LA1, LA2, LA3, LA6, Journal)

7. Understand ethical considerations in conducting and reporting educational research

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Outline

Week 1: Introduction: Cognitive Development

Learning Objective(s)

Observing and identifying cognitive development.

1. Understanding developmental patterns as a frame for gathering data
2. Collecting and analyzing data on children

Reading(s)

Lesson 1 Content

Assignment(s)

Forum 1
Learning Activity 1
Course Learning Journal Entry Week 1

Week 2: Socio-Emotional Development

Learning Objective(s)

Observing and identifying Socio-Emotional Development
1. Understanding developmental patterns as a frame for gathering data
2. Collecting and analyze data on children

Reading(s)

Lesson 2 Content

Assignment(s)

Forum 2
Learning Activity 2
Course Learning Journal Entry 2

Week 3: Physical Development

Learning Objective(s)

Observing and identifying Physical Development
1. Understanding developmental patterns as a frame for gathering data
2. Collecting and analyzing data on children

Reading(s)

Lesson 3 Content

Assignment(s)

Forum 3
Learning Activity 3
Course Learning Journal Entry 3

Week 4: Introduction to Action Research

Learning Objective(s)

Understanding the Action Research Process
3. Assessing children and intervene to empower
4. Applying action research to your work with children
8. Describing the differences of basic and applied research

Reading(s)

Kalmbach-Phillips,
Carr Text: Chapter 1

Assignment(s)

Forum 4
Midterm Exam
Learning Activity 4 (No Grade)
Course Learning Journal Entry 4

Week 5: Action Research as an part of the observation process

Learning Objective(s)

Observing other teachers
5. Changing your own beliefs and paradigms about good teaching
6. Defining educational research including goals

Reading(s)

Lesson 5 Content

Assignment(s)

Forum 5
Learning Activity 5
Course Learning Journal Entry 5

Week 6: Observation Techniques: Anecdotal Records

Learning Objective(s)

Using Anecdotal Records
7. Describing methods used in gathering data

Reading(s)

Lesson 6 Content

Assignment(s)

Forum 6
Learning Activity 6
Course Learning Journal Entry 6

Week 7: Other Techniques/Data –Driven Decisions

Learning Objective(s)

Exploring other techniques and understanding how to use the data from observations
7. Describing methods used in gathering data

Reading(s)

Lesson 7 Content

Assignment(s)

Forum 7
Learning Activity 7
Course Learning Journal Entry 7

Week 8: Reflecting on EDUC111

Learning Objective(s)

Describing ethical considerations in conducting and reporting educational research

Reading(s)

As Necessary

Assignment(s)

Forum 8
Course Learning Journal

Evaluation

Grading:

Name	Grade %

Materials

Book Title: Becoming a Teacher through Action Research: Process, Context, and Self-Study - eBook available through the APUS Online Library

Author: Phillips, Donna Kalmbach / Carr, Kevin M.

Publication Info: Taylor & Francis Group

ISBN: 9780415660495

Book Title: To find the library e-book(s) req'd for your course, please visit http://apus.libguides.com/er.php to locate the eReserve by course #. You must be logged in to eCampus first to access the links.

Author: N/A

Publication Info: N/A

ISBN: N/A

Required Texts/Course Materials*

eBook Title: Becoming a Teacher through Action Research: Process, Context, and Self-study, 3rd Edition**.**

Author(s): Donna Kalmbach Phillips and Kevin Carr

Publisher: Routledge, Taylor and Francis Group, New York, NY

Action Research in Education/Sustainability (Week 4, how the action research process can lead to change)

http://search.proquest.com.ezproxy2.apus.edu/docview/1323337957/abstract/6E50A63EC8D243F4PQ/1?accountid=8289

Gedžūne, I., & Gedžūne, G. (2011). Exploring and promoting ecological consciousness in

teacher education: The Possibilities of educational action research in education for sustainable development. *Journal of Teacher Education for Sustainability, 13*(1). doi:10.2478/v10099-011-0004-2

Gross Motor (Week 5)

http://www.sciencedirect.com.ezproxy2.apus.edu/science/article/pii/S0167945707000991

Piek, J. P., Dawson, L., Smith, L. M., & Gasson, N. (2008). The role of early fine and gross motor

development on later motor and cognitive ability. *Human Movement Science, 27*(5), 668-681. doi:10.1016/j.humov.2007.11.002

Fine Motor/School Readiness (Week 5, Kindergarten Readiness)

http://search.proquest.com.ezproxy2.apus.edu/docview/754696882?pq-origsite=summon&accountid=8289

Grissmer, D., Grimm, K. J., Aiyer, S. M., Murrah, W. M., & Steele, J. S. (2010). Fine motor skills

and early comprehension of the world: Two new school readiness indicators. *Developmental Psychology, 46*(5), 1008-1017. doi:10.1037/a0020104

Observing other teachers/PLCs (Week 5)
http://search.proquest.com.ezproxy2.apus.edu/docview/1655558776?pq-origsite=summon&accountid=8289

Wells, C. M., & Feun, L. (2012). Educational change and professional learning communities: A study of two districts. *Journal of Educational Change J Educ Change, 14*(2), 233-257. doi:10.1007/s10833-012-9202-5

Anecdotal Records (Week 6)

http://yw6vq3kb9d.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rfr_id=info:sid/summon.serialssolutions.com&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&rft.genre=article&rft.at09-01&rft.pub=Wiley+Subscription+Services%2C+Inc&rft.issn=0034-0561&rft.eissn=1936-2714&rft.volume=67&rft.issue=1&rft.spage=25&rft.externalDBID=BSHEE&rft.externalDocID=350141673¶m US

Bates, C. (2013). How do we know: Anecdotal records go digital. *The Reading Teacher, 67*(1),

25-29. doi:10.1002/trtr.1178

Standards Based, focused Anecdotal Records (Week 6) http://ezproxy1.apus.edu/login?url=http://search.proquest.com/docview/203278267?pq-origsite=summon&accountid=8289

Boyd-Batstone, P. (2004). Focused anecdotal records assessment: A tool for standards-based,

authentic assessment. *The Reading Teacher, 58*(3), 230-239. doi:10.1598/rt.58.3.1

Suggested Reading/Course Materials*

Course Material Name: Stages of Growth Child Development

Author(s): Rachelle Feiler Dana Tomonari

Location: http://education.stateuniversity.com/pages1826/Child-Development-Stages-Growth.html

Course Material Name: Your Child Development & Behavior Resources: A Guide to Information & Support for Parents.

Author(s): Kyla Boyse & Layla Mahammed, M.D.

Location: **http://www.med.umich.edu/yourchild/topics/parent.htm**

*additional links may be added by the instructor of record for this course.

Course Guidelines

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University Policies

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- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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