**American Public University System**

*The Ultimate Advantage is an Educated Mind*

**School of Education**

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<th>Undergraduate Education</th>
<th>EDUC111</th>
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<td><strong>Observation Techniques</strong></td>
<td>3 Credit Hours</td>
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<tr>
<td><strong>8 Week Course</strong></td>
<td><strong>Prerequisite(s)</strong> None</td>
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**Instructor Information**

**Instructor:** APUS Faculty

**Course Description (Catalog)**

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. Action research is the research method most used by educators to define an issue, concern, and problem. Through action research methods educators make positive changes in the issues, concerns, or problems they observe. In this course you learn how to be a teacher of change.

EDUC111 is designed to provide a solid foundation for understanding children through 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. You will learn how to identify issues and concerns and resolve them through action research. This requires you to come to understand your own guiding beliefs and purposes as an educator with the responsibilities to observe and intervene into children.
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.

Course Objectives

After successfully completing this course, you will be able to:

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. Collect and analyze data on children (ACEI Curriculum 4-6, Caregiver 1, Special Needs 1); (LA1, LA3, LA6, Journal)
3. Assess children and intervene to empower children (ACEI Caregiver 1, Communication 1, Special Needs 3); (LA1, LA2, LA3, LA6, Journal)
4. Apply action research to your work with children (ACEI Environment 2, Curriculum 1-6, Caregiver 1); (LA5, LA6, Journal)
5. Change your own beliefs and paradigms about good teaching (ACEI Environment 2); (LA4, Journal)
6. Define educational research including goals (ACEI Curriculum 1-6); (LA6, LA7, Journal)
7. Describe methods used in gathering data (ACEI Curriculum 5, Caregiver 1, Communication 7); (LA1, LA2, LA3, LA6, Journal)
8. Describe the differences of basic and applied research (ACEI Caregiver 1); (LA5, LA7, Mid Term, Journal)
9. Describe ethical considerations in conducting and reporting educational research. (ACEI Caregiver 3, Communication 2); (LA4, Journal)

Course Delivery Method

This education course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by the last day of each week and include forum questions (accomplished in groups through a
threaded forum), examinations and quizzes (graded electronically), and individual assignments (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

**Course Materials**

**Required Texts/Course Materials***

**Book Title:** Becoming a Teacher through Action Research: Process, Context, and Self-study, 2nd Edition.  
**Author(s):** Donna Kalmbach Phillips and Kevin Carr  
**Publisher:** Routledge, Taylor and Francis Group, New York, NY  
**ISBN:** 10: 0-415-80106-0

**Suggested Reading/Course Materials***

**Course Material Name:** Stages of Growth Child Development  
**Author(s):** Rachelle Feiler Dana Tomonari  

**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.unich.edu/yourchild/topics/devmile.htm](http://www.med.unich.edu/yourchild/topics/devmile.htm)

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

**Assigned Reading & Course Materials**

Each week you will be expected to read the assigned text and review the additional learning activities/readings. Reading and resources assigned or recommended may include websites, documents, presentations, or various media. For each resource indicated, please use the following practices:

**Citation and Reference Style**


Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12
Times New Roman, Arial, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 6th edition.

**APUS Policy on Plagiarism:**

Plagiarism is a serious violation of APUS’s code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:


Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.

- Do not insert parts of previous students’ work or current students’ work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

**Library:** The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

Charles Town Library and Inter Library Loan: The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.

Electronic Books: You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

Electronic Journals: The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

Tutor.com: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you
work one-to-one with your tutor in your online classroom on your specific problem until it is done.


The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.

- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., EDUC111), or Observation Techniques.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

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<th>Evaluation Procedures</th>
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<td>Forums</td>
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<td>Midterm Exam</td>
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<td>Autobiography Project</td>
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<td>Course Learning Journal Activity</td>
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**Midterm Exam** - This exam is designed to review what you have learned and help prepare you for what is to come. You will be asked to complete 30 multiple choice questions based on the learning from weeks 1-3.

**Autobiography Project** - This project is meant to demonstrate your understanding of the three areas of development presented in this course (Socio–Emotional, Physical, and Cognitive).

**Directions:** You are to create a PowerPoint presentation or a Word Document that includes the following:

Several (at least ten) pictures of you as a child/adolescent. Each picture should be representative of your growth in each of the areas of development. If you don’t have access to pictures of yourself, find pictures from the Internet that are representative of you.

A description of each picture that includes

1. Your age at the time of the picture
2. The area of development that is evident in the picture (Socio–Emotional, Physical, or Cognitive)
3. Where the picture was taken
4. How your own cultural background affected your development
5. A determination as to whether or not you had met any developmental milestones appropriate to your age at the time of the picture (See Lessons One, Two, and Three).
A conclusion paragraph of at least 250 words that includes insights you have gained from completing this project

Journal - The journal entries should illustrate an understanding of material presented in the forums discussions and course content by providing examples explanations of the material, descriptions of material, or personal examples or experiences connecting to the material. You will be provided with prompts as a guide for your entries. These are found within the lesson content. At the end of your journal, please write a brief reflection paper. Please take the following in consideration while describing your journey:
• What you knew before you started the course;
• What you have learned;
• What you still would like to learn more about;
• Your understanding of the three major areas of development;
• Your understanding of Action Research; and
• How the Autobiography Project made an impact on you.

Forums - You are expected to post an initial post reply to the weekly forums and reply to at least two other students. The forums are for student interaction and submitting input throughout the week benefits both you and your classmates. Replies must be posted in the week due and replies after the end of the each week will not be graded. You should demonstrate your own knowledge in the forums and avoid copying and pasting from websites.

Forum Guidelines -
• Post your initial post in to the forum topic by 11:55 p.m., ET, Wednesday of each week;
• Reply to at least 2 classmates by 11:55 p.m., ET, Sunday of each week;
• Initial posts are original in content and demonstrate a thorough analysis of the topic and should be no less than 250 words;
• Replies to classmates are significant to advance the forum and should be no less than 100 words; and
• All forums can be accessed in the Forums section of this course.

Introduction Forum/Forum 1 Warning: You must complete your first 250 word forum post by Sunday of Week 1 or you will be removed from the class by the system.

Instructions: Please make a Virtual Introduction of yourself to the class. Your introduction should be at least 250 words. Please share your likes, dislikes, why you are taking this class, what you hope to gain from this class, your academic aspirations are and then, something a little personal so we can make a connection with who you are. In addition, please make at least a one paragraph response to the following: How do you feel Genetic Factors or Environmental Influences might play a role in Cognitive Development?

Grading

Please see the student handbook to reference the University's grading scale.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
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| 1    | Introduction: Cognitive Development | Student will observe and identify cognitive development.  
1. Understand developmental patterns as a frame for gathering data  
2. Collect and analyze data on children | Lesson 1 Content                   | Forum 1  
Learning Activity 1  
Course Learning Journal Entry Week 1 |
| 2    | Socio-Emotional Development      | Students will observe and identify Socio-Emotional Development  
1. Understand developmental patterns as a frame for gathering data  
2. Collect and analyze data on children | Lesson 2 Content                   | Forum 2  
Learning Activity 2  
Course Learning Journal Entry 2 |
| 3    | Physical Development             | Students will observe and identify Physical Development  
1. Understand developmental patterns as a frame for gathering data  
2. Collect and analyze data on children | Lesson 3 Content                   | Forum 3  
Learning Activity 3  
Course Learning Journal Entry 3 |
| 4    | Introduction to Action Research  | Understanding the Action Research Process  
3. Assess children and intervene to empower | Kalmbach-Phillips, Carr Text: Chapter 1 | Forum 4  
Midterm Exam  
Learning Activity 4  
Course Learning Journal Entry 4 |
### Lesson 5: Action Research as a part of the observation process

**Students will learn how to observe other teachers to enhance their own abilities**
- Change your own beliefs and paradigms about good teaching
- Define educational research including goals

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<tr>
<th>Forum 5</th>
<th>Learning Activity 5</th>
<th>Course Learning Journal Entry 5</th>
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### Lesson 6: Observation Techniques: Anecdotal Records

**Students will be able to use Anecdotal Records**
- Describe methods used in gathering data

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<tr>
<th>Forum 6</th>
<th>Learning Activity 6</th>
<th>Course Learning Journal Entry 6</th>
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### Lesson 7: Other Techniques/Data-Driven Decisions

**Students will explore other techniques and will understand how to use the data from their observations**
- Describe methods used in gathering data

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<tr>
<th>Forum 7</th>
<th>Learning Activity 7</th>
<th>Course Learning Journal Entry 7</th>
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### Lesson 8: Reflecting on EDUC111

**Describe ethical considerations in conducting and reporting educational research.**

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<thead>
<tr>
<th>Forum 8</th>
<th>Course Learning Journal Autobiography Project</th>
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### Policies

Please see the student handbook to reference all University policies. Quick links to frequently asked about policies are listed below.

- Drop/Withdrawal Policy
Writing Expectations - All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

Late Assignments- Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Disability Accommodations- This institution complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and the World Wide Web Consortium's (W3C) Universal Access Guidelines. Students with special needs should inform their individual instructors and the University's student services staff.

Netiquette- Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting- basic academic rules of good behavior and proper “Netiquette“ must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- Technology Limitations: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- Humor Note: Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: :-), : ), 😊
available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to orc@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to 10 free hours of tutoring service per year through Smarthinking. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Research Center. From the ORC home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.

**Selected Bibliography**


