

TED UNIVERSITY
FACULTY OF EDUCATION
Guidance & Psychological Counseling Program

EDU 200
Observation in Schools
(1-4-0)3 Credits/6 ECTS, Fall 2016

Instructor(s): Dr. Müge Maraşlı

Class Times: Fridays 09.00-13.50

Office: **Office Hours:**

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Course Description: Observations of students', counselors', teachers', administrators' and other people's behaviors in different educational settings of primary, secondary, and high schools as well as a guidance and research center. Observation of school guidance services' roles and responsibilities in schools.

Course Learning Outcomes:

By the end of the course students will be able to:

1. Explain theoretical knowledge about the concept of observation and some basic observation techniques and skills
2. Apply observation techniques and skills in observing students', counselors', teachers', administrators' and other people's behaviors in different educational settings
3. Observe the roles and responsibilities of school guidance services in educational settings
4. Observe the roles and responsibilities of a guidance and research center.
5. Evaluate any kind of observation whether it is judgmental or not
6. Value behaving in a nonjudgmental way

Reading List:

- Hintze, J. M., Volpe, R. J., & Shapiro, E. S. (2002). Best practices in the systematic direct observation of student behavior. *Best Practices in School Psychology*, 4, 993-1006.
- Levine, H. G., Gallimore, R., Weisner, T. S., & Turner, J. L. (1980). Teaching Participant-Observation Research Methods: A Skills-Building Approach. *Anthropology & Education Quarterly*, 11(1), 38-54.
- Nock, M. K., & Kurtz, S. (2005). Direct behavioral observation in school settings: Bringing science to practice. *Cognitive and Behavioral Practice*, 12(3), 359-370.
- Skinner, C. H., Dittmer, K. I., & Howell, L. A. (2000). Direct observation in school settings: Theoretical issues. In E.S. Shapiro & T.R. Kratochwill, (Eds.). *Behavioral assessment in schools: Theory, research, and clinical foundations* (pp.19-45). Guilford Press.
- Yoder, P. & Symons, F. (2010). Observational measurement of behavior. New York: Springer. (1st Chapter)

Student Workload (Total 154 Hrs)

Lectures (14 hrs), Field Trips (56 hrs), Observation (28 hrs), Course Readings (15 hrs), Exam (10 hrs), Writing Report (15 hrs), Homework (6 hrs), Oral Presentation (5 hrs), Resource Review (5 hrs)

Planned Learning Activities & Teaching Methods

Telling/Explaining, Discussions/Debates, Questioning, Demonstrating, Hands-on work, Collaborating, Reading, Video Presentations, Web Searching, Group work, Presentation.

Course Requirements

Assessment Methods & Criteria

1. Grading:

Midterm (25%), Observation Portfolio (45%), Developing an Observation Form (10%), Reflection Paper (15%), Presentation of Reflection Paper (5%).

2. Midterm (25%) Exam: There will be 1 midterm. Midterm exam will be essay type and will cover both the lecture and the text.

3. Observation Portfolio (45%): Portfolio will cover all the observed and reported materials in your dossier as well as the reflection paper. You must have minimum 18 observation reports in the end. Portfolios will be due on the last week of the classes.

Observation Themes:

- a. Gender
- b. Communication (e.g., student-student; student-teacher, student-administrator; student-counselor)
- c. Social relationships
- d. Play
- e. Culture of child & youth (e.g., what they wear, how they speak: the way using the language etc.)
- f. Security of the school (e.g., natural disasters like earthquake, flood etc.)
- g. Physical conditions of the school (e.g., cleanliness of toilets, classrooms; recycle etc.)
- h. Whether the school is convenient for students who have disabilities (e.g., physically, visually and hearing impaired)
- i. The program of the guidance and counseling service (interviewing with the counselor)

Observation Environments:

- a. Classroom
- b. Hallway
- c. Library
- d. Computer room
- e. Café
- f. Garden
- g. Outside of the school
- h. Guidance and counseling service

The portfolio handed in must be typed! Electronic submissions (e.g., attachments via e-mail or on a disc) will not be accepted. Please use 11 point type, Cambria or Times New Roman, 1,5 space, use standard margins, and insert page numbers of each page. The portfolio must be submitted with a cover page which includes students' full names, ID numbers, title of assignment, and date. Each section of the portfolio must have a cover page indicating the name of the section (e.g., Observations in Classroom).

And, please use spell-check and proofread as points might be deducted for an excessive number of careless errors.

Observation Details:

- Each student will prepare a separate observation portfolio.
- There are 9 observation themes and 8 observation environments listed in the syllabus (please reread them!). I DO NOT expect you to make observations about 9 themes and 8 environments in one school! I expect you to cover the entire list during your school visits.
- For each school visit (2-week duration, except the last one), you will make 6 observations. You are free to choose the themes and environments but make sure that at the end of the semester you will cover these 9 themes and 8 environments. Therefore

you may observe the same theme or environment twice or three times during your school visits.

- You will make only 1 classroom observation for any kind of class (e.g., math, science, music, or literature) during your second round school visit; and 1 guidance class observation and 1 interview with the counselor during your third round school visit.
- Use observation forms prepared for this course and have already been uploaded on the moodle.
- You will also develop an observation form. You can develop this form for any kind of observation theme and environment. After developing this form, you will use this form for your observation and write a critique about the form, such as, which parts should be changed, which parts were functional during the observation, etc.

4. Developing an Observation Form (10%):

It is expected you to develop an observation form for a student at any educational level.

5. Reflection Paper (15%):

Reflection paper format is same as the portfolio format. Reflection paper will include your experiences about observation process during the semester. It is expected you to answer the following questions:

- What have you learnt about observation, school settings, counseling services, etc.?
- What are the pros and cons of observation techniques?
- What have you discovered about yourself?
- If you were a teacher of this course what would you have done differently in the course? Why? Discuss the reasons.
- What are your suggestions to other students who will take the course next year?

5. Presentation of Reflection Paper (5%):

Each of you will give a 20-minute presentation of your presentation last week of the courses. You are encouraged to bring in visual or audio aids to supplement your presentation. (In most presentations, Power Point is used. But you may want to try Prezi as well.)

6. Grading Scale:

GRADING SCALE		
Grade	Grade Points	Percentage Scores
AA	4.00	90 – 100
BA	3.50	85 – 89
BB	3.00	80 – 84
CB	2.50	75 – 79
CC	2.00	70 – 74
DC	1.50	60 – 69
DD	1.00	50 – 59
F	0.00	0 – 49
FX	0.00	–
P	–	–

Course Assessment & Learning Outcomes Matrix

Assessment Methods

Mid-Term Exam
Developing an Observation Form
Reflection Paper
Portfolio
Presentation

Course Learning Outcomes

#1, #2, #5
#1, #2
#1, #2, #3
#1, #2, #3, #4, #5, #6
#1, #2, #3, #5

Tentative Course Schedule

<i>W</i>	<i>Topics</i>	<i>Assignments/Exams</i>
1 September 26th	Introduction	
2 October 3rd	<ul style="list-style-type: none"> Definition and types of observation The goals and methods of behavioral observation 	
3 October 10th	<ul style="list-style-type: none"> The characteristics of being an attentive observer; the role of observer; the relationship between the observer and being observed Methods of reporting observation 	
4 October 17th	The settings in schools that will be observed and the important points that should be cautious during the observation	
5 October 24th	Mid-term exam	MID-TERM EXAM
6 October 31st	SCHOOLS	
7 November 7th	SCHOOLS	
8 November 14th	SCHOOLS	Observation reports due
9 November 21st	SCHOOLS	
10 November 28th	Evaluation about the process of observation in schools in terms of theoretical and practical aspects	Observation reports due
11 December 5th	SCHOOLS	Due day for developing an observation form
12 December 12th	SCHOOLS	
13 December 19th	SCHOOLS	Observation reports due
14 December 26th	REFLECTION PAPER PRESENTATIONS	PORTFOLIO DUE

COURSE POLICIES

I. Plagiarism

a. Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from the internet. All are plagiarism.

b. *All parties to plagiarism are considered equally guilty.* If you share your coursework with another student and she plagiarizes it, you are considered as guilty as the one who has plagiarized your work, since you enabled the plagiarism to take place. *Under no circumstances should a student make his/her coursework available to another student unless the instructor gives explicit permission for this to happen.* Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. *Avoid plagiarism by citing sources properly!*

II. Cheating

You may neither receive help from nor give help to others during an in-class exam. During exams, you may not leave the room, talk, or use dictionaries, translators, cell phones or programmable calculators. And please keep your eyes on your own work.

III. Attendance

You are expected to attend class on a regular basis, to be on-time, and to participate fully in class discussions and activities.

VI. Missed Work

If you miss a class, you are responsible for all the work that you have missed. An assignment is due on the specified date even if you are absent from class, unless your absence is a TED University-approved excuse. In the latter case, arrangements should be made with me beforehand concerning an alternative due date.

V. Late Assignment Submission Policy

Each assignment is to be turned in on time. *There will be a 10% point-reduction per day for late work, and work will not be accepted if it is three or more days late.*

VI. Extra Credit

There is no rewriting or extra credit offered in this course.

VII. Class Participation

Class participation is an integral part of this course. Classes may involve interactive lectures, small group discussions and activities, concept mapping, case studies, audiovisuals, video presentations, class presentations, field trips, observations, handouts, written assignments, exams, library/web research projects and journals.

VIII. Class Readings

Please read the assigned readings prior to class so that you may participate fully in the discussion.

***** The content of the syllabus is subject to change.**