

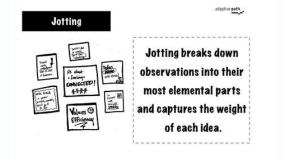


Example of a jotting observation

What is a good example of an observation. Example of a written observation. How to write jotting observation. How to write an observation example. What is jotting observation.

Forum for students doing their Certificate 3 in Childcare Studies. Forum rules IMPORTANT: Student's support in our forum will now be a part of our Premium Subscription service. This means students who have purchased a Premium Subscription. Click here to subscribe. mummacharz Newbie Posts: 3 Joined: Thu Dec 18, 2014 11:31 am Post by mummacharz Newbie Posts: 3 Joined: Thu Dec 18, 2014 11:35 am Your Assignment Module Number and Heading: cert 3 Your Assignment Type: Case Scenario Currently Working in Childcare? No Your knowledge: Beginner Your Question? am i on the right track? also how do i do jottings? im so confused and have no idea what im doing! What is your answer so far or What have you done so far as an attempt to solve this question? HELP! Description and Message: Child's name: Lilu Date: Setting: at home in dining room Observer: Charmaine Observation: Lilu is sitting in the dining room on the floor with dolls and a toy bottle, she calls for her mother to come into the room, her mother comes in a sits on the floor infront of Lilu.

Lilu then starts showing her mother her dolls that she pretends is her makeup, Lilu then shows her mother her dolly and her dollys scarf. Lilu then tells her mum where her and her mother will hold the dollys hand. Lilu's mother asks "are we going to hold hands now?" Lilu responds with "yes" lilu mother then asks "ready?" Lilu then says she has to put her eyebrow and lipstick makeup on first, Lilu then picks up her doll using her right hand she then starts to apply her lipstick while her left hand keeps the doll steady.



stutters her words if speaking fast, she understands a question asked and can demonstrate actions towards her mother.

ussie Childrarelletwork.com	Child Observation	
Name:	Grace Room: Toddler D.0.8:	10/03/2011
Belonging	Being	Becoming
		A.2
	Percenta A	
Observation: Date: 11/9/201	Observation: Bute 0105/2013	
Observation: Date: 11/04/2013 Grace came over to the teacher. "Can you read it to me now"	Observation: Bate: 04/05/2013 Grace picked up the teddy off the floor. 'Your thing, I make	Observation: Bate: 06/06/2013 Grace sat down-next to her friend in lock area. "Fourier my
she asked. The teacher walked over to the lounge with Grace and began to read the story. While reading a few	you better' she said and gave it a cuddle. She took the teddy over to block area and took some more blocks and stacked it	Mend, can I play with you". She helped her hierd by stacking blocks side by side. "Let's make this a house, we can
more children came over to listen to the story. "Everyone	on top on one another. She placed teddy on top * A bed so	put the dolls inside' Grace said. Grace continued stacking
likes this story like me" she said.	you don't get cold" Grace said.	the blocks. "I like our house" she said when she finished.
Analysis of Learning:	Analysis of Learning:	Analysis of Learning:
Grace shows a confidence in feeling welcomed and valued as part of the group. She is comfortable, safe and secure	Grace provides herself with opportunities to create,	Grace is building relationships with others. She shows confidence in herself and others and is self sufficient in
within the environment and engages in positive	experiment and develop, leading her own learning. She is an active part of the group and is involved and constructive.	meeting a goal. She also recognizes individual achievement
relationships with others		L
Working Towards: L/w 3.1	Working Towards: Uw 14	Working Towards: U/w 43
It is evident that Grace is increasingly cooperate and works well with others. To extend upon this we will ask Grace to	It is evident that Grace shares a wide range of emotions, thoughts and views constructively. To extend upon this we	It is evident that Grace responds verbally to what she sees, hears and touches. To extend upon this, we will create our
	will provide dolts and doll equipment in home comer.	own group story using pictures from a magazine.
Evaluation: Date: 1894/2011	Evaluation: Buts: 1605/2013	Evaluation: Date: 1596203
	Evaluation: Bate: 16/05/2013	
personal and the second s	During this paperience. Grace initiated interactions with	Excelos this experience. Grace used landscame and
Curing this experience Grace shared humour, happiness and satisfaction. She also recognizes individual achievement and acknowledge and accepts allimation.	During this experience, Grace initiated interactions with children and joined in play experiences. She also showed interest in other children and being part of a group.	During this experience, Grace used language and representations from play to share and project meaning. She also contributes ideas in play and group discussions.

Her speech can be understood quite well for her age group.

Relevant Approved Learning Framework Links: Outcome 5: Children are effective communicators 5.1 Children inreact verbally and non-verbablly with others for a range of purposes. Outcome 4: Children are confident and onvoled learners 4.1 Children develop dispositions for learning such a curiosity, cooperation, confidence, creativity, commitment, enthusiasm, pe4rsisitence, imagination and reflexivity. Last edited by Lorina on Fri Dec 19, 2014 3:25 am, edited 1 time in total. Reason: topic heading has been edited Lorina Moderator Posts: 13994 Joined: Thu Nov 19, 2009 7:36 am Post by Lorina » Fri Dec 19, 2014 3:22 am Rather than a jotting, your observation is more of a anecdotal record which is used to provide more of a detailed description of what happens during an observation.

Nalie Association Datage River

Jobing observation

Name Ropins Age 21 months Eater 3019 2018 Observed America Anting Rody Joint

Tabley we made todian thats. Prot Richard for french emouser to made the hall. It new Them dan has its pairs 3 mediened to sumplifie her hall. We upped therein and the time impression pack up the white finalities and the time area. To get the 3+Treatmen, other areas Let to food the lass and unset thank + reater to get the 3+Treatment, other areas Let to food the lass and unset therein, streep and there is the pack of the read one. When the had your compatible, stree part it are tree freed top hole load the read one. When the had your compatible, stree part it are tree freed top hole loads.

Residents:

Register is using her 2 field begins to part appoint through

LINK IN DRUP 1

Character 2. Colders are screenfied rate, and participate to their world.

Police op:

 Activities to help cleaning have and proce model with like charactery, particing, length.

A jotting is usually short details of significant events, behaviours or conversations. It can be a couple of sentences to no longer than a paragraph at most. Jottings are a quick and easy way to record significant events and behaviours. For example: 12.7.09: Rebecca (11 months) lies in her cot after waking up. P bends over her but she does not smile. H, her regular caregiver, comes over and Rebecca immediately starts to smile.

13.7.09: Rebecca is sitting on the mat playing with nesting cups. Toni (12 m) crawls to the rug and tries to take a cup from Rebecca's hand. She squeals, holds on tight to the cup, looking around the room at the adults. 16.7.09: Rebecca enters the nursery with her mother. She hides her head in her mother's shoulder and holds tightly to her shoulder. H comes over to her mother smiling. The two women talk in a friendly manner for two or three minutes.

H then says 'time for Mummy to go', holds out her arms for Rebecca, who leans over and reaches out for H, smiling in return. Interpretation Rebecca is experiencing separation anxiety which is typical for infants at this age. It shows her growing awareness of others and her ability to discriminate between familiar and unfamiliar people. She is also showing her attachment to her mother and her primary caregiver—H in these jottings. Ref: sielearning.tafensw.edu.au Hope this helps, , L.A Let's talk about how it's important to not look and act like a total creeper when you're out in the field, taking notes. Like Harriet the Spy. When preparing to visit your ethnographic site and take jottings, you should practice your jotting technique first. The activity below will help you see how easy it is to make assumptions about the people and places you'll be observing, but how often these assumptions might not be correct. As good ethnographers, we must realize that we bring our own opinions, experiences and tendencies to label

others with us when we observe. This activity will also give you some practice with making jottings. Jottings are not easy to do—you have to pack in as much detail as you can in a short amount of time by just using key words or phrases. You also have to be sure these words and phrases will trigger your memory later so you can expand on your jottings are not easy to do—you have to pack in as much detail as you can in a short amount of time by just using key words or phrases. You also have to be sure these words and phrases will trigger your memory later so you can expand on your jottings and write full field notes. Here's the activity: Sit down in front of a mirror at home or wherever you can find a full length mirror.

Get out your notebook or composing device and start writing answers to the following questions. ONLY write words or phrases, not complete this in 5 minutes or less. The person you're observing in these questions is you—your reflection in the mirror. Answer these questions as if you are someone else, observing your reflection. What do you smell? What do you see? What do you feel? (temperature, atmosphere, etc.) Describe the person wearing? What is the person doing? What does the person have with them? What are your thoughts on the person's mood? What sort of job do you think the person has? How old is the person? What sort of room or space is this person in? What hints about this person do you see in the items around him or her? Any other observations? Keep in mind that you don't want to freak the person in the mirror out by staring for a long period of time. This is another reason why you want to be able to make quick observations.

No one likes a lurker.

Also notice the assumptions you are tempted to make about the person in the mirror. Oh, his shoes are untied and his hair is a mess? He must be lazy, dirty and not care about his appearance. Oh, she's wearing expensive sneakers so she must be well off. Or, that room she's in is messy so everyone who lives there must be messy. You have to be careful when observing to not make snap judgments or assumptions based on what you see. This is also the reason why you're practicing observation-making on yourself, first. So you can see how easy it is to make generalizations and draw unfounded conclusions. Put your notes away and come back to them in four or five days. Can you pull together more complete field notes from these jottings? Try writing a few paragraphs on what you observed in the mirror. If you're not able to get anything out of the jottings you took, then you know you did something wrong. (Ideally, you'll be writing out your field notes a lot sooner than four or five days after taking your jottings.

Jorge=at lunch
Doesn't make eye contact
Now only speaks Spanish
Example #2 (excerpt from a conversation)
Parents aren't answering phone
Haven't seen Mary for a week
Missing homework grades



Now, you should feel more prepared to go out into the world and make observations. Don't worry if you don't get everything written down the first time you visit your site. You should plan to go back a couple times to make sure you don't miss something important. There are several visual examples of jottings online as well as fully fleshed out field notes derived from those jottings. Take a look here for an example of jottings translated to field notes: Student Center Field Notes: Jottings to Transcriptions. Here's another example of someone's observations at a coffee shop: Observing a Public Space: Dipping Into Ethnography. And, the best video of all time.