

The Hebrew University of Jerusalem

Syllabus

THE STUDY OF THE FAMILY AS AN EDUCATOR - 34002

Last update 02-09-2020

HU Credits: 2

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Teaching Training - Diploma

Academic year: 0

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Esther Serok

Coordinator Email: esther.serok@mail.huji.ac.il

Coordinator Office Hours: By appointment

Teaching Staff:

Dr. Esther Serok

Course/Module description:

The course will be dedicated to share a unique model for Studying the Family as an educator and as an educational partner. The course will introduce a model whereby the family's culture, traditions, and values serve as an enrichment resource for the curriculum.

It presents theoretical background and methods to work with families through educational agencies.

The course will introduce methods for developing constructive communication.

Course/Module aims:

1. Introducing various concepts and theories regarding the role of the family as an educator.
2. Conducting class discussions on families educational agenda, values and socialization process using the students experience with their own families or other families
3. Critical analysis of home- school relationship course reading.
4. Acquiring skills and research ability to interview and maintain a dialogue with families.
5. Exploring school curriculum and programs where the family's culture is incorporated as an enrichment resource for it.

Learning outcomes - On successful completion of this module, students should be able to:

- 1.Students will conduct a small scale study with families aiming to understand the families' educational agenda and dynamics.
- 2.Students will design their own family programs to be implemented in their own settings.
- 3.Students will acquire skills and methods for constructive discussions and dialogue with families within the educational system
- 4.Explore allocate and evaluate curricula and programs,

Students will design their own programs to be implemented in their own settings

Attendance requirements(%):

80

Teaching arrangement and method of instruction: 1. Using a variety of interactive exercises – probes as a research method to study families.

2. Presenting programs, materials and ideas for the students to experience and share.

3. Class discussions while analyzing the course readings

4. Sharing in class dilemmas and conflicts regarding families behavioral patterns

5. Conducting simulations of parents- teacher's discussions helping the students to develop an open and meaningful dialogue between the family and the educational setting, thereby fostering a two way enrichment partnership.

6. Screening videos and clips of parents- teacher's encounters conflicts, parents' relationships and family dynamics as triggers for class discussions.

Course/Module Content:

1.The family as educator and family education

2.The study of the family as educator – Qualitative research methods

3.Empowering the family as an educational partner thus improving their children's scholastic achievements.

4.Home and school- Is it a possible partnership?

5.Can the family narrative and culture be incorporate into the school curriculum?

6.Training educators to work and partner with families

7.Establishing parents teachers dialogue

8.The Family and the school in a modern diverse society

9.Grandparents as educators in a changing world

10.The museum as educator- visit a museum

11.Marketing and implementation of family programs

12.Evaluation of programs and criteria for success

Required Reading:

Leichter, Hope. J. *Families and Museums: Issues and Perspectives*, in *Marriage and Family Review*. Vol13;3/4 1989 ,pp15-50

Kimberly Trimble and Jacobs, j. *Learning Lessons of Change*, in *Reaching and Teaching all Children*, pp. 25-38

OECD (2012), *Let's Read Them a Story -The Parent Factor in Education*, PISA, OECD Publishing. <http://dx.doi.org/10.1787/9789264176232-en>

Additional Reading Material:

Serok, Esther. *The Family as Educator, Using the Cultures, Traditions and Heritages of Families as Enrichment Resources for an Israeli School* , unpublished Dissertation, New York 2002

Seidman, I.E .*Interviewing as Qualitative Research*. -New York: Teachers College Press, 1991, pp. 1-8, 31-45, 85-103

Westheimer, Miriam. *Parents Making a Difference*. PP. , 49-62 ,75-10

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 0 %

Participation in Tutorials 10 %

Project work 80 %

Assignments 10 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information:

None