



## *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](mailto:esther.serok@mail.huji.ac.il)

*Coordinator Office Hours:* By appointment

*Teaching Staff:*

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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,*

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*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*

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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