Syllabus

CONSULTATION FOR EARLY CHILDHOOD SETTINGS: VIDEO - 3652

Last update 28-07-2016

HU Credits: 4

Degree/Cycle: 2nd degree (Master)

Responsible Department: early childhood graduate program

Academic year: 0

Semester: Yearly

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Lihi Gatt

Coordinator Email: lihigatt@zahav.net.il

Coordinator Office Hours: Wednesday 14:00-15:00

Teaching Staff:
Dr. Lihi Gatt
Course/Module description:
The course focuses on video observations of children in early childhood educational settings, and highlights the video as a major tool for intervention and prevention, as well as for staff training, supervision and consultation. It introduces an evidence-based training model - "Video-aided Supervision" (VAS) that was developed at the Hebrew University of Jerusalem. Students are required to practice "Providing VAS" to early childhood educators who work in group settings for children (0-6).

Course/Module aims:
To expose students to a variety of models for video-interventions - with parents as well as with various professionals in the helping professions;

To enhance the students' observational skills regarding children's behaviour in group contexts, and to heighten the students' awareness to the daily experience of children in group care;

To develop video-aided consultation methods and supervisory skills.

Learning outcomes - On successful completion of this module, students should be able to:
1. To identify children's subtle signals while viewing the video-vignettes, and interpret nuances of children's behavior in group care
2. To analyze interactions and group situations that affect children's daily experience in early childhood educational settings
3. To recommend appropriate daily interventions for children with different types of adjustment difficulties to group care
4. To design appropriate goals for staff training and consultation
5. To plan appropriate use of the video-vignettes in staff training
6. To report on the Video-aided supervision process that was provided during the course by the student to an early childhood educator: to point out significant events, to appraise processes of change, to analyze difficulties, and to relate to relevant bibliography and theoretical concepts that may demonstrate all the above.

Attendance requirements(%):
100%

Teaching arrangement and method of instruction: lectures and workshops
Course/Module Content:
1. The use of video in the helping professions – various functions and applications.
2. "Big Brother watching you" - common representations and connotations of video-observations, and the significance for consultation and supervision processes.
3. Ethical considerations in video-intervention
5. Observing interaction – dyad context vs. multiple participant context; "missteps in the dance"
6. Video observation and perspective taking
8. Video-intervention with parents – a variety of models
10. Narrative approach to video-aided supervision – construction narratives about very young children
11. Video and "reality" – objectivity and subjectivity in video information processing
12. Video-observation as assessment, vs. phenomenological-observation
14. Experiencing video-aided Supervision - practicing VAS skills.

Required Reading:


Additional Reading Material:


Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 0 %
Project work 80 %
Assignments 20 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information:
None