Syllabus

DATA COLLECTION IN EARLY CHILDHOOD RESEARCH - 3744

Last update 17-05-2015

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Graduate Program in Early Childhood Studies

Academic year: 1

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Zadok Iris, Ph.D

Coordinator Email: iriszadok9@gmail.com

Coordinator Office Hours: Wednesday 13:30-14:30

Teaching Staff: Dr. Iris Zadok
Course/Module description:
The course will focus on different techniques, disciplines and sources of information, on theoretical knowledge and experience. The knowledge and experience of data collection are intended to stimulate critical thinking and provide the basis for collecting empirical data that will serve the student in research and/or in practical work.

Course/Module aims:
The purpose of the course is to present theories, approaches and methods for collecting data on infants and young children and their immediate environments.

Learning outcomes - On successful completion of this module, students should be able to:
1. The students will be exposed to assessment approaches and will observe infants and young children.
2. They will also observe young children interactions.
3. Implement techniques for data collection, from parents and family.
4. Students will learn to assess quality in early childhood settings.
5. To identify issues of professional ethics of collecting data on young children, and deal with them professionally.

Attendance requirements(%):
80%

Teaching arrangement and method of instruction: lectures

Course/Module Content:
Observations on children and development, observations on interaction between adults, child caregiver and children. Data collecting from parents, Data gathering from professionals.
Quality of care and assessment of quality of care in early childhood day care.

Required Reading:
רשימת קריאה

משתוק ומיצוא. ת"א: עמוד.


Morning to Afternoon Increases in Cortisol Concentration for Infants and Toddlers at 
Child Care. Child development, 4(74), 1006-1020. Differences

and teachers: Do they predict observed classroom quality and child-teacher 

Wisconsin-Madison 
Child Care Quality: Does It Matter and Does It Need to be Improved? 
(Full Report)

in assessment. In: J.B. Rauch (ed.), Assessment, a Sourcebook for social work 

Additional Reading Material:


eyearly childhood education. ERIC Digest. ERIC ED 393608.

Rustin, M. Rustin & J. Shuttleworth (eds.). Closely observed infants. Duckworth


איסוף מידע מהורים ומשפחה


CLASS- The Class Assessment Scoring. (Pianta, La Paro & Hamre, 2008)


Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 0 %
Project work 0 %
Assignments 100 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information:
None