



## *The Hebrew University of Jerusalem*

### *Syllabus*

## *Research Seminar: Developmental Disabilities in Early Childhood - 37867*

*Last update 02-05-2024*

*HU Credits:* 2

*Degree/Cycle:* 2nd degree (Master)

*Responsible Department:* Education

*Academic year:* 0

*Semester:* 2nd Semester

*Teaching Languages:* Hebrew

*Campus:* Mt. Scopus

*Course/Module Coordinator:* Judah Koller

*Coordinator Email:* [judah.koller@mail.huji.ac.il](mailto:judah.koller@mail.huji.ac.il)

*Coordinator Office Hours:* by appointment

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Teaching Staff:

Dr. Judah Koller

Course/Module description:

*This course will provide a broad understanding of developmental disabilities in early childhood, will cover how to read, think, and write critically, and students will be supervised through the process of conceptualizing a research project and writing a high-level research proposal.*

Course/Module aims:

*The purpose of the course is to gain a basic understanding of the concepts mentioned above, to understand how to approach the conceptualization, construction, and conduct research and then delve into the sub-issue through writing a research proposal or analytical work. These projects are intended to contribute to the understanding of the mechanisms intended to support children and families dealing with developmental delays in early childhood.*

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

*Students will be able to discuss the most prevalent and the most significant forms of developmental disability in early childhood.*

*Students will be able to conceptualize a research question within the context of the current literature, write a succinct literature review highlighting the question, plan an empirical study intended to answer the question, and present all this in both written and oral form.*

Attendance requirements(%):

*Attendance is encouraged*

*Teaching arrangement and method of instruction: Frontal*

Course/Module Content:

*Introduction to developmental disabilities in early childhood.*

*Distinguishing typical from atypical development.*

*Major forms of developmental disability: intellectual disability, CP, autism, etc.*

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*Conceptualizing research questions*

*Constructing research paradigms*

*Academic writing*

*Presentations of brief and full proposals*

*Required Reading:*

*Olusanya, B. O., Storbeck, C., Cheung, V. G., & Hadders-Algra, M. (2023).  
Disabilities in Early Childhood: A Global Health Perspective. Children, 10(1), 155.*

*Smythe, T., Scherer, N., Nanyunja, C., Tann, C. J., & Olusanya, B. O. (2024).  
Strategies for addressing the needs of children with or at risk of developmental  
disabilities in early childhood by 2030: a systematic umbrella review. BMC medicine,  
22(1), 51.*

*Hotaling, S. (2020). Simple rules for concise scientific writing. Limnology and  
Oceanography Letters, 5(6), 379-383.*

*Additional Reading Material:*

*Grading Scheme:*

*Essay / Project / Final Assignment / Home Exam / Referat 50 %  
Submission assignments during the semester: Exercises / Essays / Audits / Reports  
/ Forum / Simulation / others 25 %  
Presentation / Poster Presentation / Lecture 25 %*

*Additional information:*