

**SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CITY, AND MIRAMAR COLLEGES  
ASSOCIATE DEGREE COURSE OUTLINE**

**SECTION I****SUBJECT AREA AND COURSE NUMBER:** Child Development 153**COURSE TITLE:** Techniques of Teaching Using the Reggio Emilia Approach**Units: 3**  
Grade Only**CATALOG COURSE DESCRIPTION:**

This course is based on the early childhood philosophy, and teaching techniques adopted by the schools from Reggio Emilia, Italy. Emphasis is placed on the overall principles of the Reggio Emilia philosophy of valuing the capabilities of the child, collaborations between the teachers, family and community, strategies of emergent curriculum, project work and the documentation process. Adaptation strategies for the use of Reggio in traditional preschools and childcare programs are addressed. This course may be used for teachers and administrators as partial fulfillment of Title 22 and Child Development Permit Matrix curriculum requirements. It is also an elective for State of California Child Development Permits; Child Development associate degrees and certificates.

**REQUISITES:****Advisory:**

ENGL 049 with a grade of "C" or better, or equivalent or Assessment Skill Level W5  
&  
ENGL 048 with a grade of "C" or better, or equivalent or Assessment Skill Level R5

**Limitation on Enrollment:**

This course is not open to students with previous credit for CHIL 265E

**FIELD TRIP REQUIREMENTS:** Required**TRANSFER APPLICABILITY:** Associate Degree Credit & transfer to CSU and/or private colleges and universities**TOTAL LECTURE HOURS:** 48 - 54**TOTAL LAB HOURS:****STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Identify the philosophy and principles of the Reggio Emilia approach and contrast the differences between Reggio schools and traditional programs.
2. Explain how the Reggio Emilia environment fosters the "image of the child as capable" and why this type of environment is important to early childhood education.
3. Define the role of the teacher in the Reggio Emilia Approach versus the role of the teacher in traditional early childhood programs.
4. Compare the positive benefits of the lack-of-a-set-time schedule in Reggio programs with the set-time schedules found in traditional programs.

5. Evaluate the importance of Reggio's collaboration relationships between: child/child, child/teacher, teacher/family, and teacher/family/community.
6. Assess the process of documentation used in the Reggio Emilia Approach to evaluate the growth and development of children.
7. Develop classroom strategies using the "project approach" and "emergent curriculum" with small groups of children.

## **SECTION II**

### **1. COURSE OUTLINE AND SCOPE:**

#### **A. Outline Of Topics:**

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. History and organization of Reggio Emilia schools in Italy
- II. Organization of traditional early childhood programs
  - A. Philosophy of John Dewey
  - B. Philosophy of Lev Vygotsky
  - C. Philosophy of Jean Piaget
- III. Philosophy of the Reggio Emilia Approach
  - A. view of child
  - B. role of teacher
  - C. role of support staff
- IV. Environment and space in Reggio programs
  - A. third teacher concept
  - B. lack-of-a-set-time schedule
- V. Characteristics of the Reggio curriculum
  - A. emergent
  - B. project approach
  - C. facilitating learning
  - D. the Hundred Languages of Children
- VI. Collaboration relationships in Reggio
  - A. child and child
  - B. child and teacher
  - C. teacher/family and community.
  - D. parent involvement
- VII. Importance of Documentation in the Reggio Approach
  - A. Types of documentation required
    1. daily written journals documenting process and progress
    2. final project journals by children
    3. final project drawings by children
    4. taped verbal conversations of children
    5. visual-video, photographs, slides (or combination)
    6. documentation panels
- VIII. Creating a Reggio Approach Resource File
  - A. Ideas for long term projects
  - B. Reference bases for basic curriculum
    1. math
    2. science
    3. language
    4. art
    5. music
    6. movement
    7. cooking
    8. creative expression
  - C. Locating United States schools using the Reggio Approach for contact and support.

#### **B. Writing Assignments:**

Writing assignments are required and may include, but are not limited to, the following:

- I. 1. Response papers requiring paragraphs related to specific topics in the area of Reggio Emilia philosophy and approach.
- II. 2. Semester projects
- III. 3. Short essays
- IV. 4. Reflections on video and slide presentations
- V. 5. Reviews of current periodicals
- VI. 6. Personal journals
- VII. 7. Observations of children.
- VIII. 8. Documentation examples (journals, panels, videos, slides, photos, audio tapes etc.)

**C. Reading Assignments:**

Reading assignments are required and may include but, are not limited to, the following:

- I. 1. Assigned and optional textbooks
- II. 2. Professional journals such as:
  - III. a. Young Children
  - IV. b. Child Development
  - V. c. Childcare Information Exchange
- VI. 4. Internet sites such as:
  - VII. a. [www.prenhall.com/fu](http://www.prenhall.com/fu)
  - VIII. b. <http://www.naeyc.org/resources>
  - IX. c. <http://ericece.org/reggio.html>
  - X. d. [www.ReggioEmilia](http://www.ReggioEmilia)
  - XI. e. [www.cdacouncil.org](http://www.cdacouncil.org)
  - XII. f. <http://zerosei.comune.re.it/>
  - XIII. g. [www.nauticom.net/www/cokids/teacher2.html#ReggioEmilia](http://www.nauticom.net/www/cokids/teacher2.html#ReggioEmilia)
  - XIV. h. [www.ChildCareExchange.com](http://www.ChildCareExchange.com)
  - XV. i. [reggiochildren@rch.municipio.re.it](mailto:reggiochildren@rch.municipio.re.it)

**D. Appropriate Assignments that Demonstrate Critical Thinking:**

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. 1. Analyze and compare the differences between Reggio Emilia schools and traditional preschool programs
- II. 2. Appraise and evaluate the theories of John Dewey, Lev Vygotsky and Jean Piaget and how they influenced the development of the Reggio philosophy.
- III. 3. Assemble and organize data to be used for emergent curriculum materials

**E. Appropriate Outside Assignments:**

Outside assignments may include, but are not limited to, the following:

- I. 1. Reading and writing assignments as specified in the course syllabus
- II. 2. Library, electronic and other archival research
- III. 3. Viewing of assigned media materials
- IV. 4. Observations of, and field trips to preschools using the Reggio Approach
- V. 5. Analytical semester project
- VI. 6. Position papers
- VII. 7. Reviews of current periodicals
- VIII. 8. When possible: Attend pertinent lectures/conferences on the topic.

**2. METHODS OF EVALUATION:**

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. 1. Performance on objective and analytical essay examinations and quizzes

- II. 2. Performance on development of Reggio resource file
- III. 3. Performance on written assignments
- IV. 4. Class participation

### **3. METHODS OF INSTRUCTION:**

Methods of instruction may include, but are not limited to, the following:

- \* Other (Specify)
- \* Lecture
- \* Field Trips
- \* Guest Speakers

### **4. REQUIRED TEXTS AND SUPPLIES:**

Textbooks may include, but are not limited to:

#### **TEXTBOOKS:**

1. Cadwell & Boyd, L.. Bringing Reggio Emilia Home, 1 ed. Teacher College Press, 1997, ISBN: 08077366
2. Fu, Victoria & Stremmel, Andrew & Hill, Lynn T.. Teaching and Learning Collaborative Exploration of the Reggio Approach, 1 ed. Merrill/Prentice Hall, 2002, ISBN: 0-13-02878
3. Gandini, Lella & Edwards, Carolyn Pope. Bambini: The Italian Approach to Infant/Toddler Care, 1 ed. Teacher's College Press, 2001, ISBN: 080774008X
4. Hendrick, Joanne. First Steps Toward Teaching the Reggio Way, 1 ed. MerrillPrentice Hall, 1997, ISBN: 01343730
5. Topal & Gandini. Beautiful Stuff - Learning with Found Materials, 1 ed. Davis Publications Inc., 1999, ISBN: 0-871292-3

#### **MANUALS:**

#### **PERIODICALS:**

#### **SOFTWARE:**

#### **SUPPLIES:**

**ORIGINATOR:** Katie Zolezzi

**CO-CONTRIBUTOR(S)**

**DATE:** 03/16/2004