



CD/ED 254 CHILD DEVELOPMENT: ITALIAN BEST PRACTICES IN PRE-SCHOOL EDUCATION

IES Abroad Rome

DESCRIPTION:

By analyzing the two most significant pedagogical approaches developed in Italy, the Montessori Method and the Reggio Emilia Approach, the course aims to study and compare these two approaches in pre-school education verifying how they impact early child development. The Montessori Method and the Reggio Emilia Approach will be considered in detail after an introduction to the child's psychological development in terms of family and cultural context. During the course there will be course-related excursions to some "Montessori Children's Homes" and Reggio Emilia Schools in Rome.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: \$100

METHOD OF PRESENTATION:

Lectures and class discussions, student presentations, course-related trips

REQUIRED WORK AND FORM OF ASSESSMENT:

- Class Participation – 10%
- Midterm Exam – 20%
- Course-Related Trip Journals – 10%
- Lesson Plan Projects – 20%
- Group Work – 15%
- Final Exam – 25%

Course Participation

Students will have to participate actively in class discussions, demonstrating the ability to make connections with the readings assigned for each session

Midterm Exam

Short essays

Course-Related Trip Journals

500-word essay and analysis of each course-related excursion (5)

*Course-Related Trips: students will receive, before each course-related excursion, information on each specific school and some indications about what to observe in detail in order to make each visit more productive.

Lesson plan projects

500-word essays describing a lesson plan that utilizes each of the two methods

Group work

Group presentation of a lesson based on lesson plans studied during the course

Final Exam

Short essays

Grading Rubric for Course Participation:

A	Excellent participation The student's contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that he or she has been capable of relating the main ideas in the readings to the other information discussed in the course, and with his or her own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. He/she respectfully states his/her reactions about other classmates' opinions, and is capable of contributing to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities.
B	Very good participation The student's contributions show that the assigned materials are usually read. Most of the time the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student is able to construct over others' contributions, but sometimes seems to interrupt the shared construction to go over tangents. He/she is respectful of others' ideas. Regularly involved in the activities but occasionally loses concentration or energy.
C	Regular participation The participant evidences a regular reading of the bibliography, but in a superficial way. He/she tries to construct over others' ideas, but commonly provides comments that indicate lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand.
F	Insufficient participation Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way, and shows lack of interest in constructing over others' ideas.

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Develop a deep understanding of the child's psychological development based on his/her relationships within the family
- Appraise the differences and similarities between the Montessori Method and the Reggio Emilia Approach
- Acquire the tools necessary to make lesson plans based on the two pedagogical approaches
- Analyze and compare the different approaches to preschool learning in Italy and the US
- Gain sensitivity in valuing different pedagogical cultural perspectives

ATTENDANCE POLICY:



Attendance is mandatory for all IES classes, including course-related excursions. If a student misses more than two classes in this course, 2 percentage points will be deducted from the final grade for every additional absence. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical emergencies or family emergencies. IES will only consider extreme emergency cases and will strictly adhere to this policy.

CONTENT:

Week & Session	Content	Assignments & Reading
Week 1 Session 1	The cultural construction of self and emotion: implications for social behavior. Every cultural group has some key ideas that have been traditionally and culturally held in place and that are used to select and organize the socio-psychological processes of a given culture. Some of the innumerable ways that connote members of independent and interdependent cultures will be examined and discussed with special attention to the concept of “value”.	Markus & Kitayama, pp. 89-124; 285-305
Session 2	- Socio-psychological products and processes - Transmitting Core Ideas - Family processes and healthy child development In this session the main cultural differences in the parenting systems will be analyzed and discussed considering factors that contribute to the transmission of “Cultural Core Ideas”.	- Markus & Kitayama, pp. 339-350 - Walsh, pp. 424-454 - Sterponi, Santagata, pp. 57-72
Week 2 Session 1	- Attachment and Affect regulation - Main features of the Attachment Theory - How family relationships foster a positive child development - How different types of attachment affect child behavior and socialization attitudes	- Shore, pp. 68-98 - Wilkinson, pp. 22-44
Session 2	Multiple Intelligence Theory is one of the most relevant theories to which Loris Malaguzzi and his team constantly refer to for the development of the Reggio Emilia approach.	- Gardner, pp. 3-59, 73-301 - Lillard, pp. 38-50

Week 3 Session 1	- Absorbent Mind and Sensitive Periods - Analysis of the most relevant features of the Montessori Method - The Montessori idea of intelligence/es and the Multiple Intelligences Theory	- Montessori, pp. 148-165 - Gardner, pp. 331-328
Session 2	Course-related trip to the first Montessori “Children’s Home” in Rome, originally founded by Maria Montessori for children of the working class in 1927.	- Montessori, pp. 41-69 - Lillard, pp. 224-256; 286-320
Week 4 Session 1	- An introduction to the Reggio Emilia Approach: “The Hundred Languages of Children” - The main features of Loris Malaguzzi approach	Cagliari, Castagnetti, Giudici, Rinaldi, Vecchi, Moss, pp. 312-356
Session 2	Documentation in the Reggio Emilia Approach: how the use of notes, videos, photos and recordings is a fundamental tool that helps teachers and children make learning a visible process.	- Edwards, Gandini, Forman, pp. 55-88 - Giudici, Rinaldi, Krechevsky pp. 58-78; 78-89 - Film viewing: “Every day utopias: A day in a pre-school”
Week 5 Session 1	The learning environment in the Montessori schools: how the environment affects the learning process.	- O’Donnell, pp. 42-49 - Lillard, pp. 286-320
Session 2	Course-related trip to the Loris Malaguzzi school in Rome	- Gardner, pp. 331-366 - Edwards, Gandini, Forman, pp. 136-149
Week 6 Session 1	Mid-term review	
Session 2	Mid-term exam	
Week 7 Session 1 & 2	Day trip to Perugia	Giudici, Rinaldi, Krechevsky, pp. 154, 256-268

		Edwards, Gandini, Forman, pp. 151-169
Week 8 Session 1	Teacher and didactic materials in the Montessori Method	- Lillard, pp. 257-285 - Montessori, pp. 276-286
Session 2	The various dimensions of the teachers' role in the Reggio Emilia Approach	- Edwards, Gandini, Forman, pp. 151-170 - Giudici, Rinaldi, Krechevsky, pp. 116-135
Week 9 Session 1	Learning from peers in the Montessori Method	Montessori, pp. 232-248 Lillard, pp. 192-224
Session 2	Looking closely to Group Learning: a fundamental component of the Reggio Emilia Approach. Comparing "learning from peers" and "group learning"	- Giudici, Rinaldi, Krechevsky, pp. 158-245 - Edwards, Gandini, Forman, pp. 171-188
Week 10 Session 1	The "Emergent Curriculum" vs. the "Project Approach": how an "Emergent Curriculum" fosters the development of a social constructivist process.	Edwards, Gandini, Forman, pp. 101-111
Session 2	Course-related trip to a Montessori "Children's Home": an example of the continuity of the Montessori Method in a particular social context. Lesson plan projects due	O'Donnell, pp. 61-65 Lillard, pp. 114-157
Week 11 Session 1	The Reggio Emilia Approach in American classrooms: how the R.E. Approach is used in American preschools. Group work due	- Edwards, Gandini, Forman, pp. 215-232 - Giudici, Rinaldi, Krechevsky, pp. 251-269
Session 2	Course-related trip to the "Maisonnette" school in Rome; "Maisonnette" offers an interesting integration between the Reggio Emilia Approach and the Montessori Method, adding a multilingual component.	Giudici, Rinaldi, Krechevsky, pp. 278-294
Week 12 Session 1	Comparing the pros and cons of the Montessori Method and the Reggio Emilia Approach.	Giudici, Rinaldi, Krechevsky, pp. 304-320
Session 2	Final review	

	Final exam	
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COURSE-RELATED TRIPS:

- The first Montessori “Children’s Home” in Rome
- Loris Malaguzzi school in Rome
- Day trip to Perugia
- Montessori “Children’s Home”
- “Maisonnette” school in Rome

REQUIRED READINGS:

- Cagliari, P., Castagnetti, M., Giudici, C., Rinaldi, C., Vecchi, V., Moss, P., *Loris Malaguzzi and the Schools of Reggio Emilia*. London and NY, Routledge, 2016.
- Edwards, C., Gandini, L., Forman, G., (eds), *The Hundred Languages of Children: The Reggio Emilia Approach to Early Childhood Education*. Norwood, Ablex Publishing Co., 1993.
- Gardner, H., *Frames of Mind, The Theory of Multiple Intelligences*. London, Fontana Press, 1993.
- Giudici, C., Rinaldi C., Krechevsky M., (eds) *Project Zero – Reggio Emilia, Making Learning Visible*, Reggio Emilia, Reggio Children 2001.
- Lillard, A., *Montessori: The Science behind the Genius*. Oxford, Oxford University Press, 2012.
- Markus & Kitayama, (eds), *Emotion & Culture*, Washington DC, American Psychological Association, 1994.
- Montessori, M., *The Absorbent Mind*, New York, Henry Holt & Co., 1995.
- O’Donnell, M., *Maria Montessori*, London, Bloomsbury Library of Educational Thought, 2010.
- Shore, A., *Affect Regulation and the Repair of the Self*, NY, Norton, 2003.
- Sterponi, L., Santagata, R., *Mistakes in the Classroom and at the Dinner Table: A Comparison between Socialization Practices in Italy and the United States*, Crossroads of Language, Interaction and Culture, Vol 3, California, Regents of the University of California, 2000.
- Walsh, F. (ed), *Normal Family Processes*, NY, The Guilford Press, 2003.
- Wilkinson, M., *Emotion, Attachment, Trauma & Neurobiology*. NY, Norton, 2010.

FILMOGRAPHY:

- *Everyday Utopias: A day in an infant-toddler centre; A day in a preschool*. Reggio Children Publisher, 2011.
- Video documentation from the exhibition *The Wonder of Learning*. Reggio Emilia, Reggio Children 2011.