

**MURRAY STATE UNIVERSITY**

**DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION**

**COURSE PREFIX: ELE    COURSE NUMBER: 620                    CREDIT HOURS: 3**

**I. TITLE:** Introduction to the Reggio Approach to Teaching and Learning

**II. COURSE DESCRIPTION AND PREREQUISITE(S):**

Course will provide students with an overview of the principles and classroom applications of the Reggio Approach in the early childhood classroom. The roles of the teacher, children, parents, and the community in daily implementation of the approach will be explored.

**Prerequisite(s):** None

**III. COURSE OBJECTIVES:**

Class activities will be centered on the attainment of the course objectives listed below. Following each objective and enclosed in parentheses, are numbers which reference the Kentucky IECE Teacher Standards (IECE), the Kentucky Teacher Standards (KTS), the National Association for the Education of Young Children Standards (NAEYC), the Council for Exceptional Children Standards, and the Interstate Teacher Assessment and Support Consortium Standards (InTASC). Upon successful completion of this class, students will be able to

- A. identify principles of the Reggio Approach; (IECE VII; NAEYC 1, 6; CEC 6; InTASC 4, 9)
- B. develop a personal philosophy about the image of the child; (IECE VII; NAEYC 1, 6; CEC 6; InTASC 2, 9)
- C. demonstrate understanding of the collaborative relationship between the teacher, children, parents, and the community in Reggio Approach schools and classrooms; (IECE VII, VIII; KTS 8; NAEYC 1, 2, 6; CEC 6; InTASC 9, 10)
- D. demonstrate knowledge of how learning is facilitated through the indoor and outdoor environments in the Reggio Approach; (IECE II; KTS 3; NAEYC 1, 6; InTASC 3, 9)
- E. demonstrate understanding of how project based curriculum is co-constructed; (IECE III; InTASC 9)
- F. demonstrate an awareness of strategies for implementing the Reggio Approach in the United States; (IECE VII; KTS 2; NAEYC 4, 5, 6; InTASC 9) and
- G. demonstrate an awareness of how documentation is used for interpreting experiences, advancing learning, and as part of staff professional development in a Reggio classroom. (IECE IV, VII; NAEYC 3, 6; InTASC 9)

**IV. CONTENT OUTLINE:**

- A. Philosophy and History of the Reggio Approach
- B. The image of the child
- C. Environments for learning
- D. Project-based curriculum

- E. Collaboration between teacher, children, parents, and community
- F. Teacher as a listener, observer, and researcher
- G. Process of documentation

**V. INSTRUCTIONAL ACTIVITIES:**

Readings, discussions, mini lectures, research

**VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

None required

**VII. TEXT(S) AND RESOURCES:**

Edwards, C., Gandini, L., & Forman, G. (Eds.). (2012). *The hundred languages of children* (3<sup>rd</sup> ed.). Santa Barbara, CA: Praeger.

North American Reggio Alliance

<http://reggioalliance.org/>

Reggio Children

<http://www.reggiochildren.it/?lang=en>

**VIII. EVALUATION AND GRADING PROCEDURES:**

**Course Assignments**

Students' grades will be based upon the successful completion of activities including a personal philosophy, research paper, and article reviews.

**Grading Procedure**

A=92-100% of total points

B=83-91% of total points

C=74-82% of total points

D=65-73% of total points

E= Below 65% of total points

**IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

**X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford

individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

#### Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889 (TDD).

## **XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT**

Student progress throughout the teacher preparation program is continually assessed. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. For those students seeking teaching certification positive and negative flags are submitted to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION and/or STUDENT TEACHING, or REVERSAL OF ADMITTED STATUS.**