

## **Syllabus**

## Course Description

Course Title	The Hundred Languages of Children (aged 0-7). The Reggio Emilia
	approach (lect)
Course Code	12530
Course Title Additional	
Scientific-Disciplinary Sector	M-PED/01
Language	Italian
Degree Course	5 year master degree in Primary Education - Italian section
Other Degree Courses	LM-85 bis Education German section
(Loaned)	LM-85 bis Education Ladin section
Lecturers	Prof. Antonella Coppi,
	Antonella.Coppi@unibz.it
	https://www.unibz.it/en/faculties/education/academic-
	staff/person/32860
Teaching Assistant	
Semester	Second semester
Course Year/s	All
СР	2
Teaching Hours	20
Lab Hours	0
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The course is part of the theory and didactics of the hundred
	languages and pedagogy inspired by the figure of Loris Malaguzzi.
	It proposes an approach to the experience of the infant-toddler
	centres and preschools of Reggio Emilia.
Course Topics	The educational function of the hundred languages is based on the
	image of a child as a bearer of strong developmental potential and
	a subject of rights, who learns and grows in relationship with
	others.
	In particular, the course will approach



	- The hundred languages model: history and development.
	- The image and work of the child with the help of the hundred
	languages.
	- Seeing, reading and interpreting with the hundred languages:
	visions of children's art. Sounds tell.
	- Documenting the didactics of the hundred languages: making
	learning in the hundred languages 'tangible';
	- Learning with others and with parents: the child as competent
	researcher; the parent/adult/teacher as facilitator;
	- Children, spaces, relationships.
	- Children learning individually and in groups.
Keywords	Espressive Language, creatività, atelier, facilitator, arte.
Recommended Prerequisite	s None
Propaedeutic Courses	
Teaching Format	The lesson takes place remotely.
Mandatory Attendance	In accordance with the regulation.
Specific Educational	The course introduces the theoretical-methodological foundations
Objectives and Learning	of the pedagogy and didactics of the hundred languages with
Outcomes	particular reference to the age range of zero to six years and
	accompanies students to get to know, understand, experiment and
	reflect on educational projects and processes, workshops and
	prospects for the future of the great Reggio Emilia experience.
	Training objectives of the course
	Students should be able to:
	- Acquire the theoretical-methodological foundations of the
	pedagogy and didactics of the hundred languages with particular
	attention to the pre-school.
	- Integrate theoretical perspectives with teaching activities and
	stimulate their own reflection.
	- To document the educational processes activated with the
	hundred languages, stimulating potential in a critical and
	productive manner in different educational contexts.
	Disciplinary skills
	Knowledge and understanding
	a) of the key concepts, of a disciplinary and/or methodological
	nature, in the context of the teaching of the hundred languages of



	children in pre-school;
	b) of the theories and practices relating to the hundred languages education;
	c) of the hundred languages of children, in order to be able to
	highlight the different characters, methodologies and contexts;
	Ability to apply knowledge and understanding to:
	Ability to apply knowledge and understanding to:  (a) diverse educational contexts;
	b) diverse educational relationships;
	Transversal/soft skills
	Autonomy of judgement expressed through:
	(c) capacity for reflection, discussion, in-depth study and personal reworking of the issues addressed;
	d) critical capacity, coherence, methodological rigour, precision and accuracy;
	e) ability to listen to and understand different points of view;
	f) ability to think creatively and not just conventionally;
	Communication skills expressed through:
	(g) ability to communicate effectively using a variety of languages;
	(h) ability to communicate in a group and to support one's own
	ideas;
	(i) active listening;
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	Learning ability expressed through:
	(a) ability to reflect on own performance and self-assessment
	thereof;
	b) ability to analyse and identify needs for the development of
	one's own knowledge and expertise.
	The skills and abilities described will be assessed both in itinere
	and in the final examination.
Specific Educational	
Objectives and Learning	
Outcomes (additional info.)	
Assessment	The examination takes into account any tests carried out en route,
	which focus on knowledge of the topics and concepts covered, the
	ability to apply knowledge and understanding, critical analysis and
	reflection.

	The examination is supplemented by an oral interview, in accordance with procedures agreed with the students.
Evaluation Criteria	The examination provides for the award of a single final mark. For the oral examination, the following will be considered and assessed: relevance, clarity of argumentation, ability to critical analysis, ability to rework, reflection, etc.
Required Readings	- Edwards, C., Gandini, L., & Forman, G. (1995). The hundred languages of children. The Reggio Emilia approach to childhood education. Bergamo: Edizioni Junior.
Supplementary Readings	- CEPPI G., ZINI M., (1998), Children, spaces, relationships.  Metaprogetto di ambiente per l'infanzia. Reggio Emila: Reggiochildren.  - GIUDICI C., RINALDI C. (2001), Rendere visibile l'apprendimento. Children learning individually and in groups. Reggio Emilia: Reggiochidren  - HOYUELOS PLANILLO Alfredo (2020). Loris Malaguzzi. A pedagogical biography. Parma: Junior.  - AA. VV., (2020) Loris Malaguzzi: One hundred years of pedagogical light, Monographic issue, Reladei, Univ. Santiago de Compostela - Magazine, free https://revistas.usc.es/index.php/reladei/article/view/7518
Further Information	
Sustainable Development Goals (SDGs)	Quality education