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	PAED-01/A
Language	Italian
Degree Course	5 year master degree in Primary Education - Italian section
Other Degree Courses (Loaned)	LM-85 bis Education German section 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
CP	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 Prerequisites	None
Propaedeutic Courses	
Teaching Format	The lesson takes place remotely.
Mandatory Attendance	In accordance with the regulation.
Specific Educational Objectives and Learning Outcomes	The course introduces the theoretical-methodological foundations of the pedagogy and didactics of the hundred languages with 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: (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; 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