

**Creativity and the Young Child:
Reggio Emilia, Project Approach and Documentation
3 Credits July 16 through July 21, 2006**

ED 491 (Offered through University of Montana-Western)

Instructor: Julie Bullard, Ed.D.
Address: Department of Education
University of Montana-Western
710 South Atlantic
Dillon, Montana 59725
Phone: 406 683-7176
E-Mail: j_bullard@wmwestern.edu
Fax: 406 683-7809

HDCF 456 (Offered through Montana State University-Bozeman)

Instructor: Janis Bullock, Ph.D.
Address: Department of Health and Human Development
Herrick Hall 121
Montana State University
Bozeman, Montana 59717
Phone: 406 994-5006 (24 Hour Voice Mail)
E-Mail: Jbullock@Montana.edu
Fax: 406 994-2013

Goals of the Course

- To introduce the student to the history, framework, principles, and concepts of Reggio Emilia, Project Approach, and Documentation in Early Childhood Education.
- To acquaint the student with recent trends in research, theory, and practice of Reggio Emilia, Project Approach, and Documentation in Early Childhood Education.
- To provide the student with experiences in planning and implementing curriculum based upon Reggio Emilia, Project Approach, and Documentation in Early Childhood Education.
- To assist students in working cooperatively with colleagues and developing competence as a teacher.
- To encourage students to become professionally curious, to ask questions, to try new ideas, and to base decisions on children's needs and interest.

Required Readings (Purchase and bring to class the required course books that are available at University of Montana-Western Bookstore (683-7281) and Montana State University-Bozeman Bookstore (994-2811)).

Helm, J. H., & Katz, L. (2001). Young investigators: The project approach in the early years. Washington, DC: NAEYC.

Hendrick, J. (Ed.). (2004). Next steps toward teaching the Reggio way. Columbus, Ohio: Prentice Hall.

Web Sites

Reggio Emilia: <http://www.ericcece.org/reggio.html> (with related links)
<http://www.reggioalliance.org>

Project Approach: <http://www.project-approach.com> (with related links)

Expectations of students

- attend all course sessions
- complete all of the assigned readings
- contribute to small and large group discussions
- complete exercises and share with the group
- develop representations and documentation of the topic (take risks!), contribute to the group processes involved in exploring the topic, and share with the total group
- complete required writing assignment and turn it in on time
- express needs and concerns to the instructors and suggest ideas for improving the content, structure, and organization of the course

Expectations of the instructors

The instructors' roles are to facilitate the acquisition of knowledge, skills, dispositions, and feelings for students. Specifically, the instructors will:

- organize the course and content, and present current research and information
- facilitate dialogue in small and large groups
- respond to questions and needs of students
- assess student progress, role model, and make meaningful suggestions for fostering learning

Course Assignments and Percentage of Grades

1. Pre-course assignment (Requirements and Guidelines for Pre-Course Assignment provided): 10%

2. Participate in large and small group discussion and exercises: 15%

3. Engage in the processes involved in learning about a topic using the frameworks of Reggio Emilia and the Project Approach, and develop representations and documentation of the work; share representations and documentation with the larger group: 35%

4. Keep a journal (journals are provided) to include reflections, group experiences, questions, observations in the field, narratives from group work, etc. (Guidelines provided): 10%

5. Course Paper (Requirements and Guidelines for Course Paper provided): 20%

6. Technology Assignment (Requirements provided): 10%

Creativity and the Young Child Guidelines for Journal Writing

Complete daily journal entries for the purposes of encouraging reflection on information obtained through the readings, class discussions, interactions with instructors and peers, participation in the individual and group work, and interactions and involvement in your “field work.” Reflecting on research, theory, and practice, and self-evaluation are hallmarks of professional development and behavior. Questions to consider to guide your thinking and writing:

- What are you learning (for examples, about yourself, others, and the profession) from your participation, experiences, observations, and interactions?

- What are you liking and disliking about your participation, experiences, observations, and interactions? Why do you think/ and feel the way you do?

- How might you apply what you are learning to your early childhood setting, and your work with families, and other adults, etc.?

- What additional thoughts, reactions, and experiences can you share?

- What questions did you think about? You do not need to answer your questions. However, please keep in mind that the asking of questions is an important part of growing professionally.

Creativity and the Young Child Requirements and Guidelines for Course Paper

Writing Assignment: Choose Option #1 or #2.

Option #1. Explore a topic of interest related to Reggio Emilia, Project Approach, and Documentation in more depth and detail. The topic you select may be based upon (but not limited to) information that you read in the assigned readings, information that was discussed in the course, or questions that were generated and not fully answered. Please address the following areas:

1. Introduction: A clearly articulated and organized introduction clarifies the focus and direction of the paper and helps to orient the reader.

- Include a title for your paper
- What is the topic of your paper?
- Why did you choose the topic?
- Why is this topic of interest to you?
- What questions do you hope to answer?

2. Body of the Paper

•Integrate information from the assigned readings, videos/slides, handouts, resource people, class discussions, and supporting documentation (such as additional articles, information from web sites, chapters from books, or a book), and formulate a response in support of your topic.

•State clearly the evidence in support of your introduction, topic and questions. Present evidence that you have carefully researched, understood, and thought about your topic, and have included your own thinking on the topic. You may incorporate personal examples within your review.

3. Summary and Reflection

- How can your new knowledge of the topic you researched assist you in your professional development and setting?
- What issues related to your topic do you continue to wonder about or find challenging?
- What questions have been generated based on your exploration of the topic? List several questions that you think about. You do not need to answer the questions; however, please keep in mind that the asking of questions is an important part of professional growth.

Option #2. Using the information from the assigned readings, videos/slides, handouts, resource people, class discussions, and supporting documentation (such as additional articles, information from web sites, chapters from books, or books) as a guide and foundation, develop a plan for implementing the Project Approach in an early childhood setting.

1. Identify your role (teacher, director, education coordinator, resource and referral educator, etc.) and describe the early childhood setting (the type of setting; ages/stages of children, staff, etc.).

2. Provide a rationale for the development and implementation of the plan in your identified early childhood setting using the frameworks and principles of Reggio Emilia/Project Approach.

3. Identify, describe, and discuss several steps that would be necessary for you to develop and implement the plan in your identified early childhood setting using the frameworks and principles of Reggio Emilia/Project Approach. Within your discussion identify and discuss:

a. potential barriers and how you will overcome them

b. specific issues to be addressed as you work with:

- staff and parents
- curriculum revisions (environment, materials, time schedule, use of pre-determined themes, etc.)
- linking activities/key concepts to curriculum, state, or national standards
- other relevant areas important to you and your setting

4. Conclude with a summary and reflection.

- How might such a plan assist you professionally?
 - What issues related to your plan do you continue to wonder about or find challenging?
 - What questions have been generated based on the development of your plan?
- List several questions that you think about. You do not need to answer the questions; however, please keep in mind that the asking of questions is an important part of professional growth.

Paper is due on _____ August _____. Late papers will be accepted only for extraordinary reasons when approved in advance with the instructor.

Submit papers (by e-mail attachment, by mail, or delivered to the instructor's office mailbox) to the course instructor responsible for the section in which you are enrolled using the addresses that appears on the syllabus.

Paper Assignment Structure and Format Requirements

1. The writing assignment requires a 6-8 page, doubled-spaced, word processed or typed paper (excluding the references).

2. Cite all of your sources in the body of your paper

- When you paraphrase someone else's ideas you must acknowledge the original author's work and accurately cite the source and date, for example, (Johnson, 1998).

- When you quote text word for word you must acknowledge the original author's work and accurately cite the source (Johnson, 1998, p. 20). Please keep quotes to an absolute minimum.

3. References

- All citations appearing in the body of the paper shall be included in a reference list at the end of the paper.

4. Proofread your paper carefully

- Have you presented your ideas in an easily understandable and organized manner? Have you used good grammar, spelling, and punctuation? Is this a professionally presentable piece of work? Have you avoided handwritten corrections and insertions?

5. Staple papers in the upper left hand corner; no folders please.

Criteria for Grading the Writing Assignment:

- Was relevant information from the assigned readings, the course, and additional resources integrated in the writing assignment?

- Was the response relevant, organized, and clear?

- Were all parts of the assignment identified and answered?

- Did the writing assignment reveal the student's thought and knowledge?

- Did the writing assignment contain proper spelling, grammar, and sentence structure?

- Was content cited and referenced?

- Was the assignment completed and turned in on time?

Creativity and the Young Child Tentative Course Schedule

Class meets on Sunday, July 16 from 2:00 pm to 8:00 pm, Monday, July 17 through Thursday, July 20 from 8:30 am to 5:00 pm, and Friday, July 21 from 8:30 am to 1:30 pm, and includes evening sessions and the sharing of meals. Students are expected to attend all sessions.

Sunday, July 16

2:00 pm-5:00 pm

- Introduction to Birch Creek Education Center
- Introduction to the course, faculty, and students
- Discussion: Collaboration, conflict, and change
- Discussion: Cooperative learning

Evening session

- Processing, sharing and questions

Monday, July 17

8:30 am-12:00 pm

- Review syllabus, course expectations, and requirements
- Learning about group members; Exercise: Venn diagram
- Introduction to Reggio Emilia; Video (Poppies) and discussion
- History and philosophy of Reggio Emilia

1:00 pm-5:00 pm

- Introduction to the Project Approach and Phase One; Selecting relevant topics
- Introduction to the topics for individual and group work; Forming groups and creating group rules
- Introduction to field work, exploration, and representations
- Processing and sharing

Evening Session

- Videos available to review
- Processing, sharing, and questions

Tuesday, July 18

8:30 am-12:00 pm

- Documentation in Early Childhood Education: Purposes, types, and contributions
- Power point presentations: The Chicken Project and others
- Critique documentation boards using the Critique Form

1:00 pm-5:00 pm

- Video: One Hundred Languages of Children
- Webs and KWHL charts: Purposes, types, and contributions
- Groups engage in project work (field work, representations, explorations)
- Processing and sharing

Evening Session

- Videos available to review
- Processing, sharing, and questions

Wednesday, July 19

8:30 am-12:00 pm

- The Project Approach: Phase Two
- Rich environments in early childhood settings (Power point presentations of environments and Environmental Critique)

1:00 pm-5:00 pm

- Groups engage in project work (field work, representations, explorations)
- Groups revisit webs and KWHL charts (add how you will find out answers to questions as well as answers to questions that have been discovered)
- Groups work on representations and documentation
- Groups meet individually with instructors to discuss progress, questions, concerns, etc.

Evening Session

- Processing, sharing, and questions

Thursday, July 20

8:30 am-12:00 pm

- Curriculum, state, and national standards/competencies
How are competencies addressed in project work?
- The Project Approach: Phase Three

1:00-5:00 pm

- Groups work on documentation and final presentation

Evening Session

- Discussion of post-course assignments (technology and final paper)
- Complete group documentation and set-up documentation

Friday, July 21

8:30 am-1:30 pm

- Groups share documentation with members of the class
- Where do we go from here?
- Conclusions and reflections
- Course evaluation
- Lunch and good-byes