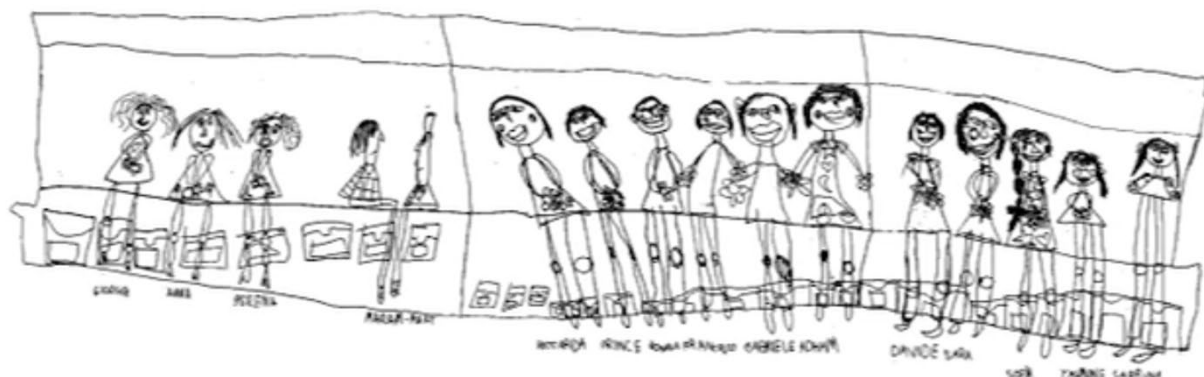




ECE 548.01W Designing Inquiry-Based Learning SYLLABUS: Summer 2 2022



Child's drawing of 16 children sitting in Assembly, Reggio Children, 2017

This course will focus on the benefits and practices utilized in an emergent curriculum approach in which the some of the explorations and activities of the children arise from their own questions. The curriculum and practices of the schools of Reggio Emilia, Italy will be examined as an exemplary model of inquiry-based learning; emphasis will be placed on scaffolding children as they ask questions, use tools of inquiry, seek multiple resources, explore, dialogue, write, and represent what they've learned, and use "a hundred languages" for authentic purposes. Documentation's role in assessment and collaboration with children, parents, and others teachers will also be emphasized.

PROFESSOR INFORMATION

Professor: Josh Thompson, Ph.D.

Office Location: Ed South 204

Office Hours: by appointment

Office Phone: 903-886-5537

Cell Phone: 214-663-6102 (preferred)

Office Fax: 903-886-5581

University Email Address: Josh.Thompson@tamuc.edu

Professor's Webpage: <http://faculty.tamuc.edu/jthompson>

Course Webpage: <http://faculty.tamuc.edu/jthompson/548>

Preferred Form of Communication: For general questions, I prefer you to post questions in D2L: Virtual Office. That way others may see our communication and they may benefit. Please email me anytime to ask a question about your particular work. You may call or text my cell phone anytime between 9am-9pm, Mon-Fri, or up until 3pm on Saturdays.

Communication Response Time: Expect to hear back from me within the next working day or two. Please ask again anytime I don't answer promptly or completely.

COURSE INFORMATION

Materials – Text, Readings, Supplementary Readings

Edwards, C., Gandini, L., & Forman, G. (2012). *The Hundred Languages of Children — Advanced Reflections, 3rd edition*. Praeger.

“... an education that is effective and humane, its students undergo a sustained apprenticeship in humanity, one that may last a lifetime.”

Howard Gardner

Required eTexts: CCIE. (2016). *Exchange EveryDay*. Redmond, WA: Childcare Information Exchange. Delivered five days a week containing news, success stories, solutions, trend reports, and much more. Enroll in *ExchangeEveryDay (EED)*, a daily electronic newsletter all about early childhood education. This will help you keep up-to-date with all things topical and pertinent in early childhood education. *EED* is the official electronic newsletter for ChildCareExchange.com. It will be delivered to you five days a week bringing news stories, success stories, solutions, trend reports, and much more. To subscribe to *EED* go to www.ccie.com/eed.

NAEYC (2020). *Developmentally Appropriate Practice (4th ed.)*. National Association for the Education of Young Children. Available online:
<https://www.naeyc.org/resources/topics/dap/position-statement>

Reggio Children. (2017). *The many faces of the assembly: A study on the human figure in drawing, clay, and photography*. Reggio Children.

Reggio Children. (2017). *Visionaria video series (five videos)*. Reggio Children.
<https://www.reggiochildren.it/en/publishing/series/collana-visionaria-en/>
The Times of Time: Photographic exhibition from the infant-toddler centres to the primary schools, 2011
Everyday Utopias: A day in an infant-toddler centre and a day in a preschool, 2011
Shadow Stories: Poetics of an encounter between science and narration, 2012
Participation is an Invitation: Citizen, citizenship, participation, 2014
The Many Faces of the Assembly, 2017

Required Readings, as provided by the professor. For example:

Thompson, J. (2003). Hundred Language Zoo. *Dimensions of Early Childhood*, 31(1) 13-20.
<http://faculty.tamuc.edu/jthompson/documents/Thompson2003HundredLanguageZoo.pdf>
or <http://faculty.tamuc.edu/jthompson/documents/100LanguageZoo.doc>

Recommended Resources:

Bersani, C., & Jarjoura, D. (2002) Developing a Sense of “We” in Parent/Teacher Relationships. In Fu, V.R., Stremmel, A.J., & Hill, L.T. (Eds.). *Teaching and Learning: Collaborative Exploration of the Reggio Emilia Approach* (pp. 69-82). Merrill.
www.prenhall.com/fu

- Brown-DuPaul, J., Keyes, T., & Segatti, L. (2001). Using Documentation Panels to Communicate with Families. *Childhood Education*, 77(4) 209-213.
- Cadwell, L.B. (1997). *Bringing Reggio Emilia Home: An Innovative Approach to Early Childhood Education*. Teachers College Press.
- Dahlberg, G., Moss, P., & Pence, A. (1999). *Pedagogical Documentation: A practice for Reflection and Democracy*. Routledge. eBook ISBN 9780203980583
<https://www.taylorfrancis.com/chapters/mono/10.4324/9780203980583-12/>
- Edwards, C., Gandini, L., & Forman, G. (1993). *The Hundred Languages of Children: The Reggio Emilia Approach to Early Childhood Education (First edition)*. Ablex Publishing Corporation.
- Edwards, C., & Rinaldi, C. (2009) *The Diary of Laura: Perspectives on a Reggio Emilia Diary*. Redleaf Press.
- Fu, V.R., Stremmel, A.J., & Hill, L.T. (2002). *Teaching and Learning: Collaborative Exploration of the Reggio Emilia Approach*. Merrill. www.prenhall.com/fu
- Krechevsky, M., Mardell, B., Rivard, M., & Wilson, D. (2013). *Visible Learners: Promoting Reggio-Inspired Approaches in All Schools*. Jossey-Bass.
- New, R.S., Mallory, B.L. & Montovani, S. (2001). Adult Relations in Italian Early Care and Education. *Innovations in Early Education: The International Reggio Exchange*, 8(2).
- Quinn, B., & Rodriguez, R. (2019) *Treasures in the Thicket: Exploring Children's Visible Thinking: A Story from the R.O.W. Collection (Reimagining Our Work)*. Exchange Press.
- Reggio Children. (2015). *The Infant-Toddler Centres and Preschools of Reggio Emilia: Historical Notes and General Information*. Reggio Children srl www.reggiochildren.it
- Scheinfeld, D.R., Haigh, K.M., & Scheinfeld, S.J.P. (2008). *We are All Explorers: Learning and Teaching with Reggio Principles in Urban Settings*. New York City, NY: Teachers College Press.
- Towle, B., & Heape, A. (2018). *CUP: A Vibrant Vessel of Learning and Creativity: A Story from the R.O.W. Collection (Reimagining Our Work)*. Exchange Press.

Student Learning Outcomes/Objectives

The learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that have occurred in this course. Assignments/activities designed to produce these outcomes are described in the assignments and assessments portion of the syllabus. This class is listed by the University as an early childhood education course and will enable students:

1. Be an active and engaged participant online and in discussions by analyzing, designing, and evaluating information within the text, supplementary readings, and class activities.
2. Compare and contrast different theories, research, and philosophical stances which address the organization of learning activities in relation to inquiry-based learning.
3. Identify and elaborate on the contextual factors and diversities that affect the learner

and the learning environment within inquiry-based learning.

4. Demonstrate the ability to read and synthesize professional literature related to curriculum theory and inquiry learning.

5. Develop knowledge of a special topic within inquiry learning and experience designing a presentation about that topic, your inquiry project, for the class, thereby demonstrating the integration of practices that promote learning through inquiry.

6. Be able to articulate your analysis of your own inquiry learning through provocations presented online, as well as learning through self-reflection as a designer of inquiry-based projects.

7. Design a presentation to describe your project, accompanied by a visual representation of the project as well as your reflective analysis.

COURSE REQUIREMENTS

Technical Skills Needed

Check LeoMail frequently, at least twice a week.

Use AdobeReader to access required digital files.

Create papers and presentations in MS Office, or Open Office, or Pages.

Communicate regularly and robustly with classmates through D2L Discussion Boards.

Instructional Methods

This **Online class** meets in D2L BrightSpace on <http://myleonline.tamuc.edu/>. Class runs from the first day of the semester until Final Exam week. Assigned readings should be completed before opening module. Lectures include powerpoint, videos of children and adults talking, hands-on materials, and handouts. Active participation in class discussion in D2L is expected from everyone. Class leadership is welcomed and encouraged; bring a song, a book or story, a game to play, or insights from the readings or field work observing in early childhood classrooms. Online work in D2L is frequent, such as powerpoints, videos, web-quests, sorting through activities. Regular quizzes over the chapters in the textbook help deepen your knowledge of the course content. Timely completion of online discussions is required.

Student Responsibilities or Tips for Success in the Course

Successful students come to our class in D2L prepared, on-time, and ready to engage and participate in active learning. Online work frequently requires extensive reading beyond the textbook. Plan to read about two-hours every week.

GRADING

A holistic grading approach is sought. Rather than a scorecard with points, students must account for their mastery of the course objectives, and thus their grade in the course. This is done through the use of the Professional Behavior Survey. You will **self-assess your professional behaviors** TWICE, once at the beginning, and again at the end of the course.

Assessments / Activities (each worth 10 points, 10% final grade)

1. Professional Behaviors – regular presence in D2L, participate in discussions, zoom sessions, complete quizzes and assignments in an orderly and timely manner (up to 10 points, 10% of your final grade).

Aligns with Student Learning Outcomes: 1

2. KEY ASSIGNMENT: Compare and contrast different theories, research, and philosophical stances which address the organization of learning activities in relation to inquiry-based learning. This assignment outlined in U1 will direct you to compare and contrast different early childhood education theories (up to 10 points, 10% of your final grade).

Aligns with Student Learning Outcomes: 2, 3, 4

3. KEY ASSIGNMENT: Identify and elaborate on the contextual factors and diversities that affect the learner and the learning environment within inquiry-based learning. This assignment outlined in U3 will direct you to identify Reggio concepts and elaborate on each one (up to 10 points, 10% of your final grade).

Aligns with Student Learning Outcomes: 2, 3, 4

4. KEY ASSIGNMENT: Demonstrate the ability to read and synthesize content from diverse sources on various aspects of the topic. This assignment outlined in U4 will direct you to read complex texts and synthesize concepts from various sources as you construct a meaningful, purposeful application of Reggio concepts into your classroom (up to 10 points, 10% of your final grade).

Aligns with Student Learning Outcomes: 2, 3, 4

5. CRITICAL ASSESSMENT: Complete a presentation in Unit 5 Gallery Walk of a special topic within inquiry learning and experience. Utilize tools of provocation learned in this class to instruct and advance learning of your classmates (up to 50 points, 50% of your final grade).

Aligns with Student Learning Outcomes: 5, 6, 7

6. Reflective synthesis: After reviewing all posts by your classmates in Unit 5 Gallery Walk, reflect and synthesize all you've learned about inquiry-based projects, Reggio Emilia, and emergent curriculum design. Post a reflective synthesis in the discussion board, assignment folder, or submit by email (up to 10 points, 10% of your final grade).

Aligns with Student Learning Outcomes: 1-7

Learning is the key factor on which a new way of teaching should be based, becoming a complementary resource to the child and offering multiple options, suggestive ideas, and sources of support. Learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should embark together on a journey down the water.

Loris Malaguzzi

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology in your online course. All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

Access and Log in Information

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of D2L please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Master how to navigate D2L Brightspace Learning Environment

<https://youtu.be/ysM2cc2zIPM>

Are you ready for online courses? Take this Survey:

https://tamuc.co1.qualtrics.com/jfe/form/SV_bPkN3qgfNXkSN4V

Contact Office for Academic Technology for help:

<http://www.tamuc.edu/facultyStaffServices/academictechnology/readiness-for-online-courses.aspx> Contact us at online@tamuc.edu.

For login issues, contact CITE Helpdesk at 903-468-6000. (Use university ID and password to sign-in)

For additional Brightspace Technical Support problems, contact 1-877-325-7778, 24/7.

Interaction with Instructor Statement

Preferred Form of Communication: For general questions, I prefer you to post your question in Virtual Office. That way others may see our communication and they may benefit. Please email me anytime to ask a question about your particular work. You may call

or text my cell phone anytime between 9am-9pm, Mon-Fri, or up until 3pm on Saturdays.

Communication Response Time: Expect to hear back from me within the next working day or two. Please ask again anytime I don't answer promptly or completely.

Communicate with me as needed. Use Josh.Thompson@tamuc.edu or my office phone 903-886-5537 or cell phone 214-663-6102 (preferred).

Feedback on student work: Quizzes and online exams are auto-graded. Short answer questions require manual grading, as do all objects uploaded in assignments or online Gallery Walks. Generally, I catch up reviewing your work around the end of each week – please permit me two to three days to respond to your work with my feedback. If you don't hear from me within a week, please ask me to review your work again.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance

Attendance online in D2L is expected; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences (less than 5 hours a week logged in to D2L or 5 days without logging into D2L) may prompt an administrative withdrawal.

Participation

This course builds cumulative knowledge and insight; you cannot pass the class by just completing assignments all at one time. You must follow along and contribute as chapters, units, discussions, and projects unfold throughout the semester.

Grading

A holistic grading approach is sought. Rather than a scorecard with points, students must account for their mastery of the course objectives, and thus their grade in the course. This is done through the use of the Professional Behavior Survey. You will **self-assess your professional behaviors** TWICE, once at the beginning, and again at the end of the course.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

The **Counseling Center** at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counselingCenter.

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.



**ECE 548 Designing Inquiry-Based Learning
COURSE OUTLINE (tentative, as of 5/27/2022)**

DATE	TOPIC	Selected readings from Edwards, Gandini, & Forman (2012)	ASSIGNMENT
Unit 1 <i>July 11-16</i>	<i>Progettazione:</i> Compare and contrast	D2L: Unit 1: <i>Progettazione</i> Thompson, 100 Language Zoo Part I: Starting Points Preface: Reggio: a City of Courtesy, Curiosity, and Imagination, by Jerome Bruner Ch 2. History, Ideas, and Basic Principles: An Interview with Loris Malaguzzi, by Gandini	Post Intro Professional Behavior Survey Unit 1: Discussion & Quiz 1 Key Assignment: compare & contrast
Unit 2 <i>July 18-23</i>	<i>Aula (Atelier):</i> Pedagogy of Listening	D2L: Unit 2: <i>Aula</i> Part II: Teaching and Learning Through Relationships Ch 10. The Observant Teacher: Observation as a Reciprocal Tool of Professional Development: An Interview with Amelia Gambetti, by Lella Gandini Part III: Documentation as an Integrating Process of Observing, Reflecting, and Communicating Ch 13. The Pedagogy of Listening: The Listening Perspective from Reggio Emilia, by Rinaldi	Gallery Walk 1 Unit 2: Discussion & Quiz 2
Unit 3 <i>July 25-30</i>	<i>Atelier (Pedagogista):</i> Inquiry Project	D2L: Unit 3: <i>Atelier</i> Part II: Teaching and Learning Through Relationships Ch 9. Teacher and Learner, Partner and Guide: The Role of the Teach, by Carolyn Edwards Part III: Documentation as an Integrating Process of Observing, Reflecting, and Communicating Ch 14. Negotiated Learning Through Design, Documentation, and Discourse, by George Forman and Brenda Fyfe	Gallery Walk 2 Unit 3: Discussion & Quiz 3 Mid-Term Exam
Unit 4 <i>August 1-6</i>	<i>Pedagogista (provocazioni):</i> Enhancement	D2L: Unit 4: <i>Pedagogista</i> Part IV: The Idea of the Hundred Languages of Children and Its Evolution Ch 16. Is Beauty a Way of Knowing? By Cooper	Gallery Walk 3: Critical Assessment: Presentation of a special topic within inquiry learning and experience

Unit 5 August 8-10	Gallery Walk & <i>La Riflessione</i> : Celebration of Learning	D2L: Unit 5: <i>La Riflessione</i> Part V: Conclusion Ch 21 . Final Reflections and Guiding Strategies for Teaching, by Carolyn Edwards, Lella Gandini, and George Forman	Post all assignments in U5 Gallery Walk Participate in all U5: Discussions GW Reflection Final Exam Professional Behavior Survey
All assignments due Wednesday, August 10, 2022 @ 8pm			