

Reggio Emilia

Suggested Resources

Edwards, C., Gandini, L., & Forman, G. (1998). *The hundred languages of children—advanced reflections of the Reggio Emilia approach*. Ablex Publishers.

Gandini, L. (1993, November). Fundamentals of the Reggio Emilia Approach to early childhood education. *Young Children*, 4-9.

Other Resources on Reggio Emilia

Title: "On the Shoulders of Giants": Exploring the Traditions of Early Childhood Education.

Author(s) Spodek, Bernard; Saracho, Olivia N.

Source: *Early Childhood Education Journal*, v31 n1 p3-10 Fall 20

Title: Scene for a Reflection: Neruda School, Reggio Emilia, Feb. 14th, 2002.

Author(s) Wien, Carol Anne

Source: *Canadian Children*, v28 n1 p44-45 Spr 2003

Title: Experiencing the Reggio Emilia Way: Reflections from Japan.

Author(s) Ishigaki, Emiko Hannah

Source: *Canadian Children*, v28 n1 p40-43 Spr 2003

Title: The Struggle for Early Childhood Curricula: A Comparison of the English Foundation Stage Curriculum, "Te Whariki" and Reggio Emilia.

Author(s) Soler, Janet; Miller, Linda

Source: *International Journal of Early Years Education*, v11 n1 p57-67 Mar 2003

Title: The Reggio Emilia Approach and Inclusive Early Childhood Programs.

Author(s) Vakil, Shernavaz; Freeman, Ramona; Swim, Terry Jo

Source: Early Childhood Education Journal, v30 n3 p187-92 Spr 2003

- Examines questions related to child safety raised by early childhood practitioners in a Reggio Emilia program. Discusses the importance of organizing both materials and time to use the materials in such a way as to promote respect for them. Asserts that children need time to feel involved from the beginning in a project and to develop an attitude of discovery and research toward the materials. (KB)

- EJ654354 PS533209

- Title: **Research and Learning: The Work of Children and Adults in Reggio Emilia.**

- Author(s) Rinaldi, Carla

- Source: Child Care Information Exchange, n145 p16-20 May-Jun 2002

- Title: **Projects and Themes. Beginnings Workshop.**

- Author(s) Pelo, Ann; And Others

- Source: Child Care Information Exchange, n144 p37-52 Mar-Apr 2002

- Title: **Planning Meaningful Curriculum: A Mini Story of Children and Teachers Learning Together.**

- Author(s): Hughes, Eileen

- Source: Childhood Education, v78 n3 p134-39 Spr 2002

- Describes how teachers and students used observation and documentation to create

- connected learning experiences and plan curriculum. Discusses using photographs,

- videotapes, audiotapes, written notes, drawings, and dialogue as observation

- techniques to support curriculum development. (DLH)

- EJ641746 PS532745

- Title: **Examining the Reggio Emilia Approach to Early Childhood Education.**

- Author(s) Hewett, Valarie Merciliott

- Source: Early Childhood Education Journal, v29 n2 p95-100 Win 2001

- Highlights points that guide the Reggio Emilia approach to early childhood education: the learner is a social being who possesses rights and is an active constructor of knowledge; the instructors' role is one of collaborator and co-learner, guiding and facilitating, as well as researching; and knowledge is socially constructed, encompassing multiple forms of knowing and comprised of meaningful wholes. (Author/KB)

- EJ639715 PS532328

- Title: **Developmentally Appropriate LOGO Computer Programming with Young Children.**

- Author(s) Gillespie, Catherine Wilson; Beisser, Sally

- Source: Information Technology in Childhood Education Annual, p229-45 2001

- Discusses theoretical and practical issues in teaching LOGO computer programming to young children from preschool to grade 5. Examines the program's adherence to developmentally appropriate practices, educational theories (particularly those of Piaget), and the Reggio Emilia approach. Considers implications of the program for curriculum design, pedagogy, family involvement, and educational research. (JPB)

- EJ637852 PS532485

- Title: **Projects and Themes. Beginnings Workshop.**

- Author(s) Lutton, Alison; Bellomo, Sherry; Ramos, Maria Sylva; Gambetti, Amelia; Katz, Lilian G.; Forman, George; Hall, Ellen; Berglund, Kath; IKupu, Andres; Glover, Anne

- Source: Child Care Information Exchange, n141 p39-57 Sep-Oct 2001

- Articles present information on using the student project approach and instructional themes in early childhood settings. Articles describe particular projects, teachers and students' experiences with project learning, the Reggio Emilia approach, phases of project work, using ordinary moments during the day to support children's construction of knowledge, and community involvement in curriculum development. (KB)

- EJ637802 PS532371

- Title: **An Artist among Young Artists: A Lesson for Teachers.**

- Author(s) Loughran, Sandra

- Source: Childhood Education, v77 n4 p204-08 Sum 2001

- Describes an artist-in-residence experience at a private Montessori school. Discusses the Montessori philosophy regarding art education, the artist's challenge to the Montessori approach, and art experiences. Asserts that the artist-in-residence demonstrated a merging of the precepts of the Reggio Emilia approach, Montessori principles, and the Project Approach. (KB)

- EJ637098 EA539038

- Title: **An American Educator Reflects on the Meaning of the Reggio Experience.**

- Author(s) Linn, Margaret Inman

- Source: Phi Delta Kappan, v83 n4 p332-34 Dec 2001

- Reflects on experience as participant in a Reggio Emilia study tour in Italy. Compares educational philosophy and practices in municipal preschools of Reggio Emilia with those of preschools in the United States. (Contains 10 references.) (PKP)

- EJ629953 PS531595

- Title: **"Authentic Childhood: Experiencing Reggio Emilia in the Classroom," by Sue Fraser.**

- Author(s) Wien, Carol Anne

- Source: Canadian Journal of Research in Early Childhood Education, v8 n4 p75-78 Jan 2001

- Reviews Fraser's book, which relates the author's work at Douglas College, New Westminster, British Columbia, and three child care settings to interpret the Reggio Emilia approach for Canadian settings. Notes that the book reminds readers that what is missing from prescribed curricula is the relationship of learners to the material; in this book, the relationship remains central. (TJQ)

- EJ629938 PS531559

- Title: **Using Technology in Reggio-Inspired Long-Term Projects.**

- Author(s) Trepanier-Street, Mary L.; Hong, Seong B.; Bauer, Jennifer C.

- Source: Early Childhood Education Journal, v28 n3 p181-88 Spr 2001

- Describes examples of use of technology in the implementation and documentation of long-term projects conducted as a part of the Reggio Emilia preschool curriculum.

Considers use of digital camera, videotapes, and video prints; documentation of graphics with the computer scanner; use of computer software as a tool for representing ideas; and use of the Internet to research and communicate. (JPB)

- EJ620530 SE564664

- Title: **Gravitating Toward Reggio.**

- Author(s) Desouza, Josephine M. Shireen; Jereb, Jill

- Source: Science and Children, v37 n7 p26-29 Apr 2000

- Explains the process of teaching about force, inertia, gravity, and friction to kindergarten students using the Reggio Emilia Approach. Incorporates writing, reading, counting, building vocabulary, and developing science and social skills. Addresses the Science as Inquiry Content Standard A and Physical Science Content Standard B of the National Science Education Standards. (YDS)

- EJ616893 PS531232

- Title: **Multiple Forms of Representation in Long-Term Projects: The Garden Project.**

- Author(s) Trepanier-Street, Mary

- Source: Childhood Education, v77 n1 p18-25 Fall 2000

- Details a garden project as an example of how Reggio Emilia-inspired, long-term projects can enhance young children's representational thinking. Includes samples of children's conversations and drawings. Discusses the teacher's role in locating information and documenting the progress. Notes that well-planned, continual, active, concrete experiences in the environment supported the children's representations. (KB)

- EJ614615 EA537614

- Title: **How Reggio Emilia Encourages Inclusion.**

- Author(s) Edmiaston, Rebecca K.; Fitzgerald, Linda May

- Source: Educational Leadership, v58 n1 p66-69 Sep 2000

- In Cedar Rapids, Iowa, the Grant Early Childhood Center is implementing Prizing Our Natural Differences (POND), an exemplary public-school Reggio Emilia program. POND effectively integrates day care for toddlers, preschool education,

after-school care for primary students, and special-education services for young children. (Contains 10 references.) (MLH)

•EJ613590 PS531067

•Title: **Integrating Visual and Verbal Literacies in the Early Childhood Classroom.**

•Author(s) Edwards, Carolyn Pope; Willis, Linda Mayo

•Source: Early Childhood Education Journal, v27 n4 p259-65 Sum 2000

•As children begin to grasp the basic functions of literacy, they become engaged in meaning-making that alternates between and/or combines oral language, written and printed symbols, drawings, and other formats. This article examines the benefits to children of an integrated approach to literacy, highlighting the Reggio Emilia approach, and offers suggestions for achieving a more integrated curriculum. (TJQ)

•EJ613549 PS530901

•Title: **A Canadian in Reggio Emilia: Fraser's Provocation.**

•Author(s) Wien, Carol Anne

•Source: Canadian Children, v25 n1 p20-27 Spr 2000

•Discusses Sue Fraser's work promoting the Reggio Emilia model of early childhood education, which emphasizes relationships as the program core rather than play. Considers the role of play, structured learning, and relationships in young children's learning, noting the influence of the Reggio Emilia approach. (JPB)

•EJ606953 PS530461

•Title: **Linking Technology and Teaching Practice. Technology in the Classroom.**

•Author(s) Bergen, Doris

•Source: Childhood Education, v76 n4 p252-53 Sum 2000

•Uses a "good practice" example from a Reggio Emilia-inspired university program for 4.5- to 6-year-olds to show how the director and teachers used educational technology to enrich the depth and meaning of the children's long-term projects,

which are an integral part of the teaching practice. Includes print, Internet, and software resources for teaching with technology. (KB)

- EJ603940 PS530500

- Title: **Six Head Start Classrooms Begin To Explore the Reggio Emilia Approach.**

- Author(s) Gillespie, Catherine Wilson

- Source: Young Children, v55 n1 p21-27 Jan 2000

- Documents the process of exploring the Reggio Emilia approach in Head Start classrooms in Iowa. Describes areas of exploration, including revising the classroom environments and daily schedules, using more documentation, instituting child-initiated projects, and collaborating on a deeper level with colleagues. Includes excerpts from children's project discussions and a list of resources. (KB)

- EJ608568 PS530526

- Title: **"Beyond Quality in Early Childhood Education and Care," by Gunilla Dahlberg, Peter Moss, and Alan Pence. Book Review.**

- Author(s) Fraser, Susan

- Source: Canadian Children, v24 n2 p44 Fall 1999

- Suggests that this book helps early childhood educators make sense of postmodern theory. Notes that the authors are optimistic that early childhood educators can make radical changes at all levels of their profession and meet the demands of a complex world and its need for multiple perspectives. (DLH)

- EJ608564 PS530522

- Title: **The Rabbit Habitat--Documenting a Kindergarten Project.**

- Author(s) Kocher, Laurie

- Source: Canadian Children, v24 n2 p15-22 Fall 1999

- Describes effort to restructure instructional design for a kindergarten class to reflect principles of Reggio Emilia approach by listening to children and following their expressed interest to launch class project. Discusses capturing activities and student thinking using photography and tape recording. Notes the value of documentation to parents, students, and teachers. (DLH)

- EJ606969 PS530519

- Title: **Come, Join the Journey: Bringing Reggio Emilia to the College Community.**

- Author(s) Higgins, Mabel F.

- Source: Canadian Children, v24 n1 p33-40 Spr 1999

- Discusses how the Reggio Emilia approach was introduced to college students and faculty, laboratory schools, and the community. Describes field experience courses and curriculum design courses. Discusses the concept of building curriculum from the interests, questions, and problems posed by students. (DLH)

- EJ606966 PS530516

- Title: **Prepare, Act, Reflect: Intentional Decision Making.**

- Author(s) Wainwright, Judy

- Source: Canadian Children, v24 n1 p9-19 Spr 1999

- Notes that teachers make intentional decisions during interaction with children and reflect on what occurs in the environment. Focuses on teacher behavior along several continua: soft-hard, simple-complex, open-closed, intrusion-seclusion, and high versus low mobility. Illustrates theory with a transcribed observation. Adapts Jones and Prescott's five dimensions of teaching and learning environments as a rating scale. (DLH)

- EJ606965 PS530515

- Title: **Beyond the Attentive Eye: The Importance of Theory for the Practice of Documentation.**

- Author(s) Forman, George

- Source: Canadian Children, v24 n1 p4-8 Spr 1999

- Addresses the documentation of children's work to build reflective practice, aid memory, and support teachers' discourse. Identifies favorite sources for theory, illustrates moving from data to theory, notes that knowledge needs to be indexed for accessibility, recommends combining technique and knowledge, and calls for knowledge exchange among educators in Italy and North America. (DLH)

- EJ603901 PS530450

- Title: **"The Hundred Languages of Children: The Reggio Emilia Approach--Advanced Reflections, 2nd Edition." Book Review.**

- Author(s) Krechevsky, Mara; Stork, Janet

- Source: Early Childhood Research Quarterly, v14 n2 p275-79 1999

- Notes that second edition of "The Hundred Languages of Children" emphasizes rethinking images of adults as teachers, parents, and citizens; highlights the role of documentation; and adds chapters offering reflections related to negotiated learning, professional development and policy, and cultural assumptions about children and society. Identifies redundancies related to the storytelling format and the need for more careful editing. (KB)

- EJ599948 PS530132

- Title: **Multiple Literacies: The Whole Mind at Work.**

- Author(s) Nelson, Jo Ann N.; Zobairi, Nillofur

- Source: International Journal of Early Childhood, v31 n2 p82-90 1999

- Describes literacies for young children in language and the visual and musical arts and possible connections between them. Provides examples to show how children's arts literacies are laden with social, emotional, and cultural meanings. Considers the potential of using arts literacies in early childhood education, focusing on the Reggio Emilia approach. (KB)

- EJ605471 PS530441

- Title: **Further Reflections upon the Applications of the Reggio View in a Kindergarten Classroom.**

- Author(s) Gerst, Barbara

- Source: Canadian Children, v23 n2 p43-48 Fall 1998

- Reflects on the author's role as kindergarten teacher in the classroom and the impact of a session on the Reggio Emilia preschools. Focuses on changes in the author's perspectives regarding the roles of teacher, student, and parent and their relationships. Discusses struggles with implementing Reggio inspired projects and the increasing use of large group discussions. (KB)

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- EDJ605466 PS530436

- Title: **Reggio Emilia--An Impossible Dream?**

- Author(s) Reynolds, Gretchen

- Source: Canadian Children, v23 n2 p4-10 Fall 1998

- Recounts experiences during a study tour of three preschools in Reggio Emilia, Italy. Describes the environment, activities, and children's interactions at the Allende Infant-Toddler Center and the Neruda and the Diana Schools for 3- to 6-year-olds. Focuses on teachers' observational and pedagogical methods. Concludes that quality education depends on communication, dialogue, and reciprocity. (KB)

- EDJ602534 S0532158

- Title: **Early Childhood: Where's the Music in "The Hundred Languages of Children?"**

- Author(s) Andres, Barbara

- Source: General Music Today, v11 n3 p14-17 Spr 1998

- Describes the Reggio Emilia program in Italy that encourages children to explore their environments through different modes of expression. Addresses why music is not a central aspect of the program and offers a music activity that accords with the Reggio Emilia philosophy emphasizing the need for music in the program. (CMK)

- EJ602081 PS529811

- Title: **Questions for Collaboration: Lessons from Reggio Emilia.**

- Author(s) Fyfe, Brenda

- Source: Canadian Children, v23 n1 p20-24 Spr 1998

- Identifies questions teachers are learning to ask themselves and each other as they move toward a negotiated, co-constructed and systematic approach that places documentation at the heart of an emergent curriculum. Discusses these questions in terms of documentation, discourse, and design, three components that define a dynamic system of learning seen in the schools of Reggio Emilia, Italy. (TJQ)

- EJ602080 PS529810

•Title: **Towards a Pedagogy of Listening: Impressions of the Centre for Early Childhood Education, Loyalist College, Belleville, Ontario.**

•Author(s) Wien, Carol Anne

•Source: Canadian Children, v23 n1 p12-19 Spr 1998

•Highlights impressions of the Centre for Early Childhood Education, the Centre's recent work to interpret the philosophy of the Reggio Emilia approach, and examples of how the centre has transformed its practice within a Canadian context. Relates impressions of their environment, traces several examples in the development of the environment, and describes the staff's ongoing experience with documentation. (TJQ)

•EJ564357 PS527766

•Title: **Nurturing the Language of Art in Children.**

•Author(s) Dighe, Judith; Calomiris, Zoy; Van Zutphen, Carmen

•Source: Young Children, v53 n1 p4-9 Jan 1998

•Describes art as a symbolic language as implemented in Reggio Emilia, Italy, preschools and adapted in U.S. schools. Considers the beauty of the classroom environment, use of materials and tools, use of observation of the child as the source of the curriculum, child-centered planning, teacher-child interaction to guide development of graphic representation, scaffolding, and modeling. (KB)

•EJ592275 S0531553

•Title: **Bringing the Reggio Concept to American Educators.**

•Author(s) Davilla, Donna E.; Koenig, Susan M.

•Source: Art Education, v51 n4 p18-24 Jul 1998

•Discusses the Reggio Emilia (Italy) approach to elementary education that uses the child's artwork as a guide to what the child knows, while the teacher acts as a

•facilitator. Describes a series of workshops that taught elementary educators in Des Moines (Iowa) how to implement this approach into their classrooms. (CMK)

•EJ578139 PS528820

•Title: **Parental Reactions to the Introduction of the Reggio Emilia Approach in Head Start Classrooms.**

•Author(s) McClow, Caitlin Secrest; Gillespie, Catherine Wilson

•Source: Early Childhood Education Journal, v26 n2 p131-35 Win 1998

•Examined through focus groups the feelings and reflections of Head Start parents regarding their initial experiences with the Reggio Emilia approach in their children's classrooms. Findings indicated that (1) parents did not feel comfortable in their knowledge of the Reggio Emilia approach; (2) although parents generally supported the approach, they had concerns--for example, about kindergarten readiness. (EV)

•EJ577425 EC620346

•Title: **Gifted Education Meets Reggio Emilia: Visions for Curriculum in Gifted Education for Young Children.**

•Author(s) Barbour, Nancy E.; Shaklee, Beverly D.

•Source: Gifted Child Quarterly, v42 n4 p228-37 Fall 1998

•Reviews and focuses on a comparison of current curriculum models used in gifted-child education and early childhood education. The Reggio Emilia approach to early childhood education, which emphasizes the child's needs, interests, and abilities as the focus of curriculum development, is described. (CR)

•EJ570792 PS528353

•Title: **Beginning to Implement the Reggio Philosophy.**

•Author(s) Staley, Lynn

•Source: Young Children, v53 n5 p20-25 Sep 1998

•Describes implementation of the Reggio Approach in a university preschool. Summarizes the learning assumptions and teaching methods used. Examines the parent- teacher, teacher-teacher, and teacher-child partnerships; and describes and reflects on student projects related to dinosaurs, kites, castles, princes, and princesses. Discusses the impact on children's learning, topic selection, documentation, and supportive collaboration; and offers suggestions for future implementation. (KB)

- EJ567839 PS528011

- Title: **The Language of Lines.**

- Author(s) Breig-Allen, Cheryl; Hill, Janet; Geismar-Ryan, Lori; Cadwell, Louise Boyd

- Source: Young Children, v53 n4 p64-66 Jul 1998

- Describes a project about lines in the environment used with 2- and 3-year olds and based on the Reggio Emilia approach. Activities included making tracks with riding toys, drawing lines on papers, seeing cloud lines, and making lines with yarn and Cuisenaire rods. Shows how young children's observations and ongoing discoveries can uncover their emerging understanding of the world. (KB)

- EJ561686 PS527688

- Title: **Jimmy's Journey: Building a Sense of Community and Self-Worth through Small-Group Work.**

- Author(s) Elgas, Peggy M.; Peltier, Marla Barber

- Source: Young Children, v53 n2 p17-21 Mar 1998

- Chronicles and reflects on an attempt to implement the Reggio Emilia project approach in an all-day Head Start program. Uses the example of one child, "Jimmy," to discuss how the addition of small group time and project work to the program's curriculum taught children the value of relationships and collaboration. (EV)

- EDJ595669 PS529715

- Title: **A Canadian in Reggio Emilia: The May 1997 Study Tour.**

- Author(s) Wien, Carol Anne

- Source: Canadian Children, v22 n2 p30-38 Fall 1997

- Details visit that demonstrated education principles of preschools in Reggio Emilia, Italy. Highlights six principles: (1) documentation to keep past alive; (2) relationality to understand how connections are built; (3) reciprocity to suggest different treatment of time; (4) collaboration to relate child to community; (5) transparency to build beauty and expand reference points; and (6) "progettazione," pedagogy of listening. (LBT)

- EJ591852 PS529559

- Title: **The Story of the Room: Educational Principles for Young Children and Adults.**

- Author(s) MacDonald-Carlson, Helen

- Source: Canadian Children, v22 n1 p35-37 Spr 1997

- Presents observations of a member of the Canadian delegation to the early-childhood programs at Reggio Emilia, Italy regarding collaboration, observation, ongoing projects, and documentation. Considers how these components may be adapted for use in Canadian programs. Describes initial attempts to use these educational principles to teach adults about young children. (KB)

- EJ591847 PS529554

- Title: **Reggio Emilia's Commitment to Children and Community: A Reconceptualization of Quality and DAP.**

- Author(s) New, Rebecca S.

- Source: Canadian Children, v22 n1 p7-12 Spr 1997

- Examines the influences of the Reggio Emilia approach on a reconceptualization of quality and developmentally appropriate practices in early-childhood education. Concludes that the determination of quality approaches to children's care and education requires a functional system of relations in which all voices count. A commitment to quality becomes a commitment to community and processes of deliberation. (KB)

- EJ578102 PS528758

- Title: **The Reggio Emilia Approach: Creativity in 100 Languages.**

- Author(s) Nelson, Jo Ann Neville

- Source: Early Childhood Connections, v3 n1 p25-29 Win 1997

- Publication Date: 1997

- Describes the evolution and features of the instructional approach developed in Reggio Emilia, Italy preschools. Notes how the approach incorporates multiple intelligences, developmentally appropriate instruction, and an emergent curriculum; how children are encouraged to express their ideas in more than one medium or "language"; and how cultural beliefs, community, and families promote quality. (HTH)

- EJ554381 PS527198

- Title: **"You Look at Things Differently:" The Role of Documentation in the Professional Development of a Campus Child Care Center Staff.**

- Author(s) Goldhaber, Jeanne; Smith, Dee

- Source: Early Childhood Education Journal, v25 n1 p3-10 Fall 1997

- The narratives of three teachers describe a university affiliated child care center staff's efforts to incorporate documentation into their practice. The stories suggest that documentation is an intellectually and emotionally challenging experience, promotes staff development, creates a climate of inquiry, communicates to children and families, invites meaningful dialog, and advocates for the child. (Author/KB)

- EJ533026 PS525646

- Title: **Reggio Emilia: Four Key Ideas.**

- Author(s) Albrecht, Kay

- Source: Texas Child Care, v20 n2 p2-8 Fall 1996

- Applies key components of the Reggio Emilia approach to Hearts Home, a Houston school: (1) parent-teacher-child interdependence, including home visits, communication, training sessions, and field trips; (2) children's competence; (3) utilizing functional and beautiful learning environments; and (4) teachers as partners in co-construction of knowledge. Also discusses emergent curriculum. (BGC)

- EDJ529810 PS525285

- Title: **Reggio Emilia: A View from the Classroom.**

- Author(s) Walsh, Katherine; Albrecht, Kay

- Source: Texas Child Care, v20 n1 p2-6 Sum 1996

- Explores commonalities and differences between the Reggio Emilia approach and the developmentally appropriate approach. Points to differences in eight areas: (1) scheduling; (2) grouping children for activities; (3) planning; (4) teacher attitudes; (5) products of work and play; (7) parent conferences; and (8) continuity. (BGC)

- EJ528148 PS525237

- Title: **Can We Adapt the Philosophies and Practices of Reggio Emilia, Italy, for Use in American Schools?**

- Author(s) Firlik, Russell

- Source: Young Children, v51 n5 p24-27 Jul 1996

- Describes the Reggio Emilia (Italy) model for preschool education. Addresses the perceived difficulties of transferring the program to U.S. schools, focusing on differences in patterns of thinking, educational attitudes, and cultural conventions between the two cultures. Provides perspectives for change and adaptation. (SD)

- EJ526455 PS525221

- Title: **After Reggio Emilia: May the Conversation Begin!**

- Author(s) Kennedy, David Knowles

- Source: Young Children, v51 n5 p24-27 Jul 1996

- Discusses the importance of the Reggio Emilia approach in relation to cultural and professional attitudes. Claims that the preschools of Reggio Emilia have evolved to their current preeminence because those involved in Italy have set themselves the task of overcoming the impediments to dialog. Encourages the development of communities of inquiry in early childhood settings. (MOK)

- EJ512457 PS524135

- Title: **The Lion Comes out of the Stone: Helping Young Children Achieve Their Creative Potential.**

- Author(s) Edwards, Carolyn Pope; Springate, Kay Wright

- Source: Dimensions of Early Childhood, v23 n4 p24-29 Fall 1995

- Considers both teacher-initiated and child-initiated strategies for enhancing young children's self-expression and creativity, based on the philosophy of the preschools in Reggio Emilia, Italy. Discusses how the classroom can be modified to best support children's emerging creativity. (HTH)

- EJ503734 PS523431

•Title: **Project Work with Diverse Students: Adapting Curriculum Based on the Reggio Emilia Approach.**

•Author(s) Abramson, Shareen; And Others

•Source: Childhood Education, v71 n4 p197-202 Sum 1995

•Presents key features of the Reggio Emilia approach and its adaptation to early childhood curriculum in the United States. Discusses using projects as a teaching strategy for diverse students to encourage language and conceptual development. Gives prominence to visual languages. Describes project activities involving student teachers and children. (BAC)

•EJ500013 PS523012

•Title: **A Visit to Reggio Emilia.**

•Author(s) Rody, MaryAnn

•Source: Child Care Information Exchange, n100 p39-46,51-58 Nov-Dec 1994

•Describes two child care administrators' visit to the model preschools in Reggio Emilia, Italy. Discusses the Reggio view of childhood and the structure and environment in a typical Reggio classroom. Notes how the larger cultural elements of Italy--community, history, and pride--are deeply rooted in the Reggio concept. (HTH)

•EJ493627 PS522584

•Title: **Beginnings Workshop: Rethinking Celebrations.**

•Author(s) Neugebauer, Bonnie; And Others

•Source: Child Care Information Exchange, n100 p39-46,51-58 Nov-Dec 1994

•This workshop section includes six articles on the celebration of holidays in day-care centers: (1) "Going One Step Further: No Traditional Holidays"; (2) "A Questionnaire for Families about Celebrations"; (3) "Celebrations, Festivals, Holidays: What Should We Be Doing?"; (4) "Ideas for Celebrations"; (5) "Celebrating Children Day by Day in Reggio Emilia"; and (6) "Celebrating Teachers and Their Work." (MDM)

Title: **The Reggio Emilia Approach and Inclusive Early Childhood Programs.**

Author(s) Vakil, Shernavaz; Freeman, Ramona; Swim, Terry Jo

Source: Early Childhood Education Journal, v30 n3 p187-92 Spr 2003

Title: **Application of the Reggio Emilia Approach to Early Childhood Science Curriculum.**

Author(s) Stegelin, Dolores A.

Source: Early Childhood Education Journal, v30 n3 p163-69 Spr 2003

Title: **"Fine Designs" from Italy: Montessori Education and the Reggio Emilia Approach.**

Author(s) Edwards, Carolyn Pope

Source: Montessori Life, v15 n1 p34-39 Win 2003

Title: **The Reggio Emilia Approach as Seen from an Asian Perspective.**

Author(s) Goh, Sue Sian; D'Amico, Miranda; Fraser, Susan

Source: Canadian Children, v27 n1 p18-29 Spr 2002

Title: **Who Are the Teachers? Who Are the Learners?**

Author(s) Turner, Terri; Krechevsky, Mara

Source: Educational Leadership, v60 n7 p40-43 Apr 2003