**ECED 3170 – History & Theory of Early Childhood Emergent Inquiry**

Credits: 3 Section: \_\_\_\_ Term: \_\_\_\_\_\_\_

**Location & Meeting Time**

Classroom location:

Class Meeting Schedule:

**Contact Information**

**Instructor:**
**Email:**
**Phone: (**423) 439-
**Office:**

**Instructor Availability**

Office Hours:

**Course Description & Materials**

*Prerequisites*: N/A
Presents the theory behind emergent inquiry within the historical contexts of emergent inquiry practices in early childhood settings. Topics may include constructivist theory, Reggio Emilia philosophy, and the progressive education movement are central to the course content.

**Required Materials**

[enter textbook, software, tool etc]

**Course Overview**

**Course Purpose and Objectives**

To aid students in recognizing and understanding the constructivist and Reggio principles that are foundational to an emergent inquiry approach in early childhood education.

The recognized needs for this course are to achieve the following objectives.

* To introduce to the learner the theory behind emergent inquiry and the historical development of emergent inquiry in the U.S. and Reggio Emilia, Italy.
* To increase the knowledge of this approach for early childhood educators.
* To increase knowledge of how this approach is informed by the theories behind emergent inquiry which includes constructivist theory, the Reggio Emilia philosophy, and the progressive education movement.

 **Expected Learning Outcomes**

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| Upon completion of the course, students will:1. Identify constructivist theory, progressive education and the Reggio Emilia philosophy in an early childhood setting.
2. Transform theory related to emergent inquiry into professional development for early childhood educators and families.
3. Analyze principles for emergent inquiry practice.
4. Articulate an understanding of the theory, history, and application of emergent inquiry principles and practice as demonstrated through application.

**Major Course Topics**

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| * Constructivist Theory
* Progressive Education
* Emergent Curriculum in the U.S.
* Pre-primary Education in Reggio Emilia, Italy
* Principles of Practice Related to Emergent Inquiry
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**Course Policies**

**Attendance**

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| This course is facilitated online at ETSU through the university’s D2L system. Students are not expected to be online at the same time.  Students are expected to engage in course module discussions, posting initial posts and responding with in-depth discourse among peers. Each module discussion begins on a Monday and ends on a Sunday. It is important to post and interact during the week, not just on the weekends, to allow for class peers to interact with you in an ongoing discussion.   There is a helpful hints document posted under course content to assist students with ideas for successful online posting. Students will be expected to complete work according to dates on the course calendar.  Participation in discussions and submission of assignments are required and students will not pass the course until all required assignments have been submitted.  |

**Assignment and Grading**

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**Other**

**Syllabus Attachment Information**: The University’s approved Syllabus Attachment Information page provides information about important University and Academic Policies that all students should know. <https://www.etsu.edu/curriculum-innovation/syllabusattachment.php>