**ECED 3190– Understanding, Creating & Using Documentation from an Emergent Inquiry Perspective**

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   
Introduces and examines documentation in its many forms and purposes for teaching and learning within an emergent inquiry setting through reading, discussion, and application.  Students learn to implement emergent inquiry curriculum that is organized around children's thinking.

**Required Materials**

[enter textbook, software, tool etc]

**Course Overview**

**Course Purpose and Objectives**

The purpose of this course is to introduce to the learner the many forms of documentation for learning and teaching within early childhood emergent inquiry settings.  The historical link of documentation to the educators in Reggio Emilia, Italy is explored. A cycle of inquiry approach for planning and implementing emergent inquiry curriculum is introduced and applied.

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

* To emphasize the role of documentation in reflecting on learning and curricular planning, synthesizing learning of children and teachers.
* To increase knowledge on the utilization of a cycle of inquiry approach to observe and implement emergent inquiry curriculum with a group of young children in an early childhood classroom.
* To develop skill in the application of documentation through the creation of a documentation panel that represents the learning of children and their teachers.

**Expected Learning Outcomes**

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| Upon completion of the course, students will:   1. Design emergent inquiry curriculum using a cycle of inquiry. 2. Implement emergent inquiry curriculum using a cycle of inquiry. 3. Analyze documentation panels 4. Synthesize learning and development of children through the creation of a documentation panel. 5. Synthesize learning and development of teachers through the creation of a documentation panel. 6. Collaborate with peers in the planning of emergent inquiry curriculum.   **Major Course Topics**   |  | | --- | | * Documentation for learning * Documentation for observing and planning * Documentation as assessment * Documentation panels * Documentation in progress * Cycle of Inquiry planning and implementation of emergent inquiry curriculum * The role of materials in learning and play * Play explorations for teachers * Interpreting children's thinking | |

**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>