

1. Educational project

Planned/Expected Didactic Activities

Planned Teachings (distinct from those imparted in teachings related to first and second-level study courses)

n.	Course name	Total Number of Hours Over the Entire Cycle	Distribution During the Doctoral Cycle (Years in Which the Course Is Active)	Course Description	Any Relevant Curriculum Framework	for National Doctorates: High-Quality Training Path	Final assessment	Notes
1.	Academic English	16	Second year and third year/ Second semester	<p>The course develops speaking, listening, reading, and writing skills in the academic context, introducing advanced grammar points and basic concepts of Academic English in the field of academic research.</p> <p>The course Introduction: working with Academic vocabulary (what is special about Academic English, key vocabulary in Academic English).</p> <p>Reading: researching texts for</p>	<p>CHILDHOOD STUDIES AND THE REGGIO EMILIA APPROACH.</p> <p>VISUAL LITERACY AND NEW LANGUAGES IN EDUCATIONAL PROCESSES</p>		NO	In the final assessment, there is no provision for assigning a grade.
				<p>essays, skimming and scanning, identifying the sequence of ideas, understanding implicit meanings, inferring the meaning of words.</p> <p>Reading practice: prediction, skimming, scanning, deducing unknown words - working with philosophical texts.</p> <p>Writing: understanding how essays are organized, linking parts of a text: conjunctions and sentence connectors.</p> <p>The research article abstract (functions, content and organization, grammar and style, vocabulary).</p> <p>Academic presentations: discussion and presentation skills, using visual aids, handouts and notes, planning and delivering a topic in a presentation.</p>				

2.	In dialogue with literature in the Reggio Emilia Approach	30	First-year/ First semester	<p>The seminars' series aims to introduce participants to the specifics of a learning community, delving into the literature surrounding REA, emphasizing the importance of a nurturing environment, the role of the educator as a facilitator, the use of documentation as a means to track and stimulate the child's journey, and the political implications of the educational approach in the community.</p> <p>Learners will reflect on how to design educational spaces that reflect the values of respect, responsibility, and community found at the heart of the REA. The course will examine authors like Dewey, Bruner, Gardner, Freire, Montessori and Hooks to illustrate how their models foster a cohesive learning community that encourages exploration, expression, and discovery. Participants will critically analyze the approach's emphasis on the 'hundred languages of children', which champions the use of multiple forms of expression and communication, and its implications for inclusive and adaptive learning environments. The seminars' series will serve as a living case study for the students, offering a real-time institution for analysis. This ongoing evaluative process will reveal the underlying dynamics that often act as barriers to the developmental progression of the learning community. Through this iterative reflection, students will gain insights into the nuanced resistances that can influence the growth and cohesion of educational environments.</p>	<p>CHILDHOOD STUDIES AND THE REGGIO EMILIA APPROACH.</p> <p>VISUAL LITERACY AND NEW LANGUAGES IN EDUCATIONAL PROCESSES</p>		NO	In the final assessment, there is no provision for assigning a grade.
3.	Research methodology	12	First year Second semester	<p>The course aims to train PhD students on issues related to the design of doctoral research, with a specific focus on the educational field. Throughout the course, topics such as identifying research problems and objectives, constructing the theoretical framework, coding, data analysis, hypothesis testing, operational definitions, types of variables, and relationships between variables will be covered. Data collection methods, as well as qualitative and quantitative techniques that can be used in the development of the doctoral thesis project, will also be discussed.</p>	<p>CHILDHOOD STUDIES AND THE REGGIO EMILIA APPROACH.</p> <p>VISUAL LITERACY AND NEW LANGUAGES IN EDUCATIONAL PROCESSES</p>		NO	In the final assessment, there is no provision for assigning a grade.
4.	The Reggio Emilia Approach from early childhood to lifelong learning	40	Second year Second semester	<p>The course aims to deepen the educational philosophy of Reggio Emilia, known as Reggio Emilia Approach, internationally considered one</p>	<p>CHILDHOOD STUDIES AND THE REGGIO EMILIA APPROACH.</p>		NO	In the final assessment, there is no provision for assigning a

			of the most relevant educational perspectives in early childhood education.	VISUAL LITERACY AND NEW LANGUAGES IN EDUCATIONAL PROCESSES			grade.
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			<p>The course focuses on: The value attributed to creativity as a quality of human thinking, manifested in the atelier and the figure of the atelierista. The value of the theory-practice relationship symbolized by working teams. The role of teachers and pedagogistas. the value of reflection as a formative element represented by pedagogical documentation. Another connotative aspect of the course is the idea that teachers are also researchers, meaning that educators thought of as researchers who document their work and the children's learning processes, exploring the multiple ways that children develop to interpret and make sense of reality. Another element is the image of the competent child, that is the idea that children are able to construct complex communications and interactions thanks to a plurality of languages. This quality of the Reggio Educational Philosophy has important consequences for the conceptualization of inclusive pedagogical aspects. In fact, children with special educational needs³ are allowed to explore a sense of agency by expressing themselves through multiple languages within an educational environment that embraces plurality and diversity. A final element is negotiated learning, or the process of negotiation between ideas and theories that allow children to co-construct their learning through social interaction. In fact, from continuous negotiation that takes into account the different perspectives developed by each child, it is possible to valorize the diverse abilities, ideas and strategies that emerge.</p>				
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5.	Statistic	12	Second year/ First semester	<p>The course aims to equip PhD students with the skills necessary to conduct basic and intermediate level statistical analyses to support research in the humanities. To this end, open-source statistical packages are explored and utilized, and topics such as the use of statistics for descriptive purposes, as well as inferential statistics and correlational models, are delved into.</p> <p>During the course, particular emphasis will be placed on:</p> <p>Hypothesis testing theory. Phases of hypothesis testing. Measurement scales. Interpreting the final result in a hypothesis test. Comparing two populations: independent samples t-test; paired samples t-test. Analyzing the relationship between two quantitative variables: Pearson correlation coefficient. Constructing a model of the relationship between explanatory and predicted variables: regression analysis (simple linear regression and multiple linear regression). Hierarchical regression for moderation analysis. Analysis of covariance structures.</p>	<p>CHILDHOOD STUDIES AND THE REGGIO EMILIA APPROACH.</p> <p>VISUAL LITERACY AND NEW LANGUAGES IN EDUCATIONAL PROCESSES</p>		NO	In the final assessment, there is no provision for assigning a grade.
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6.	The historical roots of the Reggio Emilia Approach	12	First-year and Second year/ Second semester	<p>The course aims to examine the historical and political context in which the Reggio Emilia pedagogical approach developed, with a focus on the historical figure of Loris Malaguzzi, referring to important figures of the Italian pedagogy scene, such as Maria Montessori and Don Milani, who guided early and important reflections.</p>	<p>CHILDHOOD STUDIES AND THE REGGIO EMILIA APPROACH.</p> <p>VISUAL LITERACY AND NEW LANGUAGES IN EDUCATIONAL PROCESSES</p>		NO	In the final assessment, there is no provision for assigning a grade.
7.	Theory of environments media and immersive	12	Second year, second semester	<p>The course will delve into the predominant features that differentiate the digital image from the analog, identifiable in the properties of presence, immediacy, and framing, which involve a process of concealment of the opacity medial.</p>	<p>VISUAL LITERACY AND NEW LANGUAGES IN EDUCATIONAL PROCESSES</p>		NO	

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Total average annual hours: (value obtained from the sum of the total number of hours over the entire cycle of all teachings divided by the course duration)

First year: 54 hours

Second year: 80 hours (+12 hours just for the VISUAL LITERACY curriculum)

Third year: 30 hours

Number of teachings: 7

Other educational activities (seminars, laboratory and research activities, interdisciplinary, multidisciplinary, and transdisciplinary training)

n.	Type of Activity	Description of the Activity (and access modalities to infrastructure for national doctorates)	Any Relevant Curriculum
1.	Seminars 14 hours Third year	Seminar led by Professor Sabine Lingenauber, Fulda University, titled: "International research on the role of women's movements in the development of the REA" This seminar examines the role of women's movements internationally in developing gender equality. Through an interdisciplinary and comparative analysis, the goal is to understand the impact and effectiveness of these movements in promoting social and political change.	
2.	Seminar series: Metafora, Visione, Emozione	Seminar led by Professor Annamaria Contini and Professor Daniela Giuliani, on November 27-28-29, 2024.	
3.	Seminar series orientation and disorientation: Kantian themes in analytic philosophy	Speakers: Andrew Chignell (Princeton University), Andrea Kern (Leipzig), Katharina (Erasmus U Rotterdam), Jeremy Fix (Oxford), Natalya Palatnick (UW-M), on December 2-3, 2024	
4.	Seminar: Metaphor and epistemic in justice Second semester	Seminar led by Professor Francesca Ervas.	
5.	Seminar: Practical reason: Moral and social epistemology Second semester	Seminar led by Professor Carla Bagnoli.	

6.	Seminar: Research methodology Second semester	Seminar led by Professor Annalisa Ciampi.	
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Description of the scientific and training objective (ONLY FOR INDUSTRIAL PhDs)

n.	Company name	Description of the scientific and training objective
1.	Reggio Children Foundation	<p>The PhD takes place within the "industrial" framework of Reggio Children Foundation and aims to offer a third-cycle path enriched by internationally recognized partners of high quality. The course aspires to provide resources to address and elaborate on the new challenges in the field of education, starting from the educational philosophy related to early childhood born in Reggio Emilia, which represents a heritage of great international relevance.</p> <p>The course aims to train young individuals with an excellent cultural and scientific profile in the field of early childhood education. The Doctorate course seamlessly integrates into a society that is increasingly valuing the professional figures operating in the early childhood field and the research related to it, of which Reggio Children Foundation represents a reality of excellence on an international level.</p> <p>The PhD is structured into a curriculum that offers a series of courses, laboratories, and seminar cycles involving active participation of doctoral students and the contribution of both internal and external faculty members, with a high percentage of international professors. This is aimed at providing high-quality training that contributes to the development of new research perspectives capable of intertwining the academic perspective with the decades-long educational experience that characterizes institutions related to the Reggio Emilia Approach, and particularly Reggio Children Foundation.</p>