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.(2003 Meisels, 1992)

.(Sameroff and McDonough, 1994)

(Shepard and Smith,

1988)

(Meisels, 1992)

(Seefeldt,

.1990)

.(2008)

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.2009/2/11

2008/1/7

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(Kohlberg and Mayer, 1972)

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(Direct instruction approach)

2001)

(2003

(Schweinhart and Weikart, 1998)

(Academic Programs)

(Developmental Programs)

(Kontos and File, 1993)

- -

(Kohlberg and Mayer,

1972; Spodek and Saracho, 2003)

(Cultural Transmission)

(Skinner)

(Watson)

(Romantic

Ideology)

(Fromberg, 1989)

(Froebel)

(Rousseau)

(Freud)

(Gesell)

1969

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1989

(Office of Technology Assessment, 1992)

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(Progressive Ideology)

(Dewey)

(Piaget)

(Montessori)

(Pestalozzi)

(Spodek and Saracho, 2003)

(Moyer,

.2001)

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2005)
(2005) (2008) (Developmentally appropriate activities)
(Phillips and (Whole language Phillips, 1997)
(Goodman) approach)

(2001)

(1990)
(Reggio Emilia)
(Loris Malaguzzi)

(Jacobson, 2007)

- -

(Ihmeideh, Khasawneh,
.Mahfouz and Khawaldeh, 2008)

.(2007)

(Friedman,
.2000; New, 1993)

2004 .(2005)

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Reggio Emilia Program
(Reggio Emilia)

“Malaguzzi” “ -1
-2
(New, 1993) -3

(Jacobson, “ “
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%40 “ “ ()
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(2005)

(Bredekamp, 1993; Soler and Miller,
.2003)

.(Project-based approach)

.(New, 1993)

.(Soler and Miller, 2003)

.(Malaguzzi, 1994)

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.(Malaguzzi, 1994;1993a)

(Malaguzzi, 1993a;

(1993b; .1993b; Rinaldi, 1993)
" p.51)

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.(Rinaldi, 2001)

.(Malagozzi, 1994; Rinaldi, 1993)

.(New, 1993)

(Katz, 1993)

(Forman, 1996)

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.(Firlik, 1994)

(Malagozzi, " "

1994, p.55)

(Gandini,

" "

.1993)

" (Piaget, 1973, P.93)

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.(Staley, 1998)

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.(Gandini, 1993)

.(Edwards, Gandini and Forman, 1993)

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.(Edwards, 1993)

.(Katz, 1993)

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.(Rinaldi, 2001)

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.(Staley, 1998)

(Katz and Chard, 1989)

.(Turner and Krechevsky, 2003)

.(Edwards, 1993; Malaguzzi, 1994)

.(Malaguzzi, 1993b)

.(Documentation)

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.(Edwards, 1993)

.(Gandini, 1997)

(Edwards, et al., 1993;

(Malagozzi,

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.1993a)

.Gandini, 1993)

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.(Edwards, 1993)

(3)

(Edwards and Springate, 1993;

Edwards, et al., 1993; Gandini,1993; Katz and Chard, 1989;

.Staley, 1998)

.(Malaguzzi, 1993a)

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.(McCarthy, 1995)

(Edwards, 1993)

-(Malaguzzi, 1993a)

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- (Malaguzzi, 1993b)

(Rinaldi, 1993, P. 104)

.(Malaguzzi, 1993b)

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(Malaguzzi, 1993a;

.Rinaldi, 1993)

.(Edwards, et al., 1993)

.(New, 1990)

(Malaguzzi, 1993a)

.(Forman, 1996)

.(Piaget, 1973)

.(Leekeeman and Nimmo, 1993)

.(Friedman, 2000)

.(Katz, 1993)

.(Edwards and Springate, 1995)

.(Edwards, Gandini, and Forman, 1993).

(Leekeeman

.and Nimmo, 1993)

(Meisels, 1993)

(Memory Books)

.(Helm, 2003)

.(Katz and Chard, 1996)

.(Helm, 2003)

(Turner and

.Krechevsky, 2003)

.(Helm, 2003)

.(Dahlberg, Moss and Pence, 1999; Rinaldi, 2001)

(Project- :

based)

(Helm and Katz, 2001; Katz and Chard, 1989)

(Emergent curriculum)

(Jones and Nimmo,

1994)

.(Dahlberg, et al., 1999)

(2005)

(Organization Economy

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Reggio Emilia Program in Early Childhood Education: Philosophy, principles, and educational implications

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ABSTRACT

Early childhood education has received paramount attention from international educational communities during the last few decades. As a result, many early childhood programs were developed worldwide. This study aimed at shedding light on Reggio Emilia program as one of the most successful early childhood programs. The study discusses the philosophy, principles, and educational implications of this early childhood program. A thorough review of the related literature indicated that the Reggio Emilia program was derived from both the Romantic and Progressive ideologies that tackle developmentally appropriate practices in early childhood education. Moreover, this study explained how this program views the particular roles of both the preschool teacher and the child and the nature of knowledge children learn. This study concludes with putting forward a number of implications for adopting this program in the regional Arab context in general and the Jordanian context in particular.

Keywords: Reggio Emilia, Early childhood programs, Teacher, Child, Knowledge.

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