

DIGITAL EDUCATIONAL TOOLBOX

The 100 Languages

*The myriad forms of research
in children and adults*





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“The hundred languages are a metaphor for the extraordinary potentials of children, their knowledge-building and creative processes, the myriad forms with which life is manifested and knowledge is constructed. The hundred languages are understood as having the potential to be transformed and multiplied in the cooperation and interaction between the languages, among the children, and between children and adults.”

(From Indications, Preschools and Infant-toddler Centres of the Municipality of Reggio Emilia)



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Digital Educational Toolbox description

Thanks to this course of 4 videos and 2 ebooks, teachers, educators, pedagogistas, atelieristas, parents, and people curious about children's learning, can find out more about *the theory of the 100 languages*, with the words of Loris Malaguzzi, a theoretical contribution by Vea Vecchi, and experiences in Reggio Emilia's municipal infant-toddler centres and preschools.

The Digital Toolbox is made up of:
4 videos + 2 e-books
Videos are available in the following languages: Italian and English.
Other Languages coming soon



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First Digital Educational Toolbox

In our work with children we know that tools, and the possibilities they offer, are fundamental in shaping our relations with materials and expression, and we often reflect on how to present them in the most evocative ways.

But how to offer learning tools to adults?

This first Toolbox is the fruit of our reflection on how to offer teacher and educators working with the Reggio Emilia Approach in a variety of situations, a flexible “container” of ideas and concepts that can be re-combined and innovated in relation to the focus of each learning journey.



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Suggestions for a journey into the toolbox

Your reading and viewing of the content of this professional learning toolbox can follow entirely personal and subjective directions, but the order we advise might ease the process of understanding and the pleasure of enjoyment.

- In **Video 1**, *The Superpower of the 100 Languages*, Vea Vecchi introduces the theory of the 100 languages, and takes time to consider related conceptual and knowledge nodes.
- **Video 2**, *The Many Faces of the Assembly* and the accompanying e-book both document a project of the same name with children in preschool.
- This is followed by a deeper investigation in **Video 3**, *Diego, Rayan, and Francesca*, which is dedicated to the relations between mark-making/drawing and clay.
- **Video 4**, *An Atelier for a Plurality of Languages* reveals what happens backstage in the preparation of an atelier context in a school.
- Loris Malaguzzi's words in **Fragments**, the first in a digital series dedicated to him, give us a framework of theory and meaning in which all the contents of the toolbox can be positioned.



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The Superpower of the “Hundred Languages”

Reflections by Veà Vecchi



This video introduces the theme of the 100 languages, widely recognised as a pedagogical manifesto of the Reggio Emilia Approach. The choice of defining what are generally known as fields of learning, or disciplines, as “languages”, is a choice that credits them with being possessed, from birth, by every human being, a biological legacy that develops and acquires potential in the encounter with other children and adults, and with the physical and virtual world.

The reflections offered in the video highlight the importance and richness of processes that can be constructed by trying out and experimenting with connections between different languages, and how languages in reciprocal relations are a regenerative cultural and creative force.

VIDEO 1

Year: 2020

Format: video

Duration: 19'



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The many faces of the assembly

+ Diego, Rayan e Francesca



These two videos walk us through a project in the Iqbal Masih preschool in which *the human figure* is being investigated, with the aim of representing a morning assembly in which a class of 26 children come together.

The investigation weaves together clay, photography, and drawing, and seeks, in the connections between the three languages, expressive and cognitive elements that are favourable to a deeper knowledge of the many identities of human beings, and to construct tools for evolving the knowledge further.

VIDEO 2 e 3

+ EBOOK

Year: 2017

Format: video + e-book

Duration: 25'

Pages: 28



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The many faces of the assembly

+ Diego, Rayan e Francesca



The two videos are accompanied by an e-book containing deeper discussion of the following themes:

- Crossing the boundaries between the poetic languages
- The many faces of the assembly
- Documentation and revisiting
- Making portraits
- The assembly: a forum of ideas
- Going deeper

VIDEO 2 e 3 + EBOOK

Year: 2017

Format: video + e-book

Duration: 25'

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An atelier for a plurality of languages

Backstage



Backstage is a montage - an edited assembling - of video material produced in infant-toddler centres and preschools during the school year.

This video makes visible the processes leading to an Atelier layout, from initial reflections by teachers, to adjustments introduced after exchanges of points of view with children, and the final preparation of a context that lets each child and adult find the resources for identifying their own entry point in [re]search of new knowledge, and to extend it through the interweaving of multiple languages.

VIDEO 4

Year: 2020

Format: video

Duration: 50'

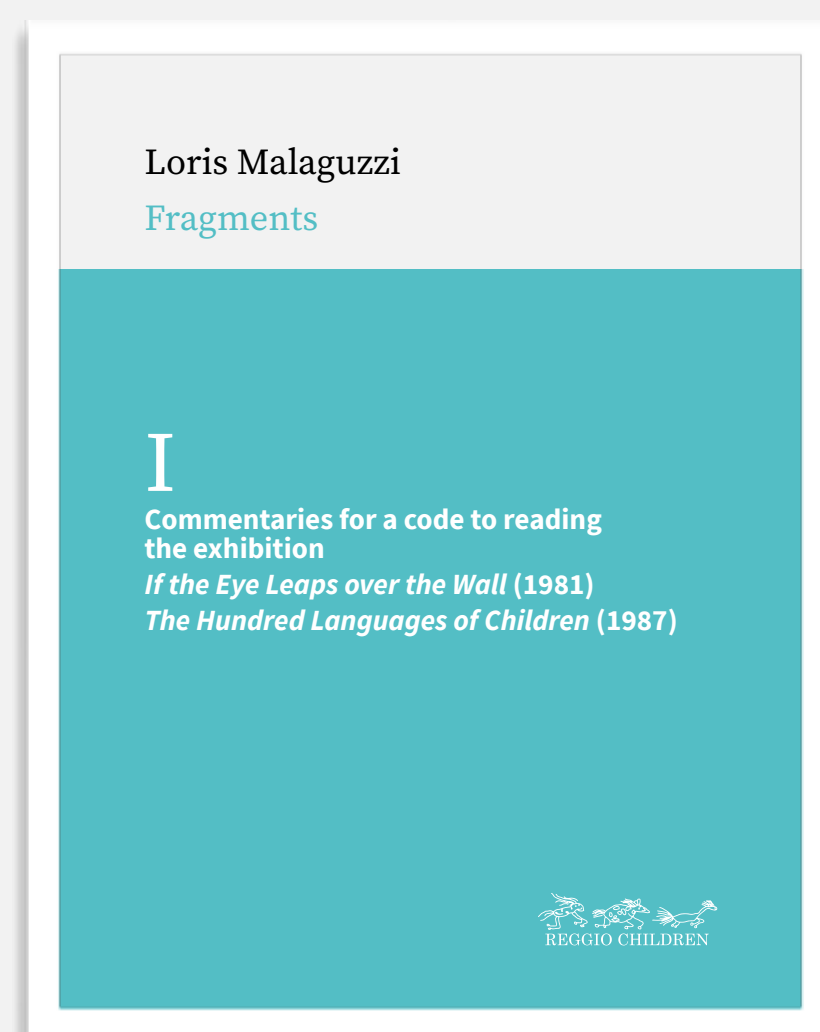


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Commentaries for a code to reading the exhibition

If the Eye Leaps over the Wall_ 1981 The Hundred Languages of Children_1987



The first in a new *Fragments* series of digital publishing dedicated to Loris Malaguzzi, and making available to a wider public his writings and talks during professional development, conferences, and conventions.

This first volume offers a reading of the *commentaries*, the first of which was written by Malaguzzi in 1981 for the exhibition catalogue *If the Eye Jumps over the Wall*, and the second in 1987 for the catalogue of *The Hundred Languages of Children* (a new name for an updated and revised version of the same exhibition).

This book offers an opportunity for re-reading an evolution, the *shift in theoretical focus*, that testify a capacity for innovation in a pedagogy not frozen in time, but that continues to reflect and to modify.

E-BOOK

Year: 2020

Format: e-book

Pages: 35

