Economics and Pedagogy of Early Childhood Education

October 2018 > May 2019
A new program in Innovative Early Childhood Education

A program engaged with today’s most renowned and innovative educational approaches.

Built on the strength of our international lecturers from the United States, Scandinavia, and beyond.

Based on the expertise of the Graduate School of Management and Economics, University of Geneva.

The program provides participants with the tools they need to implement the most innovative educational approaches.

Participants will learn to integrate design thinking, visible thinking, project work, outdoor-natural classrooms, forest school strategies, constructivism, and the principles of the Reggio Emilia and Tuscan-Pistoia approaches. They will gain tools to design and assess educational programs, to integrate research into the classroom, and to build laboratory-schools.

We discuss Design Thinking and Visible Thinking, launched by Stanford and Harvard University respectively, and practiced in education throughout the world. Design Thinking fosters a new pedagogical mindset – one that allows participants to become innovators, problem solvers, thinkers, and doers. Our discussion will equip them with strategies to produce student-centered schools, where professionals design thoughtful programs. Visible thinking and the practice in video analysis will enable participants to implement project-based curricula and to make children’s thinking visible. Video analysis is a powerful tool for developing new capacities through self-reflective practices, and for integrating research.
We investigate *The Returns from Early Childhood Education*, studied by economists including the Nobel Laureate professor J. Heckman. Participants will gain a deep understanding of interventions in early childhood education: how to bring research to schools, how to meaningfully and reliably measure the effects of changes in their educational policies, and how to productively assess and design interventions. We discuss the strategies for promoting capacity development and investments in early childhood education.

We delve into the world-renowned *Reggio Emilia and Tuscan-Pistoia approaches to education*. Participants will acquire the tools needed to adapt these approaches to their local contexts. They will engage with concepts, practices, strategies, and long term investigations in both 0-3 and 3-6 education: how to create meaningful spaces for competent children, make full use of vibrant materials, integrate photos, media, and other forms of documentation, and center children as the protagonists and active creators of their own learning.

We explore *Outdoor-Natural Classes and Forest Schools*. Participants will leave this discussion equipped to transform a school’s outdoor environment into a "nature classroom", and to implement effective outdoor education. We cover *Project-Based Learning* and strategies for implementing a comprehensive socio-constructive, project-based approach. Participants will learn how to sustain long-term, in-depth investigations, how to stretch children’s thinking and keep them actively engaged, and how to involve them in authentic, inquiry-based learning and thinking.

The program includes experts from both Europe and the US – speakers who are influential not only in those countries, but also in China, Japan, Singapore, and Latin America. The international component allows participants to engage with a diverse set of educational realities. They will gain unique perspectives and practical strategies relevant to all contexts – from local schools to foreign educational systems.
DIRECTION

- **Prof. Salvatore di Falco**, Geneva School of Economics and Management (GSEM), University of Geneva
- **Prof. Michele Pellizzari**, GSEM, University of Geneva
- **Paola Trigari**, International Educational Consultant; GSEM, University of Geneva

SCIENTIFIC COMMITTEE

- **Giovanni Ferro-Luzzi**, GSEM, University of Geneva
- **José Ramirez**, University of Applied Sciences and Arts (HES-SO) Geneva
- **Jaya Krishnakumar**, GSEM, University of Geneva
- **Domenico Tabasso**, University of Essex, UK

COORDINATION

**Paola Trigari**, International Educational Consultant; GSEM, University of Geneva
SPEAKERS

- **Pietro Biroli**, Assistant Professor, Department of Economics, University of Zurich, Switzerland
- **Caterina Calsamiglia**, ICREA Research Professor at Barcelona IPEG, Barcelona, Spain
- **Giacomo De Giorgi**, Professor of Economics, GSEM, University of Geneva, Switzerland
- **Daniela Del Boca**, Professor of Economics, University of Turin, Italy
- **Isabelle Durand**, Post-Doctoral Researcher, Interaction & Training Team, University of Geneva, Switzerland
- **George E. Forman**, Emeritus Professor, University of Massachusetts, US
- **Anna Lia Galardini**, Professor at the University of Florence, Italy; former Director of the Early Childhood Services the Municipality of Pistoia
- **Laurent Filliettaz**, Professor of Adult and Vocational Education, University of Geneva, Switzerland
- **Laura McBain**, K12 Lab Director of Community and Implementation, Stanford Design School, Standard University, California, US
- **Costas Meghir**, Professor of Economics, Yale University, New Haven, Connecticut, US
- **Michele Pellizzari**, Professor of Economics, GSEM, University of Geneva, Switzerland
- **Ariel Raz**, Learning Experience Designer, Stanford Design School, Stanford University, California, US
- **Paola Strozzi**, Pedagogista, Reggio Children, Italy
- **Jane Williams-Siegfredsen**, Inside-Out Nature, Forest schools and Outdoor Natural classes, Denmark
- **Dominique Trébert**, Assistant Professor, EESP (Haute École de travail social et de la santé), Lausanne, Switzerland
- **Paola Trigari**, International Educational Consultant; GSEM, University of Geneva, Switzerland
- **Marianne Zogmal**, Post-Doctoral Researcher, Interaction & Training Team, University of Geneva, Switzerland
AUDIENCE

- Professional working with children, student and teacher
- Teacher and director of preschools, primary schools and international schools
- Educational consultant and pedagogical coordinator
- International institution and NGO’s: professional working on educational best practices, designing national and international educational programs and training onsite teachers in developing countries
- International student and professional

OBJECTIVES

- Build a deep understanding of the most innovative education and to apply to any context
- Obtain a unique international perspective: through experts instructions from the USA to the Scandinavian countries
- Obtain a multidisciplinary understanding of education – pedagogy, neuroscience, psychology and economics
- Learn to integrate project work, constructivism, DesignThinking, outdoor natural classrooms and forest school education
- Become an innovator and problem seeker-solver along with the children
- Build strategies for onsite training, capacity development and investments in early childhood education
- Acquire expertise to assess and design interventions and educational programs
LEARNING METHODS

- Interactive workshops
- Videos presentations
- Direct and deep dive experiences
- Hands on work
- Small group work in collaboration with participants and experts
- Actual case studies presented and discussed

PROGRAMME STRUCTURE

- The program is organized in 6 modules (3 days per module). It involves 18 days, 144 hours of direct onsite class time
- Participants attending the full program will be granted a diploma, corresponding to 18 ETCS credits
- Participants can attend: Individual modules, Combinations of modules, Flexible modules
Module 1

Children Thinking Made Visible
Video Analysis – Documentation – Constructivism

October 3, 4, 5, 2018

George E. Forman

Visible thinking and video recording

Discussion and practice of video analysis as one of the most effective tool for designing project based curricula and comprehensive interventions and educational models.

A tool for supporting capacity development through self reflective practices

- To make children’s thinking visible and engage in research
- To adopt reflective practices and help children reflect on their own thinking
- To understand the children’s constructive learning
- To re-launch their theories within a constructivist project oriented education
The Reggio Emilia (Part 1)
The Pistoia-Tuscan Approaches to Education (Part 2)

Participants can attend one part only

Part 1 | December 5, 2018 (In English)
Paola Strozzi

Part 2 | December 6, 7, 2018 (In French)
Anna Lia Galardini, Tonina Mastio

At the forefront of education, the world-renown Reggio Emilia and Tuscan-Pistoia approaches to early childhood education have spread throughout the US, Europe, Australia, Canada, Latina America and Japan. We will discuss their concepts, practices, and strategies through photos, videos, and documentation. We will focus on long term investigations for both zero to three and three to five/six years old children. We will discuss strategies for implementing long term investigations, creating meaningful spaces for competent children, using materials and giving the children the opportunity to be the protagonists and active creators of their own learning.
Module 3 | The Role of Self-Reflective Practices
Video Analysis

January 17, 18, and February 4, 2019
Laurent Filliettaz, Dr. Marianne Zogmal,
Dr. Dominique Trébert, Dr. Isabelle Durand
In French

Discussion and practice of video analysis as a critical medium to implement self-reflective practices, to understand the teacher-children interactions, and to improve the quality of teaching. We use actual videos – case studies – to practice understanding and interpreting teachers-children interactions, and teaching practices.

Module 4 | Design Thinking, Innovation and Empathy in Early Childhood and Primary Education

January 30, 31 and February 1, 2019
Ariel Raz, Laura McBain

Innovators, problem seekers, thinkers and doers. Design Thinking is a methodology to affect change in teams and organizations and foster a culture of innovation. When applied to schools, Design Thinking provokes educators to shift their roles, and helps schools to be more student-centered. Design Thinking is widely implemented by the most innovative Preschools and Primary schools in California and throughout the United States. This project-based curriculum emphasizes inquiry, empathy, imagination, design, innovation, art integration, and collaborative learning.
Outdoor Natural Classes, Forest Schools (Part 1)
The Project Approach (Part 2)
Participants can attend one part only

Part 1 | March 25, 26, 2019
Jane Williams-Siegfredsen
Outdoor learning and forest schools: full immersion in the outdoors; active hands-on learning experiences in a natural environment that promotes self-esteem, co-operation, and risk-taking. Built on the children's natural instinct to explore the world through active and physical interactions. Built on the need to take risks: the foundation of learning, confidence and autonomy.
An interactive hands-on course to equip the participants
- With the tools to transform a school’s outdoor environment into a "nature classroom".
- With the skills to implement effective outdoor education.
Participants will have the opportunity to learn through an outdoor experience.

Part 2 | March 27, 2019
Paola Trigari
Project approach: a pedagogy that fosters the children acquisition of knowledge by engaging them in long term real-life investigations. A meaningful learning, building on the children’s innate drive to explore; enabling them to research, problem-solve, innovate, and to become active shapers of their worlds.
An interactive course giving concrete strategies to sustain in-depth investigations, stretch the children’s thinking, keep them engaged and involve them in authentic, inquiry based learning. Each strategy is discusses through actual examples of long term investigations for children 0-3, 3-6/7, from European and American project-based constructivists pre-schools and primary schools. Case-studies are shown through images and videos for the participants to actively connect to the investigations discussed and analyze the children’s thinking and learning.
Early Childhood Education: A Narrative of Selected Interventions

May 22, 23, 24, 2019

Costas Meghir, Pietro Biroli, Giacomo De Giorgi, Caterina Calsamiglia, Michele Pellizzari, Daniela Del Boca

We analyse selected interventions around the world, focusing on a number of early childhood interventions in the United States, Latin and Central America. For example discussion of Professor James J. Heckman’s, Nobel Prize, and his team from Chicago work. We address potential inequality in familial and educational environments of young children; also discuss projects involving the famous Abecedarian and Perry Preschool Projects, as well as many others. We will cover the impact on Cognitive and non-cognitive Skills. The focus is on a deep understanding of interventions in early childhood education; discussing the current evidence on returns to investments in education, and its impact on the importance of early childhood education, versus higher education, for a variety of adult incomes. We provide the tools to design and to effectively measure interventions; to understand the work of lab-schools: implement research in individual schools, measure the effect of changes in their educational practices and draw policy implications. We discuss how imperfect evaluating tools impact the equity and the efficiency of the school system.
ASSESSMENTS
Each module will be assessed through in class group works and/or case studies and/or written reflections and/or presentations. Students will be given information on the exact details of assessments for the modules and other educational activities at the start of the program.

DIPLOMA AWARDED
Participants who pass the assessment requirements and successfully complete all 6 modules will be awarded the Certificate of Advanced Studies (CAS) in Economics and Pedagogy of Early Childhood Education by the Geneva School of Economics and Management (GSEM) of the University of Geneva. The diploma corresponds to 18 ECTS, equivalent to 540 teaching hours of which 144 of direct class time.
PRACTICAL INFORMATION

Admission Criteria
- A university (or master’s degree or qualification deemed to be equivalent); or diploma/university degree from a university of applied sciences, or a qualification deemed equivalent; and
- Three years’ experience in the field concerned.
For applicants who do not satisfy the above criteria, the Direction reserves the right to accept applications.

Application are on a rolling basis until the slots in the programme are filled.
Online (or pdf to be downloaded) on www.unige.ch/formcont/CASearlychildhood

Fees
- CHF 7,200.- for the CAS (6 modules)
- CHF 1,500.- per individual module (3 days)
- CHF 1,350.- per multiple modules (2 to 5 modules)

Modules with 2 parts:
- CHF 500- per 1 day Part of a module
- CHF 1,000- per 2 day Part of a module

Schedule
- 9h00-18h00
- 1 hour lunch break
- 2 breaks of 15 minutes both in the morning and the afternoon

Location
University of Geneva, Uni Mail, 40 Bd du Pont-d’Arve – 1211 Geneva 4

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www.unige.ch/formcont/CASearlychildhood