



The University of Southern Queensland

Course Specification

Description: Learning Through Play

Subject	Cat-Nbr	Class	Term	Mode	Units	Campus
ECE	2010	18173	3, 2002	EXT	1.00	TWMBA

Academic Group:	FOEDU
Academic Org:	FOE004
HECS Band:	1
ASCED Code:	070101

STAFFING

Examiner: Deborah Geoghegan

Moderator: Heather Conroy

RATIONALE

Play is considered one of the most important vehicles for learning for young children. Play is intrinsically motivated, an end in itself. It is through play that physical development, social development, intellectual development and emotional development are nurtured and fostered. With the increased awareness of the need for child responsive practice in programming for young children, play comes into its own as the most appropriate practice.

SYNOPSIS

This course will introduce play as a vehicle for learning and seeks to introduce students to appropriate practice in programming in child care centres. This course considers play in a developmental perspective and investigates types of play, general patterns of play, general characteristics of play and appropriate play materials. The course also considers the creation of motivating and challenging play environments and the way that creativity and the growth of children's art develops through play. Aspects such as gender differences, play therapy and play in special populations are also considered.

OBJECTIVES

On successful completion of this unit students will be able to:

- Understand the relationship between play and development in young children.
- Appreciate play as a vehicle for learning.
- Understand the relationship between play and children's development in the arts.
- Be capable of providing suitable play experiences for children with diverse abilities.
- Be able to plan appropriate programs for children 0-6 based on play as a vehicle for learning.

- Have completed a practicum experience which focussed on the value of play as a vehicle for learning.

TOPICS

Description	Weighting (%)
1. Play and development - observing children at play	15.00
2. Play is a vehicle for learning in babies, toddlers, pre- schoolers	25.00
3. Play and the arts in young children	25.00
4. Play and children with diverse abilities	15.00
5. The importance of play when programming	20.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at <http://bookshop.usq.edu.au> by entering the author or title of the text.

Van Hoorn, J., Nourot, P., Scales, B. & Alward, K 1999, *Play at the Centre of the Curriculum*, 2nd edition, Merrill, Upper Saddle River NJ.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Beaty, J.J 1998, *Observing Development of the Young Child*, 5th edition, Prentice-Hall, Upper Saddle River NJ.

Frost, J.L 1992, *Play and Playscapes*, Delmar Publications,

Hendricks, J 1996, *The Whole Child: Developmental Education for the Early Years*, 6th edition, Merrill, Englewood Cliffs NJ.

Hughes, F.P 1995, *Children, Play and Development*, 2nd edition, Allyn & Bacon, Boston.

Isenberg, J.P. & Jalungo, M.R 2001, *Creative Expression and Play in Early Childhood*, 3rd edition, Merrill, Upper Saddle River NJ.

Klugman, E. & Smilansky, S 1990, *Children's Play and Learning: Perspectives and Policy Implications*, Teachers College Press, NY.

Maffei, A.C. & Hauck, T.M 1992, *Purposeful Play with Your Preschooler*, Plenum Press, Insight Books.

Piscitelli, B 1992, Reflections on play: Why is it necessary?, *Australian Journal of Early Childhood*, Vol 17, no.4, pp24-31.

Pugmire-Stoy, M.C 1992, *Spontaneous Play in Early Childhood*, Delmar Publications, Albany NY.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	18
Others	15
Private Study	90
Project Work	45

ASSESSMENT DETAILS

Description	Marks Out of	Wtg(%)	Required	Due Date
PROJECT OR ESSAY	50.00	50.00	Y	20 Dec 2002
PROJECT OR ESSAY	50.00	50.00	Y	14 Feb 2003

OTHER REQUIREMENTS

- 1 When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.
 - 2 Marking criteria are provided in unit material as mark sheets/guides or as part of assignment specifications.
 - 3 Summative assessment items will be given a numerical score.
 - 4 Unit Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item.
 - 5 All assessment items must be submitted. Assessment items must be passed overall.
 - 6 If assignments are submitted after the due date without an approved extension of time, University penalties will apply.
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