



The University of Southern Queensland

Course Specification

Description: The Play Based Curriculum

Subject	Cat-Nbr	Class	Term	Mode	Units	Campus
ECE	3001	18178	3, 2002	EXT	1.00	TWMBBA

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

STAFFING

Examiner: Deborah Geoghegan

Moderator: Lyn Bower

RATIONALE

The value of play is seen as central to contemporary early childhood programs for children 0-8 in years. The International Early Childhood Association Code of Ethics states that "we have a duty to honour the child's right to play in acknowledgment of the major contribution of play to development". Children's emergent literacy, numeracy, social, physical and creative skills can all be enhanced in creative early childhood settings which provide rich and varied opportunities for play.

SYNOPSIS

This course will consider a number of theories about play in the curriculum including learning theory and will introduce students to ways of enhancing children's play across all curriculum areas in an integrated way. To this end, play-based programs will be explored with consideration of issues such as diversity and continuity. Students will be asked to consider the nature of a variety of early childhood programs and their relationship to play.

OBJECTIVES

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

- relate theories about play to programming in early childhood settings;
- consider a variety of early childhood curriculum models based on play;
- review the role of symbolic play in emergent literacy, numeracy, computer skills, social and physical development;
- develop programs which nurture creativity through play.

TOPICS

Description	Weighting (%)
1. Theories of play and implications of curriculum design	20.00
2. Adult's role	20.00
3. Program models in early childhood	40.00
4. Evaluating programs	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.

Shipley, D 1998, *Empowering Children: Play Based Curriculum for Lifelong Learning*, 2nd edition, Nelson, Canada.

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.

Abbott, L. & Rodger, R. (1994). *Quality education in the early years*, Buckingham: Open University Press.

Bennett, N., Wood, E. & Rogers, S. (1997). *Teaching through play*, Buckingham: Open University Press.

Briggs, F. & Potter, G. (1999). *Teaching children in the first three years of school*, (3rd ed.). Australia: Longman.

Catron, C. & Allen, J. (1999). *Early childhood curriculum: A creative play model*, 2nd edition, USA: Macmillan Publishing Company.

Feeney, C.M 2001, *Who am I in the lives of children?*, 6th edition, Maxwell Macmillan Publishing, Australia.

Fortson, L. & Reiff, J 1995, *Early Childhood Curriculum: Open Structures for Integrative Learning*, Allyn and Bacon, USA.

Goffin, S 1994, *Curriculum Models and Early Childhood Education*, Macmillan College Press, New York.

Hendrick, J 1996, *The Whole Child*, 6th edition, Merrill, NJ.

Henrick, J 1998, *Total Learning Developmental Curriculum for the Young Child*, 5th edition, Upper Saddle River, NJ.

Hogben, Jane. Education Department of South Australia 1989, *Learning in Early Childhood: What Does it Mean in Practice*,

Hughes, P.F. 1999, *Children play and development*, 3rd edition, Boston: Allyn and Bacon,

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

Reynolds, E 1996, *Guiding Young Children*, Mayfield Publishing,

van Hoorn, J., Nourot, P., Scales, B. & Alward, K 1999, *Play at the Centre of the Curriculum*, 2nd edition, Merrill Publishing, New York.

Worthan, S 2002, *Early childhood curriculum*, 3rd edition, Merrill/Prentice Hall,

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	65
Private Study	95

ASSESSMENT DETAILS

Description	Marks Out of	Wtg(%)	Required	Due Date
ASSIGNMENT 1	40.00	40.00	Y	20 Dec 2002
ASSIGNMENT 2	60.00	60.00	Y	21 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 course material as mark sheets/guides or as part of assignment specifications.
 - 3 Summative assessment items will be given a numerical score.
 - 4 Course 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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