



The University of Southern Queensland

Course Specification

Description: Learning Through Play

Subject	Cat-Nbr	Class	Term	Mode	Units	Campus
ECE	2010	25324	2, 2003	EXT	1.00	TWMBBA

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

STAFFING

Examiner: Deborah Geoghegan

Moderator: Lyn Bower

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 course 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. 2003, *Play at the Centre of the Curriculum*, 3rd 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. 2002, *Observing Development of the Young Child*, 5th edition, Merrill, Upper Saddle River NJ.

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

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

Hughes, F.P. 1999, *Children, Play and Development*, 3rd edition, Allyn & Bacon, Boston.

Isenberg, J.P. & Jalongo, 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, NY.

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
ESSAY: THE VALUE OF PLAY	50.00	50.00	Y	05 Sep 2003
DESIGN & EVAL PLAY PROGRAM	50.00	50.00	Y	03 Nov 2003

IMPORTANT ASSESSMENT INFORMATION

- Attendance requirements:
 - There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- Requirements for students to complete each assessment item satisfactorily:
 - To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assessment item.
- Penalties for late submission of required work:
 - If students submit assignments after the due date without prior approval then a penalty of 10% of the total marks gained by the student for the assignment will apply for each working day late.
- Requirements for student to be awarded a passing grade in the course:
 - To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least 50% of the available weighted marks for those items.
- Method used to combine assessment results to attain final grade:
 - The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.
- Examination information:
 - There is no examination in this course.
- Examination period when Deferred/Supplementary examinations will be held:
 - There will be no Deferred or Supplementary examinations in this course.
- University Regulations:

Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/SECARIAT/calendar/Part5/> or in the printed version of the current USQ Handbook.