



The University of Southern Queensland

## Course specification

<b>Description: Play and Learning</b>						
Subject	Cat-nbr	Class	Term	Mode	Units	Campus
TEA	2101	44633	2, 2005	EXT	1.00	Toowoomba

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE004
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070101

### STAFFING

Examiner: Deborah Geoghegan

### REQUISITES

Pre-requisite: Students must be enrolled in one of the following Programs: GDCC or GDEC

### 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, social, intellectual and emotional development are nurtured and fostered. With the increased awareness of the need for child responsive practice in programming for young children, play becomes a core element of the early childhood curriculum.

### SYNOPSIS

This course will introduce play as a vehicle for learning and seeks to introduce students to appropriate practice in programming in early childhood. This course considers play in a developmental perspective and investigates types of play, general patterns of play, 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 in prior to school settings. **IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information:** <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html> \*If you are

undertaking practical experience outside the State of Queensland, Australia you should check local requirements.

## **OBJECTIVES**

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

1. understand the relationship between play and development in young children
2. appreciate play as a vehicle for learning
3. understand the relationship between play and children's development in the arts
4. select suitable play experiences for children with diverse abilities
5. plan appropriate programs for children 0-6 based on play as a vehicle for learning.

## **TOPICS**

Description	Weighting (%)
1. Play and development - observing children at play	20.00
2. Play as a vehicle for learning	25.00
3. Play and the arts in young children	25.00
4. Play and children with diverse abilities	10.00
5. Programming for play	20.00

## **TEXT and MATERIALS required to be PURCHASED or ACCESSED**

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Van Hoorn, J, Nourot, P, Scales, B & Alward, K 2003, *Play at the center of the curriculum*, 3rd edn, 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, JJ 2002, *Observing development of the young child*, 5th edn, Merrill, Upper Saddle River, NJ.

Dau, E (ed) 1999, *Child's play: revisiting play in early childhood settings*, MacLennan & Petty, Sydney.

Dockett, S & Fleer, M 1999, *Play and pedagogy in early childhood: bending the rRules*, Harcourt Brace, Sydney.

Feeney, S, Christensen, D & Moravcik, E 2001, *Who am I in the lives of children*, 6th edn, Merrill, Englewood Cliffs.

Frost, JL 1992, *Play and playscapes*, Delmar Publications, Albany, NY.

Hendrick, J 1996, *The whole child: developmental education for the early years*, 6th edn, Merrill, Englewood Cliffs, NJ.

Hogben, J & Wasley, D 1989, *Learning in early childhood: what does it mean in practice?*, Education Department of South Australia, Adelaide.

Hughes, FP 1999, *Children, play and development*, 3rd edn, Allyn & Bacon, Boston.

Isenberg, JP & Jalongo, MR 2001, *Creative expression and pPlay in early childhood*, 3rd edn, Merrill, Upper Saddle River, NJ.

Johnson, J, Christie, J & Yawkey, T 1999, *Play and early childhood development*, 2nd edn, Longman, New York.

Klugman, E & Smilansky, S 1990, *Children's play and learning: perspectives and policy implications*, Teachers College Press, New York.

Moyles, JR (ed) 1994, *The excellence of play*, Open University Press, Buckingham.

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

Shipley, CD 2002, *Empowering children: play based curriculum for lifelong learning*, 3rd edn, Thomas Nelson Learning, Scarborough, ONT.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	25.00
Private Study	95.00
Project Work	45.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
PROFESSIONAL EXPERIENCE	1.00	0.00	19 Jul 2005 (see note 1)
ESSAY: THE VALUE OF PLAY	50.00	50.00	02 Sep 2005
DESIGN & EVAL PLAY PROGRAM	50.00	50.00	04 Nov 2005

### NOTES

1. Professional Experience details are advised in study materials. A value of 1 indicates you have passed the Professional Experience component. A value of zero (0) indicates you have not passed the Professional Experience component.

## IMPORTANT ASSESSMENT INFORMATION

- 1 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.
- 2 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 for each assessment item.

- 3 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.
- 4 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.
- 5 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 obtained for each of the summative assessment items in the course.
- 6 Examination information:  
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
There will be no Deferred or Supplementary examinations in this course.
- 8 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/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

## **ASSESSMENT NOTES**

- 1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the examiner.
- 2 Students must retain a copy of each item submitted for assessment. This must be produced within twenty-four (24) hours of receipt of request being made by the examiner. The student must retain this copy until the grade for this course has been finalised.
- 3 In accordance with the University's assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. The Faculty will NOT accept submission of assignments by facsimile. Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.
- 5 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of the public holiday for the examiner's convenience.
- 6 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to

achieve the remaining objectives of the course after a period of non-directed personal study.

- 7 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete - Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).
- 8 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.
- 9 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 10 All assessment items must be submitted with a pass overall gained.
- 11 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

## **OTHER REQUIREMENTS**

- 1 Students will require access to e-mail and Internet access to USQConnect for this course.
  - 2 Students are to use a recognised referencing system as specified by the examiner.
  - 3 GDCC and GDEC students only: Results for this course will not be released until associated professional experience has been successfully completed and documentation processed.
  - 4 **IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information:**  
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