



The University of Southern Queensland

Course specification

This version produced 20 Dec 2007.

The current and official versions of the course specifications are available on the web at
<<http://www.usq.edu.au/coursespecification/current>>.

Please consult the web for updates that may occur during the year.

Description: Play-based Pedagogies in Early Childhood

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	3103	66966	2, 2007	ONC	1.00	Fraser Coast

Academic group:	FOEDU
Academic org:	FOE004
Student contribution band:	National Priority Teaching
ASCED code:	070101

STAFFING

Examiner: Karen Noble

Moderator: Deborah Geoghegan

REQUISITES

Pre-requisite: ECE1101 and ECE2010

OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>.

RATIONALE

Contemporary discussion of integrative educational goals and practice recognises the integration of knowledge and experience in child-initiated learning. An increasing number of early childhood professionals and researchers are advocating for an integrated curriculum approach in the early childhood classroom. Recent conceptions of the 'integrated curriculum' encompass views that children derive multiple benefits from socially mediated learning; from engaging in play, problem-solving and projects that are contextualised in personally meaningful endeavours. It acknowledges that children have multiple pathways for learning, and that this learning occurs through a range of symbolic languages (verbal, written, graphic, musical and dramatic forms).

SYNOPSIS

Play resides as a central theme within the course, and students examine the role of play as integrative in the curriculum. To this end, they are engaged in exploring children's thinking and communication, to develop-in-depth skills in the documentation, and interpretation of play. Further to this, students explore how children's play can be scaffolded and evaluated within a play-based, integrated curriculum. Models of curriculum are explored, particularly as they apply to the teaching of children aged 4 to 6 years. Students examine a range of curriculum traditions, and compare them to recent

constructions of early childhood curriculum. In particular, the nature of the 'integrated curriculum' is examined, both theoretically, and in its practical applications, both in Australia and internationally.

OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

1. demonstrate an understanding of children's thinking and communication as it is expressed through play (essay; and curriculum project)
2. demonstrate an understanding of the role of play as integrative in the curriculum (essay)
3. document and interpret children's play (essay; and curriculum project)
4. describe how children's play can be scaffolded and evaluated (curriculum project)
5. plan an integrated, play based early childhood program (curriculum project)
6. demonstrate an understanding of traditional approaches to curriculum in early childhood (essay; and curriculum project)
7. demonstrate an understanding of recent constructions of early childhood curriculum (essay)
8. describe the nature of the 'integrated curriculum', and the theoretical foundations of integrated curriculum approaches (essay; and curriculum project)
9. demonstrate an understanding of the multiple symbolic forms of representation in young children (essay; and curriculum project)
10. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing (all assessment items).

TOPICS

	Description	Weighting (%)
1.	Play and thinking	10.00
2.	Play as an integrative device	5.00
3.	Dramatic play and drama	10.00
4.	Documentation and interpretation of children's play	10.00
5.	Scaffolding and evaluating play	10.00
6.	Designing an integrated, play-based early childhood program	20.00
7.	Traditional approaches to curriculum	5.00
8.	Contemporary approaches to curriculum	5.00
9.	Integrated curriculum, theory and practice	20.00
10.	Multiple intelligence theory and its application in classroom practice	5.00

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).

Dockett, S & Fler, M 1999, *Play and pedagogy in early childhood: bending the rules*, 1st edn, Harcourt Brace, Sydney.

Theobald, M & Houen, S 1999, *Monitoring children's progress using child portfolios*, Theobald & Houen, Shailer Park, Qld.

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*, Open University Press, Buckingham.

Berk, LE & Winsler, A 1995, *Scaffolding children's learning: Vygotsky and early childhood education*, NAEYC, Washington, DC.

Bodrova, E & Leong, DJ 2006, *Tools of the mind: the Vygotskian approach to early childhood education*, 2nd edn, Merrill, Englewood Cliffs, NJ.

Dau, E 1999, *Child's play: revisiting play in early childhood settings*, MacLennan & Petty, Rosebury, NSW.

Kolbe, U 2007, *Rapunzel's supermarket*, 2nd edn, Peppinot Press, Paddington, NSW.

MacNaughton, G & Williams, G 2004, *Techniques for teaching young children*, 2nd edn, Pearson Education Australia, Frenchs Forest, NSW.

Moyles, J (ed) 2005, *The excellence of play*, 2nd edn, Open University Press, Buckingham.

Seefeldt, C (ed) 1999, *The early childhood curriculum: current findings in theory and practice*, 3rd edn, Teachers College Press, New York.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	90.00
Lectures	24.00
Private Study	30.00
Tutorials	12.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ESSAY	100.00	40.00	23 Jul 2007 (see note 1)
CURRICULUM PROJECT	100.00	60.00	23 Jul 2007

NOTES

1. The Examiner to advise the due dates for all assessment items.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and 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. Students must complete 100 days of Professional Experience as partial fulfilment of the Board of Teacher Registration/Department of Families requirements for registration. To ensure that students can satisfy the objectives of the Professional Experience component of the course, attendance and active participation in lectures and tutorials in this course prior to undertaking Professional Experience is highly recommended.
- 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.
- 3 Penalties for late submission of required work:
If assignments are submitted after the due date without an approved extension of time, University penalties may be applied.
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of a passing grade, students must complete and submit all of the summative assessment items and demonstrate that they have achieved the minimum standards in relation to the objectives of the course by obtaining at least 50% of the total weighted marks available for the course.
- 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 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.
- 6 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).
- 7 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.
- 8 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 9 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
- 10 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 day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.

OTHER REQUIREMENTS

- 1 **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.
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