



The University of Southern Queensland

Course specification

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 and Pedagogy II

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDE	3103	87341	1, 2009	WEB	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE002
Student contribution band:	National Priority Teaching
ASCED code:	070101

STAFFING

Examiner: Karen Noble
Moderator: Michelle Turner

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

Early childhood professionals and researchers are advocating for an emergent curriculum approach in the early childhood classroom. Recent conceptions of curriculum in early childhood 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 when the principle of relationship is a central tenet of the context.

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 contemporary early years contexts. The nature of the 'integrated curriculum' is examined, both theoretically, and in its practical applications, both in Australia and internationally. Students examine a range of curriculum traditions, and compare them to recent constructions of children and childhood. NOTE: Minimum enrolment numbers apply to this offering. Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the EXT or WEB offering and advised of this change before semester commences.

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 successful 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 (Assignment 1)
2. demonstrate an understanding of the role of play as integrative in the curriculum (Assignments 1 and 2)
3. document and interpret children's play (Assignment 1)
4. describe how children's play can be scaffolded and evaluated (Assignment 1)
5. plan an integrated, play based early childhood program (Assignment 2)
6. demonstrate an understanding of traditional approaches to curriculum in early childhood (Assignment 1 and 2)
7. demonstrate an understanding of recent constructions of early childhood curriculum (Assignment 2)
8. describe the nature of the negotiated curriculum and the theoretical foundations of integrated curriculum approaches (Assignment 2)
9. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing. (All assessments)

TOPICS

	Description	Weighting (%)
1.	Play and thinking	20.00
2.	Play as an integrative device	20.00
3.	Scaffolding and interpreting play in context	10.00
4.	Contrasting traditional and contemporary approaches to early years curriculum	20.00
5.	The changing role of the teacher in contemporary early years contexts	10.00
6.	Documentation of play	10.00
7.	Creativity and Inquiry	10.00

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).

Fraser, S 2006, *Authentic childhood: experiencing Reggio Emilia in the classroom*, 2nd edn, Nelson Thomson, Toronto, Ontario, 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.

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library>. The gateway to education resources is here...
<http://www.usq.edu.au/library/faculties/education/default.htm>

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

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

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

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

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

Van Hoorn, J, Nourot, P, Scales, B & Alward, K 2006, *Play at the centre of the curriculum*, 4th edn, Merrill, Upper Saddle River, NJ.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	30.00
Online Discussion Groups	30.00
Self Directed	80.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ASSIGNMENT1	40.00	40.00	20 Apr 2009 (see note 1)
ASSIGNMENT2	60.00	60.00	25 May 2009

NOTES

1. APA style is the referencing system required in this course. Students should use APA style in their assignments to format details of the information sources they have cited in their work. The USQ library provides advice on how to format information sources using this system. http://www.usq.edu.au/library/help/ehelp/ref_guides/apastyle/default.htm

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 satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks.
- 3 Penalties for late submission of required work:
If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must achieve 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 aggregate of the weighted 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:
As there are no examinations in this course, there will be no deferred or supplementary examinations.
- 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>

OTHER REQUIREMENTS

- 1 Students will require access to e-mail and have Internet access to USQConnect for this course.
 - 2 **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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