STAFFING

Examiner: Deborah Geoghegan
Moderator: Heather Conroy

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.

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.
- select suitable play experiences for children with diverse abilities.
- plan appropriate programs for children 0-6 based on play as a vehicle for learning.
TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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</thead>
<tbody>
<tr>
<td>1. Play and development - observing children at play</td>
<td>20.00</td>
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<tr>
<td>2. Play as a vehicle for learning</td>
<td>25.00</td>
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<tr>
<td>3. Play and the arts in young children</td>
<td>25.00</td>
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<tr>
<td>4. Play and children with diverse abilities</td>
<td>10.00</td>
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<tr>
<td>5. Programming for play</td>
<td>20.00</td>
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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.


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.


**STUDENT WORKLOAD REQUIREMENTS**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>25</td>
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<tr>
<td>Private Study</td>
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<tr>
<td>Project Work</td>
<td>45</td>
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**ASSESSMENT DETAILS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>TALK FOR PARENTS-ESSAY</td>
<td>50.00</td>
<td>50.00</td>
<td>Y</td>
<td>13 Sep 2002</td>
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<tr>
<td>DESIGN &amp; EVAL PLAY PROGRAM</td>
<td>50.00</td>
<td>50.00</td>
<td>Y</td>
<td>08 Nov 2002</td>
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</tbody>
</table>

**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 and passed overall.

6. If assignments are submitted after the due date without an approved extension of time, University penalties will apply.

7. SQ 70 students only: Results for this course will not be released until associated field experience has been successfully completed and documentation processed.