

## MODULE SPECIFICATION PROFORMA

Module Title: Play	Level: 4	Credit Value: 20
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Module Code: EDC407	Cost Centre: GAEC	JACS3 Code: X300
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Trimester(s) in which to be offered: 1/2	With effect from: September, 2015
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<b>Office use only:</b> To be completed by AQSU:	Date approved: September 2015 Date revised: - Version no: 1
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Existing/New: Existing	Title of module being replaced (if any): EDC407 Play
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Originating School: Social and Life Sciences	Module Leader: Alison Woolf
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Module duration (total hours) 200	Status: core/option/elective (identify programme where appropriate):  Core – BA (Hons) Families and Childhood Studies Core – BA (Hons) Education and Childhood Studies
Scheduled learning & teaching hours 40	
Independent study hours 140	
Placement hours 20	

Programme(s) in which to be offered: BA (Hons) Families and Childhood Studies BA (Hons) Education and Childhood Studies	Pre-requisites per programme (between levels):  None
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<b>Module Aims:</b> Consider the concept and value of play within the two dominant discourses of 'being and becoming', 'intrinsic and instrumental'.
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<p><b>Intended Learning Outcomes</b></p> <p><i>At the end of this module, using academic writing conventions, including Harvard referencing, students will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Discuss different definitions, perspectives and characteristics of play.</li> <li>2. Examine key theories and pioneers related to play.</li> </ol>
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3. Consider and evaluate the benefits of play both immediate and deferred.
4. Investigate how adults support the process of play through the facilitation of various experiences and environments.

**Assessment:**

Portfolio – discussion of the historical development, theoretical perspectives and definitions of play, the benefits for the child and how adults can support the play process.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Word count (or equivalent if appropriate)
1	All	Portfolio	100%	c4,000

**Learning and Teaching Strategies:**

Sessions will comprise of the presentation of information, case studies, group work, practical activities, review of DVD material and peer discussion. Students will be expected to make full use of the University's library and VLE to enhance their study.

**Syllabus Outline:**

- Play: definitions (e.g. Burghardt, Esbjorn-Hargens, Smith, Elkind, Pelegrini, Pellis, Blatchford, Bekoff, Panksepp, Lester, Russell, Brown, Montessori, McMillian, Froebel)
- Play: types and stages
- Purpose of play: classical theories of play (e.g. Schiller, Groos, Spencer, Lazarus)
- Process of play: modern dynamic perspectives (cognitive/constructivist/ evolutionary/ psychodynamic); the significance of international research and perspectives
- Discourses of play (e.g. dominant and post development; the becoming child and their instrumental play; towards a pluralistic understanding of play and playful practice)
- Play: its contribution to childhood and child development (e.g. resilience and well-being; attachment to people and place; social inclusion; learning and creativity; pleasure and enjoyment; emotion regulation; stress response systems)
- Curricula for play (e.g. foundation phase/stage, forest schools, playwork curriculum)
- Role of the adult in facilitating, extending, organising, preparing for children's play
- Adults own on-going engagement with play

## **Bibliography**

Essential reading: (\*\*\*) , freely available electronically

Brock, A., Dodds, S., Jarvis, P. and Olusoga, Y. (eds) (2013), *Perspectives on Play Learning for Life*. Second Edition. England: Routledge.

Brooker, E., Edwards, S. and Blaise, M. (eds) (2013), *The Sage Handbook on Play and Learning*. London: Sage.

Grieshaber, S. and McArdle, F. (2010), *The Trouble with Play*. Maidenhead: McGraw-Hill Education.

Lester, S. and Russell, W. (2008), *Play for a Change Play, Policy and Practice: A Review of Contemporary Perspectives*. London. National Children's Bureau.\*\*\*

Lester, S. and Russell, W. (2010), *Children's Right to Play: An examination of the importance of play in the lives of children worldwide*. The Hague: Bernard van Leer Foundation.\*\*\*

Wood, E. (2013), *Play, Learning and the Early Childhood Curriculum*. London: Sage.

Other indicative reading:

Else, P. (2014), *Making Sense of Play: Supporting Children in their Play*. England: Open University Press.

Jones, P., Moss, D., Tomlinson, P. and Welch, S. (eds) (2008), *Childhood: Services and Provision for Children*. Essex: Longman.

Lindon, J. (2010), *Understanding Child Development, Second Edition: Linking Theory to Practice*. London: Hodder Education.

Moyles, J. (2010), *The Excellence of Play*. Milton Keynes: OU Press.

Rogers, S. (ed) (2011), *Rethinking Play and Pedagogy in Early Childhood Education: Concepts, Contexts and Cultures*. Oxon: Routledge.

Sharman, C., Cross, W. and Vennis, D. (2007), *Observing Children and Young People*. Fourth Edition. London: Continuum.

Tovey, H. (2007), *Playing Outdoors*. Buckingham: OU Press.

Journals:

International Journal of Play  
American Journal of Play

Web-sites:

[www.playengland.org](http://www.playengland.org)  
[www.playwales.org](http://www.playwales.org)  
[www.ipa.org](http://www.ipa.org)  
[www.journalofplay.org](http://www.journalofplay.org)