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Module Code:	EDN401

Module Title:	Child Development and Play

Level:	4	Credit Value:	20

Cost Centre(s):	GAEC	JACS3 code: HECoS code:	X300 100459

Faculty	SLS	Module Leader:	Gillian Danby

Scheduled learning and teaching hours	36 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	**36** hrs
Placement / work based learning	
Guided independent study	164 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA (Hons) Working with Children and Families	✓	☐
BA (Hons) Education	✓	☐
BA (Hons) ALN/SEND	✓	☐

Pre-requisites
None

Office use only	
Initial approval: 03/04/2020	Version no: 1
With effect from: 01/09/2020	
Date and details of revision:	Version no:

Template updated: September 2019

Module Aims
This module aims to explore the integrated nature and theoretical basis of child development. Students will consider child development in relation to the dominant and alternative paradigms of childhood. Secondly, this module will consider the concept and value of play in relation to contemporary childhood and how play may change according to the context of the child.

Module Learning Outcomes - at the end of this module, students will be able to	
1	Outline and compare key theoretical approaches to child development.
2	Understand the different views of child development as they relate to the dominant and alternative paradigms of childhood.
3	Understand the significance of play in the lives of children and develop a shared vocabulary of play concepts.
4	Explore the changing nature of play as dependent on the context of the child i.e. play in education, play in society, play as therapy.

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
CORE ATTRIBUTES	
Engaged	
Creative	IA
Enterprising	
Ethical	I
KEY ATTITUDES	
Commitment	
Curiosity	I
Resilient	
Confidence	A
Adaptability	IA
PRACTICAL SKILLSETS	
Digital fluency	
Organisation	A
Leadership and team working	
Critical thinking	A
Emotional intelligence	
Communication	IA
Derogations	

N/A

Assessment:

Indicative Assessment Tasks:

Participants will be required to complete an assessment of up to 3000 words or equivalent.

Students are required to demonstrate a play activity (with props) using appropriate play vocabulary and explaining how this would enable a child to develop in one or more areas.

To support the demonstration students should include a handout describing their choice of play activity, making links to areas of development and theory as appropriate. This handout should include a reference list.

The demonstration should not exceed 10 minutes and the handout no more than 1 side A4.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4	Presentation	100%

Learning and Teaching Strategies:

A variety of learning and teaching strategies may be used to include a selection from:
- Lectures
- Workshops
- Blended learning
- Group activities/practical tasks
- Individual and group tutorials
- Directed study tasks

Each module will be supported by a Moodle module space in line with the University minimum requirements.

Syllabus outline:

The following provides an indicative module content:

- Identify and explore key child development theories and theorists.
- Understand how a view of child development may change according to childhood paradigms.
- Developmentalism and child development
- Social Construction and child development
- The difficulty of defining play
- Play characteristics and play types – a shared vocabulary
- Play in education

Syllabus outline:

- Play in society – Playwork
- Play as therapy

Please note that 'inclusive practice' is a core theme running throughout all relevant modules. Therefore when delivering your module content please ensure that reference is made to 'inclusivity' within the context of your delivery.

Indicative Bibliography:
Essential reading

Crowley, K. (2014), *Child Development a Practical Introduction*. London: Sage

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

Lester, S. and Russell, W. (2008), *Play for a Change, Play, Policy and Practice: A review of contemporary perspectives.* Available from: http://www.playengland.org.uk/resources/play-for-a-change-play,-policy-and-practiceareview-of-contemporary-perspectives.aspx
[Electronically accessed 04/03/2020]

Other indicative reading

Else, P. (2009), *The Value of Play*. London: Continuum.

Doherty, J. and Hughes, M. (2013), *Child Development: Theory and Practice 0-11*. 2nd ed. Harlow: Pearson Education Ltd

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

Kilvington, J. and Wood, A. (2010), Reflective Playwork For All Who Work With Children. London: Continuum International Publishing Group.

Owen, A. (ed.) (2017), Childhood Today. London: Sage

Palmer, S. (2006), Toxic Childhood: How the Modern World is Damaging Our Children and What We Can Do About It. London: Orion Books.

Pellegrini, A. D. (2009), The Role of Play in Human Development. New York: Oxford University Press.

Smidt, S. (2013), *The Developing Child in the 21st Century: A global perspective on child development.* 2nd ed. London: Routledge