

MODULE SPECIFICATION FORM

Module Title: Understanding the Playing Child	Level: 4	Credit Value: 20
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Module code: ECS407	Cost Centre: GAEC	JACS2 code: X310
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Semester(s) in which to be offered: 3	With effect from: July 2015
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Office use only: To be completed by AQSU:	Date approved: September 2013
	Date revised: July 2015
	Version no: 2

Existing/New: Existing	Title of module being replaced (if any):
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Originating Academic area:	Childhood and Family Studies	Module Leader:	Ben Tawil
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Module duration (total hours)	200	Status: core/option/elective Option (identify programme where appropriate):
Scheduled learning & teaching hours	30	
Work-based Learning	30	
Independent study	140	

Percentage taught by Subjects other than originating Subject (please name other Subjects):
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Programme(s) in which to be offered: FdA Childhood Studies: Families and Young Children FdA Childhood Studies: Play FdA Childhood Studies: Education FdA Childhood Studies: Special Educational Needs	Pre-requisites per programme (between levels):
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Module Aims:

This module aims to explore historical and contemporary concepts surrounding the playing child. It will consider the influence of the environment and the attitudes, values and pre-conceptions held by practitioners and society towards play.

Expected Learning Outcomes:

At the end of this module, students should be able to:

Knowledge and Understanding:

- 1) Develop an understanding of both historical and contemporary perspectives on play.
- 2) Demonstrate an understanding of the influence of the environment on children's play.
- 3) Recognise the importance of attitudes, values and pre-conceptions as an influence on the playing child.

Key Academic skills:

Demonstrate academic writing conventions, including use of supporting evidence and Harvard referencing.

Transferable/Key Skills and other attributes:

- Effective Communication
- Time management
- Organisational skills
- Personal and professional reflection
- Application of theory to practice
- Independent learning
- Evaluation of policy and legislation
- Team Work
- Problem solving

Assessment:

- 1) Group Wiki Page & Resource – Exploration of perspectives on play, environment and attitudes, values and pre-conceptions through a written wiki page which leads to the development of a resource for a specific audience.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3	Group Project	100%		3,000

Learning and Teaching Strategies:

This module is delivered through e-learning/blended learning

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and work-based tasks. Each module will consist of sessions whereby the students are introduced to appropriate content through reading, watching videos, screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Athens. Students are encouraged to interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students using chat forums, live chat sessions, e-mail, Moodle messaging, wiki pages, interactive quizzes and web conferencing. Students are enabled to communicate with each other and to form a community of practice using a variety of the above tools.

Work-based learning is an important and integral part of each module. Students are supported throughout to make links between the module content and their professional practice. This is facilitated informally through a variety of communication methods integrated within each session and formally through an assessed piece of work.

Syllabus outline:

The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course and the content used to answer the questions below should be revised each year as appropriate.

This module will support students to explore the following questions:

- 1) How is play understood throughout history?
- 2) How do we currently understand play?
- 3) How do we understand the influence of the environment on children's play?
- 4) How is children's play influenced by attitudes, values and pre-conceptions?

In exploring these questions this module will consider:

- Historic conceptualisations of play
- Modern dynamic conceptualisations of play
- Post Modern/Contemporary conceptualisations of play
- Definitions/types and characteristics of play
- Benefits of play
- Factors that influence play and playing

Bibliography

Books marked with an * are currently available for students to access via Athens

Essential reading:

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

Howard, J., Alderson, D. and Sheridan, M. (2010), *Play in Early Childhood*. Third Edition. London: Routledge*

Lester, S. and Russell, W. (2008), *Play for a Change, Play, Policy and Practice: A review of contemporary perspectives*. England: National Children's Bureau
<http://www.playengland.org.uk/resources/play-for-a-change-play,-policy-and-practice-a-review-of-contemporary-perspectives.aspx>

Brock, A. (2009), *Perspectives on play: learning for life*. Harlow: Pearson/Longman*

Other indicative reading:

Brown, F. and Taylor, C. (2008), *Foundations of Playwork*. Berkshire: Open University Press.

Department for Children, Education, Lifelong Learning and Skills, (2008) *Play/Active Learning Overview for 3/7-year-olds*. Cardiff: DCELLS.

Department for Children, Education, Lifelong Learning and Skills, (2013), *Rights of Children and Young People (Wales) Measure 2011*. Cardiff: WAG
<http://www.legislation.gov.uk/mwa/2011/2/section/1/enacted>

Kehily, M.J. (ed.) (2008) *An Introduction to Childhood Studies*. Second Edition. Maidenhead: Open University Press/McGraw Hill*

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.

Smith, P. K. (2010), *Children and Play; with a chapter by Yumi Gosso*. Chichester: Wiley-Blackwell.

Sommer, D., Pramling Samuelsson, I. and Hundeide, K. (eds.) (2010), *Child perspectives and children's perspectives in theory and practice*. Milton Keynes: Springer.

Sutton-Smith, B. (1997), *The Ambiguity of Play*. London: Harvard University Press

Welsh Assembly Government (2006), *Play in Wales: The Assembly Government's Play Policy Implementation Plan*. Cardiff: WAG

Wilson, K. and Ryan, V. (2005), *Play Therapy: A Non-Directive Approach for Children and Adolescents*. Oxford: Elsevier Health Sciences

Journals:

Childhood – A journal of Global Child Research
European Early Childhood Education Research Journal
Educational Research
Early Years - An International Research Journal
Education 3-13
Journal of Early Childhood Research

Websites:

National Children's Bureau
<http://www.ncb.org.uk>
International Play Association
<http://www.ipaworld.org>
American Journal of Play
<http://www.journalofplay.org>
UNICEF
<http://www.unicef.org/crc/>

UK Play Organisations
<http://www.playwales.org.uk>
<http://www.playengland.org.uk>
<http://www.playboard.org>
<http://www.playscotland.org>

Play Link
<http://www.playlink.org>
British Association of Play Therapists
<http://www.bapt.info/>
Play Therapy UK
www.playtherapy.org.uk