

MODULE SPECIFICATION FORM

Module Title: Places for Play	Level: 5	Credit Value: 20
-------------------------------	----------	------------------

Module code: ECS509	Cost Centre: GAEC	JACS2 code: X310
---------------------	-------------------	------------------

Semester(s) in which to be offered: 3	With effect from: September 2013
---------------------------------------	----------------------------------

Office use only: To be completed by AQSU:	Date approved: September 2013
	Date revised: -
	Version no: 1

Existing/New: New	Title of module being replaced (if any):
-------------------	--

Originating Academic area:	Childhood and Family Studies	Module Leader:	Ben Tawil
----------------------------	------------------------------	----------------	-----------

Module duration (total hours)	200	Status: core/option/elective Core (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):
--

Programme(s) in which to be offered: FdA Childhood Studies: Play	Pre-requisites per programme (between levels): None
---	---

Module Aims:

This module aims to enable practitioners to explore the nature and significance of space and place, their influence on the playing child and child development.

Expected Learning Outcomes

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

Knowledge and Understanding:

- 1) Distinguish place from space and explore the constituent factors in relation to children's play.
- 2) Analyse the impact of place in relation to children's development.
- 3) Demonstrate how constraints and opportunities can be addressed in creating spaces for children's play.

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 to enhance practice
- Independent learning
- Evaluation
- Critical thinking
- Analyse concepts, theories and issues of policy in relation to practice.

Assessment:

- 1) Briefing Paper and Proposal – Write a briefing paper examining the significance of place in relation to children's play and development. Develop a proposal for an effective play space.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Project	100%		4,000

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) What is the meaning of place and space in relation to children's play?
- 2) What is the significance of place in children's play?
- 3) What are the constraints and opportunities in the development of places for play?
- 4) How do we create places for play?

In exploring these questions the module will consider:

- Historic and modern conceptualisations of space and place
- The spatial nature of children's play
- Modern and post modern applications of space and place in provision for children's play
- Affordance and disturbance
- Fields of action
- Place attachment

Bibliography

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

Essential reading:

Benson, C.L. (2009), *Changing Places: Children's Experiences of Places During Middle Childhood*. California: Humboldt State University. Available Electronically: <http://humboldt->

dspace.calstate.edu/xmlui/handle/2148/472

Clark, A. and Moss, P. (2005), *Spaces to Play: More Listening to Young Children Using the Mosaic Approach*. London: National Children's Bureau.

Day, C. and Midbjer, A. (2007), *Environment and children: passive lessons from the everyday environment*. First Edition. Architectural, Amsterdam: London*

Spencer, C. and Blades, M. (eds), (2006), *Children and their environments: learning using and designing spaces*. Cambridge, UK: Cambridge University Press

Other indicative reading:

Bilton, H. (2010), *Outdoor Learning in the Early Years: Management and Innovation*. London: National Children's Bureau.

Frost, J.L. (2010), *A History of Children's Play and Play Environments: Toward a Contemporary Child-Saving Movement*. Oxfordshire: Routledge.

Gill, T. (2005), *The home zones movement in the UK: history, progress and prospects*. http://www.homezones.org.uk/public/downloads/Tim_Gill_Childstreet_Paper.pdf

Gill, T. (2013), 'German children enjoy far more freedom than their English peers', *Rethinking Childhood*. <http://rethinkingchildhood.com/2013/01/14/children-freedom-england-germany/#more-2799>

Hughes, B. (1996), *Play Environments: A Question of Quality*. London: Playlink.

Lester, S. and Maudsley, M. (2007), *Play, naturally: A review of children's natural play*. London: National Children's Bureau. [Available Electronically]

Lester, S. and Russell, W. (2008), *Play for a change. play, policy and practice: A review of Contemporary Perspectives*. London: National Children's Bureau. [Available Electronically]

Moss, P. and Petrie, P. (2002), *From Children's Services to Children's Spaces: Public Policy, Children and Childhood*. London: RoutledgeFalmer.

Pearce, G. and Bailey, R.P. (2011), 'Football pitches and Barbie dolls: young children's perceptions of their school playground', *Early Child Development and Care*, Vol. 181, No.10, pp.1361-1379. [Available Electronically]

Sobel, D. (2002), *Children's special places: exploring the role of forts, dens, and bush houses in middle childhood*. London: Wayne State University Press.

Tovey, H. (2007), *Playing Outdoors: Spaces and Places, Risks and Challenge*. Berkshire: McGraw Hill-International.

Valentine, G. (2004), *Public space and the culture of childhood*. Aldershot: Ashgate.

Veitch, J., Bagley, S., Ball, K. and Salmon, J. (2006), 'Where do Children Usually Play? A Qualitative Study of Parents' Perceptions of Influences on Children's Active Free-Play', *Health and Place*, Vol. 12, pp. 383-393 <http://dro.deakin.edu.au/eserv/DU:30003674/ball-wherechildrenusuallyplay-2006.pdf>

Rasmusen, K. (2004), 'Places for Children – Children's Places', *Childhood*, 11(2):155-173

Shaw, B., Watson, B., Frauendienst, B., Redecker, A., Jones, T. and Hillman, M., (2013), *Children's independent mobility: a comparative study in England and Germany (1971 - 2010)*. London: Policy Studies Institute. [Available Electronically]

Thomas, G. and Hocking, G. (2004), *A Child's Place: Why environment matters to children*. London: Green Alliance/Demos

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
Learning Through Landscapes
<http://www.ltl.org.uk>

