

MODULE SPECIFICATION PROFORMA

Module Title:	Perspectives on Play	Level:	4	Credit Value:	20
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Module code:	EDC432	Is this a new module?	YES	Code of module being replaced:	NA
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Cost Centre:	GAEC	JACS3 code:	X310
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Trimester(s) in which to be offered:	1	With effect from:	September 18
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School:	Social & Life Sciences	Module Leader:	Kate Wagner
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Scheduled learning and teaching hours	48hrs
Guided independent study	128 hrs
Placement	24 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Childhood, Education and Welfare	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval December 16

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

Yes No

Module Aims

Building on your prior knowledge of the role of play in understanding childhood and child development, this module will extend and explore the significance of play in children's lives. You will have the opportunity to explore the historical and cultural perspectives on play together with the different play theorists and pioneers. You will be encouraged to reflect on play provision in your settings and identify the dominant theoretical perspectives in your own context. You will explore the notion of learning through play and relate major play theories to practice.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Develop an understanding of the importance of play in children's lives through exploring diverse and contemporary perspectives on play	KS1	KS5
		KS3	KS6
		KS4	KS9
2	Explore the role of play in learning.	KS1	KS5
		KS3	KS6
		KS4	KS9
3	Assess the impact of spaces and places on children's learning.	KS1	KS5
		KS3	KS6
		KS4	KS9
4	Identify and examine current issues in relation to children and play in the twenty-first century.	KS1	KS5
		KS3	KS6
		KS4	KS9

Transferable/key skills and other attributes

- Effective Communication
- Time management
- Organisational skills
- Personal and professional reflection
- Application of theory to practice
- Independent learning
- Problem solving
- Effective writing skills
- Analyse concepts, theories and issues of policy in relation to practice.
- Evaluation
- Critical thinking

Derogations

None

Assessment:

Coursework – an activity or set of activities which enable students to demonstrate the link between play and learning, the importance of space and contemporary issues which effect understanding of children’s play

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	All	Coursework	100%		3000

Learning and Teaching Strategies:

Students access the course through a virtual learning environment (Moodle). Each module follows the same structure to enable consistency and involves students in a process of learning new content, discussing content to deepen understanding and reviewing knowledge before moving to the next session. The students are introduced to content through a variety of means designed to enhance access for students with additional learning needs. This could include reading (with audio where possible), watching videos (with transcripts where possible), screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Resource Finder.

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and a work-based portfolio. 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, 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.

This module may also be delivered using blended learning, whereby aspects of the course may be taught in the classroom (i.e. Saturday Study Day) in combination with online learning.

Syllabus outline:

The syllabus outline has been presented as a 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 as 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:

- What is 'play'?
- How is the role of play understood in children's lives?
- How are children's play needs and preferences identified?
- What approaches are used to support children's self-directed play at home, in school, in the community, and on screen?
- What is the role of space and place for children's play?
- How is children's 'risky' play experienced and managed by the child and the practitioner?

In exploring these question, this module will consider:

- The nature of children's play and the 'playing' child
- Types of play
- Classical theories of play investigating the purpose of play
- Modern dynamic perspectives of play exploring the process of play
- Discourses of play
- The contribution of play to understanding the child and childhood and child development
- Play as pedagogy examining the central role of play in learning and the position of play in the curriculum
- Play and the role of the adult in children's play
- Spaces and places for play
- Risky play
- Play and technology

Bibliography:

Essential reading

Brock, A., Jarvis, P. and Olusoga, Y. (Eds.) (2013), *Perspectives on Play: Learning for Life*. Second Edition. London: Routledge.

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

Other indicative reading

Brown, F. (2003), *Playwork - Theory and Practice*. Buckingham: Open University Press. (Seminal)

Brown, S. and Vaughan, C. (2010), *Play: How it shapes the brain, opens the imagination and invigorates the soul*. Reprint. London: Penguin Putnam. (Seminal)

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

Fisher, J. (2016), *Interacting or Interfering?* Maidenhead: Open University Press.

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> (Seminal)

Patte, M. and Brown, F. (Eds.) (2012), *Rethinking Children's Play*. London: Bloomsbury Academic.

Journals

Childhood
Childhoods Today
Children and Society
Education 3-13
International Journal of Education Childhood Education Research
International Journal of Play

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:
Play Wales
<http://www.playwales.org.uk>

Play England
<http://www.playengland.org.uk>

Playboard (NI)
<http://www.playboard.org>

Play Scotland
<http://www.playscotland.org>