

MODULE SPECIFICATION PROFORMA

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PRIFYSGOL GLYNDŴR WRECSAM
GLYNDŴR UNIVERSITY WREXHAM

MODULE SPECIFICATION FORM

Module Title: Play	Level: 4	Credit Value: 20
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Module code:EDC407 (if known)	Semester(s) in which to be offered: 1/2	With effect from: Sept, 2010
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Existing/New: New	Title of module being replaced (if any): EDC 130 – Importance of Play
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Originating Subject: Education and Childhood Studies	Module Leader: Ben Tawil
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Module duration (contact hours/ directed/directed private study):	60 hrs (contact) 60 hrs (direct) 80 hrs (private)	Status: core/option/elective (identify programme where appropriate): Core
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Percentage taught by Subjects other than originating Subject (please name other Subjects):	N/A
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Programme(s) in which to be offered: BA (Hons) Education and Childhood Studies BA (Hons) Families and Childhood Studies	Pre-requisites per programme (between levels): None	Co-requisites per programme (within a level): None
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Module Aims:

Provide students with the opportunity to investigate the concept of play. Considering the value of play within the two dominant discourses of 'being and becoming', 'intrinsic and instrumental'. The module will facilitate both theoretical discussion, and considerations of and for practical application.

Expected Learning Outcomes

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

Knowledge and Understanding:

1. Describe and discuss differing definitions and characteristics of play;
2. Consider and evaluate the benefits of play both immediate and deferred;
3. Investigate how practitioners support the process of play through the facilitation of various experiences and environments;
4. Develop an awareness of curricula for play.

Transferable/Key Skills and other attributes:

- Communication
- Work with others
- Reflection and evaluation
- Management of own learning
- Share ideas and listen to others

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). **Details of indicative assessment tasks must be included.**

Scrapbook – linking activities to theoretical and curricular perspectives of play.

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

Learning and Teaching Strategies:

The module will comprise of interactive group work, peer tutorial groups, and lectures.

Syllabus outline:

- Defining and characterising play and playing
- Stages and types of play across the life span
- Theorising play, classic , modern dynamic and contemporary perspectives
- Intrinsic and instrumental rhetoric's of play
- Being and becoming rhetoric's of childhood
- Play resilience and well being

- Peer and place attachment
- Risk challenge and uncertainty (stress response systems)
- Learning
- Creativity
- Pleasure and enjoyment
- Emotion regulation
- Curricula for play (e.g. foundation phase, foundation stage, forest schools, playwork curriculum)
- Facilitating and extending children's play
- Organising and preparing for children's play

Bibliography

Essential Reading:

Brown, F. (2003), *Playwork Theory and Practice*. Buckingham: OU Press.

Brock, A., Dodds, S., Jarvis, P. and Olusoga, Y. (2009), *Perspectives on Play Learning for Life*. Pearson Education: England.

Kehily, M.J. and Swann, J. (2003), *Children's Cultural Worlds*. Milton Keynes: Wiley and Sons Ltd in association with OU Press.

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

Macloud-Brudenell, I. and Kay, J. (eds) (2008), *Advanced Early Years*. Second Edition. United Kingdom: Heinemann.

Recommended Reading:

Bruce, T. (2004), *Developing Learning in Early Childhood* London: Sage Publications.

Bruce, T. (2005), *Early Childhood Education*. Third Edition. London: Hodder Arnold.

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

Lindon, J. (2007), *Understanding Child Development*. London: Hodder Arnold.

Lindon, J. (2007), *Understanding Children and Young People*. London. Hodder Arnold.

May, P., Ashford, E. and Bottle, G. (2006), *Sound Beginnings*. London: David Fulton.

Moyle, J. (1993), *Just Playing*. Milton Keynes: OU Press.

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.