T&L 526: Play in Development and Early Childhood Education

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Class meetings: Wednesday 4:30 – 6:15 pm
Education Room 106

Course Description
The play of children has long been viewed as essential to the developmental process. In addition Education has recognized the need to incorporate play into programs. This course explores the relationship of play to development (cognitive, physical, and emotional), and the way in which play has been incorporated in programmatic settings. The focus is on preschool, kindergarten and the primary grades

Conceptual Framework:
The teacher education programs at the University of North Dakota are founded on constructivist principles. Through our programs, we support the development of teachers who are learners, active agents of learning and articulate visionaries.

Course Objectives:
1. To identify the developmental stage of play in children.
2. To identify how children’s play is affected by individual differences such as sex, social, class, disabilities and culture.
3. To identify various ways of dealing with war toys.
4. To identify ways that play is understood in the primary grades.
5. To apply the theories of play through a research project.
6. To compare and contrast elements of play from a generational perspective.
7. To compare and contrast play in different cultures.

Required Texts:

Students with Special Needs:
Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the instructor at the start of the semester. Individual help is available and adaptation of methods, materials, or tests may be made as required to provide for equitable participation

Reference articles


Hyson, M. (May, 2001). Reclaiming our words. *Young Children*, 53-54


Perlmutter, J. & Burrell, L. (July, 1995). Learning through “play” as well as “work” in the primary grades. *Young Children, 14-21*
Stone, S. (September, 1995) *Wanted: Advocates for play in primary grades.* Young Children, 45-54


**Course Requirements**

1. **Class participation (20 points):** Active participation in all class discussions and class activities

2. **Discussion board assignment (30 points):** Each period before we meet, one of you will be responsible for leading a discussion on blackboard on chapter topics as outlined in the syllabus. Your responsibility will be to come up with questions that the other class mates will respond to while synthesizing what they have read from the chapters. The other class mates should respond to each other’s comments. **Answer all questions and respond to at least one other classmates response.** Questions should be submitted by each Friday.

3. **Journal article summaries (50 points):** Search for articles relevant to the topics scheduled for reading before the next class. Provide a summary/critique of the article. Post your summary on blackboard for others to read and add comments as necessary. Readings should be specifically referenced with a well Developed discussion of the provocations the authors are providing to your own thinking. **Should have been submitted a week before we meet.**

4. **Interview (20 points):** Interview one person at least 25 years older than you are. Learn about the content of that person’s childhood as well as his or her characteristic types of play. You will describe your findings in class through a paper/report. Questions will be handed out as a guide. (3-4 pages). At least 1 presentations each time we meet.

5. **Research paper (60 points):** Research paper on play: This will be either qualitative or quantitative and will consist of a mini-research project. The project will consist of an introduction, review of literature, observation or experiment, discussion and conclusion.10 pages maximum using APA format. **Presentations will start 11/14**
6. Case study analysis: one case study dealing with play (20 points). Due October 3.

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<tr>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Class participation</td>
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<td>Discussion board</td>
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<td>Journals</td>
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TOTAL POINTS 200

Tentative Course Schedule

08/22 Introductions, class assignments

09/12 Play History: Ideas, Beliefs, & Activities

   Theories of Play: organizations & Purpose of study
   Development of play; defending play

   Neuroscience, Play Deprivation & Play for Play
   Teachers look at play

Frost ch. 1

10/03 “The role of play in the ECE Curriculum

   Play: Infants & Toddlers;
   Play and the School-Age Child

Frost 4, 5

10/24 Cultural & Gender differences in play

   Play in Diverse Asian Cultures, East Indian Chinese, Japanese & Polynesian

   Play in Diverse Cultures

Frost ch. 7

Roopnarine ch. 2-5, 8

Roopnarine, ch. 7, 9, 10

11/14 Curriculum & Play

   Play and Special Children

Frost ch. 8

Frost ch. 9

11/28 Play therapy

   Creating Play Environments
   Child Safety in Public Places

Frost 10.

Frost ch. 11

Frost ch. 12
12/5 Final Research Projects