

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

Instructor: Grace Onchwari, PhD

Office: Education Room 101F

Office Hours: Tue. & Thu 1-2pm and Wed. by appointment

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Class meetings: Wednesday 4:30 – 6:15 pm

Education Room 106

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### **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:**

Frost, J. L.; Wortham, S. C. & Reifel, S. (2005) Play and Child Development. Upper Saddle River, New Jersey: New York

Roopnarine, J. L; Johnson, J. E. & Hooper, F. H. (1994). Children's play in diverse cultures. Albany, NY: State University of New York Press

### **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

Bloch, M. & Sukeyeong, C. (1990). Conceptions of play in the history of early childhood education. *Child & Youth Quarterly*, 19 (1) 31-48

Carlson-Paige, N. & Levin, D. (December/January 1987/88). Young children and war play. *Educational Leadership* 80-84

Carter, M. (1993, January). Catching the spirit: Training teachers to be playful. *Child Care Information Exchange* 37-39.

Christie, J. (April, 1990). Dramatic play: A context for meaningful engagements. *The Reading Teacher* 542-545

Christie, J. & Wardle, F. (1992, March). How much time is needed for play? *Young Children*, 28-31

Cooney, M. (November, 1997). Observing children play. *Child Care Information Exchange*, 57-60

Drew, W. (May, 1992). Let's play with our children. *Child Care Information Exchange*, 36-37

Elkind, D. (May, 2001) *Thinking about children's play*. *Child Care Information Exchange*, 27-28

Fromberg, D. (November, 1997). What is new in play research. *Child Care Information Exchange*, 53-56

Giordano, G. (Summer, 1990). Play-use generalize! Three-step activities for developing math readiness. *Day Care & Early Education*, 13-17

Hughes, F., Elickert, J. & Veen, L. (January, 1995). A program of play for infants and their care givers. *Young Children*, 52-58

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

Isenberg, J. & Quisenberry. (February, 1988). Play: a necessity for all children. *Childhood Education* 138-145

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

Strasser, J. (2000). The teacher as researcher: Action research studies on creativity & play. *Journal of Early Childhood Teacher Education* 21 (2) 281-288.

Thinking about play: tool for self-assessment. (1991). *Child Care Information Exchange*, July/August 55-56.

Vandenberg, B. (1990). Toys and intentions. *Contemporary Education*, 61 (4) 200-203

Wardle, F. (May, 2000). Support constructive play in the wild. *Child Care Information Exchange*, 26-30

Zeece, P. & Graul, S. (1990, Fall). Learning to play: Playing to learn. *Day Care & Early Education*, 11-15.

## 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.

<u>Grading Scale</u>	<u>(points)</u>
Class participation	20
Discussion board	30
Journals	40
Interview	30
Case study	20
Research paper	<u>60</u>
<b>TOTAL POINTS</b>	<b>200</b>

### **Tentative Course Schedule**

08/22 Introductions, class assignments

09/12 Play History: Ideas, Beliefs, & Activities Frost ch. 1

Theories of Play: organizations & Purpose of study Frost ch. 2  
Development of play; defending play

Neuroscience, Play Deprivation & Play for Play Frost ch. 3  
Teachers look at play

10/03 “The role of play in the ECE Curriculum Frost 4, 5  
Play: Infants & Toddlers;

Play and the School-Age Child Frost ch. 6

10/24 Cultural & Gender differences in play Frost ch. 7

Play in Diverse Asian Cultures, East Indian Roopnarine ch. 2-5, 8  
Chinese, Japanese & Polynesian

Play in Diverse Cultures Roopnarine, ch. 7, 9, 10

11/14 Curriculum & Play Frost ch. 8

Play and Special Children Frost ch. 9

11/28 Play therapy Frost 10.

Creating Play Environments Frost ch. 11

Child Safety in Public Places Frost ch. 12

12/5 Final Research Projects