Module name	**Theoretical and methodological perspectives of play**
Erasmus code	011
ISCED code	
Language of instruction	English
Website	http://www.umcs.pl/pl/offer-for-erasmus-student,4667.htm
Prerequisites	no
ECTS points hour equivalents	Contact hours (work with an academic teacher): 15 Total number of hours with an academic teacher : 15 Number of ECTS points with an academic teacher : 1 Non-contact hours (students' own work): 75 Total number of non-contact hours : 75 Number of ECTS points for non-contact hours : 2 Total number of ECTS points for the module: 3
Educational outcomes verification methods	active attendance and coursework , essay about: a) chosen topic or b) CBT practical exercises.
Description	The aim of the module is to acquaint students with the essence of play , to clarify the concept of entertainment and play distinction in its pure form, learning through play and teaching through play. Students learn the theories of fun: the atavistic, preparatory exercises, functional, respite, types of games and their characteristics, internal and external conditions of fun.
Reading list	Brown F. , Patte M., *Rethinking children's play*, Bloomsbury Academic , London, 2013 Sheridan D. M. *Play early in early childhood*, Routledge, Oxon, 2011. Broadhead P., Burt A., *Understanding young children 's learning through play*, Routledge, Oxon 2012. Andrew M., *Exploring play for early childhood studies*, SAGE, London, 2012 Bruce T. *Learning through play*, Hoodder education , Oxon, 2011 Brock A., Dodds S., Jarvis P. Olusoga Y., *Perspectives on play . Learning for life*. Pearson, Edinburg , 2009.
Educational outcomes	KNOWLEDGE Student defines the notion of play. the types, features and functions playground, categorizes plays, defines the concept, origins and the importance of play in the light of some theory. SKILLS Student plans, presents and conducts various types of playing with children of preschool age, formulates and presents findings of the observed area, deliberately chooses and independently develops various types of play according to the individual needs of pupils. ATTITUDES Student interprets goals and results play, critically analyze core of play.
Practice	

Information about classes in the cycle

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Educational outcomes verification methods	active attendance and coursework , essay about: a) chosen topic or b) CBT practical exercises.
Comments	contact: barbara.bilewicz@poczta.umcs.lublin.pl
Reading list	Brown F. , Patte M., *Rethinking children's play*, Bloomsbury Academic , London, 2013 Sheridan D. M. *Play early in early childhood*, Routledge, Oxon, 2011. Broadhead P., Burt A., *Understanding young children 's learning through play*, Routledge, Oxon 2012. Andrew M., *Exploring play for early childhood studies*, SAGE, London, 2012 Bruce T. *Learning through play*, Hoodder education , Oxon, 2011 Brock A., Dodds S., Jarvis P. Olusoga Y., *Perspectives on play . Learning for life*. Pearson, Edinburg , 2009.
Educational outcomes	

A list of topics	1. What is play?. Psychological, educational and playwork perspectives. Historical perspectives and principles.
	2. Value of play . Play deprivation. Understanding concepts of play. How play makes sense of learning and helps develop abstract ideas.
	3. Becoming oneself as a playful being and the growth of identity: looking outdoors and indoors.
	4. Play with object (treasure basket) and heuristic play - supporting children's play.
	5. Developing the pedagogy of play. From the new child to the masterplayer : playful progression from child –initiated activities.
	6. Observation in play.
Teaching methods	analysis of source texts, documents and acts, presentation, discussion
Assessment methods	written work