MASTER SYLLABUS

ECHD 306: Purposeful Play-Based Learning

CIP Code: 13.03

Created by: Maureen P. Maiocco, Ed.D.
A. **TITLE:** Purposeful Play-Based Learning

B. **COURSE NUMBER:** ECHD 306

C. **CREDIT HOURS**

   # Credit Hours: 3  
   # Lecture Hours 3 per Week  
   Course Length (# of Weeks): 15

D. **WRITING INTENSIVE COURSE:** No

E. **GER CATEGORY:** n/a

F. **SEMESTER(S) OFFERED:** Fall or Spring

G. **COURSE DESCRIPTION:**

   In this course, students will gain an understanding of the value of intentional and purposeful teaching strategies supported through meaningful play-based experiences for the young child. Students will develop learning plans, design primary classroom spaces that support playful engagement, and explore play-based curriculum to best support the developmental needs and milestones of children, birth – age 5.

H. **PRE-REQUISITES:** ECHD 101

   **CO-REQUISITES:**

I. **STUDENT LEARNING OUTCOMES:**

<table>
<thead>
<tr>
<th>Course Student Learning Outcome [SLO]</th>
<th>ISLO</th>
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<tbody>
<tr>
<td><strong>PLO 8:</strong> Apply skills of curriculum planning and age-appropriate early childhood learning environments that support the development of children from infancy to age 5 based upon developmentally appropriate teaching practices.</td>
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<tr>
<td>a. Develop purposeful and intentional play-based curriculum and activities for children from infancy to age 5.</td>
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<td>b. Research play-based pedagogy and teaching practices that support children’s development and learning.</td>
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<td>c. Create classroom settings that support play-based learning goals and assessment of developmental skills and outcomes for the young child.</td>
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<td>d. Examine learning theories related to play-based educational experiences and universal perspectives regarding play.</td>
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<tr>
<td>KEY</td>
<td>Institutional Student Learning Outcomes</td>
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<tr>
<td>ISLO #</td>
<td>ISLO &amp; Subsets</td>
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| 1 | Communication Skills  
Oral [O], Written [W] |
| 2 | Critical Thinking  
Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS] |
| 3 | Foundational Skills  
Information Management [IM], Quantitative Lit./Reasoning [QTR] |
| 4 | Social Responsibility  
Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T] |
| 5 | Industry, Professional, Discipline Specific Knowledge and Skills |

J. **APPLIED LEARNING COMPONENT:** Yes  
   Classroom/Lab

K. **TEXTS:** Determined by instructor

L. **REFERENCES:**  
*A pedagogy of play: Supporting playful learning in classrooms and schools.*  
Cambridge, MA: Project Zero.  
Center on the Developing Child. *Brain-Building Through Play: Activities for Infants, Toddlers and Children.* Harvard University MA

M. **EQUIPMENT:** Tech. Enhanced Classroom / LMS

N. **GRADING METHOD:** A - F

O. **SUGGESTED MEASUREMENT CRITERIA/METHODS:**  
Quizzes, Exams, Assignments, Project, Discussion Boards

P. **DETAILED COURSE OUTLINE:**

I. Defining Play  
   a. Why a Pedagogy of Play?  
   b. Six Principles of Playful Learning  
      o One: Play supports learning.  
      o Two: Playful learning in school requires play with a purpose.  
      o Three: Paradoxes between play and school add complexity to teaching and learning.  
      o Four: Playful learning is universal yet shaped by culture.  
      o Five: Playful mindsets are central to playful learning.  
      o Six: Supportive school cultures enable playful learning to thrive.

II. Relationship Between Play and Learning  
   a. Purposeful and Intentional Teaching Practices  
   b. Research on Play: Theories and Theorists
c. Play as a Strategy for Learning
d. Executive Functions

III. Playful Learning in Schools
   a. Opportunities
   b. Cross-cultural indicators of playful learning
   c. Mindset: From recess to free play opportunities
   d. Teaching that supports playful learning

IV. Supporting Playful Learning in Classrooms
   a. Empowering learners
   b. Collaborative learning
   c. Experimentation and risk-taking
   d. Imaginative thinking
   e. Documentation and assessment

V. Play-Based Activity Planning
   a. Playful Experiences for the Teacher
   b. Playful Experiences for the 6 – 18-month-old
   c. Playful Experiences for the 2 – 3-year-old
   d. Playful Experiences for the 4 – 7-year-old

VI. Creating a Culture of Playful Learning
   a. Shared understandings
   b. Supporting playful learning
   c. Professional opportunities
   d. Building community connections
   e. Planning for play

VII. Challenges to Playful Learning

Q. LABORATORY OUTLINE: n/a