Academic course description

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| Bachelor ‘S PROGRAMME**Preschool and Primary School Pedagogy**2nd YEAR OF STUDY, 1st SEMESTER |

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| **Course title** | | **Psychopedagogy of Play** |
| Course code | | - |
| Course type | | full attendance/ tutorial |
| Course level | | 1st cycle (bachelor’s degree) |
| Year of study, semester | | 2nd year of study, 1st semester |
| Number of ECTS credits | | 5 |
| Number of hours per week | | 4 (2 lecture hours + 1 seminar hour) |
| Name of lecture holder | | Lecturer, PhD, Butnaru Simona |
| Name of seminar holder | | Assistant professor, PhD, Assante Gabriela Monica |
| Prerequisites | | Advanced level of English  Theoretical knowledge and skills of projection, development, evaluation of teachers activities in primary education |
| A | **General and course-specific competences** | |
|  | **General competences**:   * Designing training or educational programs for primary and preschool education * Carrying out activities specific to the instructive-educational process in primary and preschool education   **Course-specific competences**:   * Applying teaching principles and methods specific to the activities/subjects taught to ensure the progress of preschoolers/young students * Carrying out teaching activities that follow and illustrate the principles and methodologies specific to teachers applied in preschool and primary education * Putting into practice the knowledge regarding the methodological stages of carrying out teaching and learning activities in preschool and primary education. | |
| B | **Learning outcomes** | |
|  | * To master the theoretical and methodical notions related to play activities * To design methodologically correctly play activities for preschool and primary education * To properly integrate play sequences in the design of teaching and learning activities for preschool and primary education | |
| C | **Lecture content** | |
|  | * The evolutionary role of play * Functions of play and educational play * Types of play * Play and toy; the role of the objects used in play activities | |
| D | **Recommended reading for lectures** | |
|  | * Gray, P., (2011a). The Decline of Play and the Rise of Psychopathology in Children and Adolescents, American Journal of Play, 3(4), 443-463. 23. * Gray, P., (2011b). The Special Value of Children’s Age-Mixed Play, American Journal of Play, 3(4), 500-522. 24. * Han, M., Moore, N., Vukelich, C., Buell, M., (2010). Does play make a difference? How play intervention affects the vocabulary learning of at-risk preschoolers, American Journal of Play, 3(1), 82-105. * Thompson, R.A., Easterbrooks, M. A, Padilla-Walker, L.M., (2003). Social and emotional development in infancy, in B. Weiner I., Handbook of Psychology, vol. 6. Developmental psychology, John Wiley & Sons, Inc., Hoboken, New Jersey, pp. 91-112. | |
| E | **Seminar content** | |
|  | * Types and functions of play * Designing didactic play activities * Integrating play in teaching and learning activities | |
| F | **Recommended reading for seminars** | |
|  | * Drew, W. F., Nell, M., & Bush, D. (2013). From Play to Practice-Connecting Teachers Play to Childrens Learning. National Association For The Early Childhood. * Bettelheim, B., (1987). Pour être des parents acceptables, France Loisirs, Paris. * Power, P, (2011), Playing with ideas. The affective dinamics of creative play, 3(3), 288-323. | |
| G | **Education style** | |
| learning and teaching methods | | Lecture, exercising, observation, heuristic conversation, debate, group discussions |
| assessment methods | | Seminar activity, designing didactic play sequences (30%)  Final written exam (70%) |
| Language of instruction | | English |