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 EnglishTheoretical 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.
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| 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
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| 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
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| 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.
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| E | **Seminar content** |
|  | * Types and functions of play
* Designing didactic play activities
* Integrating play in teaching and learning activities
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| 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.
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| 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 |