STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK

MASTER SYLLABUS

ECHD 306: Purposeful Play-Based Learning

CIP Code: 13.03

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SCHOOL OF BUSINESS AND LIBERAL ARTS
SOCIAL SCIENCES DEPARTMENT
SPRING 2024

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:

Course Student Learning Outcome [SLO]	ISLO
PLO 8: 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.	
a. Develop purposeful and intentional play-based curriculum and activities for children from infancy to age 5.	5
b. Research play-based pedagogy and teaching practices that support children's development and learning.	5
c. Create classroom settings that support play-based learning goals and assessment of developmental skills and outcomes for the young child.	5
d. Examine learning theories related to play-based educational experiences and universal perspectives regarding play.	5

KEY	Institutional Student Learning Outcomes [ISLO 1 – 5]		
ISLO #	ISLO & Subsets		
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:

Mardell, B., Ryan, J., Krechevsky, M., Baker, M., Schulz, T. S., and Liu-Constant, Y. (2023).
 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