

472-221 Researching Play & Development

Credit Points:	12.500
Level:	Undergraduate
Dates & Locations:	2008, This subject commences in the following study period/s: Semester 2, - Taught on campus. Singapore.
Time Commitment:	Contact Hours: Fifteen hours of intensive contact supported by structured materials for private study Total Time Commitment: Not available
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p><p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p> </p>
Coordinator:	Kay Margetts
Subject Overview:	<p>Research concerning the role of play in learning from early exploratory play to complex cooperative, symbolic play will be examined. The stages of play development in the social, cognitive and linguistic domains will be outlined, drawing on the foundation research of Parten and Piaget and contrasted with more recent research. The processes by which play becomes more sophisticated and the role it plays in social and cognitive development will be studied with particular emphasis on the role of adults and peers in play development. Research on gender and class differences and the effect of disability on play behaviour will also be explored. Students will draw on different research-based models of play to evaluate the appropriateness of developmental scales of play behaviour to monitor the development of young children and plan their learning experiences.</p>
Assessment:	A 2-hour examination and a research project based on observations of children's play, equivalent to 2000 words. Resources provided to distance students: Students will be provided with a course handbook, subject guide, study guide and a book of readings.
Prescribed Texts:	Prescribed Texts: Children, Play and Development (F Hughes), (2nd edn), Allyn and Bacon, 1995
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	Information Not Available