

New

Southern Oregon University
School of Education
Spring 2017
Play as a Core Curriculum
ED 425 CRN 6934/ ED 525 CRN 6935

Instructors: Younghee Kim, Ph.D., EP 122, 541-552-8247, kimy@sou.edu

Office Hours: Tuesday-Thursday 12:00-2:00pm, or by appointment and email

Class Hours: Thursday 1:30-4:20pm

Classroom: Education/Psychology Building: EP 164 and SOU Community Preschool

"Dr. Brown defines play as being 'an intrinsic part of our nature' and that play has some defining characteristics: it is freely chosen, personally directed, and is intrinsically motivated... Play is essential to a joyful life." - Play Symposium Lecture, Stanford University, July 12, 2014

"Many of our greatest thinkers locate their capacity for original and profound thought in their imaginative abilities, first developed through creative play in early childhood." – Sharna Olfman

Course Description

This course is intended to build awareness surrounding the importance and value of play in child development and human learning. Through a variety of hands-on experiences, students will engage in learning about the fundamental principles and theories about the power of play in learning and brain development. Observing and involving themselves in authentic embodiment of play will help teachers apply active and open-ended play experiences as effective instructional approaches, promotion for whole child development, and support for evoking curiosity, creativity, passion, love, and joy for learning.

In this practical and dynamic learning format, participants will experience, observe, journal, reflect, and discuss the play process as an inspiration for deeper awareness of the source of creative energy, a positive force, and a safe context for constructing meaning, self-knowledge and feelings, and revitalizing the human spirit and wisdom (Nell & Drew, 2013).

Course Objectives

Students will:

- Apply and demonstrate professionalism, effective teacher dispositions, and strong communication skills
- Apply a leadership role in class and online discussions to refine group discussion and facilitation skills and to promote critical and diverse perspectives
- Analyze and evaluate current literature, applying critical thinking on the subject matter at a deeper level, and building a base of knowledge and skills across a broad spectrum
- Synthesize research based information and create a higher level understanding on the issues/needs of play in its application to the curriculum and pedagogy of all ages (birth to adult learning).

There will be opportunities in this class to explore the human potentials through taking a closer look at the play in which we engage in our daily lives, and at the sense of awe and wonder within children and ourselves. Together, we will contemplate the play that inspires curiosity and the inquiries that stimulate our mind and body, and the importance of that awareness, presence, authenticity in learning and development. This process stimulates adults to reconsider their sense of purpose and being, which for many, may have been removed from the childhood experiences. Through various individual, interactive, and open-ended types of play, adults can also connect to their personal strengths and joy as a basis for encountering deeper levels of self-discovery and intuition. These experiences will bring out the non-duality of our essential qualities as humans, and the importance of nurturing those in loving relationships with children, ourselves, and others.

This class will collaborate with the SOU Community Preschool summer program (Director: Maureen Honeycutt) and use the preschool as a lab component for play, observation, reflection, and debriefing.

What are your hopes and dreams for this class? How will you make this class a meaningful one?

Textbook and Readings*

Brown, S., & Vaughan, C. (2009). *Play: How it shapes the brain, opens the imagination, and invigorates the soul*. New York, NY: Penguin Group, Inc.

Nell, M.L., Drew, W.F., & Bush, D.E. (2013). *From play to practice: Connecting teachers' play to children's learning*.

*Additional readings will be assigned and hard copies or electronic links may be provided in class.

Assignments

I. Attendance, Punctuality, Preparedness, Readings, Discussions, and Participation and Contribution (20 points): Much of what this class offers requires your complete attendance and committed engagement. Students are required to attend ALL class sessions since the term of this class is so short. Therefore, perfect attendance, regular punctuality, preparedness in readings and assignments, and openness to participating in each play activity and exercise are expected in order to receive full points. Each class is worth up to 5 points, and absences receive 0 points. Partial points for anything less will be considered at the instructors' discretion. As a professional courtesy, prompt communication is appropriate if unforeseen circumstances prohibit complete or timely attendance.

II. Play-Inspired Observation (10 points): Students will keep an observational play journal to record their personal impressions, thoughts, feelings, insights, understandings of children as they are engaged in various forms of play and their learning and thinking process. This will take place during class time while the class joins the SOU Community preschool at SOU. Students are required to summarize their play inspirations at the end of the day and bring a one-page typed summary the next day to class. This observation will be used as the basis for class discussions and inquiries, which will provide a deeper level of understanding of how children learn through play and how play is a source of their holistic development, including cognitive, language, social, emotional, physical, and adaptive dimensions as well as life. The observations may be adapted to self-awareness on student themselves while engaged in play

during the class activities. Students are expected to submit a hard copy, play-inspired observation summary (min. 3 pages).

III. Group Play Discovery Experiences (20 points): Students will create and lead a group play experience for the class. This play experience will take approximately a half hour following debriefing with the class. This exercise should exemplify free explorations, discoveries, inquiries, creative movements, musical intuitions, artistic expressions, and/or spiritual inspirations through open-ended play (not the product, but rather the process). Every presenter is expected to prepare and organize their play experience before class, and all members of the class are expected for equal participation, commitment, and professionalism for an authentic and meaningful learning experience.

IV. Linking the “Play to Practice” Plan Outline (20 points): Students are expected to prepare a proposal in linking play to their own professional and/or personal practices (e.g., teaching, work, counseling, etc.) They will apply seven principles of self-active play for adults (refer to chapter 2 by Nell et al. book). Students must brainstorm a minimum of three different ways to bring play into practices and life in order to demonstrate their new learning on play through the notion of “learn about it, know it, and live it.” Students will have to demonstrate a strong rationale of the plan, based upon the following critical questions:

- Why is it important to bring play to teaching/practice?
- How do you want to integrate play into your teaching, students’ learning? In what ways?
- What kinds of playful spirits (joy, happiness, inspiration, timelessness, or flow) would you like to create in your life, for your students, and at your work? How would they look like?

Students will present to the whole class in action (approximately 20 minutes including 10 minutes debrief) and submit their plan outlines in a PowerPoint slide format on Moodle.

V. Final Essay and Play Book Responses/Reflection (30 points): Students will be expected to write a final essay paper on their learning experiences from the class and reflections upon reading the *Play* book by Dr. Stuart Brown. This paper will encompass some of the highlights of their learning experiences that they would like to revisit, any reflections on transformation that occurred during the class period (e.g., from play with children, observation of play, play presentations, readings and reflections, etc.), personal growth, and newly gained understandings from *Play* that will help them incorporate holistic approaches that integrate play into their teaching, life, and practices.

Please consider the following guidelines:

- From the book “*Play: How it shapes the brain, opens the imagination, and invigorates the soul*” by Dr. Stuart Brown, provide **three** concrete examples from the book that will support your essay. (Please cite the page numbers when using direct quotes.)
- In what ways have you grown to become a holistic educator through the class experiences? Provide **three** specific examples that you experienced either in class activities and discussions or student presentations that may have inspired you the most.
- Use your play observations to answer this question: What was your moment of inspiration, and how did that experience affect your insights on linking play to your teaching/practice? Include **three** examples from your play observations (on children, or yourself or others) as examples to support your statement.
- Any other inspirations that you would like to discuss in your essay.

Assignments must be typed, double-spaced, with one-inch margins; please use a 12-point in Times New Roman. Correct conventions and college level writing are expected. *The final paper is due on class Moodle during the 10th week.* Undergraduate expectation: The paper should be at least 4-5 pages (at least 1500) words).

Grading and Evaluation (Undergraduate)

96-100 = A	90-95 = A-	88-89 = B+
84-87 = B	80-83 = B-	79-77 = C+
74-76 = C	70-73 = C-	67-69 = D+
64-66 = D	60-63 = D-	less than 59 = F

Graduate Learning Objectives and Assignments

In addition to meeting all the expectations for undergraduates listed above, graduate students are also expected to meet the following learning objectives through the additional assignments described below.

Graduate students will be able to:

- Apply and demonstrate professionalism, effective teacher dispositions, and strong communication skills
- Apply a leadership role in class and online discussions to refine group discussion and facilitation skills and to promote critical and diverse perspectives
- Analyze and evaluate current literature, applying critical thinking on the subject matter at a deeper level, and building a base of knowledge and skills across a broad spectrum
- Synthesize research based information and create a higher level understanding on the issues/needs of play in its application to the curriculum and pedagogy of all ages (birth to adult learning).

V. Final Essay and Play Book Responses/Reflection (See description above)

Graduate expectation: The paper should be at least 8-10 pages (at least 2400 words).

VI. Research Paper on Play for Graduate Level Students (25 Points):

Graduate students will need to prepare a research paper on the power of play. This paper may focus on interest topics by the student. Graduate students will conduct a review of current research literature on the topics of play and critically read and evaluate at least six refereed journal articles or books. Potential topics may include: Impact of play on brain development in neuro science, play as a therapy for children with special needs, role of play for adults with mental health issues or PTSD, play as a “multitude” of complex learning, play with multiple intelligences, play for infant mental health and/or social emotional development, play with Piaget and Vygotsky, play and mindfulness learning, and/or international/multi-cultural perspectives on play, etc. The paper must be *no less than* 15 pages (at least 4000 words) including the references, with APA format.

In addition, students will report their findings of current research information and data by presenting to the whole class and facilitating class discussions on their selected topic.

Grading and Evaluation

119-125 = A	114-118 = A-	112-113 = B+
108-111 = B	103-107 = B-	100-102 = C+
<99 (See Instructor)		

Course Assignments	125 Pts.	Assignments Due
I. Attendance/Readings/Leadership/Contribution/Professionalism	20	Every class/online
II. Play-Inspired Observation	10	Week 3
III. Group Play Discovery Experiences	20	Week 5
IV. Linking the “Play to Practice” Plan Outline	20	Week 8
V. Final Essay and Play Book Responses/Reflection	30	Week 10
VI. Research Paper on Play for Graduate Level Students (Grads)	25	Finals Week

References:

- Bos, B. & Leeman, M. (2006). *Bev Bos chants, fingerplays, and stories*. Roseville, CA: Turn the Page Press, Inc.
- Bos, B. & Chapman, J. (2006). *Tumbling over the edge*. Roseville, CA: Turn the Page Press, Inc.
- Bos, B. (1990). *Together we're better: Establishing a coactive learning environment*. Roseville, CA: Turn the Page Press, Inc.
- Brown, P. (2013). *Let them be eaten by bears: A fearless guide to taking our kids into the great outdoors*. New York, NY: Penguin Group, Inc.
- Elkind, D. (2007). *The power of play: Learning what comes naturally*. Philadelphia, PA: Da Capo Press.
- Elkind, D. (1981, 2006). *The hurried child: Growing up too fast too soon*. Cambridge, MA: Da Capo Press.
- Gray, P. (2013). *Free to learn: Why unleashing the instinct to play will make our children happier, more self-reliant, and better students for life*. New York, NY: Basic Books.
- Kohn, A. (1999). *The schools our children deserve*. Boston, MA: Houghton Mifflin.
- Crowell, S., & Reid-Marr, D. (2013). *Emergent teaching: A path of creativity, significance, and transformation*. Lanham, MA: R&L Education.
- Csikszentmihalyi, M. (1997). *Finding flow: The psychology of engagement with everyday life*. New York: Basic Books.
- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York, NY: Harper & Row.
- Galinsky, E. (2010). *Mind in the making: The seven essential life skills every child needs*. New York, NY: HarperCollins Publishers.

- Hanscom, A.J. (2016). *Balanced and barefoot: How unrestricted outdoor play makes for strong, confident, and capable children*. Oakland, CA: New Harbinger Publications Inc.
- Hodgins, D. J. (2009). *Boys: Changing the classroom, not the child*. Daniel J. Hodgins.
- Kessler, R. (2000). *The soul of education: Helping students find connection, compassion, and character at school*. Alexandria, VA: ASCD.
- Louv, R. (2008). *Last child in the woods: Saving our children from nature-deficit disorder*. Chapel Hill, NC: Algonquin Books.
- Mraz, K., Porcelli, Al, & Tyler, C. (2016). *Purposeful play: A teacher's guide to igniting deep and joyful learning across the day*. Portsmouth, NH: Heinemann.
- Miller, J. P. (2007). *The holistic curriculum (2nd ed.)*. Toronto, Canada: University of Toronto Press.
- Miller, J. P. (2006). *Educating for wisdom and compassion: Creating conditions for timeless learning*. Thousand Oaks, CA: Corwin Press.
- Miller, J. P. (2000). *Education and the soul: Toward a spiritual curriculum*. Albany, NY: State University of New York Press.
- Murphy, L. (2016). *Lisa Murphy on play: The foundation of children's learning*. St. Paul, MN: Redleaf Press.
- Paley, V.G. (2004). *A child's work: The importance of fantasy play*. Chicago, IL: The University of Chicago Press.
- Paley, V.G. (1984). *Boys and girls super-heroes in the doll corner*. Chicago, IL: The University of Chicago Press.
- Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5-14.

SOU Cares

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You

are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited."

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct: http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, *or* when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please contact any of SOU's confidential advisors (<http://www.sou.edu/ssi/confidential-advisors.html>), or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L.

SOU Academic Support/Disability Resources:

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include a statement on Academic

Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at (541) 552-6213 to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at www.sou.edu/dr for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible so that you have the best possible access.