Department of Special Education
College of Education, University of Nevada, Las Vegas

Prefix & Number: ECE 441-001
Title: Play Theory, Creativity & Aesthetics in ECE
Credit: 3 hours
Semester/Time/Location: Spring, 2008 Tuesday 4:00-6:30
Instructor: Dr. Jeffrey I. Gelfer
Office Location: CEB 123
Office Hours: Tuesday 2:00-4:00, Wed. 10-12
Telephone/email: 895-1327 / gelfer@unlv.nevada.edu
Prerequisite Course(s): ECE 250 or consent of instructor

Course Description:

This course is designed to explore and understand the current theories of play interpretation, creativity and be able to both observe and facilitate their role in the development of young children. An analysis and examination of the nature of creativity and creative expression among young children will be investigated. An identification of the aesthetics domain (art, drama, music, movement, etc.) will be covered along with methods for bringing them into the young child's world.

NAEYC GUIDELINES ADDRESSED

1. Promoting Child Development and Learning
   1a. Knowing and understanding young children’s characteristics and needs.
   1b. Knowing and understanding the multiple influences on development and learning.
   1c. Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments.

4. Teaching and Learning
   4a. Knowing, understanding and using positive relationships and supportive interactions.
   4b. Knowing, understanding and using effective approaches, strategies, and tools for ece.
   4c. Knowing and understanding central concepts, inquiry tools and structures of content areas of academic disciplines.
   4d. Using own knowledge and other resources to design, implement, and evaluate meaningful challenge curriculum to promote positive outcomes.
XII. Course Objectives:

**Knowledge**
(Subject matter or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional knowledge)

1. Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight. (1a)
2. Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. (1a)
3. Describe the nature of play and creativity which include giving several definitions, describing the characteristics of the highly creative person and describing the process of play and creativity. (4c)
4. Describe conditions which promote and inhibit creative teaching and learning. (4c)

**Performance (Skills)**
(The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning.)

1. Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem. (4.b)
2. Establish and maintain physically and psychologically safe and healthy learning environments for children. (4d)
3. Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices. (3b)
4. Demonstrate the ability to establish conditions which stimulate creative expression. (4.d)
5. Develop materials and ideas which can be used to stimulate creative expression and reinforce skills. (4c)
6. Identify appropriate ways of promoting each child's total development through experiences in art, music, drama and other avenues of creative expression. (4.b)
ECE-441 Play Theory, Creativity & Aesthetics in ECE

Disposition(s)

(Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as educator’s own professional growth–guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.)

1. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds. (2a)
2. Reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others (young children, parents, and other professionals) as a basis for program and planning and modification, and continuing professional development. (3e)
4. Demonstrate awareness of and commitment to the profession’s code of ethical conduct. (5b)
5. Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice. (5b)
6. Establish and maintain positive, collaborative relationships with colleagues, other professionals and families, and work effectively as a member of a professional team. (5d)
7. Serve as advocates on behalf of young children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators. (5e)
ECE-441 Play Theory, Creativity & Aesthetics in ECE

XII. Texts, readings, and instructional resources:

Required Textbook(s):

Suggested Readings:

XIII. Assignments, evaluation procedures, and grading policy:

Course Requirements:
1. Report on two readings relevant to this course
2. Teach 2 Fingerplays to the class
3. Team Project
4. Originate a Learning Toy
5. Exam

Course Grading:

Assignments
Report on two readings 10%
Fingerplays 10%
Team Project 35%
Learning Toy 15%
Exam 30%

A = 95-100    C+ = 78-81    D- = 60-64
A- = 92-94    C = 75-77
B+ = 88-91    C- = 72-74
B = 85-87    D+ = 68-71
B- = 82-84    D = 65-67

Course Policies:
1. Projects are to be submitted on or before due dates.
   Late projects will not be accepted.
2. Although content is of primary concern, appearance, grammar and composition, spelling and handwriting will be considered in all course requirements.
3. Three absences will result in an automatic administrative drop from the class or an automatic F in the class.
XIV. **Class Schedule:**

*Course outline subject to change

**Spring 2008**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter(s)</th>
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</thead>
<tbody>
<tr>
<td>January 22</td>
<td>Introduction/Orientation</td>
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<tr>
<td>January 29</td>
<td>Play: Nonessential or Educational</td>
<td>Chapter 1</td>
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<td>The Development of Play</td>
<td>Chapter 2</td>
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<tr>
<td>February 5</td>
<td>The Development of Play</td>
<td>Chapter 2</td>
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<tr>
<td>February 12</td>
<td>Workshop I</td>
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<td>Finger-plays</td>
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<td>February 19</td>
<td>Play as the Cornerstone of Development</td>
<td>Chapter 3</td>
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<td>Finger Plays</td>
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<td>February 26</td>
<td>Fostering Playful Learning through Ongoing Assessment</td>
<td>Chapter 6</td>
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<td>Orchestrating Children’s Play: Setting</td>
<td>Chapter 4</td>
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<td>the Stage &amp; Interacting with Children</td>
<td>Chapter 5</td>
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<td>Finger-plays</td>
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<td>March 4</td>
<td>Workshop II</td>
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<td>Journal Article 1 due</td>
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<td>Finger-plays</td>
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<td>March 11</td>
<td>Midterm</td>
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<td>March 18</td>
<td>Spring Break</td>
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<td>March 25</td>
<td>The First Two Years of Life</td>
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<td>The Preschool Years from Two to Five</td>
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<td></td>
<td>Finger-plays</td>
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<tr>
<td>April 1</td>
<td>Workshop III</td>
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<td></td>
<td>Finger-plays</td>
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<td>April 8</td>
<td>Language, Literacy and Play</td>
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<td></td>
<td>Finger-plays</td>
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Class Schedule (continued):

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>April 15</td>
<td>Research</td>
</tr>
<tr>
<td>April 22</td>
<td>Fostering Cognitive Competence through Playful Learning and Playful Teaching</td>
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<td></td>
<td>Chapter 10</td>
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<td></td>
<td>Finger-plays</td>
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<tr>
<td></td>
<td>Journal 2 due</td>
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<td>April 29</td>
<td>Group Presentations</td>
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<td></td>
<td>Finger-plays</td>
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<td>May 7</td>
<td>Group Presentations</td>
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<tr>
<td>May 14</td>
<td>Demonstration of Learning Toy</td>
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</tbody>
</table>

Collection of Student Assignments for Accreditation Purposes

Assignments for this course may be used as evidence of candidate learning in national, regional, and state accreditation reports of COE programs. Names and other identifying elements of all assignments may be removed before being included in any report. Your cooperation in the review of COE programs is appreciated. If you don’t wish to have your coursework used, it is your responsibility to let the professor know. Thank you.

Disability Resource Center

The Americans with Disabilities Act mandates accessibility in all aspects of the learning environment. If you have a documented disability that may require assistance, you will need to contact the Disability Resource Center for coordination in your academic accommodations. The DRC is located in the Reynolds Student Services Complex in Room 137. The DRC phone number is 895-0866. (TDD 895-0652)

Academic Integrity Statement

UNLV and its College of Education demand a high level of scholarly behavior and academic honesty on the part of students. Violations by students in exhibiting honesty while carrying out academic assignments, and procedural steps for dealing with violations of academic integrity, are delineated within the Handbook of Regulations Governing Probation and Suspension Within The College of Education. This publication may be found in the Curriculum Materials Library (CML-CEB 101), or the Office of the Dean of the College of Education (CEB-301). To help familiarize yourself with copyright and fair use policies, the University encourages you to visit copyright web page at http://www.unlv.edu/committees/copyright.

Religious Holidays

It is UNLV’s policy to give students who miss class because of observance of religious holidays the opportunity to make up missed work. Students are responsible for notifying the instructor no later than the last day of registration for the semester or summer term of plans to observe the holiday.
Fingerplays
Each student will select two fingerplays and teach them to the class. You will need to demonstrate the fingerplay and then provide an instructional approach that you would use in a classroom of young students. Fingerplays can be found in "Ring of Ring of Roses"

Journal Articles (2)
This assignment requires the participant to select, read and critique a research study or educational article on some area of play theory, creativity or aesthetics in early childhood education. During the search for an appropriate study, it is hoped that students will learn about the many types of professional journals available in the university library and the information they contain.

Journals to be used:

Assignment Profile
Author(s), (Year of Journal). Title of Article (small case letters except first word), Name of Journal, Volume(issue), pages.

Provide purpose: a paraphrase of the researchers words
Subjects: name, age, sex socioeconomic status, hereditary and environmental factors, (if applicable)
Procedure: description of steps taken and any special apparatus, tests or techniques
Results: findings
Conclusions: researcher's interpretations of whether hypothesis is substantiated
Reflections: the most important section, the place for students to express personal opinions, questions to consider. Is it a worthwhile study? Are there any points of agreements or disagreements with the researcher? What are the theoretical implications?
ECE-441  Play Theory, Creativity & Aesthetics in ECE

Journal Article Criteria:

Organization (APA style, grammar, spelling, continuity, punctuation and order)  1
Content: Information Data  2
Reflections:  2
Total  5

Learning Toy or Game

Students will originate an educational toy or game for young children which is self corrective. When constructing this learning instrument it is important that the creator consider the developmental and academic value inherent in the product. Include theory to back up your academic claims. Also include the instructions on how to use your product.

Criteria:
Written Paper
Organization:  5
Instructional Directions:  10
Objectives:  20
Creativity:  10

Learning Game or Toy
Oral Presentation:
Creativity:  10
Organization:  5
Self Corrective  10
Objectives:  10
Toy or game  20
Total 100
ECE-441 Play Theory, Creativity & Aesthetics in ECE

Team Presentations:

Team Topics
1. Movement Exploration
2. Puppetry
3. Nutrition
4. Bulletin Boards
5. Storytelling and Poetry
6. Music

The purpose of this assignment is to provide teachers of young children with research materials, activities, organization and the opportunity to conduct a mini workshop pertinent to selected topic.

Presentation Ideas
What is the importance of your topic?
What new research has been conducted?
What materials and activities would be of value for the teacher of young children?
Construct a bibliography.

You are required to make an Oral Presentation as well as generate a written presentation.

Criteria for Oral Presentation:
Organization 20%
Activities 80%
Total 100%

Criteria for Written Presentation:
Table of contents 10%
Goals 10%
Organization 10%
Research section supporting the use of your discipline (2-3 page review) 20%
Activities 30%
Bibliography 10%
Each members responsibilities or contribution 10%
Total: 100%
ECE-441 Play Theory, Creativity & Aesthetics in ECE

Activity Format:

Objective/Purpose of Activity:

Procedure:

Materials:

Evaluation:
### ECE-441 Play Theory, Creativity & Aesthetics in ECE

**Team Project Rubric**

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format (10%)</th>
<th>Completeness of oral Presentation (30%)</th>
<th>Completeness of Written Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>(60%)</td>
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<tr>
<td>* Clear and logical sequence and order * Easy to follow * Typed * Appropriate grammar and spelling</td>
<td>* Provides significant info. * All major areas are discussed; * issues- pro and con * research * content</td>
<td>* Provides significant information * All major areas are discussed: * issues-pro and con * objectives * research * reflection</td>
<td></td>
</tr>
</tbody>
</table>

**Target**

**Exemplary**

* Somewhat logical sequence and order * Difficult to follow * Typed * Minimal grammar and spelling errors

* Provides sufficient info. * Some areas are discussed: * issues-pro and con * research * content

* Provides sufficient information * Some areas are discussed: * issues-pro and con * objectives * research * reflection

**Acceptable**

* No logical sequence * Provides little info. * Provides little info. and order

* No areas are discussed * No areas are discussed * Not typed

* Poor grammar and spelling

**Unacceptable**