[PDF] Chapter 2 Play Based Learning In Early Childhood Education

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Young Children's Play and Environmental Education in Early Childhood Education-Amy Cutter-Mackenzie 2014-01-18 In an era in which environmental education has been described as one of the most pressing educational concerns of our time, further insights are needed to understand how best to approach the learning and teaching of environmental education in early childhood education. In this book we address this concern by identifying two principles for using play-based learning early childhood environmental education. The principles we identify are the result of research conducted with teachers and children using
different types of play-based learning whilst engaged in environmental education. Such play-types connect with the historical use of play-based learning in early childhood education as a basis for pedagogy. In the book ‘Beyond Quality in ECE and Care’ authors Dahlberg, Moss and Pence implore readers to ask critical questions about commonly held images of how young children come to construct themselves within social institutions. In similar fashion, this little book problematizes the taken-for-grantedness of the childhood development project in service to the certain cultural narratives. Cutter-Mackenzie, Edwards, Moore and Boyd challenge traditional conceptions of play-based learning through the medium of environmental education. This book signals a turning point in social thought grounded in a relational view of (environmental) education as experiential, intergenerational, interspecies, embodied learning in the third space. As Barad says, such work is based in inter-actions that can account for the tangled

spaces of agencies. Through the deceptive simplicity of children’s play, the book stimulates deliberation of the real purposes of pedagogy and of schooling. Paul Hart, University of Regina, Canada

Anti-Bias Education for Young Children and Ourselves-Louise Derman-Sparks 2020-04-07 Anti-bias education begins with you! Become a skilled anti-bias teacher with this practical guidance to confronting and eliminating barriers.

An Integrated Play-based Curriculum for Young Children-Olivia N. Saracho 2013-03-01 Play provides young children with the opportunity to express their ideas, symbolize, and test their knowledge of the world. This book offers the theoretical framework for understanding the origins of an early childhood play-based curriculum and how young children learn and understand concepts in a social and physical environment.
Play-based Learning in the Primary School-Mary Briggs
2012-04-04

Play-based Learning in the Primary School demonstrates the value of play in all its different forms as a highly effective medium for teaching and learning across the curriculum. Authors Mary Briggs and Alice Hansen explore how play can be used to increase engagement, motivation and fun in learning situations, examining the theoretical principles of play for learning, types of play for older children, planned and facilitating play-based learning, using thematic approaches when working with individuals, groups and whole classes, in addition to covering important teaching issues such as assessment, inclusion and transition out of primary education.

An Integrated Play-based Curriculum for Young Children-Olivia N. Saracho
2013-03-01

Play provides young children with the opportunity to express their ideas, symbolize, and test their knowledge of the world. It provides the basis for inquiry in literacy, science, social studies, mathematics, art, music, and movement. Through play, young children become active learners engaged in explorations about themselves, their community, and their personal-social world. An Integrated Play-Based Curriculum for Young Children offers the theoretical framework for understanding the origins of an early childhood play-based curriculum and how young children learn and understand concepts in a social and physical environment. Distinguished author Olivia N. Saracho then explores how play fits into various curriculum areas in order to help teachers develop their early childhood curriculum using developmentally and culturally appropriate practice. Through this integrated approach, young children are able to actively engage in meaningful and functional experiences in their natural context. Special Features Include: Vignettes of children’s conversations and actions in the classroom Suggestions for activities and
classroom materials Practical examples and guidelines End-of-chapter summaries to enhance and extend the reader’s understanding of young children. By presenting appropriate theoretical practices for designing and implementing a play-based curriculum, An Integrated Play-Based Curriculum for Young Children offers pre-service teachers the foundational knowledge about the field, about the work that practitioners do with young children, and how to best assume a teacher’s role effectively.

**Educational Psychology for Learning and Teaching** Dr Sue Duchesne 2018-10-01

Educational Psychology for Learning and Teaching introduces key theories of development and learning to help you understand how learners learn, and how educators can be more effective in their teaching practice. Featuring current research on the various dimensions of learning and teaching alongside traditional theories, it provides a clear framework of theory and evidence that supports modern education practices. Taking a comprehensive approach, this text investigates how to apply psychology principles to education contexts to enhance learning and teaching quality, particularly for accommodating individual student needs. This wholly Australian and New Zealand text caters for those who are planning to work with any age range from early childhood to adolescence and beyond. With a greater focus on resilience in education settings, the discussion of creativity alongside intelligence and a broader discussion on diversity, this new edition is up-to-date for the pre-service teacher. New, print versions of this book come with bonus online study tools on the CourseMate Express and Search Me! platforms. Premium online teaching and learning tools are available to purchase on the MindTap platform. Learn more about the online tools cengage.com.au/learning-solutions

**How People Learn** National
First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do—with curricula, classroom settings, and teaching methods—to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

**Handbook of Game-Based Learning**-Jan L. Plass
2020-02-04 A comprehensive introduction to the latest research and theory on
learning and instruction with computer games. This book offers a comprehensive introduction to the latest research on learning and instruction with computer games. Unlike other books on the topic, which emphasize game development or best practices, Handbook of Game-Based Learning is based on empirical findings and grounded in psychological and learning sciences theory. The contributors, all leading researchers in the field, offer a range of perspectives, including cognitive, motivational, affective, and sociocultural. They explore research on whether (and how) computer games can help students learn educational content and academic skills; which game features (including feedback, incentives, adaptivity, narrative theme, and game mechanics) can improve the instructional effectiveness of these games; and applications, including games for learning in STEM disciplines, for training cognitive skills, for workforce learning, and for assessment. The Handbook offers an indispensable reference both for readers with practical interests in designing or selecting effective game-based learning environments and for scholars who conduct or evaluate research in the field. It can also be used in courses related to play, cognition, motivation, affect, instruction, and technology. Contributors Roger Azevedo, Ryan S. Baker, Daphne Bavelier, Amanda E. Bradbury, Ruth C. Clark, Michele D. Dickey, Hamadi Henderson, Bruce D. Homer, Fengfeng Ke, Younsu Kim, Charles E. Kinzer, Eric Klopfer, James C. Lester, Kristina Loderer, Richard E. Mayer, Bradford W. Mott, Nicholas V. Mudrick, Brian Nelson, Frank Nguyen, V. Elizabeth Owen, Shashank Pawar, Reinhard Pekrun, Jan L. Plass, Charles Raffaele, Jonathon Reinhardt, C. Scott Rigby, Jonathan P. Rowe, Richard M. Ryan, Ruth N. Schwartz, Quinnipiac Valerie J. Shute, Randall D. Spain, Constance Steinkuehler, Frankie Tam, Michelle Taub, Meredith Thompson, Steven L. Thorne, A. M. Tsaasen

Child Observation-Ioanna aev.enanomness.org on November 9, 2021 by guest
Palaiologou 2019-09-23 This is a key text that enables students to appreciate and understand the central role of observation in understanding, planning for and educating early years children. It explores the theoretical background to child observation and links it back to practice. Recent important research in the field of child observation is highlighted and ethical implications of research in early childhood are considered. This is essential for all those studying for degrees and foundation degrees in early childhood, early years and related disciplines and for Early Years Teacher candidates. Updated in line with recent policy and legislation changes A new chapter on observation documentation in the multi-modal age Includes new material and case studies that explores the essential elements of child observation across the world Research chapter re-written to make it more accessible for all students More case studies throughout linking theory to practice.

Young Children's Play and Environmental Education in Early Childhood Education-Amy Cutter-Mackenzie 2014-01-28 In an era in which environmental education has been described as one of the most pressing educational concerns of our time, further insights are needed to understand how best to approach the learning and teaching of environmental education in early childhood education. In this book we address this concern by identifying two principles for using play-based learning early childhood environmental education. The principles we identify are the result of research conducted with teachers and children using different types of play-based learning whilst engaged in environmental education. Such play-types connect with the historical use of play-based learning in early childhood education as a basis for pedagogy. In the book ‘Beyond Quality in ECE and Care’ authors Dahlberg, Moss and Pence implore readers to ask critical questions about commonly held images of how young children come to
construct themselves within social institutions. In similar fashion, this little book problematizes the taken-for-grantedness of the childhood development project in service to the certain cultural narratives. Cutter-Mackenzie, Edwards, Moore and Boyd challenge traditional conceptions of play-based learning through the medium of environmental education. This book signals a turning point in social thought grounded in a relational view of (environmental) education as experiential, intergenerational, interspecies, embodied learning in the third space. As Barad says, such work is based in inter-actions that can account for the tangled spaces of agencies. Through the deceptive simplicity of children’s play, the book stimulates deliberation of the real purposes of pedagogy and of schooling. Paul Hart, University of Regina, Canada

**Teaching Young Children**
Kristine Slentz 2001-04 This is the third volume in our four volume book series Early Childhood Education. This volume will explore both physical and social aspects of early education settings and applies principals to children with a range of abilities.

**Eager to Learn**-National Research Council 2001-01-22 Clearly babies come into the world remarkably receptive to its wonders. Their alertness to sights, sounds, and even abstract concepts makes them inquisitive explorers--and learners--every waking minute. Well before formal schooling begins, children's early experiences lay the foundations for their later social behavior, emotional regulation, and literacy. Yet, for a variety of reasons, far too little attention is given to the quality of these crucial years. Outmoded theories, outdated facts, and undersized budgets all play a part in the uneven quality of early childhood programs throughout our country. What will it take to provide better early education and care for our children between the ages of two and five? Eager to Learn explores this crucial question, synthesizing the newest research findings on...
how young children learn and the impact of early learning. Key discoveries in how young children learn are reviewed in language accessible to parents as well as educators: findings about the interplay of biology and environment, variations in learning among individuals and children from different social and economic groups, and the importance of health, safety, nutrition and interpersonal warmth to early learning. Perhaps most significant, the book documents how very early in life learning really begins. Valuable conclusions and recommendations are presented in the areas of the teacher-child relationship, the organization and content of curriculum, meeting the needs of those children most at risk of school failure, teacher preparation, assessment of teaching and learning, and more. The book discusses: Evidence for competing theories, models, and approaches in the field and a hard look at some day-to-day practices and activities generally used in preschool. The role of the teacher, the importance of peer interactions, and other relationships in the child's life. Learning needs of minority children, children with disabilities, and other special groups. Approaches to assessing young children's learning for the purposes of policy decisions, diagnosis of educational difficulties, and instructional planning. Preparation and continuing development of teachers. Eager to Learn presents a comprehensive, coherent picture of early childhood learning, along with a clear path toward improving this important stage of life for all children.

Supporting Play in Early Childhood: Environment, Curriculum, Assessment—Dorothy Justus Sluss
2018-01-01

Every preschool, kindergarten, and primary teacher should have SUPPORTING PLAY IN EARLY CHILDHOOD: ENVIRONMENT, CURRICULUM, ASSESSMENT, 3rd Edition, in their personal library. Readable yet thorough, this book and supporting materials provide a comprehensive
approach to designing, implementing, and evaluating play-based programs for young children. The first two chapters situate play in the context of historical and current theory while providing information about the role of play in the growth and development of the child. Current topics such as connections to neurological research, culture and diversity, play for children with special needs, outdoor learning settings, STEM, Reggio Emilia, and the importance of interactions with adults are addressed. Symbols throughout the text show the alignment of the content with NAEYC and CEC/DEC standards. Sample lesson plans are in the appendix. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Transforming the Workforce for Children Birth Through Age 8
National Research Council
2015-07-23
Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support
and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

Early Years Pedagogy in Practice-Ruksana Beigi
2020-07-21 This accessible text encourages readers to understand and confidently engage with distinctive early years pedagogy. It shows how pedagogy not only underpins the early years curriculum but is also inherent in the role of the adult and the experiences that are offered to young children. The book explains what the differing early years pedagogies are, why they are encouraged, and the knowledge, skills, and practice that are required to work with them. Emphasising that what works in one situation may not in another and a wider pedagogical knowledge is essential to ensure quality outcomes for children, it considers key topics such as: the role of the pedagogue and developing your own style promoting a
Design, Motivation, and Frameworks in Game-Based Learning - Tan, Wee Hoe 2018-07-13

Game-based learning relates to the use of games to enhance the learning experience. Educators have been using games in the classroom for years, and when tied to the curriculum, commercial games are a powerful learning tool because they are highly engaging and relatable for students. Design, Motivation, and Frameworks in Game-Based Learning is a critical scholarly resource that examines the themes of game-based learning. These themes, through a multidisciplinary perspective, juxtapose successful practices. Featuring coverage on a broad range of topics such as educational game design, gamification in education, and game content curation, this book is geared towards academicians, researchers, and students seeking current research on justifying the roles and importance of motivation in making games fun and engaging for game-based learning practice.

Exploring Task-Based PBL in Chinese Teaching and Learning - Xiangyun Du 2012-11-30

This book is based on educational research conducted by the Confucius Institute for Innovation and Learning at Aalborg University. It aims to bridge the gap between the traditional methods of teaching Chinese and the student-centred learning method in a non-native context such as Denmark. The establishment of a conceptual framework for Task-Based PBL offers an alternative approach that encourages
innovative teaching practices and promotes research-based teaching in language education. Empirically, this book reports how teachers designed and conducted tasks, how the classroom setting was affected, and how students evaluated the course. Teachers’ reflections and recommendations are included, along with 20 ready-to-use tasks developed by our teachers to disseminate our experiences and methods with a broad range of teachers, students and educational contexts. This book suggests that the effectiveness of new teaching methods and the initiation of new subjects are contextual. Learning a foreign language (e.g. Chinese) is more than language acquisition; it is also understanding other cultures and participating in intercultural interaction and communication. Thus, education and learning (particularly a foreign language) is related to a broader social transformation in the process of globalisation and in the development towards a knowledge society.

**Young People's Play, Wellbeing and Learning**
Dimitra Hartas 2020-11-21
This book explores the shifting geographies and contexts of children's play and learning. The author examines both free and guided play through the lenses of class, gender and disability, drawing links between face-to-face and online interactions. As young people increasingly spend time in virtual environments it is important to adjust understandings of how, and when, they engage with learning. The book examines play as a continuum of activities and peer interactions, interrogating what it takes to bridge the gap between academic and wellbeing goals for children with disabilities and disadvantage, as well as those at the intersection with other markers of difference (e.g. gender and race). It will be of interest and value to scholars of play and education, as well as those working with disabled or disadvantaged children.

**Choice Time**-Renee
Dinnerstein 2016-08-15 "In her inspirational, well-researched book, Renee describes the kinds of learning opportunities that all parents want for their own children. Her accessible writing style makes it easy to envision the environment, teaching, and community she describes with such clarity you'll want to get started on her ideas tomorrow." -Jennifer Serravallo "How refreshing it is in a test-driven climate to read a book stressing the nurturing of imagination and empathy that comes from inquiry, play and children making choices." -Deborah Meier "The bottom line is when children are at play, they're not just playing--they're learning machines, and play is the engine that drives them." -Renee Dinnerstein How do you define play and choice time in early childhood classrooms? According to Renee Dinnerstein,"During choice time, children choose to play in a variety of centers that have been carefully designed and equipped to scaffold children's natural instinct for play." In Choice Time, Renee gives you everything you need to set up choice-time centers that promote inquiry-based, guided play in your classroom. Renee summarizes the research, describing the different kinds of play and why they are important. Then she dives into the nitty gritty, providing: blueprints for six proven choice-time centers, with variations a guide to arranging your classroom space to maximize play's value and support the child's growing independence scheduling suggestions for different grade levels ideas to connect centers to the curriculum, giving children greater agency in designing and planning centers. Renee reveals what can happen when you embrace a culture of inquiry, providing opportunities for children to be explorative and creative in their thinking. She believes that, "A child's engagement is the most powerful asset we have for teaching and learning." Give your students choice time, and watch them engage in joyful, important, playful, age-appropriate work that will empower them to become lifelong learners.
Building STEM Skills Through Environmental Education-Schroth, Stephen T. 2020-09-18 Environmental studies provide an ideal opportunity for children of any age to build critical and creative thinking skills while also building skills in science, technology, engineering, and mathematics (STEM). Exploring issues related to sustainability and environmental concerns permits learners to identify problems, develop research questions, gather and analyze data, develop possible solutions, and disseminate this information to others. Despite the advantages of green education and its ability to improve student achievement, there is a gap in understanding the interplay between curriculum and instruction and how this affects teaching and learning. Building STEM Skills Through Environmental Education is an essential publication that addresses gaps in the understanding of green education and offers educators meaningful and comprehensive examples of environmental and sustainability education in the Pre-K through secondary grade levels. The book offers a unique combination of foundational understanding of green education and chapters that illustrate the principles and impact of green education across grade levels, content areas, assessment systems, instructional strategies, technology, and other related topics. It is ideally designed for educators, curriculum developers, instructional designers, advocates, policymakers, researchers, academicians, and students.

Apps, Technology and Younger Learners-Natalia Kucirkova 2016-11-10 This book provides an in-depth analysis of the challenges, potential and theoretical possibilities of apps and considers the processes of change for education and home learning environments. Drawing together a diverse team of international contributors, it addresses the specific features, context of use and content of apps to uncover the importance of these tools for young children’s learning. Apps,
Technology and Younger Learners focuses on ways that apps support early years and primary school learning, connect various learning spaces and engage children in a range of edutainment and knowledge-building activities. In each chapter, the current state of knowledge and key research questions in the field for future study are identified, with clear messages provided at the end of each chapter. Focusing on empirical studies and strong theoretical frameworks, this book covers four key parts: Understanding the learning potential of children’s apps; Key app challenges; Empirical evidence; Future avenues. This book is an essential guide for educators, post-graduate students, researchers and all those interested in the advantages or challenges that may result from integrating apps into early education.

How People Learn II
National Academies of Sciences, Engineering, and Medicine 2018-09-27 There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, How People Learn: Brain, Mind, Experience, and School: Expanded Edition was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly
sociocultural factors and the structure of learning environments. How People Learn II: Learners, Contexts, and Cultures provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. How People Learn II will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

The Trouble With Play- Grieshaber, Susan 2010-09-01
This book departs from some of the ideas about play that are held dear by many in early childhood education and prompts teachers to understand and implement thoughtful approaches to play in the early years, raising questions about fairness and equity.

Literacy Playshop- Karen E. Wohlwend 2015-04-25
Building on her award-winning research (featured in Playing Their Way into Literacies) which emphasizes that play is an early literacy, Wohlwend has developed a curricular framework for children ages 3 to 8. The Literacy Playshop curriculum engages children in creating their own multimedia productions, positioning them as media makers rather than passive recipients of media messages. The goal is to teach young children to critically interpret the daily messages they receive in popular entertainment that increasingly blur toys, stories, and advertising. The first half of this practical resource features case studies that show how six early childhood teachers working together in teacher study groups developed and implemented play-based literacy learning and media production. The second half of the book provides a Literacy Playshop framework with professional development and classroom activities, discussion questions, and technology try-it sections. This user-friendly book will inspire and support teachers in designing their
own Literacy Playshops.

**Planning for Children’s Play and Learning**

Jane Drake 2013-10-30

Praise for 3rd edition: 'Experienced practitioners and students will find a host of new ideas to help them create interesting environments and starting points to promote young children's learning.' - Early Years Update, April 2009

'Planning for Children's Play and Learning includes practical guidance and ideas on creating stimulating learning environments indoors and outdoors, planning exciting learning experiences.' - Early Years Update, September 2009

This new edition of Planning for Children’s Play and Learning has been fully updated to reflect the revised Early Years Foundation Stage and in line with current policy and practice. It recognises the importance of play as a context for teaching, learning and assessment and links theory with practical examples to show practitioners how they can best support the children in their care. With new material on learning stories, language development, ICT and the home learning environment, the book includes practical guidance and ideas on:

- creating stimulating learning environments indoors and out
- planning exciting focus activities and experiences
- responding to children’s individual interests and supporting personalised learning
- sound observational practice and how to assess children’s learning and development within the EYFS framework
- developing genuine partnerships with parents and learning links with home.

Incorporating ‘Key Points for Good Practice’ within each chapter, and direct links to the EYFS, this is a key text for all practitioners working with children in the later stages of the EYFS. It is also ideal for students pursuing Qualified Teacher Status in the Early Years and EYT Status, and for those enrolled in courses in Early Childhood Studies and Foundation Degrees in Early Years.

**EBOOK: The Trouble With Play**

Susan Grieshaber
2010-09-16 This text departs from some of the ideas about play that are held dear by many in early childhood education. It raises questions about fairness and equity, and prompts teachers to understand and implement thoughtful approaches to play in the early years.

Supporting Young Learners 3-High 2001 The High/Scope Curriculum is a developmentally based approach to early childhood education. This curriculum's "Extensions" newsletter, in which the articles in this collection first appeared, informs curriculum users about new development, relating to the High/Scope "open framework" curriculum. This collection divides the articles into eight chapters. Chapter 1, "Supportive Adult-Child Interaction," includes articles on encouraging group problem solving, rules and limits, persona dolls as discussion starters, and superhero play. Chapter 2, "Materials and Environments for Active Learners," considers computer use, materials for infants and toddlers, and gardening. Chapter 3, "Learning and Exploring throughout the Daily Routine," presents articles on arrivals and departures for infants and toddlers, reading throughout routines, small group interaction strategies, and pretend play. Chapter 4, "Key Experiences in the Preschool Classroom," contains articles on reading, message boards, promoting outdoor experiences, children's art, dramatic arts, and movement. Chapter 5, "Meeting the Needs of All Children," presents articles on supporting children's home language, classroom adaptations for children with special needs, and High/Scope strategies for specific disabilities. Chapter 6, "Active Learning in the Elementary Grades," focuses on hands-on materials, children's interests, drama, art, and parent-teacher conferences. Chapter 7, "Collaborating with Parents," includes articles on parent involvement opportunities, parent conferences, and involving parents in curriculum planning. Chapter 8, "Team Planning, Assessment, and
Staff Development," contains articles on planning around children's interests, assessing program quality through classroom observations, and mentoring. Appended is a list of books and audiovisual material published by the High/Scope Press. (KB)

**Taking Play Seriously (2nd Ed.)-Ole Fredrik Lillemyr**  
2020-05-01 In the book, the author is focusing the importance of play for children from 0 years up to 8-12 years of age, e.g. in ECE centers and elementary schools. In particular, the importance of play for learning, through motivation as related to self-competence, inspiration and engagement. In this second edition, the author is emphasizing more thoroughly the importance of play as a challenge of learning, with implications for children, as well as for teachers. Further, the author is referring to how meaning making in children’s production of multi-module narrative products can contribute to their digital personal formation. The selection of theories presented in the second edition is somewhat expanded, and in the end the author is presenting a few important educational challenges of the field of children’s play.

**Play = Learning**-Dorothy Singer 2006-08-24 In Play=Learning, top experts in child development and learning contend that in over-emphasizing academic achievement, our culture has forgotten about the importance of play for children's development.

**Drama-based foreign language learning**-Helga Tschurtschenthaler 2013  
What does another language do to the individual who learns and uses it? How is the individual's idea of self affected by the other language? This case study deals with these two overarching questions within the context of learning English as a foreign language through drama at a German upper-secondary school in South Tyrol. It investigates
how the students see themselves in their roles, how they perceive themselves as users of the foreign language, and how they experience themselves in-role in another language. The results show how powerful drama-based activities can be and what educational impact they have.

**Serious Play**-Catherine Beavis 2017-05-08 Serious Play is a comprehensive account of the possibilities and challenges of teaching and learning with digital games in primary and secondary schools. Based on an original research project, the book explores digital games’ capacity to engage and challenge, present complex representations and experiences, foster collaborative and deep learning and enable curricula that connect with young people today. These exciting approaches illuminate the role of context in gameplay as well as the links between digital culture, gameplay and identity in learners’ lives, and are applicable to research and practice at the leading edge of curriculum and literacy development.

**Reading, Writing, Playing, Learning**-Lori Jamison Rog 2017-01-12 This practical handbook shows teachers how to nurture a kindergarten learning environment in which children feel safe, comfortable, and able to take risks. It offers innovative ways to encourage children to explore, experiment, discover, solve problems, and freely interact with one another. Based on extensive classroom practice, it demonstrates when teachers need to provide support, ask questions, and provoke thinking, and when they should step back and give children room to explore on their own. This remarkable book offers concrete suggestions for creating play-based learning in a culture of inquiry. It is committed to creating classrooms where children can learn and grow while they play.

**Outdoor Learning Environments**-Helen Little 2020-07-25 Educators have a
Key pedagogical role in promoting early years outdoor play in natural environments. Active outdoor play involving risk-taking has been linked to positive effects on social health and behaviour, and encourages physical activity and motor skill development. At the same time, it has been recognised that opportunities for children to experience outdoor learning have been reduced in recent decades due to the impacts of technology, urbanisation and social change. This book brings together renowned authors, with research and professional experience in a range of disciplines, to provide a comprehensive guide to developing positive and engaging outdoor learning environments in the early years. Part 1 looks at pedagogy and outdoor environments, and considers the value of risk-taking and developing a young child's appreciation of the natural world. Part 2 examines the key principles involved in the design and planning of these spaces, such as applying the relevant equipment standards and regulations. Part 3 explores how educators can develop an understanding of children's own perspectives on outdoor spaces, including promoting agency and recognising the importance of private playspaces. Part 4 examines different cultural perspectives on outdoor play, including Indigenous approaches, while Part 5 considers the range of experiences possible beyond purposefully-designed spaces, from visiting nature reserves to exploring urban environments. 'A much needed and comprehensive resource for pre-service teachers and educators of young children that encompasses philosophies, theories, pedagogy and practice for purposeful engagement of children in all kinds of outdoor spaces in Australia.' - Dr Kumara Ward, Director of Academic Program: Early Childhood Education, Western Sydney University 'This seminal work will provide a shared language and framework for educators, policy developers, community builders and researchers in exploring the justifications for engaging children in well considered outdoor learning places and
spaces.' - Leanne Grogan, School of Education, Outdoor and Environmental Studies, La Trobe University.

**Teaching Art and Design 3-11**-Sue Cox 2016-08-25
Whether you are beginning a teacher education course or embarking on a career in teaching, this introductory textbook provides comprehensive information on how to meet the standards for the effective teaching of art and design in foundation and primary settings. The authors offer comprehensive guidance on everything from reflecting on your own subject knowledge as a teacher to organizing the classroom, planning your lessons, using a variety of art processes and using artists' work in your teaching.

**Let Me Be Five**-Sue Quirk 2020-12-29 This book offers a step-by-step guide to implementing a play-based curriculum in Year 1 while fully achieving the National Curriculum objectives. The authors explore the key barriers and common pitfalls that often arise around this crucial transition, and show teachers how to successfully lead children from the Reception stage through Year 1 and to the subject-based teaching beyond. Providing practical advice and guidance for busy teachers, the authors clearly and concisely illustrate their methods with theory, personal stories and colourful photographs from transitional stories they have been a part of. Let Me Be Five shows teachers how to plan the curriculum in a way that builds on children’s experiences in the Early Years Foundation Stage and gives them meaningful contexts for learning. Including real-life case studies and views from parents and teachers, this book will give you the knowledge and confidence to plan a play-based curriculum, based on children’s interests and developmental needs that will enable every learner to thrive.

**Teaching Social and Emotional Learning in Physical Education**-Paul M
Wright 2021-07 Teaching Social and Emotional Learning in Physical Education is the ideal resource for understanding and integrating social and emotional learning (SEL) competencies into the structure of a physical education program, alongside physical activity and skill development goals. This text should be incorporated as a key resource to guide physical education teacher education courses specifically focused on social and emotional learning while also providing supplemental readings for courses related to physical education curriculum, instruction, assessment, and/or models-based practice. Similarly, practicing physical education teachers who are interested in developing a stronger focus on SEL in their teaching will find that the book provides a comprehensive resource to guide their professional learning and practice.

**Imagination for Inclusion**
Derek Bland 2016-02-12
Imagination for Inclusion offers a reconsideration of the ways in which imagination engages and empowers learners across the education spectrum, from primary to adult levels and in all subject areas. Imagination as a natural, expedient, and exciting learning tool should be central to any approach to developing and implementing curriculum, but is increasingly undervalued as learners progress through the education system; this disregards not only imagination’s potential, but its paramount place in informing truly inclusive approaches to teaching and learning. This book presents a new theory of imagination and includes discussion about its application to teaching and learning to increase the engagement of disaffected students and reinvigorate their relationships with curriculum content. Chapters include key ideas and discussion surrounding the benefits of introducing imaginative practices into the classroom for learners from a range of marginalised backgrounds, such as young people with disabilities and adult learners from socio-economically disadvantaged
environments. In exploring imagination in the practice of inclusive education, the book includes chapters from researchers and practitioners in education who have fresh ideas about how learners and teachers have benefited from introducing imaginative pedagogies. The diverse collection, featuring writers with backgrounds from early childhood to adult education, will be essential reading for academics and researchers in the fields of education, inclusive education, social policy, professional development, teacher education and creativity. It will be of particular interest to current and pre-service teachers who want to develop inclusive practice and increase the engagement of all students with formal education.

**Game On** - Ryan L. Schaaf

2016-10-25 Discover how digital gaming can improve learning and prepare students for successful futures. The authors—both experienced educators and enthusiastic gamers—contend that students of the 21st century communicate and learn differently than previous generations. By incorporating digital games into lessons, student learning will more accurately reflect the interactive, engaging reality students experience outside the classroom and better prepare them for college and careers. Benefits Explore learning theory and research that supports why students of the digital generation require different learning and teaching methods than previous generations. Discover the benefits of classroom gamification for educational and professional development purposes, which include making students active participants in their learning. Gain consistent, clear definitions for terms related to gaming in education, and learn how to incorporate digital games into lesson design. Access lists of suggested digital games, and learn for what purposes the games are most useful. Consider how digital games can address students’ diverse learning needs and can be used for assessment. Contents Foreword by Ian Jukes

Introduction: The Gamer in Us
Problem-Based Learning Online - Savin-Baden, Maggi 2006-08-01 The book provides research-based information about the realities of setting up and running problem-based programmes using technology in a variety of ways. It also captures the diversity of use of technology with PBL across disciplines and countries, providing vital input into the literature on the theory and practice of PBL online.

Perspectives on Play - Avril Brock 2013-09-13 This book presents a review and critical analysis of research in the field whilst exploring development in the early childhood years from a broad range of multi-disciplinary perspectives. Brock's approach will offer a dynamic perspective on the practice of play that will rival existing texts currently on the market, it will be a valuable asset for any student studying for an Early Childhood, Childhood, or Education Studies degree.