Chapter 2 Play Based Learning In Early Childhood Education

A coordinated and comprehensive volume of international research on this subject edited by members of the well-established European Early Childhood Education Research Association Outdoor Play and Learning SIG (OPAL). This book brings together an international group of researchers reporting on their work about play and early childhood education across 13 countries – Norway, Sweden, Denmark, England, Germany, Hong Kong, United States of America, India, The Maldives, Sri Lanka, Singapore, China and Australia. It contributes to growing international conversations about play and the role of play in early childhood education. Each of the chapters in this anthology reflects different directions in research as well as a range of approaches to reconceptualising play. Each researcher questions assumptions underpinning young children’s play and early childhood education and explores the implications of these questions for further research, practice and policy. Chapters report a wide range of innovative and transformative research, focusing on areas such as the play of infants and toddlers, the role of values in play, the complexity of connections between play and learning, motivation, the role and understandings of early childhood educators in promoting children’s play, risky play and the impact of Westernised approaches to play in different contexts. This book argues for the importance of children’s play at a time when there is a great deal of pressure to increase the academic focus of early education and to eliminate play that could be deemed risky. Several authors note moves towards pedagogies of play and explore the potential links between play and learning in early education settings. The research reported in this book is a timely reminder of the value of play, for and of itself, as well as the learning potential of play. It provides a pathway into the debates about the role and value of play in early years education for students, researchers and policy-makers.

Play is an important vehicle for learning in the early years. With intentional planning frameworks, this resource provides teachers with tools and strategies to organize and develop curriculum around high-level, purposeful play. Practical application techniques help teachers create a cycle of planning and observation as they use a play-based curriculum to help young children thrive in the classroom. Gaye Gronlund is an early childhood education consultant who trains early childhood educators across the country. She is the author of six books.

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. This timely second edition explores recent developments which strongly endorse play as an integral part of the curriculum.

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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 teaching and learning across the curriculum.

Providing high quality play experiences is an essential part of good early years education, but this can pose a challenge for practitioners who face pressure from a more didactic primary curriculum, and from parents worried that their children will fail to acquire essential skills and knowledge. By helping the reader to develop their understanding of the complex relationships between play and learning, this book examines current theoretical perspectives on play, alongside examples of recent and innovative play research from a range of disciplinary and methodological perspectives. With contributions from leading play scholars, it brings together theory, research, policy and practice in relation to play and learning in early years settings. The emphasis is on the relationship between play and learning, and play and pedagogy, and the need to understand these dimensions more substantially in order to teach with confidence. Included are chapters on: - the influence of play on thinking, problem-solving and creativity - cooperative play and learning - play, risk and outdoor learning - learning to play in cultural context There are chapter objectives, reflective points, reflective tasks and suggestions for further reading throughout, to facilitate critical thinking and encourage independent study. Suitable for early years practitioners, early childhood students at undergraduate and postgraduate levels, and all those who work with and care for young children, this is an exciting and thought-provoking book.

This 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.

Creativity, Technology, and Learning provides a comprehensive introduction to theories and research on creativity in education and, in particular, to the role of digital-learning technologies in enabling creativity across classroom learning environments. Topical coverage includes play, constructionism, multimodal learning and project-/problem-based learning. Creativity is uniquely positioned throughout the book as an integral component of the educational process and also as a foundational aspect of self-actualization, thriving communities, and humane societies. Through in-depth, empirically based discussions of the philosophical, curricular and pedagogical elements of creativity, Sullivan demonstrates how creativity can be fostered across the curriculum through the use of digital-learning technologies in design, personal expression and problem-solving activities. Grade level: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, k, p, e, i, s, t.

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.

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.

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

This book represents the outcome of the joint activities of a group of scholars who were concerned about the lack of international research in play for children from birth to 3 years. The authors are members of the Organisation Mondiale pour ` l'Education Prescolaire ? (OMEP). For further information, see http://www.om-ong.net/. The idea of carrying out a research project internationally was born at the OMEP's World Congress in Melbourne, Australia 2004. All member countries were invited and 10 countries decided to participate, of which three have withdrawn during the process. The reason for this might be that in these countries only one person was working with the project, while other seven countries have been working in a team of two or more persons. The countries that have carried out research and contributed to this book with a chapter each are Australia, Chile, China, Japan, New Zealand, Sweden and USA (Wisconsin). For more information about the participating countries and their corresponding addresses, see Appendix I. This book project started in Melbourne with a discussion about what is general in early childhood education globally, and what is culturally specific. The discussion was inspired by one of the keynote speakers, Nazhat Shameem (2004), judge in the supreme court in Fiji, when she said: “If we all think we are so different and specific in each culture, the role of human rights has no value anymore.” We formulated three questions:

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. 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.

This book examines the question of why ‘play’ is a happy and benevolent verb in childhood, yet a subjective label of behaviour in adulthood. It studies the transformation of the positively labelled term ‘child’s play’, used to refer to our early years, into an aberrance or deviation from normal social relationships in later life, when we speak of playing up or playing around. It answers the question by proposing play as a theory of learning, an ideology that circumscribes behaviour, and a way of thinking. Written by scholars of early childhood through to further and higher education, the book presents research on play enacted in a way that arches beyond the specificity of age groups or predictive, normative patterns. It is international in its focus, moving beyond insular, inward and parochial educational standards and limitations in one city, province, state or nation. Finally, it demonstrates the value of play to educational policy and theories of learning.

Learning outside the classroom is increasingly seen as beneficial in both early years and primary settings, and it is becoming embedded in the curriculum, but what are the benefits of this approach? What do children learn from being outside the classroom? This book explores why learning beyond the classroom is important for children, and offers practical examples of how to improve outdoor learning experiences for all children. In the face of the increasing restriction of children's outdoor experiences, it will help the reader rise to the challenge of finding creative opportunities for working across the curriculum through outdoor activities. Chapters cover: - the theory behind learning outside the classroom - transition from early years to primary practice - what outdoor learning looks like, in different contexts - teaching and learning across the curriculum outdoors - how to evaluate the effectiveness of different outdoor activities, and learning outside the classroom as a whole. Each chapter has case studies, thoughts on theory, points for practice and summaries to help readers digest the most important information. Critical thinking and reflective practice are encouraged throughout to support consideration of how outdoor learning relates to the curricula in England, Wales, Scotland and Northern
Ireland. Sue Waite is a Research Fellow at the University of Plymouth, where she leads the outdoor and experiential learning research network in the Faculty of Education. This second edition has been substantially updated and revised to include comprehensive coverage of the birth-to-eight age group. Drawing on the most up-to-date research, this edition presents current issues and debates relevant to pre-service teachers of early childhood science, both at pre-school and in the early years of schooling.

Over the past two decades, much attention has been given to the new media culture of video games, due to their unique features and pervasive nature among young people. This book critically examines the role of video games in education, arguing that they encourage strategic thinking, planning, communicating, negotiation skills, multi-tasking and group decision-making. It is also observed that video games promote higher levels of attention and concentration among players. The book contains multiple perspectives and presents thought-provoking ideas, innovative approaches, systemic exploration, exemplary and promising efforts, and future-oriented scenarios. The book draws together distinguished researchers, educational and curriculum planners, game creators, educational and social psychologists, and instructional designers to explore how video games can transform the future of education.

An essential handbook for all early years practitioners on how to develop their own understanding and practical applications of learning through play in their own work setting. Covering a wide range of areas including: professional development activities, examples of good practice and an overview of key research projects within the field. Providing a fresh approach to examining development in the early years, this book draws together well-established ideas and theories based on outdoor play experiences and connects them to spiritual development in children. Elemental Play and Outdoor Learning considers socio-cultural perspectives, guided participation and mediated learning alongside playfulness as it looks at young children’s developing interest in the people around them, the environment they experience and the ideas and objects that involve them. Including rich encounters with young children and adults, chapters cover: elemental play as an approach to observe and support children’s holistic development; the role of people in developing effective exploratory and social skills; using the concept of elemental play to consider the spiritual system as an aspect of child development; imaginative play with raw, natural materials and how prepared environments can encourage children's natural exploration; an exploration of well-established constructs of play and how elemental play can be integrated or re-conceptualised with the other theories. Exploring current thinking about natural experiences, interest in forest school activity and fresh insight into dynamic ecological concepts, this book will be essential reading for practitioners and students on undergraduate and postgraduate early years and childhood studies courses.

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.

Young Children’s Play and Environmental Education in Early Childhood EducationSpringer Science & Business Media

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 and instruction with computer games. Unlike other books on the topic, which emphasize game development or story worlds, 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 related fields. It can also be used in courses related to the topic of gaming in education, 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. Kimzer, 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. Plasc, Charles Raffale, 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. Thome, A. M. Tsasas.

The mind-set that dominated the history of computer game playing relies on straightforward exploitation of the available computing power. The fact that a machine can explore millions of variations sooner than the sluggish human can wink an eye has inspired hopes that the mystery of intelligence can be cracked, or at least side-stepped, by sheer force. Decades of the steadily growing strength of computer programs have attested to the soundness of this approach. It is clear that deeper understanding can cut the amount of necessary calculations by orders of magnitude. The papers collected in this volume describe how to instill learning skills in game playing machines. The reader is asked to keep in mind that this is not just about games – the possibility that the discussed techniques will be used in control systems and in decision support always looms in the background.

In recent years, there has been growing interest in the use of games to enhance learning across multiple educational levels, and extensive research has shown that games have considerable potential for enhancing learning, motivation and skills development. However, despite a growing acknowledgement of this potential, challenges remain and the use of games in formal education contexts remains far from mainstream. While some studies identify design and development issues as a key barrier – including associated costs – others highlight organisational and infrastructural difficulties involved in implementing games in the classroom. More recently, increasing recognition of these difficulties has led many to explore how gaming elements (rather than fully fledged games) can be used to engage and enhance student learning – a practice now widely referred to as “gamification”. This edited collection of chapters explores the application, potential and challenges of game-based learning and gamification across multiple disciplines and sectors, including psychology, education, business, history, languages and the creative arts. With contributions exploring the use of games across the full educational spectrum – from early childhood education, through to the corporate sector – it provides comprehensive insights into the potential of games and play for facilitating learning and engagement at every life stage.

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. 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. This practical book provides an accessible framework for observing and assessing children's learning through play. It will help early years practitioners to deepen their understanding of the links between intellectual development, the growth of language and the emotional well-being of young children. Drawing on many years of research and working with teachers, Pat Broadhead has developed the Social Play Continuum, a unique observation tool and a means of monitoring and developing a child’s social progress through skills such as problem-solving, investigation and imagination discourse. This tool forms an integral part of this innovative text, offering practitioners in a wide range of early years settings a means of focusing their observations of play. In addition, the book: supports the development of ‘areas of provision’ illustrates progression from ‘association’ to ‘cooperative’ play considers links with the Foundation Stage Curriculum, Profiling and the National Curriculum acknowledges the many constraints that have operated on early years practitioners in the past decade. Blending theory and practice this book is aimed at all early years' practitioners concerned with quality provision for their pupils. It is also the ideal text to support student teachers, classroom assistants and undergraduates on early childhood studies degrees.

Effective Learning and Teaching in Law will provide all law teaching professionals with practical, authoritative guidance and advice on the successful teaching of their subject in both university settings and as part of professional training and practice. Written to promote the development of and recognition of the professional role of the law teacher, this book will help educators equip law students of law with the intellectual and practical skills required to succeed in their studies. Key coverage includes assessment, the design and planning of learning activities, the use of IT in legal education and developing suitable learning environments. The book is edited by a leading team of legal educators for the UK Centre for Legal Education (UKCLE) at the University of Warwick, and includes expert contributions from leading figures in the field. It will be essential reading for anyone involved with legal education today and will be particularly relevant for those developing their teaching career, or seeking professional accreditation. 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 NAECYC 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.

Planning is central to the role of any early years practitioner and involves careful consideration of resources and the learning environment, learning outcomes, observation and assessment and the unique abilities of individual children. This is a big ask and in a busy setting it can be a challenge to adopt a flexible, creative approach to planning that embraces the unexpected rather than relying on templates or existing schemes of work. This book takes a fresh look at planning to consider the possibilities that should be encouraged when playing alongside young children. It shows how a creative approach that allows for spontaneous adventures in play through child-led projects leads to rich learning experiences that build on children’s own interests. Drawing on practice from Reggio Emilia, New Zealand; Scandinavia and settings in the UK, the book covers all aspects of planning including: using observations of children to enable them to lead projects; organisation of indoor and outdoor learning environments; inclusive practice; learning through risk taking and adventure play; working with parents and carers; encouraging the team to consider different ways of working. Including encounters from authentic settings and provocative questions for reflective practice, this timely new text aims to give students and practitioners the confidence to adopt a flexible approach to planning that will better meet the needs of the children in their care. The authors are experienced lecturers, practitioners, mentors and assessors. Working with students, visiting placements, training teachers and early years professionals, they provide a sense of real purpose in their writing and enjoyment in the themes made explicit throughout this book. This book explores embodiment in second language education, sociocultural theory and research. It focuses on process drama, an embodied approach that engages learners’ imagination, body and voice to create a felt-experience of the second language and culture. Divided into three parts, it begins by examining the aesthetic and intercultural dimension of performative language teaching, the elements of drama and knowing-in-action. The central part of the book examines
issues related to play, emotions, classroom discourse and assessment when learning a language through process drama, in a sociocultural perspective. The third part is an analysis of the author’s qualitative research, which informs a subtle discussion on reflective practitioner methodology, learner engagement and teacher artistry. Each chapter includes a drama workshop, illustrating in practice what embodying language in action can look like when working with asylum seekers, adult learners with intellectual disabilities, pre-service teachers, international students and children involved in a Content and Language Integrated Learning (CLIL) programme. A unique combination of theory, research and reflective practice, this book provides valuable insights for teacher/artists, teacher educators and researchers in the fields of performative and sociocultural language learning.

This book documents a collaborative action research project in one school where researchers and practitioners worked together to develop multimodal literacies and pedagogies for diverse, multilingual elementary classrooms. Following chronologically from Lotherington’s Pedagogy of Multiliteracies (2011), this volume picks up after teachers and researchers have learned how to work efficiently as a learning community to offer project-based learning approaches. This edited collection relates how teachers and students of different grade levels, language backgrounds, and abilities developed a shared agenda and created a framework for effective and inclusive practices. Contributors demonstrate that collaboration, creative pedagogical solutions and innovative project-based learning are all essential parts of learning and teaching socially appropriate and responsive literacies in a multimodal, superdiverse world.

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.

Since the release of Dungeons & Dragons in 1974, role-playing games (RPGs) have spawned a vibrant industry and subculture whose origins, characteristics, cultures and player experiences have been well explored. Yet there has been little attention devoted to the meaningful ways RPGs have shaped society at large over the last four decades. RPGs were influential on video game design and have been widely represented in film, television and other media. They have made their mark on other areas of society, as well, including education, social media, corporate training and the military. This collection of new essays illustrates the broad appeal and impact of RPGs. Topics range from a critical reexamination of the Satanic Panic of the 1980s, to the growing significance of RPGs in education, to the potential for “serious” RPGs to provoke awareness and social change. The contributors discuss the myriad subtle (and not-so-subtle) ways in which the values, concepts and mechanics of RPGs have infiltrated popular culture.

This book provides insights drawn from the authors’ extensive experience in teaching Puzzle-based Learning. Practical advice is provided for teachers and lecturers evaluating a range of different formats for varying class sizes. Features: suggests numerous entertaining puzzles designed to motivate students to think about framing and solving unstructured problems; discusses models for student engagement, setting up puzzle clubs, hosting a puzzle competition, and warm-up activities; presents an overview of effective teaching approaches used in Puzzle-based Learning, covering a variety of class activities, assignment settings and assessment strategies; examines the issues involved in framing a problem and reviews a range of problem-solving strategies; contains tips for teachers and notes on common student pitfalls throughout the text; provides a collection of puzzle sets for use during a Puzzle-based Learning event, including puzzles that require probabilistic reasoning, and logic and geometry puzzles. 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 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.

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.

Copyright: ab8f8bb93e688488d09e05469b86b32e