



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Play and Play Materials							
Course Code		CGB358		Course Level		First Cycle (Bachelor's Degree)			
ECTS Credit	3	Workload	73 (Hours)	Theory	2	Practice	0	Laboratory	0
Objectives of the Course		To provide comprehensive information about the play that is an important part of the lives of children.							
Course Content		The power of play (life-long play, play in the 21st century, play as a "right", positive effects of play on child development (in terms of physical development, social and emotional development, mental development, language development, school success and literacy) the power of play in terms of the development of their skills), the acquisitions that the game provides to the child according to the types of play (physical game, game with objects, symbolic game, social game, game with rules), researches on game perception (parents 'perception of play, teachers' perception of play, perception), development and types of game (social game development (according to Erikson, Bandura, Parten), development of cognitive game (game according to Helanko, Berlyne, Piaget, Vygotsky, Smilannsky, Moore), Game types (physical game, structure -building games, dramatic play, play with natural materials, games with rules), digital games and their effects, playground, materials and toys (indoor and outdoor playgrounds, parks, playgrounds and child development, baby and Play environments and materials for toddlers, play environments and materials for preschool children, playgrounds and materials of school children, the importance of toys and their contribution to development, types of toys, effects of toys and materials on play), observing children during play (purpose and importance of play observation , game observation planning (aim of observation, determining the person to be observed, place and time to be observed), game observation methods and applications (game checklist, time sampling, event sampling, target child observation, follow-up map, anecdote recording, continuous recording, visual and audio recordings), strengths and limitations of game observation, analysis and evaluation of game observations, examples of game observations.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Demonstration, Discussion					
Name of Lecturer(s)		Ins. Gökçen AKBABAOĞLU							

### Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	70

### Recommended or Required Reading

1	Aksoy, A.B. (2015) (Ed.). Play in Pre-School Education. Ankara: Hedef Yayıncılık.
2	Hughes, F. (2010) Children, Play and Development, Sage Publications, USA.
3	Sheridan, M. (1999) Play in Early Childhood, Routledge, London.

Week	Weekly Detailed Course Contents	
1	Theoretical	Introduction
2	Theoretical	Description and history of play
3	Theoretical	Theories on play
4	Theoretical	Classifications, types and stages of play and digital games
5	Theoretical	Contributions of play to the child development according to specific developmental areas
6	Theoretical	Contributions of play to the child development according to specific developmental areas
7	Intermediate Exam	Midterm Exam
8	Theoretical	Toys and play materials
9	Theoretical	Toy Safety
10	Theoretical	Development of/choosing play to support specific developmental areas
11	Theoretical	Arrangement of Play Areas
12	Theoretical	Presentation of Regional Plays
13	Theoretical	Presentation of Regional Plays
14	Theoretical	Presentation of Regional Plays
15	Theoretical	General Evaluation



**Workload Calculation**

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	2	2	56
Midterm Examination	1	5	1	6
Final Examination	1	10	1	11
Total Workload (Hours)				73
[Total Workload (Hours) / 25*] = <b>ECTS</b>				3

\*25 hour workload is accepted as 1 ECTS

**Learning Outcomes**

1	Know the play definition and history of the play
2	Explain the development of the play according to the theorists
3	Explain play types and features
4	Comprehend the place and importance of play in child development and education
5	Prepare play materials

**Programme Outcomes (Child Development)**

1	Comparatively evaluate and interpret the reliability and validity of the knowledge he / she has by using the basic and updated theoretical and practical educational and training tools and resources in the field of child development.
2	In line with the theoretical and practical knowledge he has acquired in the field of child development, he has the skills to evaluate children who show typical and atypical development with different methods and tools, develop support programs, provide family counseling and inform the society.
3	Uses his/her knowledge about self-care, physical-motor, cognitive-language, social-emotional development of 0-18 year old children for the developmental and educational diagnosis of children, in the units related to his/her profession for the benefit of children, families and society.
4	Analyzes the problems of their children and their families in terms of health, development, education and social service in the country and produces appropriate solutions and original ideas by using evidence-based knowledge on these problems.
5	Using the basic knowledge in the field of child development, he produces individual and group studies
6	He plans and implements research, professional projects and activities for the social environment in which it lives with the awareness of social responsibility, and monitors and evaluates the process.
7	Acts in accordance with the ethics of science, observes the psychological state of the children and their families in experimental researches on children.
8	Behaves in accordance with laws, regulations and legislation and respectful of democracy, human rights, social, scientific and professional ethical values, presenting an example for the society with his/her attitude, behavior and appearance.
9	Has adequate awareness about quality management and processes, individual and environmental protection and occupational safety issues including infants, children and families, participates and behaves accordingly in these processes.
10	He can integrate her professional knowledge with knowledge from different disciplines, he takes responsibility in multidisciplinary, interdisciplinary and transdisciplinary studies by participating in teamwork and fulfills his duties effectively.
11	Developing the habit of keeping research and learning awareness and knowledge up-to-date throughout life, he knows all the concepts related to development and education for children and young people aged 0-18 and follows the studies on this subject with a critical approach.
12	Using information and communication technologies together with the computer software required by the field.
13	To follow the changes and developments in the field using at least one foreign language.

**Contribution of Learning Outcomes to Programme Outcomes** 1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High

	L1	L2	L3	L4	L5
P1	5	5	5	5	5
P3	4	4	4	4	4
P4	4	4	4	4	4
P6	4	4	4	4	4
P7	3	3	3	3	3
P8	3	3	3	3	3
P9	3	3	3	3	3
P10	3	3	3	3	3
P11	4	4	4	4	4

