

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **POR QUÉ EL JUEGO IMPORTA: PSICOLOGÍA DEL JUEGO INFANTIL**

Code: 622001

Degree/Master: **MÁSTER UNIVERSITARIO ERASMUS MUNDUS EN JUEGO, EDUCACIÓN, JUGUETES Y LENGUAS** Year: 1

ECTS Credits: 6.0

Classroom hours: 45

Face-to-face classroom percentage: 30.0%

Study hours: 105

Online platform: www.uco.es/moodle

LECTURER INFORMATION

Name: ROMERA FÉLIX, EVA MARÍA (Coordinator)

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Area: PSICOLOGÍA EVOLUTIVA Y DE LA EDUCACIÓN

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Name: GÓMEZ LÓPEZ, MARÍA DE LAS MERCEDES

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Area: PSICOLOGÍA EVOLUTIVA Y DE LA EDUCACIÓN

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

None specified

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INTENDED LEARNING OUTCOMES

CG1	To develop a good disposition to collaborative and cooperative exchanges of knowledge, understanding and practices among institutions and students in a wide range of international contexts.
CG6	To obtain and understand the knowledge about different cultural traditions and increase intercultural awareness within the family context and future generations in order to achieve a better disposition to accept differences.
CB7	To know how to apply the acquired knowledge and their problem-solving capacities to new or unfamiliar environments into broader (or multidisciplinary) contexts related their specialization area.
CB8	To be able to integrate knowledge and to face the complexity of making judgements from information which, being incomplete or limited, includes considerations about the social and/or ethical responsibilities linked to the application of their knowledge and judgement.
CT3	To master procedural techniques and strategies to ease communication, argumentation and to develop research and teaching skills in the fields of games, toys, early childhood education, intercultural education, and early second languages acquisition.
CT4	To show strategies of collaboration for the effective and positive interaction (both orally and written) in English, as well as to manage different resources and documentary sources.
CE2	To implement their original scientific or didactic research, as well as their innovative ideas, about games, toys, early childhood education, intercultural studies, and early second language acquisition.
CE4	To be able to develop new methodologies, approaches, concepts and tools for institutions specialised in early childhood education.

OBJECTIVES

1. To understand the psycho-developmental nature of children's play and to show the ability to speak and write about it.
2. To understand the learning potentiality of children's play in Early Childhood Education.
3. To design play spaces that promote learning in cognitive, emotional and socio-moral areas.
4. To transfer psycho-evolutionary knowledge to educational and health fields.

CONTENT

1. Theory contents

1. Psychological theories of children's play.
2. Human activity, motor skills and children's play.
3. Play and its influence on cognition and language development.
4. Evolutionary scheme of children's play and school learning: sociodramatic play.
5. Games with rules and the operative logic: the significance of play in playgrounds.
6. Play and social development: from rough and tumble play to social play.
7. Play, human aggression and the development of social competence.
8. Play and psychotherapy: instrumental potentiality of children's play.

2. Practical contents

1. Psychological theories of children's play.
2. Human activity, motor skills and children's play.
3. Play and its influence on cognition and language development.
4. Evolutionary scheme of children's play and school learning: sociodramatic play.
5. Games with rules and the operative logic: the significance of play in playgrounds.



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6. Play and social development: from rough and tumble play to social play.
7. Play, human aggression and the development of social competence.
8. Play and psychotherapy: instrumental potentiality of children's play.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Good health and well-being
 Quality education
 Gender equality
 Reduced inequalities
 Peace, justice and strong institutions

METHODOLOGY

Clarifications

Methodological adaptations will be agreed with teachers.

Face-to-face activities

Activity	Total
<i>Assessment activities</i>	2
<i>Conference</i>	3
<i>Group work (cooperative)</i>	10
<i>Lectures</i>	15
<i>Projects</i>	15
<i>Total hours</i>	45

Off-site activities

Activity	Total
<i>Exercises</i>	15
<i>Information search</i>	20
<i>Reference search</i>	20
<i>Self-study</i>	50
<i>Total hours</i>	105

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WORK MATERIALS FOR STUDENTS

Case studies
Exercises and activities
Oral presentations
References

EVALUATION

Tools	Percentage
Attendance sheets	10%
Group work	40%
online questionnaires	50%

Period of validity for partial qualifications:

Scores are valid during the academic year

Clarifications:

The final exam (multiple choice questions) will be online.

Clarifications:

BIBLIOGRAPHY

1. Basic Bibliography

- Bruner, J. S., Jolly, A., & y Sylva, K. (Eds.) (1976). *Play. Its Role in Development and Evolution*. Middlesex: Penguin Books.
- Gómez-Parra, E., & Huertas, C. (2018). *Early Childhood Education from Intercultural and Bilingual Perspective*. IGI-Global.
- Lillard, A. S., Lerner, M. D., Hopkins, E. J., Dore, R. A., Smith, E. D., y Palmquist, C. M. (2013). The impact of pretend play on children's development: A review of the evidence. *Psychological Bulletin*, 139, 1-34.
- Ortega, R. (2003). *Play, Activity and Thought: Reflections on Piaget's and Vygotski's Theories*. En D. Lyttle (Ed.), *Play and Educational Theory and Practice* (pp. 99-116) . Londres: Praeger.
- Ortega, R., Romera, E. M., & Monks, C. P. (2009). The impact of group activities on social relations in an early education setting in Spain. *European Early Childhood Education Research Journal*, 17, 343-361.
- Smith, P. K. (2010). *Children and play*. West Sussex, United Kingdom: Wiley-Blackwell.
- Thomas, L., Howard, J., & Miles, G. (2006). The Effectiveness of Playful Practice for Learning in the Early Years. *The Psychology of Education Review*, 30, 52, 8211-58.

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2. Further reading

None

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.