

Assignments



Playful Learning Journey Blog (40 pts)

6 entries @ 5pts each = 30pts; responses to colleagues' posts =10 pts
Due bi-weekly throughout the semester.

Approximately bi-weekly, you will write a reflective blog post and share with the class. Classmates will be able to see and respond to your post. There is no required length for posts, but aim to keep your posts concise, insightful, and engaging. If at any time your ideas feel very personal and you would prefer to share only with the instructor rather than in the class forum, please let the instructor know.



1

Play Autobiography

Describe a memorable play experience from your childhood. Describe the play, reflect on what you learned through this play and the way adults supported the play. Make connections between the Pedagogy of Play team (2016) reading and your experience. Come to class prepared to share your story in 3 minutes or less. You may bring an image or artifact to accompany your story.



2

Portrait of a Playful Learner

Building on the examples provided in class, describe a playful learner you know about or have observed in your own life. This may be a child, a family or community member, a colleague or fellow student, or a historical or current teacher, scientist, athlete, artist, leader etc. Describe the qualities that exemplify why this person has a playful mindset and how they engage in playful learning. Make connections with course readings and topics we have explored in class so far. NOTE: You are encouraged to complete this in a video format rather than a written entry - examples will be shared in class.



3

Playful Participatory Research Plan

Sketch out your PPR study (see more information below). What is context for your PPR study? Who are the learners? What is your research question, and how does it explore a critical issue related to learning through play? What is your documentation plan? What questions do you have about this process, and what supports would help you along the way? Also list the other sources of knowledge (research studies, online sources, others you plan to talk with) that you have identified for your topic.

4

Funds of Knowledge

First, consider who you are as a teacher. What are your funds of knowledge? What aspects of your identity, privilege, and lived experience are important to acknowledge as you prepare for playful teaching? Next, think about your learners. Learning through play is most meaningful when curriculum topics resonate with children's lives and interests. For this assignment, use the Funds of Knowledge worksheet provided in class to learn about the learners you are working with for your PPR study. You may talk with the learners or their family members to learn more about their strengths and sources of knowledge. Select four categories of Funds of Knowledge from the worksheet and describe how you could incorporate these strengths as you plan play-based curriculum for this learner in your classroom or other context. Make connections with the readings on equity and social justice we have read/discussed so far.

5

Opportunities for Play in your Community

As we will discuss in class, opportunities and access to play are not equitably available to all children. Consider the opportunities that children in your classroom, school, or local community have to play, both inside and outside of school. Who gets to play? When? For how long? Consider doing a web search of the local schools in your area, to see what information you find about time devoted to play in the curriculum, and follow up with calls to the school administration to learn more. Do children in all local schools have similar access to play, or does it vary? If so, do children of a particular race or socio-economic status have more access to play than others? Reflect on what you learn and connect with our readings on equity and play. **More than one way:** *Another option for this blog post is to review the curriculum in your local school or locality with a critical lens – where is play included? Absent? If play is marginalized in this curriculum, re-imagine the curriculum in a way that centers playful learning.*



6

PPR Research Memo

After sharing documentation with your colleagues in your inquiry group, memo about what you learned. What did your colleagues notice about your documentation? What questions did they pose? What new thoughts do you now have or next steps you plan to take? Make connections with course topics/readings as appropriate - this may include readings on documentation and PPR as well as other readings that connect with your research questions/topic.

Responding to Colleagues' Posts

Each week, read as many of your colleagues' posts as you are able, and **post a response to at least two colleagues' blog entries**. You might ask a question, make a connection, or offer a resource that could be helpful to explore. Participation in this process is important to our classroom community and is worth 10 points of your final grade.