

OEL327 Play-Based Early Education in Anji

Level: 3

Credit Units: 5 Credit Units

Language: ENGLISH

Presentation Pattern: EVERY JULY

Topics:

- Experiential learning.
- Inquiry learning.
- Key historical and socio-cultural developments of early childhood education in Anji and in China as a whole.
- Key historical and socio-cultural developments of early childhood education in Singapore.
- Key historical and socio-cultural developments of early childhood education in the western world.
- Selected issues on the use of play in early childhood education.
- Cultural conceptions of work.
- Cultural conceptions of play.
- Universality of play-based education in ECE.
- Cultural particularity of play-based education in ECE.
- Cultural sensitivity in engagement in overseas study work.
- Preparation and design of the overseas experiential learning project: liaising with local community partner(s), safety and emergency response

Learning Outcome:

- Compare the socio-cultural circumstances shaping play-based education in Anji to that of Singapore
- Examine how the issues and challenges faced by preschool teachers in implementing play-based education in Anji County are similar and/or different from those faced by preschool teachers in Singapore.
- Apply ECE theories of play to cultural vs. universal conceptions of play.
- Evaluate the relationships between play-based education and cultural conceptions of work vs. play.
- Analyse the universality and particularity of the role that play holds in early childhood education.
- Assess the effectiveness of play-based education in the Anji preschools.
- Modify own beliefs about play-based education.

Assessment Strategies - Regular Semester (Daytime Class):

Components	Description	Weightage Allocation (%)
Overall Continuous Assessment	GROUP BASED ASSIGNMENT 1	50
	TUTOR-MARKED ASSIGNMENT 1	25
	TUTOR-MARKED ASSIGNMENT 2	25
Total		100

*The information listed is subject to review and change.