

## **Play as a pedagogical resource to support children's development, learning and creativity**

Lek som en pedagogisk resurs för att stödja barns utveckling,  
lärande och kreativitet

3 credits

Single subject course

9E1G01

Valid from: 2025 Spring semester

<b>Determined by</b>	<b>Main field of study</b>	
Course Syllabus Board at the Faculty of Educational Sciences	No main field of study	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2024-05-20	First cycle	G1N
<b>Revised by</b>	<b>Disciplinary domain</b>	
	Social sciences	
<b>Revision date</b>	<b>Subject group</b>	
	Education	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Spring semester 2025		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för beteendevetenskap och lärande		

## Entry requirements

General entry requirements for undergraduate studies

and

English corresponding to the level of English in Swedish upper secondary education (Engelska 6).

Exemption from Swedish.

## Intended learning outcomes

After completing the course, the student must be able to

- describe children's play based on different approaches and theories
- discuss pedagogical organization of play based on research
- explain how teachers can create conditions for play and use play as an educational resource.

## Course content

In the course, play is treated as a central part of childhood and it is described from different research based perspectives. Play is also related to teachers' mission to stimulate creativity, learning and development and promote social community between children. Furthermore, how teachers can create environments for play is discussed, as well as the pedagogical potential in play as a way to interact and communicate. The course develops upon a childhood sociological perspective, including concepts such as children's perspectives and children's agency.

## Teaching and working methods

The course includes lectures, group work, seminars and independent studies.

## Examination

The course is examined through written and oral presentation.

Applies to all courses regardless of grading scale.

- Students failing an exam covering either the entire course or part of the course two times are entitled to have a new examiner appointed for the reexamination.

If the course has a three-graded grading scale (U - VG), following applies:

- Students who have passed an examination may not retake it in order to improve their grades.

The following applies to courses that include a compulsory component:

- If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

## Grades

ECTS, EC

## Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.

### **About teaching and examination language**

The teaching language is presented in the Overview tab for each course. The examination language relates to the teaching language as follows:

- If teaching language is Swedish, the course as a whole or in large parts, is taught in Swedish. Please note that although teaching language is Swedish, parts of the course could be given in English. Examination language is Swedish.
- If teaching language is Swedish/English, the course as a whole will be taught in English if students without prior knowledge of the Swedish language participate. Examination language is Swedish or English (depending on teaching language).
- If teaching language is English, the course as a whole is taught in English. Examination language is English.