



**Your
Education
Ally.**

By Teachers,
For Teachers.

Course Syllabus

Name:

Date:



Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



Current University Partners (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations. (Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term

Registrations Accepted
July 16-March 15
Coursework Due*
April 15

Summer Term

Registrations Accepted
December 16-July 15
Coursework Due*
August 15

Fall Term

Registrations Accepted
March 16-October 22
Coursework Due*
November 15

*Or first business day after the 15th if due date falls on a weekend.

Coursework Details

The Rigor of Teaching Channel Graduate-Level Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

All coursework is to be completed in the Teaching Channel online environment.

Course Name	Move, Grow, Play! Using Play to Teach and Learn
Course Number	OL 5057
Course Credits	3 or Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

Did you know that students who are running and jumping are learning the laws of physics? That learning about surface tension involves blowing bubbles? That children who are picking up cotton balls with tongs are developing their pincer grips? These are just a few examples of how children learn through play. Textbook author Lisa Murphy challenges us to ensure our professional practice focuses on what the research proves is the foundation of learning: play. In this inspiring course, you will learn ways to add the "Magnificent Seven" to your lessons, will help others understand the researched benefits of play, and will return laughter, joy, and play to your classroom!

Goals and Objectives:

As a result of participation in this course, participants will:

1. Use provided prompts specific to play, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Design a learning environment that credits what the research proves about how children learn.
3. Prepare an activity to collaborate on the researched benefits of play.
4. Implement evidence-based teaching methods and articulate one's teaching philosophy about play as a strategy for teaching and learning.
5. Develop an action plan to challenge the status quo about play.

Required Text/Reading:

Text(s): Murphy, L. (2016). *Lisa Murphy on Play: The foundation of children's learning*. St. Paul, MN. Red Leaf Press.

All readings and resources are linked within their respective assignments.

All coursework is to be completed in the Teaching Channel online environment.

Knowledge Base:

Knowledge base, in part, is affirmed in the writing and research of these references:

Berk, L. (2019). *Child development. 10th edition*. New York, NY. Pearson.

Dort, E. (2018). *Why don't children sit still?* Edinburgh, UK. Floris Books.

Hanscom, A. (2016). *Balanced and barefoot: How unrestricted outdoor play makes for strong, confident, capable children*. Oakland, CA. Harbinger.

Isbell, R., Yoshizawa, S.A., (2016). *Nurturing creativity: An essential mindset for children's learning*. Washington, D.C. NAEYC.

Levine, L. (2017). *Child development: An active learning approach*. Thousand Oaks, CA. Sage.

Murphy, L. (2019). *Lisa Murphy on being child-centered*. Minneapolis, MN. Red Leaf Press.

Packer, M. (2017). *Child development: Understanding a cultural perspective*. Thousand Oaks, CA. Sage.

Pack, B. (2019). *Movement and play. Teaching strategies. 10th edition*. Independently Published.

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Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

All coursework is to be completed in the Teaching Channel online environment.

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

All coursework is to be completed in the Teaching Channel online environment.

Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

All coursework is to be completed in the Teaching Channel online environment.

Module 1

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about the role of play in learning.
2. Summarize your previous knowledge or experience with the role of play in learning.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

3. Investigation: Read and Respond

After reading the assigned resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

- A. Share your personal philosophy of early childhood education and its relationship to play.
- B. In Chapter 3, the author says "I started to question everything, including the educational practices that had been modeled to me." Summarize a time when you questioned how things were done in education and any conclusions you came to as a result of your questioning.
- C. Think about how you approach new learning (skeptical, enthusiastic) and discuss how your attitude influences your students.
- D. "Vigilante teachers" are discussed in Chapter 4. Communicate one idea you have for working with teachers who reprimand or say "we don't do that here."

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- E. In Chapter 6, the author discusses the connection between experiences, language, and words when helping students learn to read. Explain your understanding of this connection.
- F. Summarize why the author stresses the importance of focusing on what our students are doing versus what our students are not doing.
- G. Share one idea you are looking forward to implementing with your students from Part Two (Magnificent Seven) of the textbook, and briefly summarize your plan.
- H. So many ideas for creativity! Share one "a-ha!" (new learning) moment you have had while reading the text, and tell us why it was an "a-ha!" moment for you.
- I. Discuss what Bev Bos means when she says "most grown ups have childhood amnesia" in Chapter 16.
- J. Children and adults have different definitions of play. Explain your understanding of the differences between adult play and children's play.

Module 2

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Innovate

With unlimited resources at your beck and call, what would your ideal classroom environment look like? It's time to dream big! To begin, please read the following articles:

- "12 Ways to Upgrade Your Classroom Design," By Jennifer Gonzales, Cult of Pedagogy
- "Green Schoolyards As Havens from Stress and Resources for Resilience in Childhood and Adolescence," from the Children and Nature Network

Review Photos from Early Childhood Environments, curated on Pinterest by Melissa Wylie.

Watch "The Best Kindergarten You've Ever Seen," then complete one of the following options.

Option A: Dream Space-Video

Here is your chance to show us your ideas for creating a dream early childhood classroom environment! To meet this requirement, create a video of any "dream spaces" you see. You can video classroom spaces, parks, child care centers, children's museums, play areas, etc. that are impressive and align with your early childhood education philosophy, or, if you wish, create an amazing environment of your own!

Please include 3 or more dream spaces in your 3 minute (or less) video. When submitting your work, please include the following with your video:

- An explanation of why these were your dream space(s)
- Any elements you would change, update, rearrange
- Any other information to help us understand what we are seeing
- Dream big, be creative, explore! (Would you want to play and learn there?)

All coursework is to be completed in the Teaching Channel online environment.

Option B: Dream Space-Photographs

This is your opportunity to take pictures of early childhood dream spaces! Like in the above video option, you can photograph classroom spaces, parks, child care centers, children's museums, play areas, etc. that are impressive and align with your early childhood education philosophy, or, if you wish, create an amazing environment of your own! When submitting photos, be sure to provide direction for what we are seeing. For example: "Photo 1 is a picture of a play area at a park called Happy Children Park." Save the photos on a document, then upload the document when submitting your work for this module.

Please include up to 6 photos in 3, or more, dream spaces. When submitting your work, please include the following with your photographs:

- An explanation of why the things you photographed are your dream spaces
- Any elements you would change, update, rearrange
- Any other information that helps us understand what we are seeing
- Dream big, be creative, explore! (Would you want to play and learn there?)

Option C: Dream Space-Inspiration List

This is a chance for you to search for early childhood classroom ideas (internet, other resources) and to create a collection of the ideas (photos, lessons, activities, etc.) you've collected into a document. For example, using key words such as "early childhood environment," "classroom ideas for early childhood," etc., do a search, then add the ideas you think are worthy into the document. Attach the document when you are ready to submit your work for this module.

Please include 6 or more ideas/examples/suggestions in your Inspiration List. When submitting your work, please include the following with your list of ideas:

- An explanation of why you selected the items (color, seating, learning space, etc.)
- Any elements you would change, update, rearrange
- Any other information that helps us understand what we are seeing
- Dream big, be creative, explore! (Would you want to play and learn there?)

Option D: Dream Space-Write

Here is your opportunity to tell us about everything you would want in your early childhood dream space! Think about indoor spaces, outdoor spaces, centers, activities, seating, color, natural elements, art, etc.!

When submitting your work for this module, please be sure to include the following, in a total of one page or more, of writing:

- A description of your e/c dream space
- An explanation of why it is your dream space
- Any elements that are of particular importance to you and why
- Any other information that helps us understand your dream space
- Dream big, be creative, explore! (Would you want to play and learn there?)

3. Application: Implement

To complete this requirement, find a lesson that is in need of an update, and add one (or more!) of the creative ideas from the course textbook into the *lesson plan. If you don't have a lesson plan that needs updating, create a new lesson plan that incorporates one (or more!) of the ideas in Part Two of the text.

If creating a lesson, be sure to include one "Creative Tip" from any of the following chapters: "Create," "Move," "Sing," "Discuss," "Observe," "Read," and/or "Play."

When submitting your lesson plan, be sure to include the following:

- The goals and objectives of the lesson
- Which of the "Magnificent Seven"--you are including in the lesson (include the specific activity/activities, as well) and why you selected it/them
- The expectations you have for your students
- How the lesson will be implemented with students
- Any additional details to help us understand the lesson
- Enough information so a colleague could teach the lesson

Note: If you are not a teacher and don't create lesson plans, instead of a lesson plan, create an electronic or paper visual/hand-out that includes information about The Magnificent 7: Create, Move, Sing, Discuss, Observe, Read, Play to share with your colleagues or parents/families of your students.

4. Application: Collaborate

The course textbook is filled with resources and research that promote play. In order to get the most out of your learning, we know that collaboration is key! For this application, connect with a colleague, or with educators on Twitter, to gather even more ideas to incorporate play in your classroom. Please complete one of the options below.

Option A: Conversation with a Colleague

To meet this requirement, facilitate a 30 minute, or longer, virtual, phone, or face-to-face conversation with a colleague or educator to discuss:

- What the research says about the benefits of play in learning and development
- How you could work collaboratively to increase the amount of play in students' educational experience

When submitting your work for this assignment, please include:

- The list of *questions/talking points you used to facilitate the 30 minute conversation (*be sure to include research/resources from the course textbook that support play in your questions/talking points)
- The notes, audio, or video of your conversation

Option B: Twitter

Whether you are a Twitter novice or seasoned pro, this is your opportunity to reach out to authors, connect with resources, and build your *play and young students* community using Twitter.

All coursework is to be completed in the Teaching Channel online environment.

To begin, review the following resources:

- "Twitter for Teachers," from TeachThought,
- "A Beginner's Guide to Twitter for Educators," from Ditch That Textbook, and
- "So You Have a Twitter Account, Now What?" from the Cult of Pedagogy," then complete the assignment below.

(Note: If you don't have a Twitter account and want to complete this option, follow these steps from Twitter for creating an account.)

Next, using your Twitter account, start exploring and see where five of the #'s and five of the @'s take you! You are welcome to select from the chart we've created for you below, or explore different #'s and @'s on your own, then do one of the following:

- Record your Twitter exploration progress with screenshots, or
- Create a two-minute or shorter screencast, or
- Compose a three paragraph or longer summary of your Twitter adventures

Along with one of the options above, be sure to include:

- The #'s and @'s you explored
- Where your Twitter exploration took you and what you discovered
- Your plan to leverage your Twitter connections for teaching and learning about play and young students

5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google, Bing, etc.) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable).

Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

Module 3

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: The Status Quo Challenge

We get our inspiration in a variety of ways: experienced teachers, Pinterest, and even those occasional, perfect moments. Explore the possibilities by completing one of the following options.

Option 1: Intrinsic Motivation

Gardner calls the impacts we make "crystallizing moments." In the course textbook, Murphy shares one of her own childhood crystallizing moments (with cheese) and how this experience impacted her for the rest of her life.

In two paragraphs or more, tell us about a crystallizing moment you experienced either as a student, or as a teacher. Be sure to include the following in your story:

- If you were a student, tell us your grade/age at the time of the experience
- If you were a teacher, tell us what grade you were teaching at the time
- Summarize your experience
- Describe why it was a crystallizing moment
- Share how the experience has impacted you professionally, personally, or both
- Define how the impact of your experience has motivated you to help others/to be more empathetic, etc.

Option 2: Extrinsic Influence

Keeping the teaching styles of the "Miss Marys" and the "Laminated Ladies" (and/or "Activity Annies", and "Vigilante Teachers") in mind, elaborate on your own early childhood teaching philosophy you shared for Read and Respond question a., in Module 1.

Next, to meet this requirement, create a document (narrative, list, graphic organizer) where you compare the different philosophies of "Miss Marys" and "Laminated Ladies" (and/or "Activity Annies" and "Vigilante Teachers") and show us where your own teaching philosophy fits.

Be sure to comment on the following in your writing, list, or graphic:

- Any observations, or updates, you've made to your philosophy since starting the course
- Why you believe your early childhood teaching philosophy is accurate and appropriate
- How you formed your early childhood teaching philosophy including any books, resources, research, or people who influenced/helped shape it.

3. Application: Those Who Came Before Us

All of the names in the following graphic are considered early childhood education groundbreakers and scholars, but there are many more!

To meet this requirement, learn about any one of the names in the graphic above (or another early childhood scholar you are interested in learning about) then share their contribution with parents, colleagues, staff, or students in the form of one of the following:

- a blog (on an educational blog site, a blog on your classroom page, etc.)
- a website contribution (your school website, your classroom website, your own website)
- a 15 minute presentation (PowerPoint, Prezi, Google Slides, etc.)

Be sure to include the following in your creation:

- The scholar's name
- The year of their birth (this helps us understand the impact of their theories)
- Their education/background
- Their philosophy/pedagogy regarding early childhood education and children
- Why you think their philosophy/pedagogy is important for children and learning
- Their impact on the field of early childhood education
- In what ways their philosophy/pedagogy is still apparent, or in practice, today
- One example of how you will (or do) incorporate the scholar's philosophy into your professional practice
- Any other information to help us understand your submission

When you have completed the work for this module, please submit:

- What you wrote/created for the blog/website, and a screenshot of the blog/website where your creation is posted, or
- Your presentation (PPT, Prezi, or Google Slides, or *link). *Review share settings to ensure your presentation can be viewed by the course evaluator.

4. Application: Create, Teach, Learn

Creativity and nature are important for our students, but they are important for adults, too! Chapter 10 contains a section called "Creativity Killers." Study the nine creativity killers in the chapter, and read the article (linked below) "Creativity and Nature Play a Crucial Role in the Workplace," watch Sir Ken Robinson's TEDTalk, "Do Schools Kill Creativity?," then in a total of one page, or more, respond to the three prompts, below.

- A. Create: Describe how you are currently creative in your own life and why you think it is imperative for happiness, fulfillment, and success.
- B. Teach: Tell us how you will ensure those in positions of power (administrators, politicians, parents, colleagues) understand the necessity of creativity for all students.
- C. Learn: Read "Creativity and Nature Play a Crucial Role in the Workplace," by Daphne Stanford, to explore the role nature plays in creativity for adults as well, then share one way you will spend time in nature, or one idea you have for teaching your students about the great outdoors.

5. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.