

Right from the start: Play, relationships and learning.

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Funding / potential conflicts of interest

- Lego Foundation, Denmark
- National Institute of Health Research,
UK Government

Centre for Research on

Play in Education Development and Learning



PEDAL aims

1. Conducting world-class research;
2. Building capacity in the field of play research;
3. Engaging with stakeholders to influence policy and practice

3 Areas of research focus

1. Play and playfulness in early life
2. The development of social play and social life
3. Guiding playful learning in schools



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PLAY IN EDUCATION DEVELOPMENT AND LEARNING

Outline

- Play and Relationships – defining play
- From the start of life
- Into early education
- Updates and evidence

Defining Play

- UN Convention on the Rights of the Child, article 31
- “Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.”
- Play - Children’s play is any behaviour, activity or process initiated, controlled and structured by children themselves; it takes place whenever and wherever opportunities arise.....
- The key characteristics of play are fun, uncertainty, challenge, flexibility and non-productivity.

TEACHING, PEDAGOGY AND PRACTICE IN EARLY YEARS CHILDCARE: AN EVIDENCE REVIEW

AUGUST 2018

Megan Sim, Julie Bélanger, Lucy Hocking, Sashka Dimova, Eleftheria Iakovidou,
Barbara Janta (RAND Europe) and William Teager (EIF)



Playing Out

A Children's Commissioner's report on the importance to
children of play and physical activity

AUGUST 2018

American Academy
of Pediatrics



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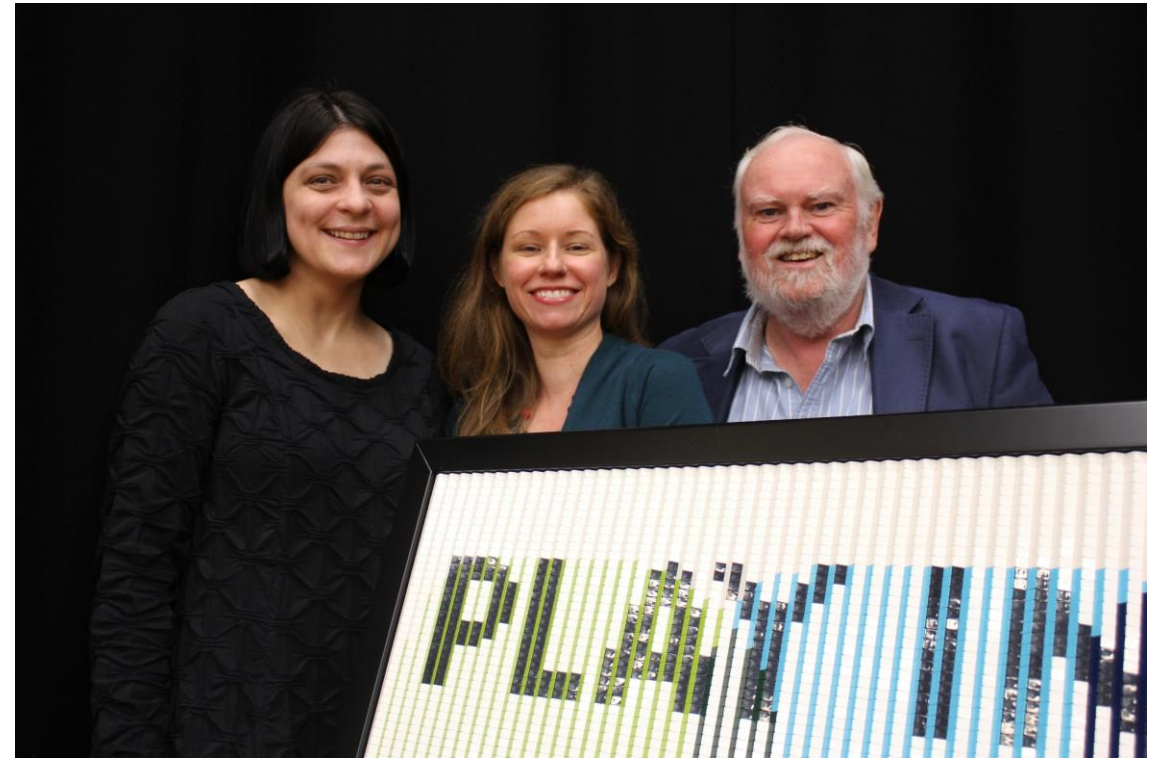
The Power of Play: A Pediatric Role in Enhancing Development in Young Children

Michael Yogman, MD, FAAP,^a Andrew Garner, MD, PhD, FAAP,^b Jeffrey Hutchinson, MD, FAAP,^c
Kathy Hirsh-Pasek, PhD,^d Roberta Michnick Golinkoff, PhD,^e COMMITTEE ON PSYCHOSOCIAL
ASPECTS OF CHILD AND FAMILY HEALTH, COUNCIL ON COMMUNICATIONS AND MEDIA

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- Play and Relationships – defining play
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Hopscotch Study



Find out more

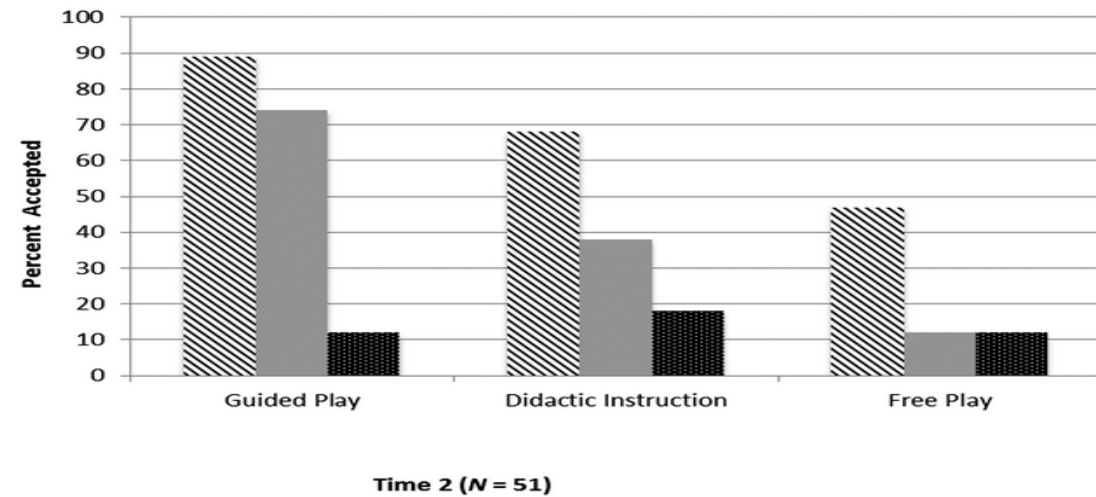
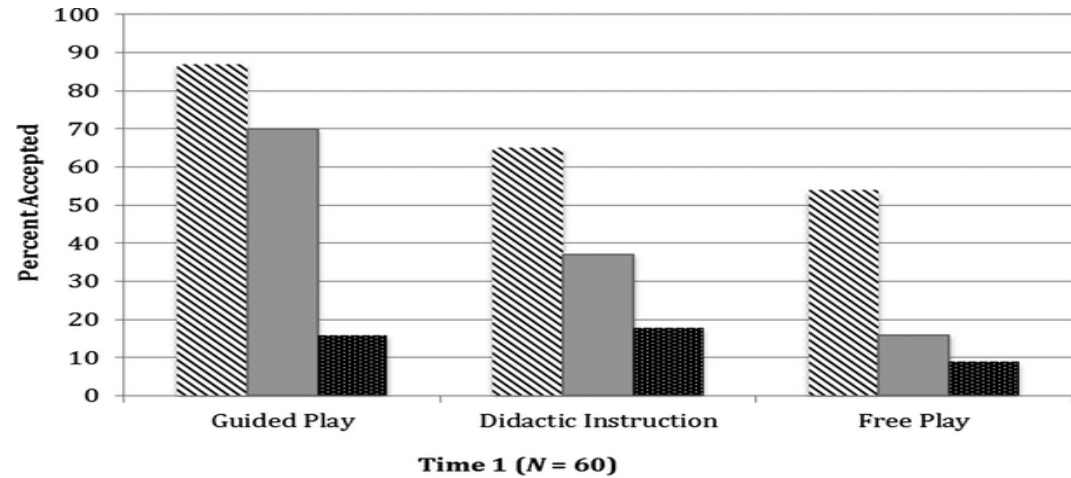
- Play/Education relevant paper:
- Gibson, J. L., Hailes, S., Heravi, B., & Skuse, D. Using sensors to study the social dynamics of outdoor play. In review at *International Journal of Play*, pre-print available at *PsyArXiv*
- NB paper at this link is not yet peer reviewed
- <https://doi.org/10.31234/osf.io/2zbqh>
- Computer Science Paper:
- Heravi, B*., Gibson, J. L.*, Hailes, S., & Skuse, D. Playground Social Interaction Analysis using Bespoke Wearable Sensors for Tracking and Motion Capture. *Proceedings of ACM Movement and Computing* June 2018 (MOCO'18).
- <https://doi.org/10.1145/3212721.3212818>
- Open access version it is available freely here (this one *is* the peer reviewed version):
- <https://doi.org/10.31234/osf.io/qhmd2>

Play and Learning in school

Taking Shape: Supporting Preschoolers' Acquisition of Geometric Knowledge Through Guided Play

Fisher et al, 2013

Child Development.
Volume: 84, Issue: 6,
Pages: 1872-1878.



Typical Shapes Atypical Shapes Non-valid Shapes

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