39th Annual International Conference
The Association for the Study of Play (TASP)
26th Conference
The American Association for the Child’s Right to Play
(IPA/USA)
Joint Conference Program

Play as a Pathway

TASP

University of Delaware & Embassy Suites Hotel,
Newark, Delaware
March 6-9, 2013
The 2013 TASP/IPA Conference – At a Glance

✓ Twelve countries are represented at the 2013 TASP/IPA Conference including Canada, Belize, China, Israel, Japan, Korea, Kuwait, Peru, Taiwan, Turkey, United Kingdom, and the United States of America
✓ Twenty-four states are represented at the 2013 TASP/IPA Conference including Arizona, California, Cincinnati, Connecticut, Delaware, Florida, Georgia, Illinois, Maryland, Michigan, Mississippi, Minnesota, Missouri, Nebraska, New Jersey, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, and Wisconsin.

2013 Conference Committee
Myae Han, Conference Chair, University of Delaware
Marcia Nell, Millersville University
Tom Reed, University of South Carolina-Upstate

Local Conference Assistants
Tammy Salzbrenner, Sarah Yarrusso,
About TASP

The Association for the Study of Play (TASP) is the premier professional organization in academia dedicated to interdisciplinary research and theory construction concerning play throughout the world since 1973. Presently the Association publishes a quarterly newsletter titled *Play Review* and an annual volume titled *Play & Culture Studies*. The TASP members also receive *International Journal of Play*. The Association's broad multidisciplinary focus includes the fields of anthropology, biology, communication studies, cultural studies, dance, ecology, education, ethology, folklore, history, kinesiology, leisure studies, musicology, philosophy, psychology, recreation, sociology, and the arts.

About IPA

IPA USA is the national affiliate of IPA World, an international non-governmental organization founded in Denmark in 1961. It is interdisciplinary and embraces in membership persons of all professions working for or with children. Membership is open to any individual, group, or organization which endorses the United Nations’ Declaration of the Rights of the Child (1959), especially Article 7, paragraph 3, which states "The child shall have full opportunity for play and recreation which should be directed to the same purposes as education; society and the public authorities shall endeavor to promote the enjoyment of this right."
Welcome from the Dean of College of Education and Human Development, University of Delaware

We are delighted to host the 2013 TASP and IPA/USA Joint Conference at the University of Delaware. The College of Education and Human Development is a strong proponent of play-based learning, having incorporated discovery learning into the curriculum of our on-site Laboratory Preschool and Early Learning Centers since their inception.

For this week's conference, we are joined by representatives from 24 states and 12 countries, dedicated to exploring the critical role of play in human development. Over the next three days, you will have the opportunity to gain insight into the use of play across the life span and around the world. You will learn the benefits of incorporating strategies from art activities to tongue twisters into early childhood classrooms, the detrimental effects of recess deprivation and overuse of electronic devices, as well as the role of play in developing resiliency in aging.

I hope the presentations will inspire your work and your play. Enjoy the conference.

Lynn Okagaki
Dean of CEHD, University of Delaware

Welcome from the Chair of Human Development and Family Studies Department, University of Delaware

The Department of Human Development and Family Studies, College of Education and Human Development, University of Delaware, is honored to host the joint conferences of The Association for the Study of Play (TASP) and The American Association for the Child’s Right to Play (IPA/USA). Today, more than ever, is a critical time to highlight your scholarship of play, and the educational and policy implications of your research. As educational reforms are underway in the United States and globally, it is imperative that interdisciplinary organizations, such as TASP and IPA/USA, engage in the dialogue for educational reform and advocate for the integration of play within the context of learning and development. I hope you enjoy the conference, our campus, as well as nearby cultural and recreational attractions in Delaware.

Donald Unger
Chair of HDFS
Message from the President of IPA/USA

Welcome to the Association for the Child’s Right to Play triennial conference. Briefly, we are affiliated with the International Play Association (IPA). The IPA is an organization that advocates for the child’s right to play in many different nations and we are more commonly known as the IPAUSA. We are proud to share this platform with world renown and respected play researchers associated with The Association for the Study of Play (TASP). Together we serve as a unified force in advocating for the benefits of play and the research that supports it. I have had the pleasure of reviewing all of the submissions sent for consideration and can only imagine the difficulty the panel had in determining which would best serve our conferee’s. I expect that I will be attending many wonderful sessions and visiting with you during the course of conference. If I can assist you in anyway please do not hesitate to seek me out. You will recognize by my green play shirt and black play hat that I will shamelessly wear for the entire conference. Have a great conference and when you see her give a special thanks to Myae Han for taking the lead in organizing this conference.

Sincerely,

Tom Reed, IPAUSA President

A Message from the President of TASP

Dear TASP/IPA Members and Conference Participants,

I am so looking forward to meeting up with you in Delaware. This has been for so many years my very favorite conference.

Play is all around us. This weekend I went to see my son perform in a play, which was also attended by a group of Red Hatters. The play is held in a park, full of children on the playground. Sofia and I play solitaire together on the computer as the TV plays in the background. I also watched teams play football in the Superbowl and listened to the news, how gamblers from Singapore played with the results of soccer matches. I also play fetch with my dog, who likes to play on my emotions by staring at me hopefully so that I will take her for a walk. Play is all around, and TASP and IPA conferences are places where we can get together to explore this truly ever present, culturally significant, uplifting part of existence.

I would also like to thank Myae Han for all of her work organizing the conference. Without her, and all the others who helped out in preparing for this conference, this event would not be possible. I am eternally grateful.
Peace (and play)

John A. Sutterby, TASP President

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The Association for the Study of Play (TASP) has worked for about forty years to illuminate the incredible complexity and significance of play across age range, culture, and species. In addition to the annual conference and the Play Review newsletter, one of the prime vehicles for fostering an inquiry into play has been the TASP Play and Culture Studies monograph series. Under the leadership of series editors, Jim Johnson, this series has contributed to the evolving scholarship on play by presenting theoretical and empirical research on play and culture from a variety of disciplines. Titles in the series include:

Volume 1 – Diversions and Divergences in Fields of Play
Margaret Carlisle Duncan, Garry Chick, and Alan Aycock, editors
Volume 2 – Play Contexts Revisited
Stuart Reifel, editor
Volume 3 – Theory in and Context Out
Stuart Reifel, editor
Volume 4 – Conceptual, Social-Cognitive, and Contextual Issues in the Fields of Play
Jaipaul L. Roopnarine, editor
Volume 5 – Play and Education Theory and Practice
Donald E. Lytle, editor
Volume 6 – Play: An Interdisciplinary Synthesis
F.F. McMahon, Donald E. Lytle, and Brain Sutton-Smith, editors
Volume 7 – Investigating Play in the 21st Century
Dorothy Justus Sluss and Olga Jarrett, editors
Volume 8 – From Children to Red Hatters ®: Diverse Images and Issues of Play
David Kuschner, editor
Volume 9 – Transactions at Play
Cindy Dell Clarke, editor
Volume 10 – Play as Engagement and Communication
Eva Nwokah, editor
Volume 11 – Play and Performance
Carrie Lobman and Barbara O’Neill, editors
Volume 12 – Play: A Polyphony of Research, Theories, and Issues
Lynn Cohen and Sandi Waite-Stupiansky, editors
Transportation from the Hotel to the University of Delaware Perkins Student Center

The conference will be held at the Perkins Student Center at the University of Delaware on Thursday and Friday and at the Embassy Suites on Saturday.

The Hotel can provide a van (11 people) for transportation within 5 miles. On March 7th, and 8th morning, the van is reserved for us at 7:30 and 9:00. (302-368-8000). We recommend the people who need special accommodation to use this service first. Others can use free University shuttle bus across the Hotel.

To use the University shuttle bus, from the outside of the hotel entrance (you will be facing the South College avenue and the UD Field House), cross the street on a pedestrian cross-walk for your safety. (The one on the left is closer). There are two bus shelters in the parking lot. You can either take the bus from Field House Bus Shelter or Field house main door (Be aware that the bus stop at the South College avenue is not our bus stop. It is a public bus stop). South Campus route runs every 20 minutes from 4:19 am until 6:18 pm. South Campus route schedule is below.

To return to the hotel from the University, take the same South Route across the Perkins student center and get off at the Field House. (ask a bus driver if you’re unsure)

South Campus Route Schedule

<table>
<thead>
<tr>
<th>BUS STOP</th>
<th>AM</th>
<th>AM</th>
<th>AM</th>
<th>AM</th>
<th>AM</th>
<th>AM</th>
<th>PM</th>
<th>PM</th>
<th>PM</th>
<th>PM</th>
<th>Last Run</th>
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</thead>
<tbody>
<tr>
<td>Field House Main Door</td>
<td>6:40</td>
<td>7:00</td>
<td>7:20</td>
<td>7:40</td>
<td>8:00</td>
<td>8:20</td>
<td>4:40</td>
<td>5:00</td>
<td>5:20</td>
<td>5:40</td>
<td>6:00</td>
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<tr>
<td>Townsend/ UD Creamery</td>
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<td>Worlilow Hall (Rear)</td>
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<td>4:41</td>
<td>5:01</td>
<td>5:21</td>
<td>5:41</td>
<td>6:01</td>
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<tr>
<td>ELI Annex/ Student Health Services</td>
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<td>Morris Library</td>
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<tr>
<td>Pearson Hall (SB)</td>
<td>6:52</td>
<td>7:12</td>
<td>7:32</td>
<td>7:52</td>
<td>8:12</td>
<td>8:32</td>
<td>4:52</td>
<td>5:12</td>
<td>5:32</td>
<td>5:52</td>
<td>END</td>
</tr>
<tr>
<td>Perkins Student Center</td>
<td>6:54</td>
<td>7:14</td>
<td>7:34</td>
<td>7:54</td>
<td>8:14</td>
<td>8:34</td>
<td>4:54</td>
<td>5:14</td>
<td>5:34</td>
<td>5:54</td>
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</tbody>
</table>
After 6 pm, **Evening Route 1** runs every 40 minutes including the stops between Field House Main Door and Perkins Student Center (NB). Scheduled stop time is below between two stops.

### Evening Route 1 bus schedule

<table>
<thead>
<tr>
<th>Bus Stop</th>
<th>PM</th>
<th>PM</th>
<th>PM</th>
<th>PM</th>
<th>PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perkins Student Center (NB) (<strong>Take the bus from the Perkins side. Don't cross the road</strong>)</td>
<td>6:25</td>
<td><strong>7:05</strong></td>
<td>7:45</td>
<td>8:25</td>
<td>9:05</td>
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<tr>
<td>Person/ Rodney, Elkton, etc</td>
<td></td>
<td></td>
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<tr>
<td>Field House Main Door</td>
<td>6:59</td>
<td>7:39</td>
<td>8:19</td>
<td>8:59</td>
<td>9:39</td>
</tr>
</tbody>
</table>

Please check for more information on the full schedule of routes and arrival time at the [http://www.udel.edu/udshuttle/](http://www.udel.edu/udshuttle/). It also has a live tracking system.

### Things to do

- March 7 & 8, between 10:00 - 12:00: Tour of UD children’s campus (Early Learning Center & UD Lab preschool). If you want to join this tour, let Myae Han know and meet in front of the Rodney room at 10:00.
- On March 7 & 8, the University of Delaware’s Resident Ensemble Players (REP) presents “Hamlet” by Shakespeare at 7:30 PM. [http://www.rep.udel.edu/the-plays/Pages/hamlet.aspx](http://www.rep.udel.edu/the-plays/Pages/hamlet.aspx) (Go to the Website and buy your ticket to reserve the seat. Hotel can provide a transportation to the Roselle Center for the Arts. You need to reserve the van early. Try to be there by 7:00. Tickets $25-$27.)
- March 9th, Saturday between 1:00-5:00. Tour of Longwood Garden. For more information, check this site. [http://www.longwoodgardens.org/lwgHome.html](http://www.longwoodgardens.org/lwgHome.html). Ticket (about $18). You must let Myae Han know earlier as the seating in a car is limited. We will pick you up at the Embassy Hotel entrance.

### Newark Downtown
The University of Delaware is located in the Downtown of Newark, Delaware. Newark downtown for restaurants, shops, & bars are just 5-10 minute walk from the Perkins Student Center. Check the downtown website for restaurant and event information. [http://www.enjoydowntownnewark.com/](http://www.enjoydowntownnewark.com/).

**Restaurants recommendation:**

Home Grown Café, Iron Hill Brewery & Restaurant, Klondike, IHOP, Catherine Rooney’s, Cosi, Panera Bread, Café Gelato, etc. (all in the main street).
Guidelines for presenters

- **Individual Presentations**: Three presentations are grouped together in most individual paper session during the 80 minutes session. Each group will share 80 minutes (usually about 20 minutes for each presentation, or longer). If you have more than one presenter with you ensure that each person has an opportunity to be heard from within that 20 minutes period of time. Please arrive early and fully prepare any electronic media need to ensure a smooth transition from one presentation to the next. Please wait for questions and answers (Q&A) from the audience after all presentations are finished. Designate the timekeeper before the first presentation begins (i.e. it may be logical for the first presenter to be the time keeper for the 2\(^{nd}\) and 3\(^{rd}\) presenters.)

- **Symposium and Workshops**: Symposium and Workshop sessions will be 80 minutes. Some workshop sessions have two workshops during the 80 minutes time period. In such case, each workshop will share 80 minutes (40 minutes for each workshop). Please keep your time so that the other group can have the other half session.

- **Presentation Equipment**: Please bring your own laptop and plan to use it. Each room will be equipped for Powerpoint presentation. Best way for a smooth transition is to use one presenter’s laptop and upload all presentations in your session prior to the session begins. We will have a few extra laptops just in case, If you don’t have one, please let Myae Han know in advance. If you have video clips embedded in your presentation, it will be safe to use your own laptop in case of problems with different file versions. For those requested DVD players, we will supply a laptop with a DVD capability. It will be safe to try it out before your presentation so please talk to Myae Han prior to your presentation.
Program schedule

**WEDNESDAY (3/6/2013) Embassy Suites Hotel, Newark, Delaware.**

Registration begins at 4:00 Embassy Suite Hotel lobby

Informal reception begins at 5:30( - 8:00 PM) at the Embassy Suites Hotel Lobby & Junior Ballroom

**THURSDAY (3/7/2013) UD PERKINS STUDENT CENTER**

<table>
<thead>
<tr>
<th>Time/Room</th>
<th>Alumni Lounge</th>
<th>Kirkwood (2nd Floor)</th>
<th>Gallery</th>
<th>Ewing</th>
<th>Rodney</th>
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</thead>
<tbody>
<tr>
<td>8:30- 8:45</td>
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<tr>
<td>Rodney room</td>
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<tr>
<td>Registration continues at 8:00 (Rodney)</td>
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<tr>
<td>Opening &amp; Announcements</td>
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<tr>
<td>IPA president (Tom Reed, University of South Carolina)</td>
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<table>
<thead>
<tr>
<th>9:00-10:20</th>
<th>Play and Language</th>
<th>Play in a Global World</th>
<th>Games</th>
<th>Workshop A &amp; B</th>
<th>Workshop C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Relationship between Preschoolers’ Play, Creativity, and Receptive Language Abilities (Robyn Holmes and Lynn Romeo)</td>
<td>Nine a Side Basketball in the Kingdom of Tonga: A Case Study in Negotiating Gender Roles (Avigail Morris)</td>
<td>Games in the Classroom: A Pathway to Learning (Mary Bendixen-Noe)</td>
<td>Making time for Play: Assessing our daily schedule, curriculum development, and balance of child and teacher directed activities. (Debra L. Lawrence)</td>
<td>Once a Champion of Play...Always a Champion of Play (Gary Auerbach)</td>
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<tr>
<td></td>
<td>Tongue twisters and rhymes as verbal play to support early literacy and expressive language (Eva Nwokah)</td>
<td>Global Play Memories from Around the World: Examining Play through Developmental, Sociocultural, Human Rights and Critical Perspectives (Julie Nicholson, Priva Mariana Shimpi, Jean Kurnik)</td>
<td>Metaphors, analogies, and games: Charting the pathways of learning (Joyce Hemphill)</td>
<td>Creating an indoor play space: Child’s Perspective (Joanna Cemore - Brigden)</td>
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<td>Hey, Hey, Look At Me! I Am Playing, You Can See! (Susan Welteroth, David Gadberry, Aimee Ambrose, Kelly Bassett, Brittany McCabe, Courtney Rust, Lauren Seamon, Megan Stevens, Elena Strauss,</td>
<td>Observations and Reflections about Play in South India (Dana</td>
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<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Presentation Title</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Play-based-tutoring for children at risk in language and literacy concepts</td>
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<tr>
<td></td>
<td></td>
<td>(Meghan Julia, Neda Moinolmolki)</td>
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<td></td>
<td>Rm. Kirkwood</td>
<td>Play and Challenges</td>
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<td>The Realities of Life in Play: Observations/Reflections of Border Violence in Play</td>
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<td></td>
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<td>(Georgianna Duarte)</td>
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<tr>
<td></td>
<td>Rm. Gallery</td>
<td>Symposium</td>
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<td></td>
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<td>Engaging emergent bilingual and monolingual preschool children: Key features of</td>
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<td>successful performing arts approaches</td>
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<td></td>
<td>Rm. Ewing</td>
<td>Workshop D &amp; E</td>
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<td>Protecting our Future: Let Children Play</td>
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<td></td>
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<td>(Barbara Moldawsky Stern, Laurel Moldawsky Silber)</td>
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<td>Rm. Rodney</td>
<td>Workshop F</td>
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<td></td>
<td></td>
<td>“Playing Intentionally with Vocabulary”</td>
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<td></td>
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<td>(Debora Fetzer, Eileen Blouse, Cathy Coppol, Leigh Ellis, Julie Perry)</td>
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<td>12:00 – 1:00</td>
<td>Lunch (on your own)</td>
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<td>1:00-2:00</td>
<td>Rodney Rm</td>
<td>KEYNOTE SPEAKER (Rodney)</td>
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<td></td>
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<td>GARRY CHICK, PH.D. Pennsylvania State University</td>
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<td></td>
<td></td>
<td>“DO BIRDS OF A PLAYFUL FEATHER FLOCK TOGETHER? OR DO OPPOSITES ATTRACT?”</td>
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<tr>
<td>2:15 – 3:35</td>
<td>Rm. Alumni Lounge</td>
<td>Play and School</td>
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<tr>
<td></td>
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<td>Children Learning from Children: The Power of</td>
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<tr>
<td></td>
<td>Rm. Kirkwood</td>
<td>Play and Theory</td>
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<tr>
<td></td>
<td></td>
<td>Play as Self-Realization: Toward a General</td>
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<tr>
<td></td>
<td>Rm. Gallery</td>
<td>Noticing the Math in Play (Sylvia McLellan)</td>
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<tr>
<td></td>
<td>Rm. Ewing</td>
<td>Symposium</td>
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<tr>
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<td></td>
<td>Examining Play and Culture to</td>
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<tr>
<td></td>
<td>Rm. Rodney</td>
<td>Workshop G &amp; H</td>
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<tr>
<td>Time</td>
<td>Location</td>
<td>Session Title</td>
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<tr>
<td>3:50 – 5:10</td>
<td>Rm. Alumni Lounge</td>
<td>Play and imagination</td>
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<td>Make-believe play, lies, and the act of &quot;as if&quot;</td>
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<td>The presence and meanings of life-span imaginative play of adults of Mexican origin</td>
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<td>The Path to Creative</td>
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<td>Rm. Kirkwood</td>
<td>Play and Culture</td>
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<td>What kind of plays do we like?: from the voice of Chinese children 5-6 years old</td>
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<td>“The Collective Hero”: Play and Politics in Argentina</td>
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<td>Rm. Gallery</td>
<td>Play in Higher Education</td>
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<td>Play as a Pathway for Teaching and Learning in Higher Education</td>
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<td>You Are Taking A Course On What?? Play as a</td>
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<td>Nature Play as a Pathway</td>
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<td>Between Child Care Teachers and Environmental Educators</td>
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<td>Rm. Ewing</td>
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<td>Rm. Rodney</td>
<td>Workshop I</td>
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**Session Titles:**
- Play in Mixed-Age Groupings (Sandra Stone, Brian Stone)
- Theory of Play (Tom Henricks)
- Advocating for PLay in early childhood: The trials of Sisyphus in the 21st century –in other words-Pushing the rock up the hill one more time (Jennifer Berke, Mira Tetkowski Berkley)
- Development of Play in Black & White Colobus Monkeys In Uganda (Rick Worch)
- Enhance Education and Life Experience (James Johnson, Carla Glisan, Mei-Hsua Wu, Mounerah Almukaimy, Changkee Lee, Nandini Sengupta, Krysta Murillo, Amal Alsahle)
- Arts And Play For Peace. The Peace Ambassadors Program (Martha Llanos)
- How play can support children with chronic illness (Chika Matsudiara)
<table>
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<tr>
<th>Nirvana: Finding and Tracking the Flow in Creative Artistry and Literary Criticism (Herb Thompson, Janet Justice Crickmer)</th>
<th>Play in the three generations (Gökhan Günes, Belma tuğrul, Gözde Ertürk, Şenay Özen Altinkaynak)</th>
<th>Undergraduate General Elective Course (Michael Bell) Examining the normal course in play – Practical materials for use in the training of playground and recreation workers (Michael Patte)</th>
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5:30-7:30 TASP Board Meeting (Alison Hall West 120 )

FRIDAY (3/8/2013) UD PERKINS STUDENT CENTER

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<tr>
<th>Room</th>
<th>Alumni Lounge</th>
<th>Kirkwood</th>
<th>Gallery</th>
<th>Ewing</th>
<th>Rodney</th>
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<td>8:30</td>
<td>Registration continues (Rodney)</td>
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<td>10:35 – 11:55</td>
<td>Rm. Alumni Lounge</td>
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<td>Teacher's Perception of Play</td>
<td>Beyond Play</td>
<td>Recess</td>
<td>Learning Science through Play in Natural Environments: The Measurement Conundrum</td>
<td>Playing Around with How We Write</td>
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<td>A Survey on Kindergarten Teachers’ View of Children’s Play</td>
<td>Remediating on the umpire (John Sutterby)</td>
<td>Pros and Cons of using recess deprivation as punishment: What the bloggers say (Leslie McAlpin, Olga S. Jarrett)</td>
<td>Setting the Structure for a Successful Recess (Chris Tamborra)</td>
<td>(Carrie Lobman)</td>
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<td>(Qiu Xue qing, Yu Yongping, Zhang Jun, Wang Li)</td>
<td>Patriot Games: US Summer Holidays as Childhood Amusements and Priming Events (Cindy Clark)</td>
<td>Navigating racial landscapes” to &quot;fun and escape&quot;: Exploring how</td>
<td>Setting the Structure for a Successful Recess (Chris Tamborra)</td>
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<td>The Relationship of Pre-Service Teachers’ Perception of Play and the Play Experiences of Young Children (Joy Marie Bechtold-Moss)</td>
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<td>The problem with (playwork) play (Shelly Newstead)</td>
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<td>12:00-1:50</td>
<td>Lunch (on your own). Explore Newark Downtown. IPA USA Board Meeting (Alison Hall West 120)</td>
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| 2:00 – 3:20  | RM. Alumni Lounge: Parental Perceptions of Educational and Electronic Products in an Electronic Era (Jennifer Zosh, Jill Gillin)  
Play Is Condemned Into The Televisions And Computers (Gökhan GÜNES, Belma TUĞRUL, Buket AKKOYUNLU, Nihan TEMIZ)  
An Exploratory Study of Daily Physical Activity and Nutrition Patterns in Early Learning Settings: Snapshots of Young Children in Head Start, 4K-Primary, and After-School Settings |
| RM. Kirkwood | Active Play  
Movement-based Play as a Pathway to Encourage a Connection in Young Children (Mitch Zeisler, Erin Fleischer)  
Contemplative Self Active Play (CSAP): A Model for Promoting Resiliency in Aging (Walter Drew, Terri Drew, Marcia Nell)  
Walking, Running, & Playing: A Pathway to Learning, Growth, |
| RM. Gallery  | Streets of Play (Pat Rumbaugh, The Play Lady)  
Stories Of Children Playing (Fraser Brown)  
Young Children's Music-making Behavior: Authentic, Developmentally rich, Intergenerational PLAY (Paul Morehouse) |
| RM. Ewing    | Play and Early Childhood  
Play as Agency in Early Childhood (Susan Recchia, Tran Templeton)  
Study Abroad and the Reggio Children Approach to Learning (David Walker)  
A Journey into Children’s World of Play With Open-Ended Materials (Monirah A. Al-Mansour) |
<p>| RM. Rodney   | Symposium: Play: A Polyphony of Research, Theories, and Issues: A Panel of Authors from Play and Culture Studies, Volume 12 (Lynn Cohen, Sandra Waite-Stupiansky, Doris Bergen, Scott Eberle, Myae Han, Abby Loebenburg, Nancy Marksbury, Michael Patte) |</p>
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<tr>
<td>3:30 – 4:10</td>
<td>TASP business meeting (Ewing)</td>
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<td>4:20 - 5:00</td>
<td>IPA business meeting (Gallery)</td>
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<td>5:00 – 7:00</td>
<td>Banquet (Rodney)</td>
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<td>KEYNOTE SPEAKER</td>
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<td>JACQUELINE EPPING, MED. Center For Disease Control And Prevention</td>
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<td>&quot;PHYSICAL ACTIVITY AND PLAY: WHAT IS CDC DOING?&quot;</td>
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**SATURDAY (Embassy Suites Hotel) 3/9/2013**

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<tr>
<td>9:00-10:20</td>
<td>Symposium</td>
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<td>Teaching About Play to Teachers: We’re Not Fooling Around Anymore</td>
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<td><em>(Jim Johnson, Karen McChesney Johnson, Susan Welteroth, Lynn Hartle)</em></td>
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<td>10:35-11:55</td>
<td>Symposium</td>
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<td>The Critical Role of Advocating for the Value of Play: Voices from the Field</td>
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<td><em>(Dolores Stegelin, Fran Mainella, Debora Wisneski, John Sutterby, Marcy Guddemi, Tom Reed, Joan Almon, &amp; Linda Rhoads)</em></td>
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<td>Closing</td>
<td>TASP President (John Sutterby)</td>
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<td>1:00-5:00</td>
<td>Tour of Longwood Garden</td>
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Brief Biographical Information on Keynote Speakers

Garry Chick

Garry Chick received a B.S. in psychology, with a minor in physics, in 1969 from Purdue University and a Ph.D. in anthropology from the University of Pittsburgh in 1980. His primary research interests are in expressive culture, including leisure and health, adult play and games, and research methods. He has conducted field research in Mexico, the northeastern United States, mainland China, and Taiwan. He joined the faculty at Penn State in 1999 after 18 years in the Department of Leisure Studies at the University of Illinois at Urbana-Champaign. While at Illinois, he received fellowships in the Program for the Study of Cultural Values and Ethics (1991-92) and the Center for Advanced Studies (1995-96). He has also taught as a visiting professor at West Virginia University, the University of Wageningen in The Netherlands, and the University of Costa Rica. He is currently professor and head of the Department of Recreation, Park and Tourism Management with an additional appointment as professor in the Department of Anthropology at Penn State. He is past editor of the journal, Leisure Sciences and founding editor of Play & Culture. He is a past president of the Association for the Anthropological Study of Play and of the Society for Cross-Cultural Research. Dr. Chick is a fellow in the Society for Applied Anthropology and the Academy of Leisure Sciences. His recent publications include “Leisure constraints in six Chinese cities” (with Erwei Dong, Leisure Sciences, 2012), “Play as a parameter of mate choice” (with Andrew Purrington and Careen Yarnal, American Journal of Play, 2012), “Culture, leisure, and creativity: Anthropological and comparative perspectives,” (Creativity and Leisure: An Intercultural and Cross-Disciplinary Journal, 2012), “Leisure and cultural complexity (Cross-Cultural Research, 2011), and “Play, work and learning” (in Anthropological Perspectives on Learning in Childhood, D. Lancy, J. Bock, & S. Gaskings, [eds.], 2010).

Jacqueline N. Epping

Jacqueline (Jackie) Epping is a Health Scientist and with the Applied Research, Guidelines and Policy Team of the Physical Activity and Health Branch, Division of Nutrition, Physical Activity and Obesity, at the U.S. Centers for Disease Control and Prevention. Over the course of her career, she has focused on both older adults and children as specific populations in which to promote physical activity. Jackie assisted in the creation of the 2008 Physical Activity Guidelines for Americans, and is a member of the National Coordinating Committee that led the development of the first U.S. National Physical Activity Plan, released in 2010. Jackie facilitated and played a key role in the creation of the first national professional organization for physical activity and public health practitioners in the U.S. – the National Society of Physical Activity Practitioners in Public Health, and was instrumental in creation of the first professional credential for Physical Activity Practitioners in Public Health. She is a member of the national Coordination Team currently updating the Community Guide Recommendations for interventions to increase physical activity. She serves on the National Steering Committee for the US Play Coalition, the Board of Director of the Kids and K-9s for Healthy Choices program, and serves as federal advisor to the National Coalition for Promoting Physical Activity. Jackie has delivered over 100 presentations nationally and internationally. She has authored or co-authored 15 peer-reviewed journal articles, three book chapters and a book. She has a particular research interest in dog walking as a mechanism for increasing physical activity and improving health, and facilitates an international research interest group.
Abstract by the order of first presenter’s last name & Contact

**Akosua Obuo Addo**, University of Minnesota, USA (addox002@umn.edu)

**The Cultural Construction Of Social Life In Play: Interrogating Jack And Jill**

Learning is embodied knowing. Despite the upsurge in scholarship on the literary aspects of play discourse and texts of singing games, no narratives interrogate the roots of the ideological structures that engage and distort cultural perspectives. Theorizing children’s play text within relevant folklore discourse is essential when interrogating the role of cultural texts as pathways to social cultural perspectives. Play discourse offers a narrative for interrogating ideological structures that engage and distort cultural perspectives. Most scholarship on children’s singing games addresses the didactic elements that reflect culture. A performance analysis captures the interdependent, interdisciplinary aspects of language expression in singing games offering a contribution to the body of literature on historical and cultural construction of gender and social life. This paper provides an analysis of two renditions Ghanaian children’s play texts reflecting the Jack and Jill narrative for examining the historical and social construction of gender and social life.

**Monirah A. Al-Mansour**, Penn State University, USA (moni@psu.edu)

**A Journey into Children’s World of Play With Open-Ended Materials**

A naturalistic inquiry study that illustrates the impact of playing with open-ended materials on creative expression for young children. This study is based on naturalistic descriptive observations of young children aged 5, 6, and 7 years old. The main goal of this study is to explore and identify elements of creative play with open-ended materials. Methods were used to listen to children’s voices before and while they play and interact with open-ended materials; and observations were made to discern the children’s disposition while they are playing with open-ended materials. Results indicate that playing with open-ended materials goes through a cycle of elements to reach the optimal level of creative play. Curiosity and exploration, relationship and affordance, interaction, involvement, and transformation are seen as set of pertinent concepts emerging from the study with implications for early education and teacher education with reference to science and art.

**Gary Auerbach**, The Frisbee Guy, USA (gary@frisbeeguy.com)

**Once a Champion of Play... always a Champion of Play**

Bring an open mind and empty hands to this session with Gary Auerbach and learn Frisbee tricks, juggling, frisbee play and more. A full time promoter and advocate for play is what being a ‘champion of play’ is all about. Gary speaks about the need, the power and the possibility of play and keeps the audience playing.

**Michael Bell**, Westchester University of Pennsylvania, USA (mbell@wcupa.edu)

**You Are Taking A Course On What??? Play as a Undergraduate General Elective Course**

This presentation describes the process of course proposal, development, and implementation of an undergraduate course on play as a general elective. The demand of teaching general electives brings about requirements for writing emphasis, community service, and informational literacy while addressing the needs and interests of undergraduate students from a wide array of majors. The natural interdisciplinary nature of play makes it difficult to define or find a “home department” outside education or human development where play is often taught with an emphasis on children and adolescents. Play as a general elective course stretches the content to areas of study that may include, but are not limited to psychology, history, design and architecture, business marketing, biology, neurology, philosophy, and theology. Challenges arise when course instructors attempt to meet more than 50 students’ interests and goal orientations, yet remain true to the principles that have traditionally defined the study of play. This presentation will focus on key course elements and curricular recommendations for proposing play as an elective undergraduate course or seminar.
Participants will discuss specific recommendations for proposing play as a general elective course in two-year and four-year colleges and universities while meeting the demands of accreditation standards, curricular review, and course requirements.

Michael Bell, Westchester University of Pennsylvania, USA (mbell@wcupa.edu)

Walking, Running, & Playing: A Pathway to Learning, Growth, and Happiness

The developmental path from toddlers’ first steps, to preschoolers playing chase, and to adolescents running for sport or recreation is key to understanding how people move into and through their environment, develop relationships with others, and lead healthy lives. The significant influence of walking and running on developmental domains will be presented. Also, the benefits of nature appreciation as well as running for health and psychological wellness will be discussed. Recommendations for fostering walking and running outdoors among young children, adolescents, and adults will be offered. Challenges including adequate land space for walking and running, designing environments and pathways that intrigue individuals’ imaginations and aesthetic sense, as well as providing for supervision and safety will be addressed. Appropriate and effective accommodations for individuals who are differently abled will be suggested. Participants will have the opportunity to discuss recommendations for incorporating design elements and land space for walking and running in play environments for young children, community parks, nature trails, and pathways that connect communities and neighborhoods.

Mary Bendixen-Noe, The Ohio State University – Newark, USA (bendixen-noe.1@osu.edu)

Games in the Classroom: A Pathway to Learning

The purpose of this presentation will be to highlight the use of board and/or card games in elementary classrooms. This presentation will address how play in classrooms is a great pathway to learning. It will also discuss how to help pre-service and practicing teachers as to how to incorporate play in the classroom and still meet the required academic standards. Children learn best through play. However, in the current assessment and standards based US society, most are taught using worksheets and through adult-based academic strategies, which research shows has increases “burn out” rate regarding school work. Research has shown that using games in classrooms help students learn, practice, and maintain knowledge when using games. Game research further demonstrates classroom environments improve with game usage. A review of play/game research will be highlighted in a brief power-point presentation. Additionally, games will be brought in to help show the variety and depth available. Discussion with using small groups (depending on group size) will be utilized during the entire presentation. Additionally, participants will have the opportunity to play some games and give feedback to the group. This is an interactive presentation using a variety of methods and strategies.

Anna Beresin, The University of the Art, USA (aberesin@uarts.edu)

Documenting Children’s Culture: Challenges and Cheats

Recording and documenting children’s play culture is particularly challenging in American schools. Unlike our European counterparts, it has become an Olympic sport in itself to secure permission for the recording of American peer culture. Clearly the protection of children and their identities are important, but play advocates typically use qualitative research methods and are often most convincing when images are shown. This presentation will share challenges of urban play videography, and will demonstrate new unusual methodologies in visual anthropology and folklore that protect children’s culture, elicit children’s stories, and document the vibrancy of play. The methods described and images presented will soon be published in the author’s new book, expected Fall 2013.

Doris Bergen, Miami University, USA (bergend@muohio.edu)

ERP Differences in Types of Video Game Play
Video games have affordances promoting play behaviors that differ from those with traditional toys and games. These newer media structure themes and child responses more directly than traditional play materials do. Although video game play types may show differential effects on children's brain development, research on cognitive and brain effects of play with different types of video games is sparse. This presentation discusses a pilot research study conducted at Miami University Psychophysiology Lab in which children age 7-10 played two types of video games, one requiring right/wrong responses and one involving two unique choices. The study hypothesis was that different types of games elicit differential brain wave patterns from varied brain regions. Preliminary findings indicate such differences in video game play with right/wrong or choice games, suggesting that various types of games may affect cognitive and brain development differentially.

Jennifer Berke, Mercyhurst University North East College, USA (berke@fairpoint.net)

Mira Tetkowski Berkley

Advocating for PLAY in early childhood: The trials of Sisyphus in the 21st century—in other words- Pushing the rock up the hill one more time

The presenters, who have shared a friendship, an educational journey, and personal and professional joys and hardships, will discuss their perspectives on continuing efforts to defend children’s right to play. Drawing on personal stories and professional experiences gained from teaching young children and future teachers, the presenters will analyze how policies, politics, and societal influences have affected play over the last 30 years. Data collected from a variety of sources including university settings, college students, and parents of young children provide a context for understanding the barriers that need to be navigated in real life in order to support play. Since play enables children to be flexible, fluent, and elaborate in their thinking, the strategies developed to help teachers and families understand both the value of play, as well as the need for advocacy, must reflect a similar mind-set. The presenters will discuss approaches they have found to be effective.

Marleah Blom, Concordia University, Canada (marleahblom@hotmail.com)

Steven Henle

Play as a Pathway for Teaching and Learning in Higher Education

The use of play as a pathway for learning manifests itself in various forms, particularly in early childhood settings. While play is a vehicle that promotes positive learning experiences throughout the lifespan and is used intentionally within workplace environments due to the benefits it provides, a clear summary of works that discuss playful forms of pedagogy within formal education settings beyond the early years has not been created. This presentation will highlight a recent literature review aimed at addressing the following question: How are the terms play and playfulness used within existing literature that describes teaching and learning in formal post-secondary education settings? In addition to methodological elements of the review process, a summary of findings will be discussed while exploring particular areas in which play have been documented to come to life in higher education. To propel the benefits of play into mainstream, beyond elementary education, we need to encourage more research and sharing of best practices.

Fraser Brown, Leeds Metropolitan University, UK (F.Brown@leedsmet.ac.uk)

Stories Of Children Playing

The Playwork profession in the UK has always exchanged their experiences of working with children, and often reflected on what those experiences might mean for both the children and the playworkers. In this presentation Fraser Brown will offer a selection of stories that have been submitted by playworkers for inclusion in his forthcoming book, Play and Playwork: Reflections on Practice. The stories are about children playing. They are always instructive, often funny, and sometimes sad. Participants will be introduced to a number of key theoretical concepts such as play cues, adulteration, and the significance of reference points in children’s lives. Some of the stories illustrate the therapeutic aspects of children’s play. The overall intention is to focus on the connection between
theory and practice that is so often misunderstood by our politicians.

**Victoria Carr**, University of Cincinnati, USA (Victoria.Carr@uc.edu)

**Eleanor Luken, Melissa Overmyer, Leslie Kochanowski, Alan Wight, and Mona Jenkins**

**Learning Science through Play in Natural Environments: The Measurement Conundrum**

In theory, playing in nature is a pathway to learning science. Capturing empirical evidence of this learning, however, is challenging due to variables inherent in unstructured play, environmental disparities, and the definition of science learning for very young children. A mixed-methods study of preschool children’s play in nature-based settings (playscapes) and its impact on science learning yielded results indicating that children do learn about science through free play in nature. However, defining science learning for preschool children sparks debate among researchers, particularly since it is not integrated with science learning for older children. Presenters will share data outcomes and facilitate a discussion on science learning with regard to how the field might benefit from common definitions of science learning for young children and the establishment of methods of measurement to determine what is learned through free play in nature.

**Joanna Cemore-Brigden**, Missouri State University, USA (joannacemore@missouristate.edu)

**Creating an indoor play space: Child’s Perspective**

This paper discusses the collaboration of a university researcher with an urban YMCA in a small town in the Midwest. The group is working to create an indoor playground in an urban setting which does not have access to outdoor space expansion. In particular, this paper examines the elementary students input on design. Children were asked to give their input, visually and verbally. This information was analyzed and is being used to guide the team who is fundraising, designing and implementing the playground. What ideas will the children bring to the table? Children’s input will be shared at this presentation.

**Cindy Clark**, Rutgers University, USA (cdellclark@gmail.com)

**Patriot Games: US Summer Holidays as Childhood Amusements and Priming Events**

Memorial Day and Independence Day (July 4th) were studied through participant observation at community celebrations from 2006 to 2012, as well as post-holiday informant interviews with elementary school-age children and parents. Patriotic amusements discernibly play a primal and priming role in establishing systems of national meaning in children. As the patterned events of festival play out through ordered sensory spectacle (e.g., fireworks or 21 gun salutes), children register these events as significant sensoria, as seen-and-heard instantiations of American civic belonging. Thus, vivid nonverbal entertainments -- perhaps more so than didactic instruction -- stand as consequential pathways to notions of nationality.

**Lynn Cohen**, Long Island University/Post, USA (lynn.cohen@liu.edu)

**Sandra Waite-Stupiansky, Doris Bergen, Scott Eberle, Myae Han, Abby Loebenburg, Nancy Marksbury, and Michael Patte**

**Play: A Polyphony of Research, Theories, and Issues: A Panel of Authors from Play and Culture Studies, Volume 12**

Polyphony, defined as having many tones or voices, was used by the Russian philosopher Mikhail Mikhailovich Bakhtin to describe the immense plurality of experiences in relationships. The chapters in Play and Culture Studies (Volume 12) address the polyphony or many voices in the study of play from an interdisciplinary cadre of scholars in the fields of anthropology, education, psychology, linguistics, and history. In this time of globalization, hyper-capitalism, and discourses that disqualify children’s play, we invite participants to join us several authors share their voice in thinking about play and pedagogy.

This symposium will highlight the voices of children, parents, and advocates. The goal is to showcase the work of scholars who explore play from different perspectives. This includes research methodology, contemporary issues, technology, and advocacy. The session will take the form of a discourse around the multiple voices of play.
The symposium will explore the following questions: What methods can be used as a pathway to research play and play pedagogy? Are qualitative or quantitative methods more useful in an age of accountability? Play has come to be associated with the word natural or an activity that is healthy, wholesome, and good dating back to Plato and Rousseau. Can we presume that play is a natural way of learning when children's cultural, community or family values and practices do not fit the teacher's ideas of play as a natural way of learning? What power relationships do play advocates continue to confront?

**Anandini Dar**, Rutgers University –Camden, USA (anandini@camden.rutgers.edu)
**Navigating racial landscapes” to ”fun and escape”: Exploring how South Asian immigrant teenagers negotiate social and physical spaces**

This paper explores the significance and meanings of recreation places from the perspective of South Asia immigrant teenagers in the urban Queens, New York. I draw on my ethnography with 20 South Asian immigrant teenagers at a recreation center for ethnic youth in New York over summer 2012. I also analyze the photo stories they created using cameras provided to them over this period. I argue that teenagers make sense and use of recreation spaces for activities of “escape” and “fun” that are at times also political. This paper advance the theory of fun, through the perspective of children and not adults, as a concept that encapsulates children’s interactions with peers, practices of food, freedom to “hang out” even in rallies they participate in to celebrate ethnicity, religion, and diversity. This paper offers an alternative way to re-think the innate human experiences of pleasure – escape and fun – through the practices of immigrant South Asian teenagers in particular places.

**Walter Drew**, Institute of self active education, USA (wdrew@isaeplay.org)
**Terri Drew, and Marcia Nell**
**Contemplative Self Active Play (CSAP): A Model for Promoting Resiliency in Aging**

As a simple, safe, and guided contemplative experience, CSAP offers participants a mindfulness-based intervention using open-ended materials and the facilitation of engaged-presence. Self-active awareness and self-recognition of participant's inner and social environment are explored through CSAP as an accessible pathway for reframing loss, restructuring transition, and rediscovering life-meaning; all quality-of-life factors in developmental resiliency and wellbeing. Data presented suggests a significant association, that as older adults explore reflective life-meaning through guided contemplative play, they gain resources to improve complex symptoms during chronic illness and bereavement, discover renewed insight in the meaning of their lives, and inform goals of care. The authors hope to promote discussion that CSAP, a cross-generational model and contemplative pathway for self-actualization and self-advocacy in aging and end-of-life, may not only improve insightful self-awareness and ability to self-advocate, but in so doing, contribute to the emerging palliative paradigm in geriatrics. The use of CSAP as an interventional strategy to improve outcomes in resiliency, symptom management and wellbeing will be discussed.

**Georgianna Duarte**, University of Texas at Brownsville, USA (Georgianna.duarte@utb.edu)
**The Realities of Life in Play: Observations/Reflections of Border Violence in Play**

The play of children is not always predictable, sweet, inspiring, or reflective of easy comfortable themes of exploration and joy. The paper presentation shares a lens of examining the play of children close to the border wall of United States and Mexico. Children in the Rio Grande valley region are exposed to various levels of violence. Brownsville is considered an area of high intensity drug trafficking, high degree of human trafficking, isolation, gun violence, gang activity, and cartel violence. The community, schools, and environment are critically impacted by the level of escalating violence, and the border wall has increased the level of stress. The paper presentation will provide interviews of teachers, and children. The interview reports of sixty teachers will provide a critical understanding of how children play, express, and paint their experiences in this region.

**Debora Fetzer**, University of Delaware, USA (dmfetzer@udel.edu)
**Eileen Blouse, Cathy Coppol, Leigh Ellis, and Julie Perry**
“Playing Intentionally with Vocabulary”
Rosko & Neuman (1993) conducted a study in which they suggest that teacher-child interaction processes assist children’s literacy growth through play across various contexts. More recently, Pollard-Durodola et al. 2011 suggests that pre-school children benefit when their vocabulary instruction is embedded within in a network of connected concepts. This workshop demonstrates how four pre-school teachers intentionally plan for vocabulary instruction as they talk, play, and navigate the complexities of literacy learning with children during center time activities. Participants will experience actual “hands-on” science, blocks, cooking, and math center-time activities, during which vocabulary is specifically targeted through a network of connected concepts. Participants will have the opportunity to design their own center time activity with vocabulary that may be unique to their own classroom. Participants will leave this workshop with new ways to incorporate vocabulary development into various contexts within their own classrooms.

Maria Ghiggia, University of Wisconsin-Madison, USA (ghiggia.maria@gmail.com)

“The Collective Hero”: Play and Politics in Argentina
This paper explores a game which is currently used in a number of high schools in Argentina by La Cámpora, a political youth organization who support the policies of former Argentine president Néstor Kirchner and his wife Cristina Fernández de Kirchner, current president of Argentina. This game is based on El Eternauta, a science fiction graphic novel from the 1950s. Written by Héctor Oesterheld and illustrated by Solano López, El Eternauta is the story of a group of friends in a suburb of Buenos Aires who organize the resistance against an alien invasion. Since 2009, La Cámpora has adopted the iconic image of “el Eternauta,” the main character of the novel in an astronaut-like suit, to represent their political agenda. Besides producing their own version of el Eternauta as a “Nestornauta” for propaganda purposes, this group of activists has devised what they call “The Collective Hero”, a “workshop of play and discussion” based on El Eternauta. Members of La Cámpora claim that the purpose of “The Collective Hero” is for students to reflect upon democracy and the value of collective responsibility and action in the resolution of conflicts. The idea is that students can relate the scenarios and “stages” of the game with events in Argentine history. This paper will discuss “The Collective Hero” in relation to ludic elements, students’ perceptions, and the controversy concerning whether the game is merely a tool for political indoctrination.

Dana Gross, St. Olaf College, USA (grossd@stolaf.edu)

Gifty Crabbe
Observations and Reflections about Play in South India
This presentation reports a study of play in modern India, drawing on naturalistic observations and interviews. In both urban and rural settings, parents were asked about the presence and characteristics of play in their children's lives and their beliefs about its value for children’s development. To explore the potential impact of globalization and India’s rapid social and economic growth, both parents and nonparents were asked to reflect on differences and similarities between play today and play in the past. In addition to these topics, adults were asked about the extent to which play is part of their lives and the lives of other adults they know. Results will be discussed in relation to the research literature about the prevalence and characteristics of children’s play in this South Asian nation.

Ruth Guirguis, Long Island University/Post, USA (ruthguirguis@yahoo.com)

The Development of Self-Regulation through Scaffolded Play
With the call for educational policies focusing on more accountability and high stakes testing, educational legislations are putting the overall development of the preschool child at risk. In addition to educational reforms, parents are a crucial influence on the academic development of the preschool child. Administrators are focused on providing preschool children with a curriculum driven program that fosters less time on structural and/or imaginative play. Children spend much of their day preparing for standardized tests and fail to learn how to properly develop self-regulation skills.
Research demonstrates that students who enter kindergarten without self-regulatory skills are at greater risk for difficulties such as peer rejection and low levels of academic. This article explores the association between play and young children’s social and cognitive achievement.

Gökhan GÜNES, Hacettepe University, Turkey (ggunes@hacettepe.edu.tr)
Belma TÜGRÜL, Buket AKKOYUNLU, and Nihan TEMIZ

Play Is Condemned Into The Televisions And Computers

Ginsburg (2007) state that the implications of play deprivation may be substantial, because play is essential to the social, emotional, cognitive, and physical well-being of children beginning in early childhood. Moreover, play is the way of exploring the world for children and also it helps children bring their experience, knowledge and understanding new things (Piaget 1975). However, outdoor activities, children’s games and plays have lost their importance place in children’s lives. For instance, Fromme (2003) state that during the nineteen centuries videos and computer games became a matter of course in the everyday life of young people, including children. It is thought that, with this trend children’s perception of play has changed. The purpose of this study, determine to choices of children’s between the play or computer games, watching television and reading books. Researchers prepared question forms and pictures for collecting data. Descriptive analysis method used for discussing the results.

Gökhan GÜNES, Hacettepe University, Turkey (ggunes@hacettepe.edu.tr)
Belma TÜGRUL, Gözde ERTÜRK, and Şenay ÖZEN ALTINKAYNAK

Play in the three generations

All people without any exception last their times with play in some parts of their lives. Especially children spent lots of time with playing. Pellegrini (1998) claims that 3% and 20% young children’s time and energy is typically spent in play. According to Schillemans & Van Gils (2001) play was predominantly seen as an activity which helps children to become adult and it can be accepted that play is an essential characteristic of children. Moreover, other species than human spent their time with playing. For instance, Fagen (1996) claims that some birds and most if not all groups of mammals show behavior currently classified as play. From this perspective, it will be accepted that play is indispensible and protect its place in the past, now and also future. The purpose of this research is to understand the changes of play in the length of time. Researchers reached the grandfathers and grandmothers for collecting data.

Joyce Hemphill, USA (rosen.hemphill@gmail.com)

Metaphors, analogies, and games: Charting the pathways of learning

If you had to select a picture depicting the learning process what would you choose? A tortoise? A marathon runner? A scuba diver? This is how secondary education majors enrolled in a course on cognition and learning began their semester. By the end of the semester they had charted the back roads, crossroads, and corridors of the learning process, identified potential roadblocks, and created games intended to help others in their journey in attaining knowledge. Information and reflections on this course will be shared during this session.

Tom Henricks, Elon University, USA (Henricks@elon.edu)

Play as Self-Realization: Toward a General Theory of Play

Historically, the study of play has been marked by a broad range of disciplinary commitments, conceptions of play, and explanatory “rhetorics.” In response to that diversity of approach, this paper offers a general theory of play. It is argued that play (for both animal and humans) is a critically important strategy of self-realization. After a brief discussion of several issues that are pertinent to any account of play, the author presents a theory of the self that is expansive enough to embrace play’s many approaches. This is followed by a discussion of how the strategy of play is different from other forms of self-realization.

Robyn Holmes, Monmouth University, USA (rholmes@monmouth.edu)

Lynn Romeo
The Relationship between Preschoolers’ Play, Creativity, and Receptive Language Abilities

The following study explores the connection between preschoolers’ play, creativity, and receptive language abilities. The sample includes 109 girls and 116 boys enrolled in four year old preschool classes from three institutions located in the northeastern United States. Ages ranged from 3.11 to 6.60 years. Ethnic heritages included 109 European American, 85 Hispanic, 26 African American, and 7 children from other ethnic groups. Socioeconomic status ranged from middle to lower income stratum. Approximately half of the children were English speakers, 30% were native Spanish speakers, 10% were native Portuguese (Brazilian) speakers, and 5% were bilingual. On separate occasions, the children completed the Peabody Picture Vocabulary Test (PPVT-IV), a receptive vocabulary test and the Goodenough Harris Draw a Person Test. We recorded observations of children during free play using the Howes and Matheson (1992) social play scale. Raw material was subjected to statistical and correlational analyses. Findings will be discussed.

Scott Hughes, Queen’s University, Canada (Scott.hughes@queensu.ca)

Play as pathway to happiness: Multiple perspectives on children’s happiness at school

Noddings (2003) argues that happiness and education are deeply intertwined, thus happiness should be a fundamental aim of education. In light of current accountability measures in both the Canadian and American contexts, considering this philosophical assertion raises the question, What makes a happy classroom? This individual paper presentation shares findings from a qualitative study exploring how children in the primary grades experience happiness at school, and how teachers cultivate happy classroom spaces. Using a hermeneutic phenomenological lens, the researcher invited 12 teachers, 62 parents, and 100 children in Grades K to 2 from eight Canadian public, independent, Waldorf, Froebel, and Montessori classrooms to talk about, draw about, and photograph their classrooms, in order to share their perspectives on what makes them happy at school. Children indicated that they are most happy at school, and in learning, when they are getting along with their friends and are engaged in play. A thematic analysis revealed that happy classrooms are relational, rhythmic, embodied, and infused with an ethos of the potential.

Satomi Izumi-Taylor, University of Memphis, USA (sitaylor@memphis.edu)

Cathy Meredith, and Bonnie Cummings

A comparative study of pre-service teachers’ views of play in Japan, Taiwan, and the US

The purpose of this study was to examine similarities and differences of perspectives of play among American, Japanese, and Taiwanese pre-service teachers. The participants consisted of 25 American, 25 Japanese, and 25 Taiwanese students majoring in early childhood education. The data regarding students’ concepts of play came from their written responses to the questionnaire. Qualitative analysis of the data yielded four themes for play (learning and development, social skills, creativity, and children’s work), three themes for adults’ play (both being similar to and different from children’s play, preventing stress, and enjoying interacting with others), and one theme for playfulness (enjoyment). These participants were influenced by their own cultures and by their own college training and educational settings. They made their own connections between play and their values of play in educating children. They agreed that play is one of the best ways for children to learn and develop.

Olga S. Jarrett, Georgia State University, USA (ojarrett@mindspring.com)

Leslie McAlpin

The state of recess and how-to's of recess advocacy

Many children are deprived of recess because their school has a no-recess policy, their playgrounds are considered unsafe, or they are being punished due to their behavior or not finishing work. Some states have recess policies; in other states decisions are left up to local school districts, individual schools, or individual teachers. Advocates for recess need to be aware of what the research says about the value of recess and effective strategies for changing no-recess policies. Participants in this workshop will be introduced to the issues through a PowerPoint and then will engage in discussion...
in which they will problem-solve ways to advocate for recess. Participants will receive a handout on what the research says about recess and some successful strategies used by recess advocates.

**Shan Jiang**, University of Delaware, USA (sjiang@udel.edu)

**Play beliefs among mainland Chinese parents, Chinese immigrant parents, and European American parents**

It is well known that academic performance is highly emphasized in traditional Asian societies, contrasting the play beliefs in the Western countries. While adopting Western educational principles, the Chinese society also promote traditional cultural norms. However, there are only limited studies on modern Chinese parents’ play beliefs in the literature and how their views differ from those Western societies. A pilot survey was conducted to investigate parents’ play beliefs between mainland Chinese and Chinese immigrants in the U.S. The results from the pilot study showed that overall responses from the two groups were both generally positive toward play, with the U.S. group slightly more positive. Our on-going research is to examine parents’ play beliefs among three groups: mainland Chinese, Chinese immigrants in the U.S., and European Americans. One of the focuses will be to examine the role of Chinese culture in shaping Chinese parents’ play beliefs.

**Huang Jin**, Nanjin Normal University, China (huangjin930@hotmail.com)

**Xue Mei**

**What kind of plays do we like?: from the voice of Chinese children 5-6 years old**

Listening to children is the necessary way to get to know and understand them. Author of this paper has studied the opinions of 61 Chinese children aged 5-6 about plays through art works analysis and interview. The study reveals the understanding of children about the concept of play and makes description and analysis of their favorite plays from the type of plays, play space, play partner and toy materials. At last, the study discusses the social culture factors, education factors and gender difference of children’s idea of play.

**James Johnson**, Penn state University/University Park, USA (jej4@psu.edu)

**Yoojung Ko**

**School Readiness and Executive Function in relation to Play and Approaches to Learning**

Mature play is widely touted nowadays as a vehicle to help young children arrive at school ready to learn based on research linking it to indices of executive functioning (EF). An argument is that the EF components of working memory, inhibitory control and cognitive flexibility are used in and perhaps strengthened by quality play in which preschoolers follow implicit and explicit rules, take turns, and sustain attention within socially constructed inter-subjectivities imbued with dosages of creatively expressive and imaginative behaviors. In turn, the exercise of EF in play and the development of EF during the early years enable cognitive processing skills of organizing, planning and following directions and the like which prepare young children to become young students and adjust to school life. Other important traits such as imagination and expressiveness that are served by play also help school readiness but the connection is less clear or obvious because many teachers may value them less in children at the onset of their academic careers. To be sure, most teachers may regard the young child’s enthusiasm and engagement in activities as positive signs whether play seems to be involved or not. Currently, called approaches to learning, this behavior is also highly touted as an important dimension on the early learning continuum and it has its own place in early learning standards. In this study data on 50 preschoolers were analyzed with results showing positive and significant correlations among estimates of EF, approaches to learning, and play quality. The findings are in accord with the line of thinking outlined above and they will be discussed in terms of the implications for curriculum and instruction designed to optimize school readiness and also to foster competence and happiness through play during the early years.

**James Johnson**, Penn state University/University Park, USA (jej4@psu.edu)

**Karen McChesney Johnson, Susan Welteroth, and Lynn Hartle**

**Teaching About Play to Teachers: We're Not Fooling Around Anymore**
Teacher education and inservice must cultivate the minds, hearts, and hands of teaching practitioners so that their theories and practices will develop and be complex to match the realities they will face. Their theories and praxis, for instance, will need to appreciate various play nuances, such as the value of mature play but also immature play. They will need to realize the need for curricular flexibility, or the ‘blending’ of academic and play-based methods as seen in the play and literacy or numeracy movements in the US, to meet the needs and interests of children in a more comprehensive fashion. Moreover, both individual and group needs of children must be addressed. This session addresses the need to try to learn more about the what, the why and the how concerning teaching new teachers about the importance of play in education and how to use play in the classroom. What must teacher educators do to honor the needs, interests and propensities of teachers and teaching candidates, and to serve them well in readying them to teach young children? What teacher education and inservice instructional delivery and experiences can be successfully employed? What’s the rationale and theory behind them? How do we know whether we are accomplishing our goals with new and veteran teachers? These and other issues and questions will be taken up in this session about developing our pedagogy of play for teacher education and professional development.

The following papers will be presented “Play as an Educative Process Goes to Scale,” “When I Grow Up, I Want To Be A Princess!,” “Gamification of 21st Century Skills.”

James Johnson, Penn state University/University Park, USA (jej4@psu.edu)
Carla Glisan, Mei-Hsaun Wu, Mounerah Almukaimy, Changkee Lee, Nandini Sengupta, Krysta Murillo, and Amal Alsaleh

Examining Play and Culture to Enhance Education and Life Experience

Teachers, early childhood teachers and their educators, as well as educational leadership in general need knowledge concerning culturally diverse children and their families concerning play, socialization, and education in order to avoid cultural myopia or a narrow view of appropriate play in different social settings. The presenters summarize previous work and share recent information about different cultural communities (Kuwait, S. Korea, Taiwan, India, and Belize) drawing attention to beliefs about scholastic and traditional play; the co-presenters individually and as a group discuss play across home, school, and community settings with attention given to traditional, modern and postmodern play forms as expressions of culture and global trends, and as having an effect on changes in their cultural communities. The presenters also will facilitate with the audience a dialogue about the significance of our growing knowledge base on play, education, parenting and culture for teacher preparation and professional development in education and in the human service professions.

David Kuschner, University of Cincinnati, USA (dskushner@gmail.com)

Make-believe play, lies, and the act of "as if"

The ability to lie is an intrinsic aspect of what it means to be a human being. People tell lies with some frequency and these lies range from white lies told to spare someone’s feelings to the grand deceptions of a Bernie Madoff. Children develop the ability to lie relatively early in life and they, too, will lie fairly often despite parental and cultural emphases on the importance of telling the truth. The emergence of children’s ability to lie is related to another prevalent activity – the disposition to pretend and engage in as if play. The purpose of this paper is to explore the relationship between make-believe play and lying. The main thesis of the paper is that although lying is often viewed through the lens of morality, a child’s ability to lie springs from the same developmental foundation as pretense and is actually a marker of developmental progress.

Debra L. Lawrence, Chestnut Hill College, USA (Brainguru@aol.com)

Making time for Play: Assessing our daily schedule, curriculum development, and balance of child and teacher directed activities.

This session will take us back to the roots of early childhood and help us implement program curriculum that is child centered, child initiated, and developmentally appropriate.
No Child Left Behind and the push for higher academic standards has pressured early childhood programs to conform to the norm. After more than 10 years of NCLB, our nation’s students have not caught up and are more behind than ever.

Helping early childhood professionals get back to what works with young children can be a struggle. With the pressure of parents who fear that their children will not be “ready” for school, many early childhood programs have abandoned the idea of “play”. This session, through hands on application and open ended questioning, helps early childhood professionals and leaders regain their confidence and renew their passion for play.

Martha Llanos, IPA PERU REP, Peru (mllanospeaceambassadors@gmail.com)

Arts And Play For Peace. The Peace Ambassadors Programme

Arts, Play and Peace are connected with Creativity and spirituality. Art is a creation of the human mind. Art in its many forms is a very positive and powerful vehicle for encouraging personal and social transformation. Also is a vehicle to inspire a culture of peace, intercultural learning, educate and facilitate the creation of a sustainable, equitable, and harmonious earth society. Dr. Llanos will share her experience in Peach Ambassadors Program working with children and women who have experienced very difficult situations because of war, the resilient capacity which is enhance through play and arts that provides a unique experience of healing for inner reflection and peace.

Carrie Lobman, Rutgers University, USA (carrie.lobman@gse.rutgers.edu)

Tony Perone

Revolutions in Play: Research, Advocacy, and Practice

The international ‘play movement’ has moved to the forefront of conversations on everything from invigorating classroom practice and bringing innovation into business to addressing the deprivations of growing up poor. Its advocates advance a range of perspectives on what play is, who should play, how play should be organized, and what its relative importance is on a broad social/political scale. In this conversational session Carrie Lobman and Tony Perone turn a methodological and political eye towards the play movement. Through dialogue and small and large group activities the presenters and participants will explore a number of questions including: Who are the innovators? What are some of the most promising new discoveries about play? What are the practical implications of the latest play research? Where are the important disagreements and what turns on them? How can we incorporate innovative new practices in adult learning, creativity, outdoor play, international development, afterschool, and therapy into our work?

Carrie Lobman, Rutgers University, USA (carrie.lobman@gse.rutgers.edu)

Playing Around with How We Write

Whether you love to write or find it tortuous, this workshop will free you from some of the conventional rules of how we are supposed to write. Educator, play scholar, and author, Carrie Lobman helps participants develop their (often problematic) relationship to writing. Playful and philosophical all at once, the workshop will encourage people to take risks, have fun and creatively fill the page. Let’s see what happens when we experiment with writing styles and voices. Can we become less of a critic of our “own work” and better at helping others? Where’s the writer’s block now?

Joy Marie Bechtold-Moss, University of Houston-Clear Lake, USA (bechtold@uhcl.edu)

The Relationship of Pre-Service Teachers’ Perception of Play and the Play Experiences of Young Children

Young children have an innate desire to learn, and this learning usually occurs through their play. For many young children in today’s society these play experiences often occur within child care centers, preschools, public schools, as well as other early care and learning institutions. Research has identified that the teachers within these early care and educational institutions play a vital role in young children’s successful acquisition of physical, social/emotional, cognitive, and linguistic
developmental skills; which are normally acquired through meaningful play experiences. This presentation will examine how early childhood education pre-service teachers define and describe young children’s play as well as analyze the perceptions and attitudes of pre-service teachers regarding the importance of young children’s play experiences within the classroom. Consideration will also be given to the play memories of these pre-service teachers in relationship to their perceptions and attitudes regarding the use of play in their future classrooms.

**Ana Marjanovic-Shane**, Chestnut Hill College, USA (anamshan3@gmail.com)**

**Reflection-in-Action in Process Drama**

The purpose of this paper is to examine ways of knowing and acting in "process drama" from the dialogic pedagogy conceptual framework. Process drama is described as an educational approach that uses unscripted group improvisation to experience and explore a problem, a situation or a theme. According to Cecily O’Neill "process drama permits direct encounter with the event, [and] a range of role-taking" (O’Neill, 1995, p. xiv). One of the important characteristics of process drama is that both the teachers’ and the learners’ "knowing is in action" (O'Mara, 1999, p. 40). This kind of knowledge requires teachers to base the guidance on their own "reflection-in-action". I examine reflection-in-action in process drama as an Aristotelian way of knowing called phronēsis (Matusov & Brobst, 2012, in press), a way of knowing that is both necessary and emergent in the dialogic approach to education.

**Chika Matsudiara**, University of Shizuoka Junior College, Japan (matudair@u-shizuoka-ken.ac.jp)**

**How play can support children with chronic illness**

The more high medical treatment develops, more children who will spend their childhood I with medical needs increases. Lacking Play the sick child will face the possibility of spending childhood without being a child which will cause a serious problem in later life. As a Hospital Play Specialist I would like to deepen the understanding of how and why medical conditions and Play should be connected. The kinds of play in the workshop will demonstrate the emotion, fun and happiness created by play, which will give the child power to face difficulties in health.

**Leslie McAlpin**, Georgia State University, USA (lgmcalpin@gmail.com)**

**Pros and Cons of using recess deprivation as punishment: What the bloggers say**

This session explores popular beliefs about depriving children of recess as punishment in schools. By investigating current internet blogs on the subject, we are uncovering the arguments for and against using recess deprivation as punishment. We also hope to provide a picture of who is talking about recess deprivation by grouping the authors of the blogs, be they teachers, parents, principals, concerned community members, or even students themselves. We will investigate the point of view of these groups in regards to the topic. Hopefully, our study will expose common concerns and ideas about the topic of recess deprivation.

**Sylvia McLellan**, University of British Columbia, Canada (smclella@interchange.ubc.ca)**

**Noticing the math in play**

This session features the results of a study on children’s mathematical thinking as it is expressed during play. Participants will view pedagogical documentation created by and with 5-7 year olds as they explore mathematical topics during episodes of play with marbles and ramps, blocks and art materials. I found pedagogical documentation very effective in capturing children’s informal mathematical knowledge. I also found that children naturally represent the same mathematical concept in different ways and that their misconceptions are observable during creative activities. By sharing this with educators and researchers, I hope to encourage a greater awareness of children’s capacity to develop the course of their own learning through play.

**Cathy Meredith**, University of Memphis, USA (cdmerdh@memphis.edu)**

**Playing to Learn**

Attendees will actively explore environmental topics in a hands-on and minds-on format. Participants
will gain skills to enable them to integrate science and other social studies content in a playful environment. Participants will also have the opportunity to explore the use of simple materials that are inexpensive and readily available. This session will be beneficial to participants, and in turn, they will help their students explore environmental activities in a playful way. Ultimately, the beneficiaries of this session will be children. With their teachers’ support, children can develop their skills in environmental science while engaging in joyful, everyday meaningful activities.

**Barbara Moldawsky Stern**, Gesell Institute of Child Development, USA (Babstern@gmail.com)

**Laurel Moldawsky Silber**

**Protecting our Future: Let Children Play**

The speakers will address the longitudinal benefits of self-initiated play both for young children and for the adults they will become. Drawing from the perspectives of child psychology and education, as well as their memories of growing up together as sisters and later raising six children between them, the speakers will engage the audience in a lively discussion, invite them to connect with their own memories of important early play experiences, and encourage them to consider how these experiences contributed to the people they are today. Through their cross disciplinary perspective the speakers will offer responses to the alarming play deficit they perceive in contemporary culture and provide rationale for why it is so important for now and the future to protect the right of all children to play.

**Paul Morehouse**, Claremont Graduate University, USA (paul.morehouse@cgu.edu)

**Young Children’s Music-making Behavior: Authentic, Developmentally rich, Intergenerational PLAY**

Vygotsky’s Zone of Proximal Development (ZPD) is a powerful developmental theory yet does not address play for the obvious reason: play does not necessarily need adult “scaffolding,” a primary tenet of the ZPD. However, new research investigating young children’s music-making behavior sheds light on a unique, socially informed, play-oriented relationship between children and adults in a musical ZPD. Evidence suggests that a child’s experience of making music is not about “artistic expression” but rather about play: auditory structures and rhythmical sound/word patterns are fun for children and musically meaningful when experienced in an adult-facilitated musical ZPD. A sensitive adult Music Leader who supports children’s choice-behavior and self-determination is perceived as a musical “play-partner” who young children willingly follow while making sounds and rhythms. This presentation will also discuss a new research-based paradigm for early childhood music education that is supported by constructivist theories espoused by Vygotsky, Piaget and Montessori.

**Avigail Morris**, Ben Gurion University of the Negev, Israel (avigailmorris55@gmail.com)

**Nine a Side Basketball in the Kingdom of Tonga: A Case Study in Negotiating Gender Roles**

This paper examines the role of games and sports in the dynamics between cultural tradition and change in the Kingdom of Tonga, a group of 150 islands in the cultural area of Polynesia. The research focuses on both traditional and modern gender roles and concepts of femininity in Tonga in terms of their influence on the popularization of the most frequently played female sport in Tonga today, nine a side basketball (pasikitipolo). It shows how Tongan girls have reinterpreted and modified this originally western activity such that the experience of the game both reflects and reinforces aspects of “appropriate” Tongan female behavior and at the same time allows them to experiment with and incorporate new forms of behavior into their lives which serve as catalysts for change.

**Shelly Newstead**, Institute of Education, UK (shelly@commonthreads.org.uk)

**The problem with (playwork) Play**

The playwork description of play states that it is “a process that is freely chosen, personally directed and intrinsically motivated” (PPSG, 2005). ‘Playwork’ is currently conceptualized both as a service
which provides space for children to play and an adult practice which facilitates play for children. The juxtaposition of these deep-rooted concepts creates a number of problems for the articulation and evaluation of ‘playwork’. Contemporary playwork authors attempt to demonstrate the benefits of ‘playwork’ in terms of the importance of play, disregarding the insoluble conundrums created by a rationale of ‘enabling play’. This paper will discuss the conceptual and ideological dilemmas involved in using playwork’s cherished notions of ‘play’ to articulate and evaluate practice. It proposes an alternative rationale for playwork practice and an alternative description of ‘playwork play’ as key concepts in identifying the nature and purpose of ‘playwork’. This paper draws on the author’s doctoral research which has constructed a heuristic model of playwork practice.

Julie Nicholson, Mills College, USA (jnichols@mills.edu)
Priva Mariana Shimpi, and Jean Kurnik
Global Play Memories from Around the World: Examining Play through Developmental, Sociocultural, Human Rights and Critical Perspectives

This paper presents findings from the Global Play Memories Project, designed to document adults’ memories of their childhood play, lifespan continuities adults report emerging from play in their childhoods that they believe have continued into their adult lives and adults’ perspectives about how contemporary children’s play is similar or different from their own play in childhood. Data collection includes interviews (n=70) and online surveys (n=200) collected in the United States and internationally. Developmental, sociocultural, children’s rights and critical theories inform the data analysis. Results highlight the wide range of factors adults’ report impacting their play including diverse sociocultural beliefs, power inequities, environment/geography and historical/political movements. The majority of adults perceive continuities between their childhood play and their current lives. Adults in many countries around the world report that children’s play has changed significantly in response to the increase in globalization, the integration of technology and the loss of outdoor play.

Julie Nicholson, Mills College, USA (jnichols@mills.edu)
Priva Mariana Shimpi, and Jean Kurnik
Children’s Right to Be Heard: Examining Children’s Perspectives on Play

This paper presents findings from the Child Play Narratives Project, a study designed to document and bring greater visibility to children’s perspectives and experiences with play. Seventy interviews were completed with a diverse sample of children (ages 2-17) living in northern California. Children were asked a range of questions including how and why they liked to play, barriers preventing them from playing, their perceptions of adults’ play, why they have stopped certain forms of play and what they believe adults should know about children’s play. Findings suggest that many children associate play with fun and contexts where they have decision-making control. Most children thought of play as a lifespan construct that they would not outgrow although many believed that adults did not play enough. Children had many messages to share with adults about the importance of play and the long-term consequences of the loss of play in children’s lives.

Eva Nwokah, Our Lady of the Lake University, USA (eenwokah@ollusa.edu)
Tongue twisters and rhymes as verbal play to support early literacy and expressive language

Tongue twisters and similar rhymes have existed in the United States since early 1800s and are a form of humorous language play that involves changes in sounds, words, and meanings by using a sequence of phonemes (speech sounds) that are similar but distinct. Historically, different tongue twisters and rhymes that were once popular in elocution training are now used in voice training, speech therapy, second language learning, literacy, and playful interactions between children. Cross-linguistic comparisons show both similarities and differences such as the playful use of varying tones in words. This presentation, with audience participation, will explore a variety of tongue twisters and
rhymes in children’s literature that are used as humorous verbal play to support phonological awareness and spoken language.

**Barb O’Neill**, Brooklyn College, CUNY, USA (Boneill@brooklyn.cuny.edu)

**Natasha Zuniga, Patrick Eckleman, Irit Soibelman, and Eliza Cutler**

Engaging emergent bilingual and monolingual preschool children: Key features of successful performing arts approaches

This session emerged from a series of professional development dialogues created by members of the Brooklyn College community, including: teachers from the campus early childhood center, graduate students who are teachers in community preschools, and one faculty member. Teachers will present each of their approaches to integrating the performing arts, which include aspects of: interactive storytelling, story-acting, puppetry, song and simple performative games. Using both quantitative and qualitative measures, teachers will present the ways that these approaches have helped support children’s play, creativity, language, and emergent literacy. Looking across the teachers’ practices the following common features have been identified: the use of a specific structure featuring predictability or sequencing, space for children’s ideas, movement, and the element of pretending. The presenters theorize that these four features are key to their success in using the performing arts, especially in reaching second language learners and children who do not engage during more traditional teacher-led activities.

**Kelly Perkins**, University of Delaware, USA (kelper8@gmail.com)

**Alison Seefeldt**

Examining the frequency of teachers’ play-related behaviors and children’s daily experiences in full-day kindergarten

Quality experiences in the early childhood years include opportunities for children to play. Research has consistently confirmed the necessity of play to children’s development and future success. However, recent research has indicated a lack of play in the early elementary years. This study seeks to understand experiences of teachers and children in full-day kindergarten in relation to play.

Twenty kindergarten classrooms were observed using a revised version of the Emerging Academics Snapshot (Ritchie, Howes, Kraft-Sayre, & Weiser, 2001). The Snapshot looks at many variables that give a description of teachers’ and children’s behavior during the day. A number of variables from the Snapshot were chosen that relate to play behaviors, such as teacher proximity, teacher language, child peer interaction, child verbal interaction, and group size. These variables were chosen due to the implication that these practices would support a quality environment for play. Preliminary analysis of our data shows children spending a large amount of time in whole group settings as well as a severe lack of talking about symbolic play. This early analysis indicates a lack of supportive practices that increase play and add to a quality environment for children. The purpose of this study is to illuminate the lack of behaviors occurring that support play experiences in full-day kindergarten, which suggests lower-quality classroom practice. Although play in kindergarten can foster children’s development and learning, this study demonstrates the lack of play opportunities and raises questions about quality.

**Tony Perone**, University of Illinois Chicago, USA (tonyp129@gmail.com)

**Artin Goncu**

The presence and meanings of life-span imaginative play of adults of Mexican origin

Challenging dominant theories (e.g., Piaget 1945 and Vygotsky, 1978) that claim that imaginative play is an activity primarily of early childhood and building upon others (e.g., Perone and Goncu, 2008, 2010) whose research on life-span imaginative play has been primarily with adults of European-American origin, a qualitative, interview-based study with 16 (8 female) second-generation young adults of Mexican origin was conducted to determine if imaginative play had occurred throughout their life spans and, if so, what developmental benefits have surfaced. This presentation will first review the study’s purpose, situating the work within the existing literature in
psychology and education. Next, the study’s 4 hypotheses and method will be introduced. In what follows, essential findings with respect to the 4 hypotheses will be presented. Finally, based on the study's findings, suggestions for additional research to advance inquiry on life-span, community-based imaginative play will be proffered.

Qiu Xue Qing, Nanjin Normal University, China (xueqingqiu@sina.com)
Yu Yongping, Zhang Jun, and Wang Li

A Survey on Kindergarten Teachers’ View of Children’s Play

This study explores kindergarten teachers’ view of children’s play in China using a questionnaire. Teachers are randomly selected from kindergarten in eastern and western part of China. A total of 800 questionnaires were distributed and 549 surveys were returned. The data was analyzed using SPSS17.0. The results showed 1) Play is a kind of free activity in which children interact with the environment. 2) The main conditions that children can learn effectively in play are suitable materials, provided environment, independent exploration of space. 3) Role play is frequently organized by teachers, but music game is their first choice to a public display. 4) Play and collective teaching are different in target and form. Kindergarten teachers have different opinions on children’s play. Teachers have lack of skills to promote children’s development in the following respects: targeted observation, intervention and guidance, as well as positive and effective teacher-child interaction.

Richard Rairigh, Be Active North Carolina, USA (Richard@beactivekids.org; rrairigh@nc.rr.com)
Linda Kinney, Rhonda Hawkins, and Meredith Dolan

Doing play the North Carolina Way

Learn more about the creative and coordinated efforts taking place in North Carolina to provide a foundation and sustainable infrastructure for children’s play and connections with nature, health, and learning. Gain more understanding about the creation of the Active Play Alliance which helped bring together statewide sparkplugs from various groups and organizations with various backgrounds, experiences, and expertise to focused on protecting, promoting, and preserving the child’s right to play in North Carolina. An overview will be provided on several initiatives including: Playful Pedagogy through the NC ZOO, play Daze, NC Play Pods, North Carolina Child and Nature Coalition, and more. Come join us on our journey in sharing our collaborative efforts and playful outcomes.

Susan Recchia, Teachers College, Columbia University, USA (ttn2114@tc.columbia.edu)
Tran Templeton

Play as Agency in Early Childhood

In recent years, parents, researchers, and practitioners have lamented the loss of play as a cornerstone of childhood. Play, argue researchers, promotes pro-social skills, self-regulation, creativity, and critical thinking. However, unstructured play time in elementary schools, and even in preschools, has diminished significantly in exchange for academics. Through another lens, play also provides a site where children can make decisions and take action. Within free play, children develop agency, a sense that they can impact incidents in their daily lives. Using case studies of three preschoolers attending a university childcare center, we explore children’s enactment of agency within a play-based classroom. We uncover the ways that play supports agency development, and argue for more play in schools as a valuable pathway to helping children become full-fledged citizens of a democratic society.

Mary Rivkin, University of Maryland Baltimore, USA (rivkin@umbc.edu)
Karen Kelly Mullin

Nature Play as a Pathway Between Child Care Teachers and Environmental Educators

A project to add natural play elements to a child care yard revealed differences between core assumptions of the child care teachers and the environmentally focused project leaders. However, the young children’s enthusiastic play with the elements (logs, boulders, sticks, dirt, sand, and native
plants) created a bond between the two groups. Both groups saw play as central to the children’s learning and happiness. The project continues with additions to the play elements and continued education for the parents and teachers. Teachers are beginning to take leadership in the project. The presentation will include slides of the project and reports on the ongoing research. There will be time for audience participation.

Laura Rodriguez-Garcia, University of Texas Brownsville, USA (ana.rodriguezgarcia@utb.edu)
John Sutterby
“Mami quiero mi iPad para leer”: A case study of playful encounters with technology”

The purpose of this qualitative study was to learn more about the literacy learning that occurs when young children engage in playful interactions at home. Ani, a two-year-old bilingual child, was observed at her home during a four month period while she played with others (her infant brother, babysitter, mother) as well as when she played by herself. Data sources included field notes, video recordings, digital pictures and the collection of artifacts. Data were analyzed using the constant comparative method which led to the development of various themes that included literacy learning through technology, reading and writing are connected, literacy learning as work and reading as a social act. This paper will focus on Ani’s playful interactions with technology and how they supported her literacy learning.

Pat Rumbaugh, Takomaplays, USA (theplaylady@gmail.com)

Streets of Play
Takoma Park, Maryland borders the northern tip of Washington, D.C. The more I heard about this lively community the more I wanted to live here. There is the weekly Farmer’s Market on Carroll Avenue, every fall they hold the Folk Festival and Street Festival and of course there is the Fourth of July Parade that offers so much play on the tree lined streets of Takoma Park. Years ago my family moved to Takoma Park, raised our two children here and through my play research I formed Takoma Plays in 2009 to help promote play in our community. Our Recreation Department waives the fee for a permit for us to have a street closed for two hours, so we can invite people out to play. Our biggest way we promote play is through our two Play Days. Come join The Play Lady as she shares how we have brought play to the streets of our community.

Dolores Stegelin, Clemson University, US Play Coalition, USA (dstegelin@aol.com)

An Exploratory Study of Daily Physical Activity and Nutrition Patterns in Early Learning Settings: Snapshots of Young Children in Head Start, 4K-Primary, and After-School Settings
In an exploratory study of low-income 4-7 year old children in Head Start, primary, and after-school programs in a city in the southeast, measures of daily physical activity and nutrition choices were recorded utilizing a running record and time sampling method. Routines were carefully recorded for the duration of an entire day in each of the three settings on a selected subset of children that varied in age, gender, and ethnicity. Results indicate interesting differences in daily routines across the three settings, with children in primary settings having the most restrictive schedules. Outcomes of the study are presented in this session. Policy recommendations are made relative to the physical activity/play and nutrition choices/routines in these early learning settings. This study was funded in 2011 as part of a larger interdisciplinary study on early childhood obesity prevention that involved researchers from education, public health, and parks and leisure studies.

Dolores Stegelin, Clemson University, US Play Coalition, USA (dstegelin@aol.com)
Fran Mainella, Debora Wisneski, John Sutterby, Marcy Guddemi, Tom Reed, Joan Almon, and Linda Rhoads
The Critical Role of Advocating for the Value of Play: Voices from the Field
In a contemporary society marked by child and adult obesity, sedentary routines in early learning settings, and a growing emphasis on technology and computer-driven recreational activities, there is a critical need to advocate for the value of play. This panel brings together individuals who are
actively advocating for the value of play through professional organizations. Each panelist will present key strategies being implemented by their representative organization to advocate for the value of play for their constituents. An interactive discussion will follow that identifies specific audiences and needs to expand this advocacy effort. Panel members are representatives of IPA, TASP, the Gesell Institute, the Alliance for Childhood, ACEI, and US Play Coalition. Specific questions to be discussed in this panel presentation include the following:

1. What advocacy strategies are being implemented by your organization to promote the Value of Play?
2. What collaborative efforts have been undertaken in this area?
3. What have been challenges or barriers to effective advocacy on the Value of Play?
4. What additional or new audiences need to be reached in order to promote the Value of Play?
5. What are cost efficient and effective strategies that might be utilized by organizations to promote the Value of Play?

Sandra Stone, Northern Arizona University, USA (Sandra.stone@nau.edu)
Children Learning from Children: The Power of Play in Mixed-Age Groupings
This session examines the power of play in mixed-age settings (K-2). Current research examines the benefits of play for whole child learning: Cognitive, social, and emotional. The theoretical underpinnings based on Piaget and Vygotsky lay the foundation for the mixed-age approach. With the variance in age, mixed-age groupings provide a greater expanse for novice and experts to learn from each other through play. Research will demonstrate how both younger and older children benefit from play. Participants will see how children scaffold for each other in language, symbolic transformations, literacy, and problem solving as they play. Mixed ages also provide the novice\expert relationship to support every child's social and emotional growth. Play examples are given on how children negotiate egocentricity, friendships, prosocial behaviors, and emotional comfort levels in mixed-age groupings. Play is a powerful medium for children to learn from each other through mixed ages.

John Sutterby, University of Nebraska-Omaha, USA (deboraw@uwm.edu)
Remeditating on the umpire
I am currently reinvestigating the role of umpires after analyzing narratives of umpires and referees several years ago. Umpires and referees have traditionally been seen as being at their best when they are nearly invisible to the event. However, sports fans at events often spend time criticizing the umpires calls with many fans reporting that yelling and swearing at umpires is appropriate at times during a game (Rainey and Schwikart, 1990). Voight (1970) calls baseball umpires the “manufactured villain” by Americans.

Currently there have been three events which have thrown the umpire into the spotlight, the American football lockout of the umpires union was quickly ended after a series of disastrous calls affecting games. Later that month a baseball playoff game was altered when an umpire made an infield fly rule call that did not follow the spirit of the rule. Finally, the television moderator during the first presidential debate, Jim Lehrer, was harshly criticized for not properly moderating the debate. This presentation will look into the role of the umpire in resolving conflict and mediating between actors.

Chris Tamborra, 4 Great Physical Education, USA (chris@4greatpe.com)
Setting the Structure for a Successful Recess
Within unstructured recess settings, recess becomes a target to shorten or eliminate it from the school day due to increased incidents of bullying. In this session you will learn how schools have successfully structured recess to support anti-bullying initiatives and have won National Promising Practices for their work from the Character Education Partnership. The strategies utilized have been linked to an increase in pro-social behavior, as well as a decrease in behavior that leads to aggression.
and bulling. K-5 Educators will receive strategies to improve this valuable learning time. In our session we will be discussing strategies and methods to improve the climate of play at recess. We will explore strategies to include the voices of children, support staff and professional staff in the implementation of all school recess that establishes a more supportive learning environment which supports anti-bullying and safe schools initiatives.

**Herb Thompson**, Emory & Henry College, USA (ehthomps@ehc.edu)

**Janet Justice Crickmer**

**The Path to Creative Nirvana: Finding and Tracking the Flow in Creative Artistry and Literary Criticism**

While transcribing by hand—which slowed down my thought processes—Bill Wittliff’s notes in his copy of Larry McMurtry’s Lonesome Dove, as Wittliff was preparing to write the scripts for the award-winning television series, I was able to insert myself into the scenes being described in a way that amplified the experience and gave me time to enter vicariously not just a passive observer but as a participant in the creation of Wittliff’s script, or at least my conception of how he perceived it. I was into what Csikszentmihalyi would call the flow. As creative artists and literary scholars engage in their work, their state of “flow” is adult play. This presentation will share numerous examples of such behavior and will explore how this process works in this context. We will also share some thoughts on how future research in this area might proceed.

**Vejoya Viren**, The University of Texas at Brownsville, USA (Vejoya.viren@utb.edu)

**Dialectics of Friendship: Examining conflicts between friends during play**

This paper looks at play related conflict amongst preschool children using William K. Rawlins’ (1992) dialectical theory of friendship (DTF). The context of play amongst friends offers an invariable stage in which children stretch and test their relationships. According to DTF the oppositions of relationships arise from the need to manage a variety of contradictions or dialectics. These dialectics can be contextual or interactional. Contextual dialectics in these play related conflicts reflect contradiction between the public and private, what is expected and what is desired during play. Interactional dialectic arises because of the uncertainties of everyday communication in friendship; the conflict between independence and the requirement to be dependent to extend play, the dialectics of being accepting yet able to make judgments.

**Jennifer A. Vu**, University of Delaware, USA (jvu@udel.edu)

**Myae Han, and Martha J. Buell**

**Relationships between preschool teachers’ beliefs about play and classroom practice**

In this study, we examine preschool teachers’ beliefs about play, teaching, and children, and how these beliefs are reflected in daily classroom practices about play. Ten teachers were asked to complete surveys asking about their various beliefs and were observed in the classroom during free play time to assess their level of involvement. Analyses reveal that teachers held generally consistent, developmentally-appropriate, and child-centered beliefs, which were correlated with each other. These beliefs did not necessarily translate into observed interactions with children during free play. Teachers who were predominantly stage managers or uninvolved held more child-centered views about teaching, while those who vacillated between the two roles held more teacher-directed views about teaching. Implications of the study include a need for more professional development for both pre- and in-service teachers around play theory and practice.

**David Walker**, Bloomsburg University of PA, USA (dwalker@bloomu.edu)

**Study Abroad and the Reggio Children Approach to Learning**

This interactive presentation includes the following objectives: Participants will be able to describe at least three aspects of the Reggio Approach to educating students through play, to discuss and promote means to incorporate Loris Malaguzzi’s methods into current classrooms, and to justify the freedom central to the Reggio Approach. The presentation will begin by utilizing DVD clips to present a brief historical overview of Reggio Emilia. This information will be followed by a short PowerPoint
that highlights a recent two-week exploratory trip to northern Italy to establish an educational partnership with Reggio Children. The result of this trip will be a practicum for early childhood and special education pre-service teachers in the spring of 2013. Discussion relative to planning study abroad programs and understanding specifics regarding this pedagogical force steeped in play will follow.

Susan Welteroth, Susquehanna University, USA (welteroth@susqu.edu)
David Gadberry, Aimee Ambrose, Kelly Nassett, Brittany McCabe, Courtney Rust, Lauren Seamon, Megan Stevens, Elena Strauss, Rebecca Tutela, and Sarah Weekes

Hey, Hey, Look At Me! I Am Playing, You Can See!

Researchers recognize that the development of oral language is crucial to children's literacy understanding, including listening, speaking, reading, and writing. It has been shown that music reinforces many aspects of early language development (Mizener, 2008). Additionally, music is an excellent way for young children to learn through play. Hall (1987) found that oral language emerges when the language is embedded in the context of children's daily life. In this study, pre-service teachers will use musical play to help manage transitions in primary grade classrooms, while encouraging oral language development. Using consistent chants and songs, the pre-service teachers will provide opportunities for children to experiment and play with the sounds that words make.

Rick Worch, Bowling Green State University, USA (eworch@bgsu.edu)

Development Of Play In Black & White Colobus Monkey In Uganda

This presentation describes the development of play in black-and-white colobus monkeys (Colobus guereza) living in Kibale National Park, Uganda. Young black-and-colobus are highly playful compared to most other primates, yet the development of their play follows the typical primate pattern. Implications of my observations are discussed within the context of the species’ socioecology (e.g., diet, food availability, day range, and group size), as well as in light of other research on primate play.

Mitch Zeisler, Knucklebones, USA (play@knucklebones.us)

Movement-based Play as a Pathway to Encourage a Connection in Young Children

Since the beginning of time, play in the most rudimentary sense inadvertently introduces youngsters to interpersonal relationships. However, as measures of the physical aptitude of infants through age four have not simply been discouraged, but outright eschewed the understanding that movement-based play in young children is a pathway and connection to one another has been undervalued and thus unrecognized. As an essential element in establishing interpersonal & intrapersonal relationships participants will learn via various methods of appropriate cross-curricular physical activities and evaluation ways in which young children communicate, work together & share experiences to problem solve, and achieve success through the pathway of play.

Jennifer Zosh, Pennsylvania State University, Brandywine, USA (jzosh@psu.edu)

Andrew Filipowicz, Juliette Fombi, Brian Verdine, Kathy Hirsh-Pasek, and Roberta Golinkoff

Promoting spatial learning in preschoolers: Electronic vs. traditional toys

It is a fact – children are playing less (Hofferth, 2009). This means that the time children do spend playing is more important than ever. Looking at the quality of the parent-child interaction while they are engaged in different types of play is crucial. Recent work suggests that guided play results in more spatial talk for both children and parents (Ferrara et. al, 2011). Importantly, the quality of a parent’s early interaction with a child has been shown to have long-term effects for vocabulary (Hart & Risley, 1997), spatial and numerical cognition (Pruden, Levine, & Huttenlocher, 2011; Levine et al., 2011), and beyond. Here we investigate the quality of the parent-child interaction as measured by the quantity and quality of the spatial language parents offer when playing with electronic versus traditional toys. Despite their popularity, electronic toys offered little benefit and in fact, traditional toys tended to promote higher quality interactions.

Jennifer Zosh, Pennsylvania State University, Brandywine, USA (jzosh@psu.edu)
Jill Gillin

Parental perceptions of educational and electronic products in an electronic era

The educational toy and media industries are flourishing. Despite this, to our knowledge, no existing recent studies have queried parents directly about their perceptions of the benefits and costs of using educational or electronic toys/media on their child’s development. Do parents feel that these products offer their children stimulation and educational benefit beyond what they themselves could do? Are they aware of some of the pitfalls of these products? This study investigated parental viewpoints about traditional vs. electronic products. The authors will compare and contrast perceptions with the cutting-edge results that have examined the actual impact of these products on parental interaction and children’s learning.

Jennifer Zosh, Pennsylvania State University, Brandywine, USA (jzosh@psu.edu)

Kelly Fisher, Susan Magsamen, Kathy Hirsh-Pasek, and Roberta Golinkoff

Bringing the Science of Play to the Masses: The Ultimate Block Party

Since 2010, over 60,000 participants have experienced the “Ultimate Block Party.” The event includes dozens of activities based in the science of learning and allows scientists to directly explain the science behind play. This event sought to revolutionize the way families perceive play – and our independent evaluators told us that it worked. The more activities the participants visited, the more families reported that play always leads to learning. Everyday, science tells us something new and oftentimes surprising about child development. The Ultimate Block Party represents one way to take these findings directly to the public. In a world of decreased recess and playtime - the message that science tells us about the importance of play is one that needs to be placed directly into the hands of today's parents. The Ultimate Block Party is one effort that is beginning to do just that.