

## **Term Information**

Effective Term Autumn 2022

## **General Information**

Course Bulletin Listing/Subject Area Education: Teaching & Learning  
Fiscal Unit/Academic Org School of Teaching & Learning - D1275  
College/Academic Group Education & Human Ecology  
Level/Career Undergraduate  
Course Number/Catalog 3101  
Course Title Playing our Way into Learning  
Transcript Abbreviation Play and Learn  
Course Description Playing is at the heart of being human. In this course we'll play together as we explore the significance of theories and practices of playful learning and teaching in informal as well as formal settings.  
Semester Credit Hours/Units Fixed: 3

## **Offering Information**

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

## **Prerequisites and Exclusions**

Prerequisites/Corequisites  
Exclusions  
Electronically Enforced Yes

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

Subject/CIP Code 13.0101  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Lived Environments

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### **Course goals or learning objectives/outcomes**

- 1. Explain why personal and social play is integral to being human, being creative, learning, and teaching.
- 2. Identify examples of play, learning, and teaching in formal and informal contexts.
- 3. Be more playful in daily interactions

### **Content Topic List**

- play, teaching, learning, creativity, design

### **Sought Concurrence**

No

## Attachments

- GE\_PlayLearning\_Syllabus\_2021\_0302.docx: Play Syllabus

*(Syllabus. Owner: Wild, Tiffany Ann)*

- EDUTL 3101\_submission-lived-environments-theme.pdf: Expected Learning Outcomes

*(Other Supporting Documentation. Owner: Brown, Danielle Marie)*

## Comments

- Returned to department to resubmit for GE approval. Please ad hoc to ASCCAO (Bernadette Vankeerbergen). *(by*

*Guthrie, Emily J on 04/26/2021 05:06 PM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Wild, Tiffany Ann	03/18/2021 09:36 AM	Submitted for Approval
Approved	Eze, Maura Chinaelotam	03/26/2021 02:51 PM	Unit Approval
Revision Requested	Brown, Danielle Marie	03/29/2021 03:32 PM	College Approval
Submitted	Wild, Tiffany Ann	03/29/2021 03:37 PM	Submitted for Approval
Approved	Eze, Maura Chinaelotam	04/06/2021 12:12 PM	Unit Approval
Approved	Brown, Danielle Marie	04/16/2021 10:19 AM	College Approval
Approved	Reed, Kathryn Marie	04/26/2021 01:54 PM	OAA Approval
Revision Requested	Guthrie, Emily J	04/26/2021 05:06 PM	OUR Approval
Submitted	Wild, Tiffany Ann	05/03/2021 04:50 PM	Submitted for Approval
Pending Approval	Vankeerbergen, Bernadette Chantal	05/03/2021 05:01 PM	Ad-Hoc Approval
Approved	Eze, Maura Chinaelotam	05/03/2021 05:01 PM	Unit Approval



# Playing Our Way into Learning Syllabus

EDUTL 3101

## Course Information

- **Course times and location:** [example: “Wednesdays, 9:35 a.m.-10:55 a.m. plus weekly Carmen interaction”]
- **Credit hours:** 3

## Course Description

Playing is at the heart of being human. In this course we'll play together as we explore the significance of theories and practices of playful learning and teaching in informal as well as formal settings.

## Learning Outcomes

By the end of this course, students should be able to do the following successfully:

1. Explain why personal and social play is integral to being human, being creative, learning, and teaching.
2. Identify examples of play, learning, and teaching in formal and informal contexts.
3. Be more playful in daily interactions, including in teaching and learning.
4. Design an environment that fosters and supports play and learning.
5. Analyze how experiences, interactions, artifacts, activities, social practices, and cultural norms all shape and are shaped by play and learning.

## General Education Expected Learning Outcomes

As part of the Lived Environments category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

### Themes: General

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

- 5.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 5.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

### Theme: Lived Environments

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

- 1.1. Engage with the complexity and uncertainty of human-environment interactions.
- 1.2. Describe examples of human interaction with an impact on environmental change and transformation over time and across space.

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

- 2.1. Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.
- 2.2. Describe how humans perceive and represent the environments with which they interact.
- 2.3. Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

This course fulfills these learning outcomes (1) by helping students explore the interactions between humans and built, cultural, and intellectual environments that foster and support play and learning, and (2) by analyzing and challenging perceptions of "play," "learning," and "work" in everyday contexts.

Specifically, students will:

- 1.1. Engage in playful interactions as part of the complexity of multiple social everyday pursuits, for example, having conversations, eating, studying, relaxing, exercising, practicing a sport.
- 1.2. Design an environment intending to make it be more playful when interacting with other people. Students will then work/play with other people.
- 2.1. Document how, in response to the activities of the course, their own and their peers' attitudes and beliefs about the value of play change over the semester. They will analyze and report on these changes of behavior. They will connect these changes with concepts presented via course readings, videos, and presentations by visitors to class.
- 2.2. Document everyday life social interactions both in-person and via social media and then describe key illustrative interactions.
- 2.3. Analyze and critique their own and their peers' social interactions in-person and via social media for how playful approaches humanize (or dehumanize) social relationships. They will analyze and critique using concepts presented via course readings, videos, and presentations by visitors to class.

## How This Course Works

**Mode of delivery:** In this course, we will have required sessions each week on [example: “Wednesdays from 10-11:50 a.m. in CL150”]. The remainder of your work will take place in Carmen throughout the week.

**Pace of activities:** This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](https://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

**Attendance and participation requirements:** Research shows that regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone’s participation:

- **Participating in in-person activities for attendance: once per week**  
You are expected to attend all class meetings. If you have a situation that might cause you to miss a class meeting, discuss it with me *as soon as possible*.
- **Participating in online activities: at least once per week**  
You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Zoom meetings and office hours: optional**  
All live, scheduled events for the course, including my office hours, are optional. I will post recordings of synchronous sessions for those who cannot attend.

## Course Materials, Fees, and Technologies

### Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at [go.osu.edu/student-tech-access](https://go.osu.edu/student-tech-access).

### Required Software

**Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) ([go.osu.edu/office365help](https://go.osu.edu/office365help)) help article for full instructions.

### CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) ([go.osu.edu/add-device](https://go.osu.edu/add-device)) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

### Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))

## Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** [go.osu.edu/it](https://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

## Grading and Faculty Response

### How Your Grade is Calculated

Assignment Category	Points
Assignment 1: Stories of other people at play	8
Assignment 2: Learning from playing	8
Assignment 3: Designing a playful environment	8
Assignment 4: Trying out your design	16
Weekly Assignments	5
Class Participation	5
<b>TOTAL</b>	<b>50</b>

All students will schedule a one-on-one check in with the instructor near the midterm and final. During these meetings, the instructor and student will discuss the student's progress and assignment scores, and they will negotiate any adjustments needed.

See [Course Schedule](#) for due dates.



## Descriptions of Major Course Assignments

### Assignment 1: Stories of other people at play

**Description:** People are playful much of the time even when they might say that they are working or being serious. Using the criteria agreed on in class, over a 24-hour period before we next meet, look for play and learning in face-to-face interactions, online, or at a distance. Keep a written and/or (with their permission using the permission form provided) a digital visual record of at least 3 examples of when other people seemed to be most playful. Include at least one example of a playful interaction that included you. From your notes and/or video recordings, develop 3 small stories (each story should be no more than 1 page) that includes how (from your point of view) being playful made a difference to:

- what was happening (including teaching and/or learning)
- the relationships between people
- what people’s goals seemed to be
- what they created

Then, choose one of the stories to share with the class in a brief presentation (4 minutes). Your presentation should address all four bullets above. You may use slides to organize your presentation, and you may share images or videos of your observations (with permission).

Learning Outcomes	4	3	2	1
<p>2. Identify examples of play, learning, and teaching in formal and informal contexts.</p> <p>GE 2.3. Analyze and critique conventions, theories, and ideologies that influence discourses around environments.</p>	<p>Identify and <b>describe 3 examples</b> of play and teaching/learning in everyday interactions, using criteria agreed upon in class.</p> <p>Explain how <b>each of these examples</b> challenge perceptions of “play” and “teaching and learning” as separate and distinct activities.</p>	<p>Identify and describe <b>3 examples</b> of play and teaching/learning in everyday interactions, using criteria agreed upon in class.</p> <p>Explain how <b>at least one of these examples</b> challenge perceptions of “play” and “teaching and learning” as separate and distinct activities.</p>	<p>Identify and describe <b>3 examples</b> of play and teaching/learning in everyday interactions, using criteria agreed upon in class.</p>	<p>Identify and describe at least <b>1 example</b> of play and teaching/learning in everyday interactions, using criteria agreed upon in class.</p>
<p>5. Analyze how experiences, interactions, artefacts, activities, social practices, and cultural norms all shape and are shaped by play and learning</p> <p>GE 1.2. Describe examples of human interaction with an impact on environmental change and transformation over time and across space.</p>	<p>Consider how being playful made a difference to the <b>all</b> of the following: the activity, goals, relationships, and artifacts.</p> <p>Connect these experiences and reflections to class readings about the role of play in teaching and learning.</p>	<p>Consider how being playful made a difference to <b>all</b> of the following: the activity, goals, relationships, and artifacts.</p>	<p>Consider how being playful made a difference to <b>at least two</b> of the following: the activity, goals, relationships, and artifacts.</p>	<p>Consider how being playful made a difference to <b>at least one</b> of the following: the activity, goals, relationships, and artifacts.</p>

## Assignment 2: Learning from playing

**Description:** Over a 24-hour period before we next meet, on at least 3 occasions be intentionally playful. Do so across both activities that might ordinarily feel like work when you are with other people or on your own. Keep a written and/or (with their permission) a digital visual record of 3 playful events. Using the criteria agreed on in class, reflect on and synthesize what you have learned about the following (3 pages or less):

- how easy/difficult it was to be more playful
- how being playful makes a humanizing difference to your sense of presence, connection with other people, and belonging to a community

Learning Outcomes	4	3	2	1
<p>3.Be more playful in daily interactions, including in teaching and learning.</p> <p>GE 2.2.Describe how humans perceive and represent the environments with which they interact.</p>	<p>Be intentionally playful on <b>3 occasions</b>, and document these experiences with written reflections and/or videos.</p> <p>THEN</p> <p>Reflect on how easy/difficult it was to be playful.</p> <p>AND</p> <p>Identify expected and unexpected outcomes of playful actions (e.g., experiences, responses from others).</p>	<p>Be intentionally playful on <b>3 occasions</b>, and document these experiences with written reflections and/or videos.</p> <p>THEN</p> <p>Reflect on how easy/difficult it was to be playful.</p> <p>OR</p> <p>Identify expected and unexpected outcomes of playful actions (e.g., experiences, responses from others).</p>	<p>Be intentionally playful on <b>3 occasions</b>, and document these experiences with written reflections and/or videos.</p>	<p>Be intentionally playful <b>at least 1 occasion</b>, and document these experiences with written reflections and/or videos.</p>
<p>1.Explain why personal and social play is integral to being human, being creative, learning, and teaching.</p> <p>GE 2.1.Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.</p>	<p>Analyze and explain how being playful makes a humanizing difference to <b>all</b> of the following: your sense of presence, connection with other people, and belonging to a community.</p> <p>Connect these experiences and reflections to <b>two</b> class readings about the role of play in teaching and learning.</p>	<p>Analyze and explain how being playful makes a humanizing difference to <b>all</b> of the following: your sense of presence, connection with other people, and belonging to a community.</p> <p>Connect these experiences and reflections to <b>one</b> class readings about the role of play in teaching and learning.</p>	<p>Analyze and explain how being playful makes a humanizing difference to <b>two</b> of the following: your sense of presence, connection with other people, and belonging to a community.</p>	<p>Analyze and explain how being playful makes a humanizing difference to <b>one</b> of the following: your sense of presence, connection with other people, and belonging to a community.</p>

### Assignment 3: Designing a playful environment

**Description:** Where we are and the tools available to us in activities make a difference to how playful we are likely to be, what we focus on, how we interact with other people, what we create, and what we might be learning informally. Using the design thinking process (empathize, define, ideate, prototype), design an environment (not in a formal classroom) for playful activities that you intend will engage a person/people you know with artefacts that will help them learn about an aspect of life you expect will interest them, based on the criteria for fostering and supporting play and learning developed in class.

- Use the design process (see course schedule for details) to create an actual or digital visual model of your design
- Explain how you approached each step of the design process
- Predict what you hope will happen (e.g., playful interactions, learning outcomes)

Present your design in class (no more than 8 minutes). You may use this presentation to provide an overview of your design or to try out components of your design with your peers.

For each peer's presentation, provide feedback that helps them identify at least one strength of their design and one area for improvement.

Learning Outcomes	4	3	2	1
4.Design an environment that fosters and supports play and learning.  GE 1.1.Engage with the complexity and uncertainty of human-environment interactions.	Use <b>all</b> steps of the design process above to develop an environment that based on at least two examples from the readings and your own experience is <b>very likely</b> to foster and support play AND learning, based on the criteria developed in class.	Use <b>all</b> steps of the design process above to develop an environment that based on at least one example from the readings and your own experience <b>might</b> foster and support play AND learning, based on the criteria developed in class.	Use <b>all</b> steps of the design process above to develop an environment that based on your own experience is <b>you expect</b> will foster and support play AND learning, based on the criteria developed in class.	Use <b>some</b> steps of the design process above to develop an environment intended to support play AND learning, based on the criteria developed in class.

## Assignment 4: Trying out your design

**Description:** Modify and try your design, and reflect on the experience.

### Part 1: Revising and trying your design (no more than 3 pages)

First, explain how and why you modified your design based on the feedback you received in class and briefly summarize your revisions.

Second, agree on a time with the person/people you know when you will be able to try out the activities you have planned. Meet. Create a digital documentation of what happened (video or audio recording). Summarize the activity, interactions, and artifacts and how they supported play and learning, considering your perspective and the perspective of the participant(s).

Third, analyze your design by comparing your predictions with what actually happened.

Learning Outcomes	4	3	2	1
<p>3.Be more playful in daily interactions, including in teaching and learning.</p> <p>GE 2.2.Describe how humans perceive and represent the environments with which they interact.</p>	<p>Revise design in response to class feedback (revisions summarized).</p> <p>Document someone else interacting with you and your revised design (video or audio recording).</p> <p>Describe how the activities, interactions, and artifacts fostered and supported play and learning.</p>	<p>Revise design in response to class feedback (revisions summarized).</p> <p>Document someone else interacting with you and your revised design (video or audio recording).</p> <p>Describe <b>how at least two</b> of the following – activities, interactions, and artifacts – fostered and supported play and learning.</p>	<p>Document someone else interacting with you and your design (video or audio recording).</p> <p>Describe <b>how at least two</b> of the following – activities, interactions, and artifacts – fostered and supported play and learning.</p>	<p>Document someone else interacting with you and your design (video or audio recording).</p>
<p>5.Analyze how experiences, interactions, artefacts, activities, social practices, and cultural norms all shape and are shaped by play and learning</p> <p>GE 1.1.Engage with the complexity and uncertainty of human-environment interactions.</p>	<p>Analyze your design by comparing your predictions with outcomes (in terms of play, teaching AND learning).</p> <p>Evaluate the success of the design using criteria developed in class.</p> <p>Suggest further revisions to foster/support play, teaching, or learning.</p>	<p>Analyze your design by comparing your predictions with outcomes (in terms of play, teaching AND learning).</p> <p>Evaluate the success of the design using criteria developed in class.</p>	<p>Analyze your design by comparing your predictions with outcomes (in terms of play, teaching OR learning).</p> <p>Evaluate the success of the design using criteria developed in class.</p>	<p>Analyze your design by comparing your predictions with outcomes (in terms of play, teaching OR learning).</p> <p>OR</p> <p>Evaluate the success of the design using criteria developed in class.</p>

### Part 2: Reflection (no more than 3 pages)

Return to what you wrote in assignments 1 and 2. How have you changed in what you now understand about how being playful makes a difference to the:

- what was happening
- the relationships between people
- your goals and the other person's goals

- whatever they created
- how easy/difficult it is to be more playful
- how being playful makes a humanizing difference to your sense of presence, connection with other people, and belonging to a community

Learning Outcomes	4	3	2	1
<p>5. Analyze how experiences, interactions, artefacts, activities, social practices, and cultural norms all shape and are shaped by play and learning</p> <p>GE 1.2. Describe examples of human interaction with an impact on environmental change and transformation over time and across space.</p>	<p>Consider how being playful made a difference to the <b>all</b> of the following: the activity, goals, and artifacts.</p> <p>Connect these experiences and reflections to at least two of the class readings about the role of play in teaching and learning.</p>	<p>Consider how being playful made a difference to <b>all</b> of the following: the activity, goals, and artifacts.</p> <p>Connect these experiences and reflections to at least one of the class readings about the role of play in teaching and learning.</p>	<p>Consider how being playful made a difference to <b>at least two</b> of the following: the activity, goals, and artifacts.</p>	<p>Consider how being playful made a difference to <b>at least one</b> of the following: the activity, goals, and artifacts.</p>
<p>1. Explain why personal and social play is integral to being human, being creative, learning, and teaching.</p> <p>GE 2.1. Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.</p> <p>GE 2.3. Analyze and critique conventions, theories, and ideologies that influence discourses around environments.</p>	<p>Analyze and explain how being playful makes a humanizing difference to <b>all</b> of the following: sense of presence, connection with other people, and belonging to a community.</p> <p>Connect these experiences and reflections to at least two of the class readings about the role of play in teaching and learning.</p>	<p>Analyze and explain how being playful makes a humanizing difference to <b>all</b> of the following: sense of presence, connection with other people, and belonging to a community.</p> <p>Connect these experiences and reflections to at least one of the class readings about the role of play in teaching and learning.</p>	<p>Analyze and explain how being playful makes a humanizing difference to <b>two</b> of the following: sense of presence, connection with other people, and belonging to a community.</p>	<p>Analyze and explain how being playful makes a humanizing difference to <b>one</b> of the following: sense of presence, connection with other people, and belonging to a community.</p>

## Weekly Assignments

**Description:** Complete assigned activities to prepare for class (e.g., reading, annotation, reflection). Refer to the course schedule for details of the assignments.

## Participation

**Description:** During in-class or synchronous virtual sessions, engage in and contribute to class discussions and activities.

**Academic integrity and collaboration:** Example: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

## Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments.

## Instructor Feedback and Response Time

[Example: I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.]

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university.**
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.]

## Grading Scale

93–100: A  
 90–92.9: A-  
 87–89.9: B+  
 83–86.9: B  
 80–82.9: B-  
 77–79.9: C+  
 73–76.9: C  
 70–72.9: C-  
 67–69.9: D+  
 60–66.9: D  
 Below 60: E

## Other Course Policies

### Discussion and Communication Guidelines

[Example: The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.]

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **Synchronous sessions:** During our Zoom sessions I ask you to use your real name and a clear photo of your face in your Carmen profile. During our full-group lecture time, you may turn your camera off if you choose. When in breakout rooms or toher small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. You are always welcome to use the [free, Ohio State-themed virtual backgrounds](https://go.osu.edu/zoom-backgrounds) (go.osu.edu/zoom-backgrounds). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.]

### Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity.

#### Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](https://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is

never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

### Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](http://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:



- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

### Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:6142925766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:18002738255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

## Accessibility Accommodations for Students with Disabilities

### Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

### Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: [slds.osu.edu](http://slds.osu.edu)
- Email: [slds@osu.edu](mailto:slds@osu.edu)
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

### Accessibility of Course Technology

This course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))

## Course Schedule

This schedule is subject to change. Refer to the CarmenCanvas course for up-to-date due dates.

WEEK/ UNIT	DATE	TOPIC(S)	LEARNING OBJECTIVE(S)	READING(S) & ACTIVITIES	ASSIGNMENTS & ASSESSMENTS
1		What is play? What is learning?  Design process: empathize	1, 2, 5 GE 1.1, 2.1, 2.3	Choose 1 TED Talk to watch:  "Play is more than just fun" OR "Creativity and play"	
2		Play as humanizing	1, 4, 5 GE 1.2, 2.1, 2.2, 2.3	Huizinga, J. (1955). <i>Homo Ludens</i> . (chapter 1)  Henrick. T.M. (2006). Chapter 7: Play as human expression. In: Play reconsidered: Sociological perspectives of human expression. Urbana: University of Illinois Press, 181-220.  <b>Design:</b> Try 1 empathy activity from Design Bootcamp Bootleg & write a reflection about the experience (1 page or less)	
3		Present stories, refine definitions of learning and play	2, 5 GE 1.2, 2.3		Assignment 1: Stories of other people at play
4		Play and culture	1, 2, 5 GE 1.1, 2.1, 2.2, 2.3	Case, J. (1986). <i>Finite and infinite games: a vision of life as play and possibility</i> . New York: Ballantine.  Stuart Brown On Being interview 6.19.14 on Play, Spirit, and Character <a href="https://onbeing.org/programs/stuart-brown-play-spirit-and-character/">https://onbeing.org/programs/stuart-brown-play-spirit-and-character/</a>	
5		Play in research	1, 5 GE 2.2, 2.3	Sutton-Smith, B. (2008). Play Theory: A Personal Journey and New Thoughts. <i>American Journal of Play</i> , 1(1), 80-123  Henricks, T. S. (2020). Play Studies: A Brief History. <i>American Journal of Play</i> , 12(2), 114-155.	
6		Play and learning	1, 5 GE 2.1, 2.3	Vygotsky, L. S. (1967). Play and its role in the mental development of the child. <i>Soviet Developmental Psychology</i> , 5(3), 6-18.  Nicolopoulou, A., Barbosa de Sa, A., Ilgaz, H., & Brockmeyer, C. (2009). Using the transformative power of play to educate hearts and minds: From Vygotsky to Vivian Paley and beyond. <i>Mind, culture, and activity</i> , 17(1), 42-58.	
7		Play and learning	3 GE 1.1, 2.1, 2.2		Assignment 2: Learning from playing

8		<p>Play and learning</p> <p><i>Guest speaker: Play &amp; early childhood education</i></p> <p>*Individual instructor-student conferences</p>	<p>1, 4, 5 GE 1.1, 2.2</p>	<p>Chenfeld, M.B. (2014). Still Teaching in the Key of Life: Joyful Stories from Early Childhood Settings. National Association for Education of Young Children.</p> <p>Perkins, D. (2010). Introduction: a whole new ball game. In: Making Learning Whole. Jossey-Bass, 2-23.</p> <p><b>Design:</b> Choose a person or people you will have in mind when you are creating your design for Assignment 3. Use “empathy” and “define” to create goals for play and learning.</p>	
9		<p>Designing for play and learning</p>	<p>4 GE 1.1, 2.1</p>	<p>Hunicke, R., LeBlanc, M., &amp; Zubek, R. (2004, July). MDA: A formal approach to game design and game research. In Proceedings of the AAAI Workshop on Challenges in Game AI (Vol. 4, No. 1, p. 1722).</p> <p>Norman, D. A., &amp; Spohrer, J. C. (1996). Learner-centered education. Communications of the ACM, 39(4), 24-27.</p> <p><b>Design:</b> Try 2 “ideate” activities for your Assignment 3 project. Be prepared to share with the class.</p>	
10		<p>Design presentations &amp; feedback</p>	<p>3, 4 GE 1.1</p>	<p><b>Design:</b> Present design to class for feedback. Choose a “prototyping” strategy and the form of feedback that will be most helpful to you.</p>	<p>Assignment 3: Designing a more playful environment</p>
11		<p>Games and learning</p>	<p>1, 2, 5 GE 2.2, 2.3</p>	<p>Jim Gee on Video Games and Learning <a href="https://www.youtube.com/watch?v=LNfPdaKYOPi">https://www.youtube.com/watch?v=LNfPdaKYOPi</a></p> <p>Gee, J. P. (2008). Cats and portals: Video games, learning, and play. American Journal of Play 1.2: 229-243</p>	
12		<p>Play vs. school/work</p> <p><i>Guest speaker: Learning by playing in informal environments</i></p>	<p>2, 5 GE 2.1, 2.2, 2.3</p>	<p>Learning out-of-school (through play): Jasien, L., &amp; Horn, I. S. (2018). “Ohhh, Now I Can Do It!”: School-age Children’s Spontaneous Mathematical Sensemaking in Construction Play. International Society of the Learning Sciences, Inc.[ISLS].</p> <p>Keifert, D., &amp; Stevens, R. (2019). Inquiry as a members’ phenomenon: Young children as competent inquirers. Journal of the Learning Sciences, 28(2), 240-278.</p>	
13		<p>Play vs. school/work</p> <p><i>Guest speaker: Playing to learning in formal environments (school)</i></p>	<p>2, 5 GE 2.1, 2.2, 2.3</p>	<p>Playing in school:</p> <p>DeLiema, D., Enyedy, N., &amp; Danish, J. A. (2019). Roles, rules, and keys: How different play configurations shape collaborative science inquiry. <i>Journal of the Learning Sciences</i>, 28(4-5), 513-555.</p> <p>OR</p> <p>Keifert, D., Lee, C., Enyedy, N., Dahn, M., Lindberg, L., &amp; Danish, J. (2020). Tracing bodies through liminal blends in a mixed reality learning</p>	

				environment. <i>International Journal of Science Education</i> , 1-23.	
<b>14</b>		Present projects & reflection	1, 3, 5 GE 1.1, 1.2, 2.1, 2.2, 2.3	Present outcomes from Assignment 4	Assignment 4: Trying out your design
<b>15</b>		*Individual instructor-student conferences			

# GE THEME COURSES

## Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course. .

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

Course subject & number

## General Expectations of All Themes

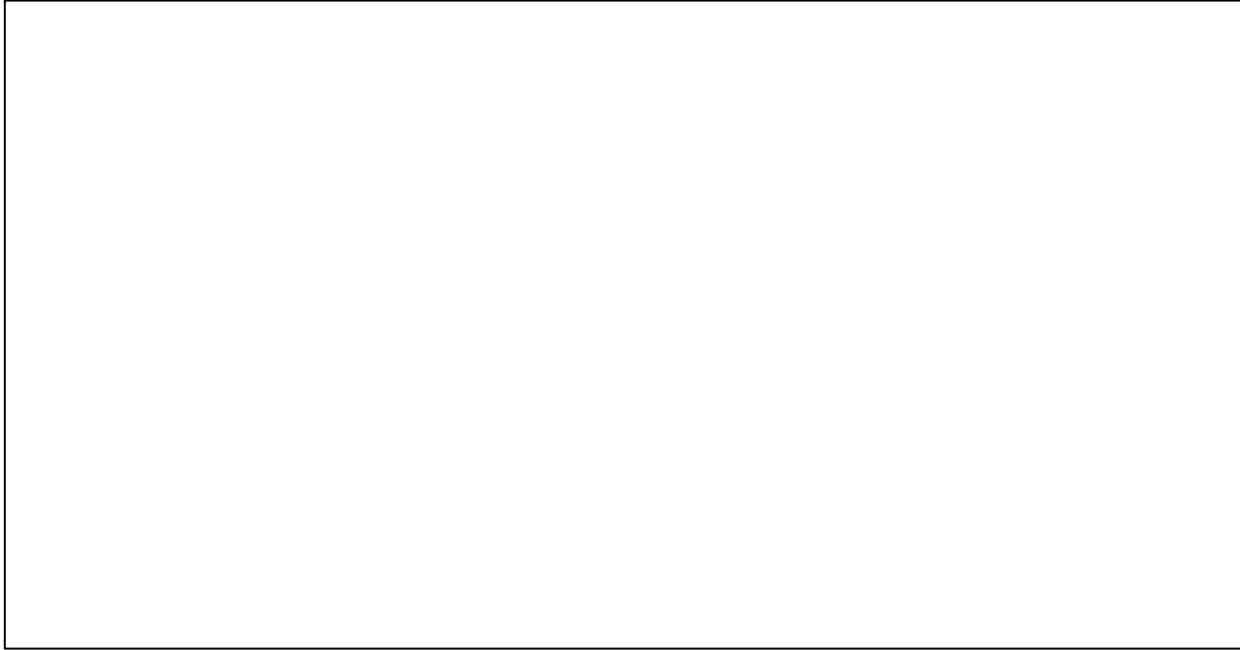
**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Please briefly identify the ways in which this course represents an advanced study of the 1**

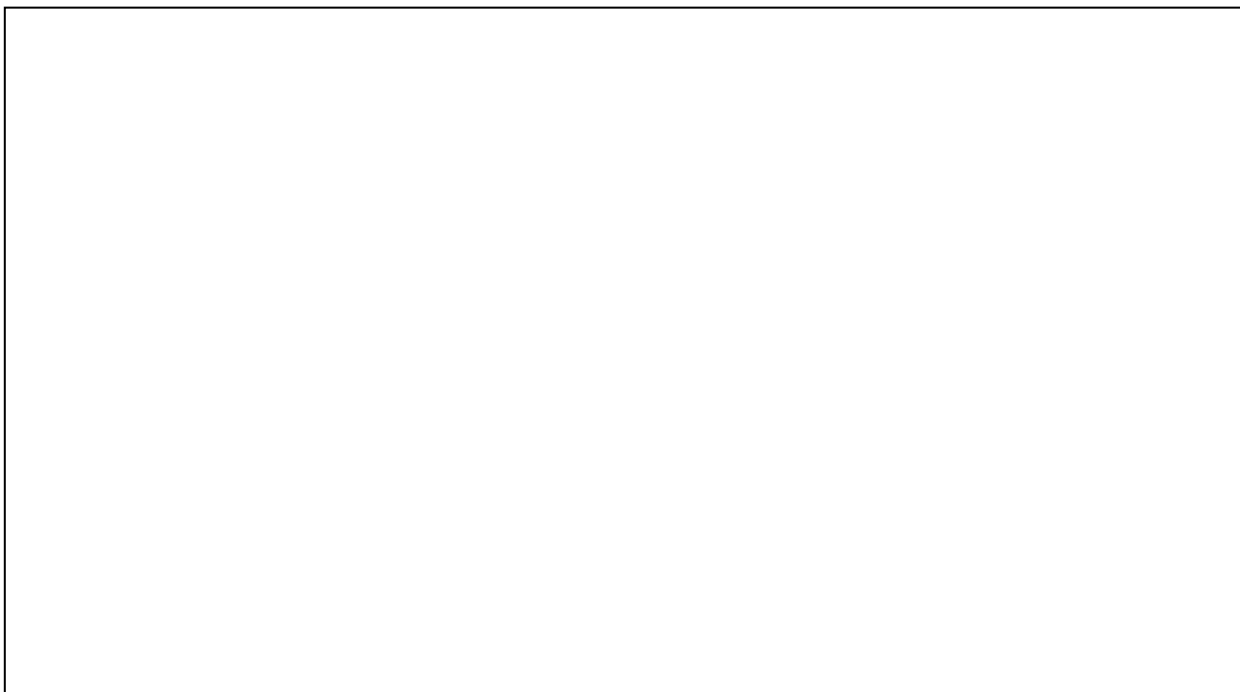
In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



Course subject & number

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



Course subject & number

Specific Expectations of Courses in Lived Environments

**GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.**

**ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

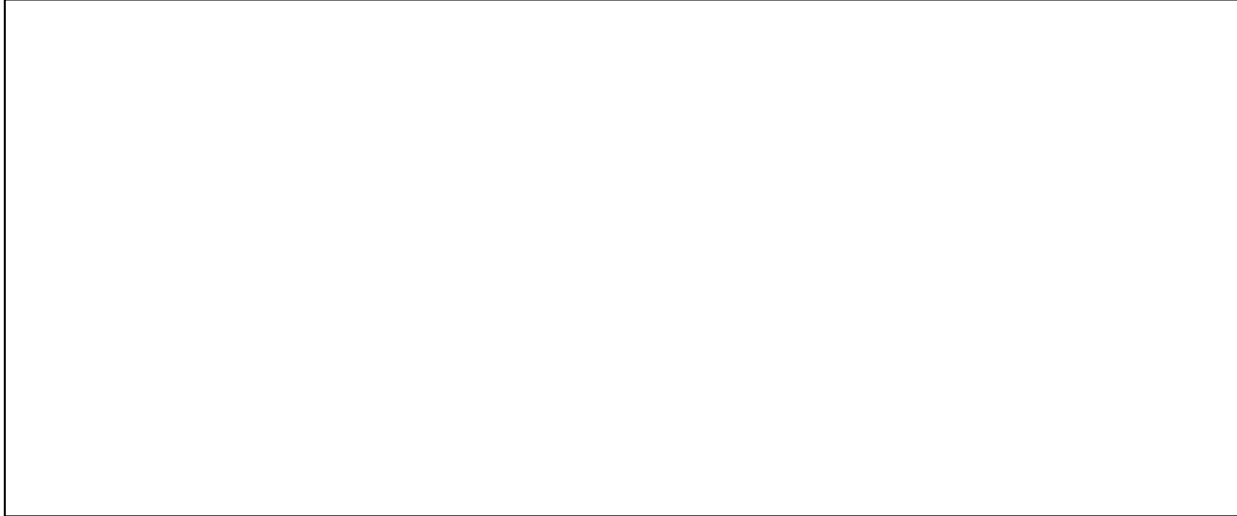
**GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.**

**ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Describe how humans perceive and represent the environments with which they interact.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

A large, empty rectangular box with a thin black border, intended for the student to write their response to the ELO. The box is currently blank.