



CHARACTERISTICS OF PLAY-BASED LEARNING

NOW THAT WE HAVE DISCUSSED THE BASICS OF PLAY-BASED LEARNING, LET US TALK ABOUT THE CHARACTERISTICS OF PLAY-BASED LEARNING.

1

IT IS FUN AND JOYFUL

Children love joyful things and are joyful themselves. Children learn through play when it is engaging, enjoyable, creative, and exciting for them. Kids will do an activity if it is fun and cheerful, and if they learn something, what's the harm?



2

IT IS MEANINGFUL

Play-based learning theory is meaningful for kids when it is related to something they already know. Familiarity is the key, so for your kids to learn something from a play-act, your kids should be familiar with the activity.

3

IT IS ENGAGING

Activities that involve group interaction or general interaction are engaging. Activities that involve sustained efforts are engaging. Activities that involve sincere efforts and attention are engaging.



4

IT IS REPETITIVE

Repeating a specific play act over time can help your child learn through it because even if your children initially cannot grasp the idea, repetitive cycles will help them understand the process well.

5

IT IS SOCIALLY INTERACTIVE

The presence of a group of people at a place leads to social interaction. Furthermore, kids can learn from adults and from other kids through this interaction. Children learn harmony, sharing, generosity, and respect through social interactions.



How Children Learn

Linda Pound



How Children Learn:

How Children Learn John Holt,2009-04-20 From the preface by Deborah Meier We have a long way to go to make John Holt's dream available to all children But his books make it possible and easier for many of us to join him in the journey In this enduring classic rich with deep original insight into the nature of early learning John Holt was the first to make clear that for small children learning is as natural as breathing In his delightful book he observes how children actually learn to talk to read to count and to reason and how as adults we can best encourage these natural abilities in our children

How Children Learn (New Edition) Linda Pound,2019-10-08 An ideal introduction to the pioneers of educational theory for anyone studying childcare child development or education whether at further or higher education level The first edition of this book has been a best seller for almost a decade identified as one of the top ten books for students of child development or early childhood care and education In this new edition there is an increased emphasis on both what practice based on particular theories of learning looks like and on criticisms of each theory A glossary is included in sections highlighting words and concepts particular to the theorist in question Full colour photographs are used to illustrate some aspects of each theory or approach How Children Learn looks at a wide range of theorists and practitioners who have influenced current understandings of how children learn and what this means for work with young children The book summarises the findings and ideas of famous giants such as Montessori and Piaget as well as the more recent ideas of writers and thinkers such as Howard Gardner and Margaret Donaldson It begins by looking at the work and life of Comenius who is widely described as the father of modern education and looks at the theory behind different approaches to early childhood care and education such as Steiner Waldorf education HighScope and Te Whariki You will find this book invaluable in giving you a clearer picture of how ideas about children's learning have developed over the past four centuries

How Children Learn (50th anniversary edition) John Holt,2017-08-01 This enduring classic of educational thought offers teachers and parents deep original insight into the nature of early learning John Holt was the first to make clear that for small children learning is as natural as breathing In this delightful yet profound book he looks at how we learn to talk to read to count and to reason and how we can nurture and encourage these natural abilities in our children

How Children Learn John Caldwell Holt,1983 Explores the natural learning processes of children at the pre school and primary grade level and describes the ways in which formal education damages and impedes the child's independent ability to learn

How Children Learn Sean MacBlain,2014-02-17 Understanding How Children Learn is a vital part of working with children Every child is unique and understanding differences in learning helps all to benefit This book goes beyond simply understanding the work of key theorists and the various theories of learning to recognise what learning actually looks like and how it is best facilitated in any setting Each chapter includes Exercises to help you evaluate your understanding and practice Examples taken from real experiences to illustrate concepts beyond the theory Summaries to help you take the key messages from each chapter

Suggestions for further reading to help push your own learning further Looking at key topics such as brain development technology in childhood and barriers to learning this book will explain what learning really is Why not also have a look at the companion title Learning Theories in Childhood to explore the key learning theories Sean MacBlain is Reader in Child Development and Disability at the University of St Mark St John Plymouth *How Children Learn* Linda Pound,2014 An ideal introduction to the pioneers of educational theory for anyone studying childcare child development or education whether at further or higher education level The first edition of this book has been a best seller for almost a decade identified as one of the top ten books for students of child development or early childhood care and education In this new edition there is an increased emphasis on both what practice based on particular theories of learning looks like and on criticisms of each theory a new and improved edition additional emphasis on what practice looks like and common criticisms as well as the influence of each theory A glossary is included in sections highlighting words and concepts particular to the theorist in question Full colour photographs are used to illustrate some aspects of each theory or approach How Children Learn looks at a wide range of theorists who have influenced current understandings of how children learn and what this means for work with young children The book summarises the findings and ideas of famous giants such as Montessori and Piaget as well as the more recent ideas of writers and thinkers such as Howard Gardner and Margaret Donaldson [The Learning Child](#) Dorothy Cohen,1988-04-12 Hailed as a classic in developmental psychology The Learning Child is as relevant today as when it was first published in 1972 if not more so Drawing on the findings of psychologists like Piaget and on the author s own experiences teaching child development at New York s Bank Street College Cohen explores the crucial links between learning and the successive stages of childhood and shows parents and teachers how to turn a child s natural instinct for inquiry into a talent for learning that will last a lifetime If American parents will read and listen to Dr Cohen s sensible wise analysis of the way young children learn my faith in human beings will be restored It was refreshing and reassuring to read a book by someone who approaches childhood with love and profound wisdom Eda LeShan author of When Your Child Drives You Crazy *How Children Learn* Frank Nugent Freeman,1917 **How Children Learn** Frank Nugent Freeman,2023-07-18 First published in 1959 this influential work explores how children acquire knowledge and skills through their experiences Freeman argues that children are natural learners with an innate curiosity and desire to explore their environment He emphasizes the importance of hands on learning and play and stresses the need for teachers to provide guidance and support rather than rote instruction How Children Learn is a classic of educational theory that has helped shape modern understanding of child development This work has been selected by scholars as being culturally important and is part of the knowledge base of civilization as we know it This work is in the public domain in the United States of America and possibly other nations Within the United States you may freely copy and distribute this work as no entity individual or corporate has a copyright on the body of the work Scholars believe and we concur that this work is important enough to be

preserved reproduced and made generally available to the public We appreciate your support of the preservation process and thank you for being an important part of keeping this knowledge alive and relevant [How Children Learn](#) John Caldwell Holt,1983 [How Children Learn to Read and How to Help Them](#) Cedric Cullingford,2013-09-13 This is an introductory guide to the theoretical and practical aspects of the development of reading skills The book looks at the success or failure of various techniques and provides underpinning theory **How Children Learn to Write Words** Rebecca Treiman,Brett Kessler,2014 Writing allows people to convey information to others who are remote in time and space vastly increasing the range over which people can cooperate and the amount they can learn Mastering the writing system of one s language is crucial for success in a modern society This book examines how children learn to write words It provides a theoretical framework that integrates findings from a wide range of age groups from children who are producing their first scribbles to experienced spellers who are writing complex words To set the stage for these discussions early chapters of the book consider the nature of writing systems and the nature of learning itself The following chapters review various aspects of orthographic development including the learning of symbol shapes and punctuation Each chapter reviews research with learners of a variety of languages and writing systems revealing underlying similarities Discussions of how orthography is and should be taught are incorporated into each chapter making the book of interest to educators as well as to psychologists cognitive scientists and linguists This book is unique in the range of topics and languages that it covers and the degree to which it integrates linguistic insights about the nature of writing systems with discussions of how people learn to use these systems It is written in a scholarly yet accessible manner making it suited for a wide audience **How Children Learn from Parents and Parenting Others in Formal and Informal Settings: International and Cultural Perspectives, volume II** Yvette Renee Harris ,Claudio Longobardi,2025-12-01 This Research Topic is the second volume of the Research Topic How Children Learn from Parents and Parenting Others in Formal and Informal Settings International and Cultural Perspectives Please see the first volume here For several decades parent child cognitive interaction researchers have acknowledged that children learn cognitive skills in the context of their social and early environments These cognitive skills are often imparted to the children by parents or parenting others in formal or informal settings Thus for example such informal settings as dinner table conversations walks through grocery stores museums or neighborhoods become rich laboratories for children to learn varied cognitive skills ranging from numeracy concepts and language The way in which those learning opportunities are provided by parents structured by parents and scaffolded by parents may well vary depending on culture and other socio demographic variables and may well vary depending on formal or informal settings The aim of this Research Topic is to bring together scholarship from both global north and global south contexts which explores how children learn via parental involvement in formal and informal settings To this end we are soliciting manuscripts from researchers which focus on examining the strategies that parents use as they engage their children in learning interactions

address how they scaffold those interactions and consider how children participate in those interaction and move beyond laboratory observations to more naturalistic contexts for children learning through parent interaction Please note contributions can be of many different article types including Original Research Methods Opinion Hypothesis Theory etc

Trusting What You're Told Paul L. Harris,2012-05-29 If children were little scientists who learn best through firsthand observations and mini experiments how would a child discover that the earth is round never mind conceive of heaven as a place someone might go after death Trusting What You re Told begins by reminding us of a basic truth Most of what we know we learned from others Learning All The Time John Holt,1990-01-22 The essence of John Holt s insight into learning and small children is captured in Learning All The Time This delightful book by the influential author of How Children Fail and How Children Learn shows how children learn to read write and count in their everyday life at home and how adults can respect and encourage this wonderful process For human beings he reminds us learning is as natural as breathing John Holt s wit his gentle wisdom and his infectious love of little children bring joy to parent and teacher alike How Children Learn, 50th anniversary edition John Holt,2017-08-01 From the preface by Deborah Meier We have a long way to go to make John Holt s dream available to all children But his books make it possible and easier for many of us to join him in the journey In this enduring classic rich with deep original insight into the nature of early learning John Holt was the first to make clear that for small children learning is as natural as breathing In his delightful book he observes how children actually learn to talk to read to count and to reason and how as adults we can best encourage these natural abilities in our children **How Children Learn to Read and how to Help Them** Cedric Cullingford,2001 First Published in 2001 Routledge is an imprint of Taylor Francis an informa company **How to Help Your Child Learn** Ruth Bowdoin,1986-01-01 Information about how children learn and how their parents can help this process **Understanding how Young Children Learn** Wendy L. Ostroff,2012 Ostroff highlights processes that propel learning including play and collaboration distilling the research into the most important ideas teachers need to design pedagogy and curriculum **How Children Learn** Linda Pound,2011

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