

Focus in Play at DuPage Children's MUSEUM

Association of Children's Museums
National InterActivity Pre-Conference

May 9, 2007



Drs. Roberta Golinkoff and Kathy Hirsh-Pasek discuss the recently published early childhood research compilation

Play=Learning: How Play Motivates and Enhances Children's Cognitive and Social-Emotional Growth.

They are also the co-authors of *Einstein Never Used Flash Cards: How Our Children Really Learn-And Why They Need to Play More and Memorize Less*. This 54-minute podcast, recorded at DuPage Children's Museum, is a lively discussion by both authors and can be [downloaded](#) to play on your computer, MP3 player or iPod.



DuPage
Children's
MUSEUM



Play = Learning

- How we convince parents and others that it's Play EQUALS Learning, not Play OR Learning?
- HOW you learn is as important as WHAT you learn
- Economic argument is quality early education
- Scientific argument is quality early education
- Head Start study/results
- Other studies/results
- Quality early childhood education is characterized by playful environments in which children are engaged, not passive--more active learning.



Play Is Under Siege

- Play lives at children's museums!
- Whatever happened to play?
- Research at children's museums
- Defining play (group responses)



Playful Learning/Guided Play

- Children's Museum of Manhattan: CMOM
- Make it subtly explicit so people can make the connection.
- In Math and Spatial Skills
- Social Development



Bridging the Gap

- Huge gap between what we know in science and what we do for children.
- Children's museums are at the forefront in bridging that gap.
- What can you do to bridge the gap, training children today with the skills they need and helping parents learn the significance of play and the value of play in exhibits, as well as other critical information to help with learning?
- School learning environments--are children involved in drill-and-kill activities?



FOCUS in PLAY was presented by the above four sponsors.

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