

Kamila Wichrowska

ORCID: 0000-0003-3559-9706

Uniwersytet Warszawski

kamila.wichrowska@uw.edu.pl

<https://doi.org/10.26881/pwe.2022.54.06>

Paulina Marchlik

ORCID: 0000-0002-4609-1900

Uniwersytet Warszawski

p.marchlik@uw.edu.pl

Ewelina Zubala

ORCID: 0000-0001-5160-6369

Uniwersytet Warszawski

ezubala@uw.edu.pl

Children's games and activities during remote education

Summary

The article presents the importance of games and play activities for children in the first years of primary school during and after distance learning caused by COVID-19. The shift of education to online reality has been a challenging experience. Teachers had to find new ways to work with children, whereas kids had to cope with the new school reality. The aim of the article is to present the ways in which play-based activities were used by primary school teachers during remote education, based on an exploratory and descriptive study. The main research question was whether and how games and play-based activities were used during remote education in the first three grades of primary school in the COVID-19 pandemic. The authors conducted semi-structured interviews with primary school teachers and parents of students from grades 1–3. The main conclusion is that play, perceived as an important factor in early childhood education, was used by teachers in remote education to introduce a new topic, expand the scope of the material, involve children in the learning process, assess what they had learned and help to relax during classes, even if there were limitations arising from remote education and the specific needs of the youngest learners.

Keywords: game-based learning, remote education, early childhood education, teachers, parents

Słowa kluczowe: nauczanie przez zabawę, edukacja zdalna, nauczanie wczesnoszkolne, nauczyciele, rodzice

Introduction

At the beginning of 2020 many countries were affected by the SARS-CoV-2 virus. As the pandemic started spreading, the functioning of many educational institutions in Poland was restricted without prior notice. The school closures affected the education process for an estimated 1,401,026 children in pre-school education and 4,891,056 students in primary, lower secondary and upper secondary schools and over 513.9 thousand teachers in all types of schools and pre-schools (GUS 2020). Teachers had to start working in a different form, for which neither they nor their learners were prepared. This situation caused anxiety among teachers, pupils and their families. The main task which the teachers faced was to organise remote education and to develop new ways of working with children. In most cases, this process involved, over time, a transition from asynchronous to synchronous teaching, exploring new and modification of known teaching methods.

This article aims to provide an overview of how games and play-based activities were used by teachers of grades 1–3 during remote education as well as challenges and opinions on the subject presented by teachers and pupils' parents.

Theoretical and empirical foundations

The importance of play in children's lives is highly recognised and reflected in international documents, understood as a human right. Article 31 of the *United Nations Convention on the Rights of the Child* says, "States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts" (1989). Play is widely recognised as an essential part of many aspects of children's well-being as well as their development: physical, cognitive, social, emotional and linguistic (Dewey 1944; Piaget 1951; Vygotsky 1978; Brzezińska et al. 2011; Shafer 2018; Nieto et al. 2021). It is a way to keep children healthy, and a process helping them to deal with everyday stresses and anxieties. It is also a way to accept one's own abilities and limitations and to foster social development by strengthening the sense of acceptance and security (Kędzior-Niczyporuk 2008).

Play in school contexts is critical for the well-being of children (Stone 2017). It is considered an important aspect of teaching and learning approaches used in preschool and primary education. As the cognitive processes taking part in play are comparable to those involved in learning, i.e., repetition, self-regulation, abstract thinking, meaning, and motivation (Goldstein 2012), play-based learning is vital for children's educational experiences in the early years of primary school. "Play (...) allows kids to try out ideas and use what they are learning in their academic subjects in a less pressured environment. Play is a time when mistakes can be deeply explored" (Rogin 2020). In addition, play can strengthen learning motivation and outcomes, enhance children's mastery of academic concepts

(UNICEF 2018), develop children's knowledge of curriculum content as well as support the development of social skills, abilities and aptitude to learn (Wood, Attfield 2013).

According to Brown (2009, 2018), lack of play experiences can result in depression, isolation, reduced self-control, poor resilience, inability to cope with stressful situations in a peaceful way, and a greater tendency to addiction. Lack of time for free play in childhood has serious consequences not only for child development, but also for the quality of life in adulthood (Frost, Jacobs 1995; Brown 2009, 2014; Chojak et al. 2017). Researchers (e.g. Frost, Jacobs 1995; Brown 2009) have found that youth who were deprived of play experiences in childhood can develop antisocial, violent and criminal activities in adolescence and adulthood. A recent study of young people in COVID-19 shows that playing alone (rather than together with peers) and being less active during breaks between classes can have a large impact on reduced well-being in primary school children (James et al. 2021).

School closures and remote classes led to children missing out on essential academic and socio-emotional learning, formative relationships with peers and adults, as well as opportunities for play (Levinson et al. 2020). The absence of proposals for interaction in the peer group and the lack of contact between its participants is also the lack of an opportunity to discover oneself, own values, strengths and talents (Kędzior-Niczyporuk 2008). Traditional early childhood pedagogy is highly instructional and educator-led. However, when children learn from and play with each other, they create their own culture with its special traits and unwritten principles. This type of child culture is constituted by their own knowledge and experience, unwritten rules, meanings understandable only to them. Play is an essential part of everyday life in peer cultures, as they are usually based on the experiences drawn from the rich act of play (Köngäs et al. 2021).

While before the remote education experience young pupils used the internet and electronic devices mostly for fun activities and games after school (Taskiran 2021), the quick transition to remote learning resulted in a complete change of function: the devices they used mainly for play became the heart of their education. Together with the changes in everyday life, children's play also changed (Kourti et al. 2021). Moreover, because of limited contacts with peers due to school closures and social distancing requirements there were concerns about limited access to outdoor play opportunities (Proulx et al. 2021), perceived as particularly important especially for younger children (Bento, Diaz 2017; Gill, Monro-Miller 2020).

The report *Access to Play for Children in Situations of Crisis* says that "In situations of crisis, stress, weakened physical and emotional development, feelings of lack of control and loss of trust steadily multiply if children lack everyday opportunities for play" (King-Sheard, Manello 2017: 4). According to the International Play Association, "being at home for long periods of time and being physically separated from friends, families, routines and cherished places is a new situation for most of us. Playing is a natural and active process that can help us" (Casey 2020). The above opinions point to the power of the arguments for using play during the pandemic. There are severe consequences of its

deprivation in a situation for children. On the other hand, it seems to be an effective method of coping with the difficulties that the pandemic has caused.

The study

The authors conducted an empirical qualitative study in February and March 2021, before the third round of remote teaching of children in grades 1–3 in Polish public primary schools. The research consisted of 20 interviews with primary school teachers and 20 interviews with primary school pupils' parents all from the Mazovian voivodeship. The main question that inspired the authors to write this article was: "Whether and how were games and play-based activities used during remote education in the first three grades of primary school in the COVID-19 pandemic?"

The researchers conducted semi-structured interviews in order to gather information from participants while creating an atmosphere that allowed addressing the issues raised honestly and freely. The study was exploratory and descriptive. The selection of study participants was based on the convenience standard. The interviewees were assured that the information they provided would be confidential and that they would remain anonymous.

As preparation of a restrictive scheme for semi-structured interviews is impossible (Dunn 2005), an interview guide with topics and open-ended questions was prepared (Morgan, Guevara 2008; Adams 2015). All interviews began with the same general question on both lockdowns. The following questions concerned other topics chosen to answer the research question, e.g. the methods and techniques used. The data analysis was conducted within three steps: identifying key ideas from the interview transcripts during initial coding, in-vivo coding to create further categories and preparing higher-level categories of analysis.

The limitations of the study concerned mainly the data collection process. Due to a pandemic situation, the researchers used a video conferencing tool (Zoom) to conduct and record interviews. Another limitation was connected with one of the groups chosen for interviews – parents were not always able to give answers to all the questions, as they did not actively participate in the remote education process of their children, they were mostly observers.

Findings

Children's games and activities in remote social and personal education

Fun and games during remote education served different purposes. Apart from the strictly educational value, their main tasks were to build a sense of belonging, integration of the students or the acquisition of interpersonal competencies. They served the purpose of

socio-personal education. That is why the school events organised by the teachers, which were important for class life, were extremely important and edifying.

The lessons before Christmas, about Santa Claus, and St. Nicholas' Day were really cool. You know, a bit of fun, some nice moments like that for them, they enjoyed it a lot and couldn't wait [T4].

Such events, enriched with elements of fun and fiction, were mentioned by many respondents, so one might assume them to be really important. Their role seems to be crucial due to the fact that in remote education there was almost no room for free play, given that online classes lasted only thirty minutes instead of the usual 45-min. lessons. What children missed a lot was playtime during school breaks, which appears to be particularly important for the development of social skills:

I think that what my son missed most was being able to play. Because he is generally oriented (...) mainly in a playful way, in terms of contact with peers [P18].

Although parents tried to maintain their children's peer contacts at this time, which was difficult for any relationship, they themselves judged the effects of these efforts to be mediocre. Internet connections provided a gateway for children to connect with other children. Internet play took place both during and after lessons. The parents mentioned that online play did not only involve playing games together on the computer, but it was often simply accompanying each other in real life play.

Her playing with other children was meeting up perhaps once or twice a week. She would join these friends for a while and they would play online. (...) Not that they were gaming. They played with their toys normally. But it wasn't the same [P2].

The social deprivation experienced by children to a large extent depended on their family situation. It was particularly hard for those children who had no siblings and therefore had no one to play with at home and spent their time entirely with adults. One parent recalled:

He is an only child. It was difficult for him: only being locked up with his parents. Now since November we have been organising meetings in small groups. But for the whole lockdown time this spring he has sat alone [P6].

On the other hand, for children who have siblings, the forced isolation and lack of contact with peers was not necessarily so socially disempowering.

No, she hasn't felt it very much. We have a big family so they socialise with each other [P9].

The lack of classical play or real interaction experienced by some learners, in the opinion of the respondents, significantly affected social skills and thus, paradoxically, the ability to play.

Human reactions just disappeared. This is all fading away little by little. And you can also see that they [the children] cope poorly with play interaction in general. Somehow it is hard for them to find their way in this [play] situation [P16].

The respondents pointed to children's tiredness of using the computer. In the parents' opinions, the overuse of this form of contact resulted in a lack of desire to use this medium as a tool for interaction, contact with peers and fun. As a consequence, the free contact opportunities organised by the teachers, lost their attractiveness for some pupils to such an extent that they did not want to use them.

If there were any extra activities, it was in the after-school room. Kids could join in via Teams. He didn't do it, I think he got a bit fed up with the computer, because even when they had breaks they were sitting in front of the computer talking to each other, playing games. So I think he didn't really want to anymore [P1].

Therefore, despite the popular opinion that what children lacked the most was contact with their peers, it seems that the fact that the contacts could be kept online only was sometimes of crucial importance and did not allow children's social needs to be met.

Children's games and activities in remote teaching

It can be seen that school and remote education did not focus solely on socio-personal education and interpersonal relationships. Teachers were preoccupied with the necessity to organise teaching activities in the new conditions during remote education. For this they used various game-based tools – ones previously known or those discovered in the process of implementing remote education. Teachers indicated that during the pandemic they mainly had to resort to modern, advanced technologies to organise educational games. However, they also used tried-and-tested methods such as art and movement games:

There were also some movement activities, for example, go and fetch something, some object, called in English, and bring it and show that you've found it. (...) A lot of things that were either fun or movement-based [P20].

At the beginning of remote teaching, some teachers used games and activities well-known to them, which they usually replaced over time with newly discovered possibilities, i.e. Kahoot, Genially or WordWall. Some of the tools were probably known and used by some of the teachers before remote education was introduced. Justifying the need to use

games as a teaching method during online classes, as well as presenting a certain nostalgia for traditional play tools, one teacher said:

In my school there is a lot of emphasis on children not working in a group, not mixing with each other, not getting up from their desks. For me it is a substitute for playing in a group, when I can divide the children into groups and they do the task without touching the props, dice or pawns [ET1].

Games and play-based activities proved to be a meaningful teaching tool, present in transfer of knowledge in many fields, such as language, mathematics, science, religion, art, PE as well as music education. Its uses in teaching were varied. One of them was the introduction of the topic.

We tried to find such interesting films, some fun games, so first there was a picture, then there were some activities, and then we moved to the textbook, to exercises – as a kind of consolidation [T7].

Other uses of games were to encourage pupils to go beyond the basic required material, to supplement their knowledge or to catch up on existing gaps:

I uploaded some educational games so that they could do something extra on their own [T4].

Some saw the main value of didactic games in their energising function, in stimulation.

And just when the children were falling asleep during the classes, to activate them it was nice to turn on such a game and they woke up straight away [T3].

The introduction of games by teachers was often intended to encourage participation and keep pupils focused.

I think these interactive aids were also really useful and helped me keep the students' attention, so that they would stay focused, and helped the students to be linguistically active [ET1].

On the other hand, some teachers mentioned using games and play just to help children relax a bit during classes. As remote work was physically and mentally demanding, especially for early primary pupils, elements of activities that would allow them to unwind seemed important as well:

And it worked because the kids were busy with something. They could just even relax for a while, right? From all that writing, reading [T7].

The topic of play in the context of assessing pupils' knowledge emerged in many responses. It appears that this is probably one of the most effective forms of assessment, at least in the case of the youngest children. One teacher, during an interview, completed the sentence "I assessed my students' knowledge..." with the following statement:

In fact, with quizzes and by playing [T12].

Teachers shared a common view of the most effective teaching methods. One of them stated:

The methods that proved most successful in remote classes were the active methods. All sorts of sites with games, quizzes, crosswords to complete [T8].

The opinions of some were supported by an element of competition that indicated the effectiveness of the methods. What emerged from the teachers' statements was the widespread use of games and play in the remote teaching of young learners.

It is worth noting that games and play-based activities appeared in the respondents' accounts on remote instruction not only in the context of synchronous teaching. This tool was also used by teachers in instructions given to parents of children participating in asynchronous education. Teachers mentioned that they provided parents with suggestions and instructions for recommended games and activities to be implemented at home. This was confirmed by the parents in the interviews. One of them recalled:

We got a kind of a package for each day. You could check what kind of work... and there was also some fun stuff, some quizzes... [P19].

Although many teachers seem to be aware of the value of play in the process of socio-personal education and teaching, not all of them used this tool during their remote teaching. It was confirmed by the parents:

The teacher was giving an academic lecture. I caught my child playing on her mobile or reading a book more than once. It was just the teacher [talking] somewhere [in the background] or even the sound was muted [P6].

For those who recognise the variety of opportunities arising during remote education, the lack of their implementation seemed particularly striking. One such opinion was vividly presented by a parent, a teacher by profession, who said:

My daughter wants to burn the computers, so additionally she sees me participating in online activities and she sees how these activities look, that we laugh with the kids, play different games, that I show them various pictures. She hasn't had this and it adds to her dislike of remote classes [P4].

Parents, although most of them are not professional teachers, probably intuitively also saw the value of playwork. What is more, they seem to know that remote forms of work are demanding and might be difficult for teachers to implement and develop. For some, as the following example shows, it is hard to even imagine the possibilities available to teachers in remote work.

I'm sure if it were supported by maybe some games and educational activities... all you can do in the classroom, it would definitely not be so dry – dry knowledge given to children. But I think it's an issue of remote learning. I don't know what possibilities there are to do it online, via the Internet [P12].

Some teachers probably found it difficult to introduce active learning methods. As it seems, relying on fun and games during lessons may present some complications, such as maintaining discipline or adapting the level or pace of lessons to suit all pupils. One of the parents said:

I had the impression that it was a waste of her time to have the kids entertained. That a couple of kids can have too much fun and calming them down would probably take too long [P14].

Although games and activities accompany teachers of the youngest pupils in their work in the classroom, introducing them during remote education proved to be a challenge and required effort on the part of the teachers. Undoubtedly, however, teachers realise the great importance of learning and educating through play. Consequently, games and play have become one of the main forms of work during remote education. Many of the skills related to the use of games and play acquired by teachers during the forced technological transition have stayed with teachers and have been transferred to in-class work especially as they proved to be an extremely interesting form of work and were well perceived by the pupils.

Now we sometimes go back to that time of remote teaching and the pupils say that they remember that I showed this or that activity or we played this or that game during the remote lessons and they want us to play it in the classroom. They remember and they want to repeat it, they enjoyed it [ET1].

Discussion and conclusions

Teaching and learning during a pandemic are certainly important. However, health, safety and well-being should always be a priority. Schools and teachers must act by taking into account the whole experience of the pupil: home life, mental, emotional and physical stresses faced by both students and those around them (Doucet et al. 2020).

There have been many challenges in the process of transition to remote education. The fact that the shift happened very quickly, with no guidelines and schemes for implementation, caused a lot of confusion and anxiety. Principals and teachers had to develop their own strategies to enable remote learning for their students, and sought knowledge about methods and tools to work with children and parents remotely (Marchlik et al. 2021; Wichrowska, Marchlik 2021). Providing children with the right environment for development in terms of social and personal education as well as learning proved to be a huge challenge. UNESCO experts, considering the issue of children's well-being during the pandemic, concluded that the most important thing is the children's mental state, not didactics or curriculum delivery. Their recommendation is to focus first on the psychological needs of children, along the slogan "Maslow before Bloom" (Doucet et al. 2020), as one of the most effective methods used when working with the youngest pupils is play (Hirsh-Pasek, Golinkoff 2008; Van Oers, Duijkers 2013).

As this study demonstrates, play can successfully be transferred to the world of distance education, in both synchronous and asynchronous forms. This was also observed in the authors' previous study on the use of information and communication technologies by language teachers working with young learners during the early COVID-19 pandemic in Poland, which showed that in remote classes teachers of English to young learners used many synchronous and asynchronous teaching tools (Marchlik et al. 2021). Most of them are by their nature play-based. Unfortunately, as other research shows (Plebańska et al. 2020), during remote classes 8–9% of pupils had the opportunity to carry out projects or at least interactive, ready-made tasks on various educational websites and only 2.6% of pupils participated online in educational games and activities. Although teachers used more interactive quizzes, games and experiments than before the transition to remote education, the use of presentations and videos prevailed (Plebańska et al. 2020). This is confirmed by the experience of some of the respondents, who observed the traditional form of work, irrespective of the fact that the education concerned the youngest children and regardless of various recommendations. Online education was found to lack the learning atmosphere and social interaction to involve young children, thus leading to poor academic performance (Dong et al. 2020). It is worth mentioning that the vast majority of students in the first three grades of primary school (in contrast to older pupils) had no problem with working with their cameras on. Children had a great need for social contacts and wanted to see other pupils and the teacher (Śliż 2021). Lack of face-to-face contact with peers and teachers was considered one of the biggest risks of online education (Plebańska et al. 2021).

Our study indicates that some respondents think of the difficulty in maintaining discipline as a reason for teachers not to prepare classes that would use active methods. However, another study showed that teachers had no difficulty in controlling a class gathered in front of a screen at home during a live online class – this was the opinion of 60% of students, with 15% of the respondents believing that the teacher had such difficulties only occasionally (Ptaszek et al. 2020). Another reason might be connected with teachers' initially low level of digital competences (Buchner, Wierzbicka 2020). Nevertheless, it should be

stressed that some teachers had been familiar with these modern game-based tools even before the emergency online teaching started (Marchlik et al. 2021).

As this study shows, learning assessment is an area in which games have been used extensively when working with children of grades 1–3. However, it is worth noting that the number of teachers who give grades on the basis of results obtained from participation in quizzes and interactive exercises has decreased – in 2020, 21% of teachers declared such a form, and in 2021 – 16.7% (Plebańska et al. 2021). Unfortunately, we do not have data on teachers working with the youngest pupils, whose possibilities of assessing students' knowledge are limited by children's skills and abilities.

Apart from checking the knowledge, there is more to play in education. As our study shows, play-based activities and games are used widely to introduce the new topic, supplement the students' knowledge, expand the scope of the material, make children involved, focus their attention as well as help them relax during remote classes. This is a significant fact, given the prevailing opinion that “distance education, particularly online learning, may not be appropriate for young students, especially those who have minimal or irregular adult supervision while at home. They may be distracted/worried, lose track of their schedules if not followed well, or may be negatively impacted by limited social interactions or delayed feedback from teachers. Their days may be better spent in nature, cooking, doing chores and in meaningful play” (Doucet et al. 2020: 13). As being away from school as well as teachers and peers affects children's mental and physical health (Fontenelle-Tereshchuk 2020; Misirli, Ergulec 2021), during long periods of emergency remote education children may need more attention and support. Therefore, it is recommended that the family play games together (not online), i.e. board games, and engage in sports activities at home (Singh et al. 2020).

Before the return of students to regular school classes in May 2021, the Polish Ministry of Education and Science prepared a set of recommendations for teachers to follow. It included advice and tips to help organise a friendly school environment for students and parents. One of the recommendations was: Developing interpersonal relationships at teacher–student and student–student level, which should be reflected in the use of play and games during designated lesson hours as well as during breaks (MEiN 2021). Poland was not the only country that suggested educational guidelines to support children's well-being after the obligatory remote teaching. In May 2020 the British government received a letter with recommendations from the academic society, which highlighted that during this difficult time of transition, it is play that should be teachers' and parents' priority rather than the learning progress (Cartwright-Hatton et al. 2020). The importance of play was identified long before the spread of coronavirus. For instance, a non-profit organisation *Right to Play*, which was funded in the year 2000, enables disadvantaged children to overcome the effects of war, poverty and disease around the world through play. *Right to Play* operates under the slogan: “play can save lives”. Other international organisations have also made it clear how important children's well-being is when returning to school and that play can have a positive impact on it. A research report: “The health and wellbeing of children in the

early years” prepared by *Children’s Alliance* (2021) emphasises the importance of playing at home with parents, at the playgrounds, at educational institutions, as well as shows the positive effects of play therapy. UNICEF (2021) also highlights the significance of play. One of its recommendations in “8 ways teachers can support students’ mental health during COVID-19 school returns: Transitioning back to in-person classroom learning” states that after students return to school it is vital to ensure the opportunity to connect, play and interact with the peers they have missed for so long.

Taking into consideration the results of multiple studies and various guidelines, it seems clear that the extensive use of games and play in early childhood education is a step in the right direction. Should there be another need for online teaching we recommend that teachers focus more on play-based activities, as it can be beneficial for students’ learning as well as their well-being. As play is a natural activity for children, it may be very helpful in overcoming the stress and boredom associated with isolation from peers. Play-based teaching can easily be recognised as one of the best practices of remote education. It seems useful to support teachers in further developing their digital skills to encourage them to implement games and play-based activities, so that the experiences gained during the pandemic can be used in different situations that may involve remote learning.

References

- Adams W.C. (2015), *Conducting semi-structured interviews*. In: J.S. Wholey, H.P. Hatry, K.E. Newcomer (eds.), *Handbook of practical program evaluation*. San Francisco, Jossey-Bass.
- Bento G., Dias G. (2017), *The importance of outdoor play for young children’s healthy development*. “Porto Biomedical Journal”, 2(5).
- Brown S.L. (2009), *Play: How it shapes the brain, opens the imagination, and invigorates the soul*. New York, Avery.
- Brown S.L. (2014), *Consequences of play deprivation*, “Scholarpedia”, 9(5), http://www.scholarpedia.org/article/Consequences_of_Play_Deprivation, 11.11.2021
- Brown S.L. (2018), *Play deprivation can damage early child development*. Child and Family Blog, October, <https://childandfamilyblog.com/play-deprivation-early-child-development/>, 10.11.2021.
- Brzezińska A.I., Bątkowski M., Kaczmarska D., Włodarczyk A., Zamęcka N. (2011), *O roli zabawy w przygotowaniu dziecka do dorosłego życia*. “Wychowanie w Przedszkolu”, 10.
- Buchner A., Wierzbicka M. (2020), *Edukacja zdalna w czasie pandemii*. Edycja 2. Warszawa, Centrum Cyfrowe.
- Cartwright-Hatton S., Dodd H., Lester K., Banerjee R., Gibson J., Hurding R., Pike A., Ramchandani P., Reynolds S., Russell W., Singh Z., Yuill N. (2020), *Play first: Supporting children’s social and emotional wellbeing during and after lockdown*. <https://www.playscotland.org/resources/play-first-supporting-childrens-social-and-emotional-wellbeing-during-and-after-lockdown/>, 10.11.2021.
- Casey T. (2020), *IPA play in crisis: Support for parents and carers*. International Play Association. <http://ipaworld.org/wp-content/uploads/2020/04/IPA-Play-in-Crisis-Booklet-for-parents-and-carers-2020.pdf>, 11.11.2021.

- Children's Alliance (2021), *Early years report*. London, All Party Parliamentary Group and Children's Alliance.
- Chojak M., Grochowska I., Jurzysta K., Mełgieś M., Karpińska A. (2017), *Zabawa jako warunek prawidłowego rozwoju dziecka i przygotowania studentów do zawodu nauczyciela – przykład dobrej praktyki*. "Lubelski Rocznik Pedagogiczny", 36(1).
- Dewey J. (1944), *Democracy and education*. New York, The Free Press.
- Dong C., Cao S., Li H. (2020), *Young children's online learning during COVID-19 pandemic: Chinese parents' beliefs and attitudes*. "Children and Youth Services Review", 118.
- Doucet A., Netolicky D., Timmers K., Tuscano F.J. (2020), *Thinking about pedagogy in an unfolding pandemic: An independent report on approaches to distance learning during COVID19 school closures*. https://issuu.com/educationinternational/docs/2020_research_covid-19_eng?-fr=sYTY3OTEwMzc2ODU, 10.11.2021.
- Dunn K. (2005), *Interviewing*. In: I. Hay (ed.), *Qualitative research methods in human geography*. Melbourne, Oxford University Press.
- Fontenelle-Tereshchuk D. (2020), *Mental health and the COVID-19 crisis: The hopes and concerns for children as schools re-open*. "Interchange", 52.
- Frost J., Jacobs P.J. (1995), *Play deprivation: A factor in juvenile violence*. "Dimensions of Early Childhood", 23(3).
- Gill T., Monro-Miller R. (2020), *Play in lockdown: An international study of government and civil society responses to COVID-19 and their impact on children's play and mobility*. International Play Association, 24 August. <https://ipaworld.org/wp-content/uploads/2020/08/IPA-Covid-report-Final.pdf>, 10.11.2021.
- Goldstein J. (2012), *Play in children's development, health and well-being*. Brussels, Toy Industries of Europe.
- GUS (2020), *Oświata i wychowanie w roku szkolnym 2019/2020*. Warszawa–Gdańsk, Główny Urząd Statystyczny.
- Hirsh-Pasek K., Golinkoff R.M. (2008), *Why Play = Learning*. In: R.E. Tremblay, R.G. Barr, R.De. V. Peters, M. Boivin (eds.), *Encyclopedia On Early Childhood Development* (online). <http://www.child-encyclopedia.com/documents/Hirsh-Pasek-GolinkoffANGxp.pdf>, 17.08.2022.
- James M., Jones H., Baig A., Marchant E., Waites T., Todd C., Hughes K., Brophy S. (2021), *Factors influencing wellbeing in young people during COVID-19: A survey with 6291 young people in Wales*. "PLoS ONE", 16(12).
- Kędzior-Niczyporuk E. (2008), *Pedagogika zabawy jako metodyka pracy z grupą*. <https://www.sbc.org.pl/dlibra/publication/10958/edition/10086/content>, 10.11.2021.
- King-Sheard M., Manello M. (2017), *Access to play for children in situations of crisis play: Rights and practice. A toolkit for staff, managers and policy makers*. International Play Association, <http://ipaworld.org/wp-content/uploads/2017/07/IPA-A4-ACCESS-TO-PLAY-IN-SITUATIONS-OF-CRISIS-TOOLKIT-LR.pdf>, 12.11.2021.
- Kourti A., Stavridou A., Panagouli E., Psaltopoulou T., Tsolia M., Sergeantanis T.N., Tsitsika A. (2021), *Play behaviors in children during the COVID-19 pandemic: A review of the literature*. "Children", 8(8).
- Köngäs M., Määttä K., Uusiautti S. (2021), *Participation in play activities in the children's peer culture*. "Early Child Development and Care", <https://www.tandfonline.com/doi/full/10.1080/3004430.2021.1912743>, 15.11.2021.

- Levinson M., Cevik M., Lipsitch M. (2020), *Reopening primary schools during the pandemic*. "The New England Journal of Medicine", 383(10).
- Marchlik P., Wichrowska K., Zubala E. (2021), *The use of ICT by ESL teachers working with young learners during the early COVID-19 pandemic in Poland*. "Education and Information Technologies", 26.
- MEiN (2021), *Wtyczne dotyczące działań skierowanych do uczniów i rodziców oraz kadry pedagogicznej po powrocie do szkół i placówek*. Ministerstwo Edukacji i Nauki, 17 May, <https://www.gov.pl/attachment/fa4fa7b2-7056-4050-acfd-0906053c9e91>, 15.11.2021.
- Misirli O., Ergulec F. (2021), *Emergency remote teaching during the COVID-19 pandemic: Parents experiences and perspectives*. "Education and Information Technologies", 26.
- Morgan D.L., Guevara H. (2008), *Interview guide*. In: L.M. Given (ed.), *The SAGE encyclopedia of qualitative research methods*. Thousand Oaks, SAGE Publications, Inc.
- Nieto A., Redinger S., Mitter R., Elliott M., Solis L., Popp J. (2021), *The power of play in the pandemic*. UNICEF, 30 June 2021, <https://blogs.unicef.org/evidence-for-action/the-power-of-play-in-the-pandemic/>, 11.11.2021.
- Piaget J. (1951), *Play, dreams and imitation in childhood*. London, Routledge & Kegan Paul.
- Plebańska M., Sieńczewska M., Szyller A. (2021), *Co zmieniło się w edukacji zdalnej podczas trwania pandemii? Raport z badania*. Warszawa, Wydział Pedagogiczny Uniwersytetu Warszawskiego.
- Plebańska M., Szyller A., Sieńczewska M. (2020), *Edukacja zdalna w czasach COVID-19. Raport z badania*. Warszawa, Wydział Pedagogiczny Uniwersytetu Warszawskiego.
- Proulx K., Lenzi-Weisbecker R., Hatch R., Hackett K., Omoeva C., Cavallera V., Daelmans B., Dua T. (2021), *Responsive caregiving, opportunities for early learning, and children's safety and security during COVID-19: A rapid review*. <https://www.medrxiv.org/content/10.1101/2021.02.10.21251507v1.full-text>, 13.11.2021.
- Ptaszek G., Stunża G.D., Pyżalski J., Dębski M., Bigaj M. (2020), *Edukacja zdalna: co stało się z uczniami, ich rodzicami i nauczycielami?* Gdańsk, Gdańskie Wydawnictwo Psychologiczne.
- Rogin M. (2020), *Emphasizing the importance of play during distance learning*. "Edutopia", 6 July, <https://www.edutopia.org/article/emphasizing-importance-play-during-distance-learning>, 11.11.2021.
- Shafer L. (2018), *Summertime, playtime*. Harvard Graduate School of Education, 12 June, <https://www.gse.harvard.edu/news/uk/18/06/summertime-playtime>, 11.11.2021.
- Singh S., Roy D., Sinha K., Parveen S., Sharma G., Joshi G. (2020), *Impact of COVID-19 and lockdown on mental health of children and adolescents: A narrative review with recommendations*. "Psychiatry Research", 293.
- Stone S.J. (2017), *The essential role of play in school contexts for the well-being of children*. "LEARNing Landscapes", 10(2).
- Śliż K. (2021), *Kompetencje nauczycieli w zakresie prowadzenia edukacji zdalnej – z doświadczeń drugiego roku pandemii*. W: E. Domagała-Zyśk (red.), *Włączmy kamerki. Z doświadczeń edukacji zdalnej w szkole i na uczelni*. Lublin, Wydawnictwo Episteme.
- Taskiran A. (2021), *Psycho-social well-being of young learners during emergency remote teaching: General scope and suggestions for improvement*. In: A. Bozkurt (ed.), *Handbook of research on emerging pedagogies for the future of education: Trauma-informed, care, and pandemic pedagogy*. IGI Global, Hershey.

- UNICEF (2018), *Learning through play: Strengthening learning through play in early childhood education programmes*. New York, UNICEF.
- UNICEF (2021), *8 ways teachers can support students' mental health during COVID-19 school returns. Transitioning back to in-person classroom learning*. <https://www.unicef.org/coronavirus/8-teacher-tips-student-mental-health>, 18.11.2021.
- United Nations convention on the rights of the child*, November 20, 1989, <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>, 10.11.2021.
- Van Oers B., Duijkers D. (2013), *Teaching in a play-based curriculum: Theory, practice and evidence of developmental education for young children*. "Journal of Curriculum Studies", 45(4), DOI: 10.1080/00220272.2011.637182, 17.08.2022.
- Vygotsky L. (1978), *Mind and society: The development of higher psychological processes*. Cambridge, MA, Harvard University Press.
- Wichrowska K., Marchlik P. (2021), *Nauczyciel języka obcego a kształcenie zdalne dzieci w wieku przedszkolnym i wczesnoszkolnym*. W: J. Pękala, K. Białożył-Wielonek (red.), *Obszary (nie) pewności w pracy współczesnego nauczyciela*. Warszawa, Wydawnictwa Uniwersytetu Warszawskiego.
- Wood E., Attfield J. (2013), *Play, learning and the early childhood curriculum*. Thousand Oaks, Sage Publications Ltd.