

PlayLearn23 Programme

Wednesday

10:30 🗳️ Registration

11:30 🙌 Welcome to Playful Learning 23
🔑 Headline Act 1: [Lara Ratnaraja](#)

12:45 🔥 Campfire 1

13:30 🍴 Lunch

14:30 [1 Click to open Session 1 \(60 minutes\)](#)

15:30 🍰 Break (15 min)

15:45 [2 Click to open Session 2 \(60 minutes\)](#)

16:45 🍰 Break (30 min)

17:15 [3 Click to open Session 3 \(60 minutes\)](#)

18:15 ⌚ Free time

19:30 🍽️ Evening meal (College Court) [see menu](#)
🎪 Festival fringe
20:00 (2h) [The Crowd Creativity Show! \[OAK\]](#)
20:30 (1h) [Not a Load of Bumfuzzle & Faradiddle! \[DINING ROOM\]](#)

Thursday

08:00 🕒 Breakfast / Registration

09:00 🙌 Welcome to Day 2

09:30 [4 Click to open Session 4 \(60 minutes\)](#)

10:30 🍰 Break (30 min)

11:00 [5 Click to open Session 5 \(90 minutes\)](#)

12:30 🥗 Lunch


13:30 🔑 Headline Act 2: [Giskin Day](#)




14:15 🔥 Campfire 2

15:00 [6 Click to open Session 6 \(60 minutes\)](#)

16:00 🍰 Break (15 min)


16:15  [Click to open Session 7 \(60 minutes\)](#)

17:15  Free time

18:00  Buses into town
 Activities 6:45-8pm+, Food 8pm+ [see menu](#)
 Buses back from town 9:30-11pm

Friday

08:00  Breakfast / Registration

09:00  Welcome to Day 3

09:30  [Click to open Session 8 \(90 minutes\)](#)

11:00  Break (30 min)

11:30  [Click to open Session 9 \(60 minutes\)](#)

12:30  Campfire 3

13:00  [Headline Act 3: Kim Holfod, Tina Visgaard Duedahl and Vici Daphne Händel](#)
 Conference Close

14:00  Grab bag lunch and depart

Other Activities

Ongoing  [Click to open other activities](#)

Playful Learning 23 – Headline Acts

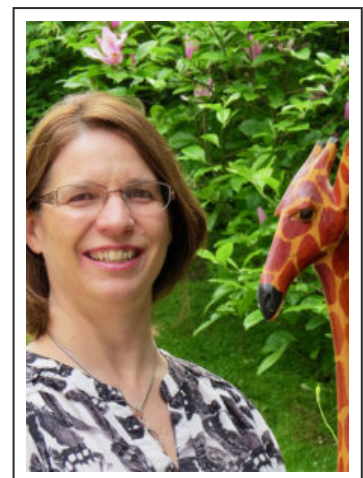
We are delighted to announce our three playful Headliners for 2023: spanning research and practice but connected by play.

Giskin Day

Giskin Day has had a ~~haphazard~~ portfolio career. Her first degree was in ~~flowers~~ botany and ~~crazy difficult science~~ biochemistry.

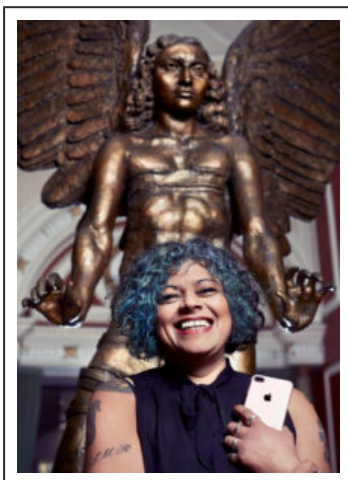
After working in science publishing and at the Science Museum, she joined Imperial College London to ~~enliven~~ develop humanities courses for ~~unconvinced~~ science students. She is the ~~sucker in charge~~ pathway director for a ~~hugely enjoyable~~ deeply serious BSc in humanities, philosophy and law for ~~disenchanted~~ hard-working medical students.

She is also ~~in the death throes~~ of finishing a PhD on the topic of gratitude in healthcare at King's College London.



— Giskin Day

Lara Ratnaraja



— Lara Ratnaraja

Lara is a Cultural Consultant who specialises in diversity, innovation, leadership, collaboration, and cultural policy implementation within HE, cultural and digital sectors. She co-created the Hello Culture event series <https://www.hello-culture.co.uk/> (how cultural and digital technology intersects), and is planning for a new series of events in Yorkshire from March 2023.

She has developed, managed, and delivered successful ERDF, ESF, ACE, AHRC bids, and programmes working within the public sector, HE and the commercial sector. She works or has worked with the University of Birmingham, Coventry University, Birmingham City University STEAMhouse and University of Salford delivering and developing projects on diversity, digital engagement and research collaborations between arts, HEIs and SMEs.

Other consultancy clients include Southbank, OPUS, mac, Arts Council Collection, National Theatre Wales, the ICO, CAN, Warwick Arts Centre, Jerwood Arts, FACT and Artangel and the Fifth Sector where she has worked on a number of place based projects including Manchester, Rushmoor, Derby, Leicester and Tees Valley.

With Helga Henry, she co-produces a series of leadership programmes: RE:Present, ASTONish, which

supported the development of cultural leaders from diverse backgrounds so that the cultural ecology of Birmingham, better reflects its changing demographic; AD:Vantage which placed the vantage point of d/Deaf, neurodivergent and disabled creative practitioners at the heart of leadership and EmPOWER for OPUS, that supported diverse Neighbourhood Producers who were part the Commonwealth Games Festival Sites.

Lara is on the board of Derby Theatre, Vivid Projects and Coventry Biennial and the Advisory Group for SHOUT Festival. She is on the UK Council for Creative UK and the Equality Monitoring Group for Arts Council Wales.

Kim Holflod, Tina Visgaard Duedahl and Vici Daphne Händel

Meet Kim Holflod, a design-based educational researcher and higher education playful learning enthusiast who further dabbles in collaborative practices, dialogic pedagogy, and co-creation. In his doctorate, he co-created theoretical and practical knowledge on playful collaboration across disciplines and professions in higher education while designing and experimenting with playful pedagogies across institutional, national, and international contexts. He has a particular academic affinity towards (playful) objects to think and relate with, relational pedagogies, and tinkering and experimenting with new ways to make education playful. Hoping to elevate the overall quality and experiences of higher education, he is on a quest to unleash the awesomeness of playfulness!.



— Kim Holflod

Meet Tina Visgaard Duedahl, an associated professor and Ph.D. student doing design-based research in a practice theoretical perspective. In her doctorate, she develop, test and refine designs in co-creative and iterative processes with teacher educators transforming existing practices in PlayLabs established at University College Lillebælt in Denmark. Her research implies a special interest in the pedagogical ideals that underlie the establishment of laboratories in teacher education, as well as teacher educators' professional competence and ability to (implicitly and explicitly) model for their students the thoughts and actions that underpin their practice and pedagogical approach. Tina's ultimate (professional) dream is to promote and qualify practices in teacher education by teacher educators modelling the use of experimental teaching- and learning processes. This by 1) doing themselves what they expect the student to do in their teaching and 2) thinking aloud and giving the students' access to the pedagogical reasoning, feelings, thoughts and actions that accompany such practices.



— Tina Visgaard Duedahl

Meet Vici Daphne Händel, an associate professor at the University College Copenhagen in Denmark. Research-wise she is a practitioner researcher focusing on the interplay between playful learning, physical activities and digital materials in higher education. Although self-declared, she is also a professional (winning) board gamer, expert in various television game shows and the heir to any scavenger hunt. In her doctorate, she investigated how the interplay between playful learning, physical activity and digital materials can enhance playfulness and embodied playful presence in teacher education. National and internationally she is also known for developing play laboratories which encompasses both quirky and whimsy materials.



— Vici Daphne Händel

Programme 2023

Take A Break: Using adapted word puzzles for teaching languages

Claire Timmins / Claire Timmins

Wednesday Session 1: 14:30-13:30

60 min

OAK

Description:

In this session, participants will be taught some basics of the International Phonetic Alphabet to allow them to complete a variety of well-known puzzle tasks that have been adapted to help teach phonetics symbols and sounds. These include crosswords, word searches, Countdown, dipsticks, and Bananagrams.

What will you be doing in this session:

Participants will be provided with a short introduction to phonetic symbols and sounds. This will be supplemented by documents to help support their learning. They will then use this new knowledge to complete a variety of adapted word puzzles (word searches, crosswords, Bananagrams, Countdown). In the session, participants will see examples of how they can adapt word puzzles to help in the learning of phonetics for second language learning (e.g. EFL).

When attendees leave this session they will have:

Learned how common word puzzles can be adapted for learning languages and phonetic transcription skills. Participants will be given the opportunity to design their own word puzzles that can be shared with conference attendees.

References, web links and other resources:

Programme 2023

Disaster Ethics!

Lauren Traczykowski / Kai De Villiers

Wednesday Session 1: 14:30-13:30

60 min

CHESTNUT

Description:

In this play + training session, we will engage with Disaster Ethics! – a local multiplayer, virtual, emergent novel video game. Participants will get a chance to play the game itself, receive game facilitator training, and ask questions about video game development of this kind. ltraczy.itch.io/disaster-ethics

What will you be doing in this session:

This submission proposes a demonstration (and play) of the Disaster Ethics video game. A 'play' of this video game will provide participants with a chance to have fun learning about disaster ethics which will enhance engagement with the new and niche discipline (Malone & Lepper, M, 1987). We will spend a majority of the time allotted playing the game with the presenter as facilitator. In this portion of the session, participants will discuss, argue and engage with the theoretical underpinnings of the game. With this first-hand experience, would-be facilitators will be better placed to facilitate the game for their own students and organisations. Guidance will also be provided on how to use the Teacher's Manual alongside the game so as to make the most out of the ethical discussions, even if the facilitator does not have an ethics background themselves. Finally, within the proposed demonstration there will be a chance to ask questions about how the game was made so as to offer support to those interested in making their own video game.

When attendees leave this session they will have:

- Learned a bit about disaster ethics
- tested their ethical decision making in a disaster
- Learned how to develop a video game (tech and content)

References, web links and other resources:

ltraczy.itch.io/disaster-ethics

Programme 2023

Building a Playful Learning community

Jane Secker / Susannah Quinsee

Wednesday Session 1: 14:30-13:30

60 min

WILLOW

Description:

At City, University of London there are a number of staff engaged in playful practices. One of the challenges can be finding and connecting with others to experiment and brainstorm playful learning ideas. We report on current research to investigate the challenges and benefits of building a playful learning community.

What will you be doing in this session:

We are undertaking research into playful learning through focus group interviews staff at City who have participated in the group or have an interest in playful learning. The research seeks to understand the experiences and attitudes of staff and is collecting and analysing open, qualitative information collected through focus groups. Focus groups are also often used in teacher research (Xerri, 2018). The findings will be presented to explore the core research concepts around what playful learning means at City and how it can be encouraged and supported. Our research methodology has been designed based on current research into playful techniques and evaluation (Whitton and Langan, 2019).

We will also consider what the definition of “play” is in the working context. In its broadest sense “play” could be defined as thinking differently and using unconventional or different techniques. This could encompass breaks from the “normal” working or learning environment such as walking, undertaking activities outside or moving to different locations.

We will share insights from this study, where possible using a playful approach to create a sense of community in the session. We will also try to create a safe environment in the room to explore some of the reasons why people engage in playful learning techniques but also to discuss some of the barriers to play as shared by the participants in our focus groups. After an initial short presentation based on some of our findings we will move into a world café style session where people get to discuss different themes from the literature and data that underpin playful learning and to share their experiences. We will ask each table to reflect on the theme, add something to it, comment on it or challenge the ideas.

When attendees leave this session they will have:

References, web links and other resources:

Programme 2023

Using magic to conjure dissertation support

Paul Rice / Emma Kimberley, Paul Rice, Amy West

Wednesday Session 2: 15:45-16:45

60 min

CHESTNUT

Description:

This project uses magic to explore dissertation skills with students. Students in a session on preparing for the dissertation learnt a magic trick and then used their experiences learning that trick to reflect and develop narratives around their dissertation topic and the process of researching and writing.

What will you be doing in this session:

Delegates will be taught a magic trick in small groups and will be given the same experience of the students who participated in this research. The teaching sessions integrated skills essential for the dissertation such as critical thinking, linking, metacognitive reflection, and conceptualising the process of a long project. Delegates will be given an opportunity to discuss the links made in the session and think about the benefits (and weaknesses) of our approach. Previous research has suggested using magic will stimulate curiosity, engage and motivate, and students will find the session more memorable.

The results of our research will be presented (intervention group are compared to those of a control group – same session excluding the magic trick). This presentation will report the findings from pre-post session questions from the intervention and control groups and from interviews with participants to evaluate the use of a magic trick in teaching dissertation skills by:

- Evaluating the effectiveness of using a magic trick to teach dissertation skills.
- Evaluating the use of magic to make skills teaching more memorable.
- Evaluating the use of magic to support motivation and positive emotions around dissertation tasks.
- Evaluating the use of magic to counter some of the negative affects students encounter such as lack of motivation or negative self-efficacy beliefs.

Finally, delegates will be given an opportunity to comment on the research findings and think about applications this research could proceed moving forward.

When attendees leave this session they will have:

References, web links and other resources:

Programme 2023

Skillfull

Pen Holland / Pen Holland, Laura Barclay, Laura Mitchell

Wednesday Session 2: 15:45-16:45

60 min

OAK

Description:

Play testing to help us evaluate and revise a joyful prototype game about academic and professional skills, employability, and the student journey.

What will you be doing in this session:

Skillfull is a card game in which players use experience cards to build a portfolio of skills and support networks to pass assessments, transition through academic years, and be employable, all while coping with the variety of events that life throws at students from diverse backgrounds. The base game focuses on generic and transferable skills with expansion packs developed for different disciplines. A key game mechanic will facilitate players to discuss and test prioritisation strategies to 'win'; for example, how to balance breadth and depth of learning, or multiple time commitments such as paid or volunteer work, health and caring responsibilities, and social activities.

Building on the success of Catastrophic (catastrophic.york.ac.uk), we're developing a prototype of Skillfull. We are hoping the game will: (1) provide an engaging (re-)induction tool for students making the transition to/through university; (2) allow students to revisit, discuss, highlight and consolidate the importance of skills for study, employability and professional development; (3) help students across disciplines identify and articulate common skills and explore interdisciplinary and collaborative opportunities; and (4) create a safe space to introduce and discuss the diversity of student experiences while navigating an undergraduate degree.

Pre-conference homework for this session includes telling us what you perceive as key skills for undergraduates in your discipline. In the session, we'll play test! We'd like to know what works and what might be better. Is it playful enough? Is it serious enough? What have we missed from the professional skills? Discipline-wise we are starting with Biology and Management, but what should we do next? What learning resources might be appropriate to support teaching with the game? There will be opportunities to help us make Skillfull more skillful (or suggest a better name) and be part of future development and dissemination.

When attendees leave this session they will have:

reflected on the skills and life experiences that students may encounter at university, and how games can raise awareness of these to enhance employability and accessibility.

References, web links and other resources:

Help us understand the skills and life experiences that students encounter at university by filling in our survey at https://york.qualtrics.com/jfe/form/SV_9Y9bYpn8DIYCEEC

Follow the presenters on Twitter (@Anaspene, @Astret, @EdDucatingLaura) or find us on LinkedIn for updates on the project.

Programme 2023

Re-Creating (a) space for playful learning—Bringing to attention students' perspectives'

Katriina Heljakka /

Wednesday Session 2: 15:45-16:45

60 min

WILLOW

Description:

This session introduces “A model for materialising playfulness: Elements of play, the play space, and related primary affordances for play” based on original research conducted by the authors. The session aims to use the model as a starting point for designing an impromptu space for playful learning using physical tools.

What will you be doing in this session:

In this session, the participants are invited to play with the “Model for materialising playfulness: Elements of play, the play space, and related primary affordances for play” based on original research conducted on a design project focused on turning a regular office space into an invigorating and inspiring space suited for playful learning.

The playful workshop task has its origins in a real-world design project at a university consortium in Finland conducted in 2019 that begun with a survey study on the ‘playful climate’ of the academic organization including students, teachers, researchers and other staff among the academic community. The analysis of the data gathered contributed to a design of the playful space and the aforementioned conceptual model.

The model (Heljakka & Blomberg 2022) functions as a starting point for an impromptu design for a play(ful) space achieved in the session through ‘quick and dirty’ prototyping with simple tools and toys, such as the Comicubes cardboard tool and MiniHome plastic toy furniture. The participants of this session will hear a short introduction to the real-world design project before re-creating three-dimensional designs for turning existing spaces into playful spaces with the help of the conceptual model and physical tools made available during the session.

During the session the participants will also learn, how students involved in playful learning in the context of higher education delivered by the organizer of this session, have responded to the real-world playful space, for the “Model for materialising playfulness: Elements of play, the play space, and related primary affordances for play”, and how they have suggested improvements and/or relevant additions to the design using the aforementioned tools in a similar workshop as given in this session.

Keywords: playful learning, playfulness, play space, primary affordances, physical tools

When attendees leave this session they will have:

References, web links and other resources:

Programme 2023

Filling the gaps: Using play to scaffold successful learning environments.

Liz Macartney / Katie Collier | Joe Shimwell

Wednesday Session 2: 15:45-16:45

60 min

Outdoors

Description:

A resource rich, tool-sharing session. Using easy to get hold of resources (tennis balls, paper and pens, string) we'll send attendees away with new games, gap fillers, riddles, puzzles and activities to fill 5 – 10 mins at a time for any size of group, of any age.

What will you be doing in this session:

Come play with us. This will be a circus activity of sharing, experiencing and learning new games and gap filler activities. It will be fully interactively participatory, so delegates can experience the activities as active learners. There will then be opportunity to reflect on the session and discuss how it might be embedded in our own practice.

We're mostly about summer camps. Building communities from strangers, most of whom are children away from home, and we use play as the vehicle from which children (and adults) can take safe risks and challenge themselves in new environments and opportunities. We have a rich, fairly unique resource bank of games, mini crafts, songs, riddles, activities for 1 – 70 people, aged 8 to 88. We'd love to share some.

When attendees leave this session they will have:

A clear idea of what each of the various tools achieve, and why, so educators can choose them in their practice based on what's needed at the time. For example, with different groups, with different goals, to develop different skills, etc.

References, web links and other resources:

Programme 2023

Talk Record Listen! Oracy and Play

Sarah Pavey /

Wednesday Session 3: 17:15-18:15

30 min (first 30 min of 60 min shared session)

BIRCH

Description:

There are many recordable devices on the market aimed at young children and students with special needs but with a little imagination they can be used effectively in play for all ages. This session will fire your creativity and give you a chance to experiment!

What will you be doing in this session:

There will be a brief introduction to the recordable products including postcards clips photo albums butterflies boxes tiles and more with examples of how you might choose to use them for game based learning. Delegates in small groups will then be given time to devise a game using some of the devices. The scope of the game will be left open to allow for different sectors but they might adapt an existing game to incorporate some of these tools. The overall aim is to get practice in using them and to assess their suitability and impact on game play and outcome. Feedback cards will be given out to assess these aspects to be filled in as their ideas develop. The final part of the session will comprise a chance for groups to try out the games – this part may not be possible if we only have a short slot but the games could be left on display for all delegates to use.

When attendees leave this session they will have:

References, web links and other resources:

Programme 2023

Let's play The Legal Factor – can the use of games in the classroom enhance the student learning experience?

Lorna Mitchell / Lorna Mitchell

Wednesday Session 3: 17:15-18:15

30 min (second 30 min of 60 min shared session)

BIRCH

Description:

This session will explore the design, development, implementation and evaluation of a pilot workshop designed for law students that uses the format of a game called The Legal Factor and incorporates several rounds of different types of puzzles and challenges.

What will you be doing in this session:

I will start by explaining why I decided to try to combine serious learning outcomes with playful elements that aim to enhance the learning experience for law students. I will also discuss some of the key findings arising out of the pilot including the enthusiasm for authentic tasks that develop skills, the creation of useful prompts and links to consolidate learning, improved engagement and participation and the development of relationships through teamwork.

Delegates will then be invited to play some of the games from The Legal Factor. Delegates will be divided into teams and will compete in a variety of festival party games including Weird Laws – Blankety Blank, Name that crime – Pictionary, Know your rights – Articulate and Legal Lucky Squares.

So, what is at stake? Well the more points you get – the better your accommodation at the festival! The winners will get to stay in a plush bell tent with deluxe toilets in VIP Lavish Lands and the losers will be put in the place nobody wants to be – that's right – General Camping (and there's a report that two out of the four toilets are already out of order!)

The questions will be based on legally themed trivia but don't worry no technical knowledge of law is required. May the Dial of Destiny be ever in your favour!

Finally, delegates will be given an opportunity to provide feedback, think about how these party games could be applied in their context and consider future enhancements.

When attendees leave this session they will have:

When delegates leave this session, they will take away some ideas for simple games that can be introduced into their context to improve overall engagement and participation, help students consolidate

their learning, and provide an opportunity to practice their communication and teamworking skills in a fun way.

References, web links and other resources:

De Freitas, S., 2006 Learning in immersive worlds: a review of game-based learning. Bristol: Joint Information Systems Committee. Retrieved from:

http://www.jisc.ac.uk/media/documents/programmes/elearninginnovation/gamingreport_v3.pdf

Kapp, K.M., 2012 The Gamification of Learning and Instruction: Game-Based Methods and Strategies for Training and Education San Francisco, LA: Wiley.

Phillips, E., 2012 Law Games – Role Play and Simulation in Teaching Legal Case Studies. Application and Practical Skills: A Case study. Compass: The Journal of Learning and Teaching at the University of Greenwich, Issue 5, 2012 [online] Available at:

<https://journals.gre.ac.uk/index.php/compass/article/viewFile/66/110>

Programme 2023

Connecting Poetic Inquiry and Playful Higher Education

Kim Holflod / Kim Holflod

Wednesday Session 3: 17:15-18:15

60 min

WILLOW

Description:

In this session, the participants are invited to try out different modes of poetic inquiry framed within higher education playful learning. The sessions begin with a brief presentation of educational potentials, challenges and applications followed by combinations of poetic writing, shared reflections, and open discussions of its relevance and applications.

What will you be doing in this session:

This session aims to present, exemplify and discuss higher education playful learning and the use of poetic inquiry for conceptual understanding and collaborative reflection. Throughout the session, the participants are invited to write their own playful poetry, try a variety of poetic activities – and connect their writing in a collaborative long-form poem.

The sessions draw from three years (2020-23) of qualitative and design-based research studies within Danish Teacher Education and Social Education into playful higher education and collaborative practice. Here, numerous experiments with reflective writing have been tested and developed – with ongoing developments from introspective reflections to still more poetic and collaborative reflections. This session highlights research and student experiences and practices of playful poetry and how it enables playful conceptualisations and reflections while becoming a medium for new communicative and collaborative participation strategies. It approaches 'Poetic Inquiry' (Faulkner, 2019; Galvin & Prendergast, 2016) as a range of research methods that emphasise alternative modes of expression to allow for communicative, embodied, and aesthetic depth. These approaches display potential in students' playful collaboration, conceptual exploration and reflective thinking together. The sessions wrap up with an open discussion of applications within higher education pedagogy – and presumably more playful poetry.

When attendees leave this session they will have:

References, web links and other resources:

Programme 2023

Monumental Consequence

Rebecca Ferguson / Mark Childs, Mike Collins

Wednesday Session 3: 17:15-18:15

60 min

OAK

Description:

Is art ever worth dying for? In this role-playing game, an invading army has set up headquarters in a building containing priceless art, key to your cultural history. You must decide together – will you risk lives by trying to save the art, or will you simply bomb the church?

What will you be doing in this session:

This role-playing game, developed by Mary Beth Looney and Central Michigan University Press, introduces 'Reacting to the Past', an active learning pedagogy of role-playing games that promote engagement with big ideas. While participants must stick to the philosophical and intellectual beliefs of the historical figures they are assigned, they must also express those ideas persuasively.

Participants take on a citizen's role, perhaps as a seamstress, tavern owner, merchant, widow, militia member or other local. Each role has priorities, viewpoints, and alliances. Only some can be on the winning side. Together they must decide whether to ask the civic militia to risk their lives by taking on the enemy to save the town's cultural heritage, or bomb the church.

Once assigned a role, players view locations and treasures, then introduce themselves. After the opening prompt has been read, they discuss what action to take, focusing on why the art is important to save, or why lives are more important. They then vote. A two-thirds majority leads to action, otherwise a dice throw triggers a random event, followed by more discussion, another vote and action.

When attendees leave this session they will have:

played a great game, thought deeply about different perspectives on cultural history, and know more about the Reacting to the Past pedagogy.

References, web links and other resources:

- Reacting to the Past <https://reacting.barnard.edu/> – browse the games, sign up for an event (they tend to be in the USA), join the community and/or sign up for the newsletter.
- Reacting to the past on Twitter <https://twitter.com/reactingttopast?lang=en>
- An overview of Reacting to the Past, with videos, from the American Historical Association <https://www.historians.org/teaching-and-learning/teaching-resources-for-historians/reacting-to-the-past>

- Chain Reactions – a reacting blog <https://reactingconsortium.org/Blog>
- Reacting to the Past gamebooks from the University of North Carolina Press
- Get your own copy of Monumental Consequence (25 USD) <https://cmichpress.com/product/monumental-consequence-physical-edition/>
<https://uncpress.org/series/reacting-to-the-past/>
- Artist and independent scholar Mary Beth Looney talks about her game, Monumental Consequence, and the value of art and monuments to the societies that create them (53 mins)
https://www.youtube.com/watch?v=jy5idbhx-AE&ab_channel=BeyondSolitaire
- Barnard and Columbia undergraduates play “Defining a Nation: India on the Eve of Independence, 1945” at Barnard College (5-minute video) https://www.youtube.com/watch?v=_U6L9ERzw0U&ab_channel=ReactingtothePast
- Students—with costumes and trumpet in hand—assume roles in the Athenian Assembly to debate issues as Athens reconstructs after the Peloponnesian War (2-minute video) https://www.youtube.com/watch?v=clO0uvCgwIM&ab_channel=SmithCollege
- Webb, J. and Engar, A., 2016. Exploring Classroom Community: A Social Network Study of Reacting to the Past. *Teaching & Learning Inquiry*, 4(1), p.n1.
- Lazrus, P.K. and McKay, G.K., 2013. 21: The Reacting to the Past Pedagogy and Engaging the First-year Student. *To Improve the Academy*, 32(1), pp.351-363.
- Joyce, K.E., Lamey, A. and Martin, N., 2018. Teaching philosophy through a role-immersion game: Reacting to the past. *Teaching Philosophy*, 41(2), pp.175-198.

Programme 2023

Playing in Prison

Julia Reeve / Louise Dowell

Wednesday Session 3: 17:15-18:15

60 min

CHESTNUT

Description:

This session will share findings from workshops using LEGO Serious Play, LEGO Six Bricks and Origami with UK prisoners and prison staff. The aim is to offer an insight into the prison learner's world, and to highlight the well-being and resilience benefits of playful learning interventions within various prison contexts.

What will you be doing in this session:

In this session participants will take part in activities to enable them to consider playful learning in the context of prison education.

They will take on the role of prisoners within a prison learning space. Activities may include: leaving all prohibited items (i.e. phones, chewing gum, aerosols, etc.) outside the learning space and wearing certain items of clothing. A prison learning environment will be suggested, with windows covered and background noise added.

Participants will engage in a series of LEGO Six Bricks activities plus a lucky dip where they may discover some Treasure, consider a Challenge or respond to a Question relating to prison-based playful sessions. There will be a chance to send a letter home to share reflections on the session.

When attendees leave this session they will have:

Reflected on the challenges and opportunities of introducing playful learning within a prison space.
Contributed their own ideas on applications of playful learning in prison.
Heard about some of the positive impacts that playful learning has had on prisoners in HMP Leicester.

References, web links and other resources:

<https://www.juliareeve.co.uk/post/bricks-behind-bars-lego-serious-play-in-prison>

Programme 2023

The Crowd Creativity Show!

Alistair Aitcheson / Alistair Aitcheson

Foyer (throughout)
scheduled activity
OAK

Description:

An interactive stage show where everybody in the room gets to be creative! Host Alistair draws, reads poetry, dances and plays TV salesman, all directed by you the audience. Type into your phones and your inputs are immediately incorporated into the creative outcome!

What will you be doing in this session:

The session is split into four segments: reading, drawing, advertising and dancing. Visitors connect to the show by visiting the host's website. There they can type in messages that will be immediately interpreted by the show software and incorporated into the performance.

Host Alistair will be on-stage bringing the audience's messages to life. In the reading segment, Alistair will start with a beloved piece of public domain fiction and allow the audience to edit the text live while he is reading it, turning it into a strange and unpredictable piece of poetry. In the drawing segment, the audience will be dropping markers onto a camera feed of a canvas, and Alistair will attempt to realise whatever the audience wants in their painting wherever they want it – be it with pens, paint, collage or whatever wild and subversive ideas they come up with!

Everyone in the audience gets to make an active and meaningful contribution to a piece of performance art. You don't need to consider yourself a writer or an artist, and if you're shy you don't even need to get on stage (although the offer to do so is there if you want to!). Everyone gets to feel that the show would have been different if they weren't in the room.

The Crowd Creativity Show is based on Alistair's award-winning video game Artholomew Video's Stream Challenge (<http://artholomew.video>) and has been performed at video game festivals in Germany and the Netherlands.

When attendees leave this session they will have:

... helped create an unusual and unpredictable piece of art, poetry or dance! Anyone who's never considered themselves an artist before can say "I made that!"

References, web links and other resources:

Find out more about Alistair's projects at <http://alistair.games>

Find download the software and watch recordings of Alistair's livestream performances at
<http://artholomew.video>

Programme 2023

Hobs, Boggarts and Fairies for a playful world. Creating and recreating playful creatures.

Andrew Walsh /

Thursday Session 4: 09:30-10:30

60 min

WILLOW

Description:

Participants will create a new (or recreate a forgotten) fairy tale creature that represents an aspect of playful learning. They will write a short bio for their creature and reflect on how it might be encouraged to (re-)emerge into the world to help us and our learners be more playful.

What will you be doing in this session:

Participants will start with a small number of examples of fairy tale creatures and aspects of play that they might represent – a boggart might represent “surprise, disruption, a change to the status quo”, or a Hob (a creature that is helpful until you break an unwritten rule) might represent “constraints, external game rules”.

They will then work in small groups to create a model of a fairy tale creature, or a mask that represents one, using materials provided. This should represent an aspect of playful learning that they feel needs encouragement to further emerge into our playful learning work. A short biography that sums up the creature and its preferred habitat would then be written and participants encouraged to reflect upon the conditions that would favour its return.

The creatures and their details would then be shared amongst the group and reflections made on how the imaginary creatures need might be reflected in our own practices.

This approach is inspired by a mixture of the anthropomorphisation of an abstract issue and the use of folk or fairy tales to re-enforce that learning. Anthropomorphising a phenomenon or concept is a typical way in which we make sense of the world, attributing human like characteristics to help us to sense make and build our understanding. Fairy tales were often a way of embedding useful knowledge into an easily remembered narrative, often including an aspect of anthropomorphisation themselves. For instance, a boggart would often be found at risky points along a route, such as where a path crossed a stream, or a deep ditch. Marshy ground was said to contain Will o’the Wisps, that would tempt us away from the same routes. This approach celebrates those traditional ways of learning and asks participants to use them to reflect upon playful learning itself.

When attendees leave this session they will have:

References, web links and other resources:

Programme 2023

Learning anatomy with vegetables and pasta.

Suzanne Faulkner /

Thursday Session 4: 09:30-10:30

60 min

OAK

Description:

Let's face it, learning anatomy can be boring! Using a participatory approach participants will recreate the anatomy of the foot using different pasta shapes and assorted vegetables! Participants, working in small groups will self test their knowledge of foot anatomy at the beginning and end of the session.

What will you be doing in this session:

An intimate working knowledge of foot anatomy is essential for our student Orthotists in their clinical practice, learning in a more interactive participatory way has been beneficial to our students. This hands on practical session will involve participants making their own foot anatomy creations!

This session will not require a PowerPoint presentation, the participants will be provided with an image of the foot, with all bones of the foot clearly labelled.

They will then be directed to a table including vegetables (carrots, green beans, baby sweetcorn etc), different types of pasta (macaroni, penne, farfalle etc) and other miscellaneous objects to recreate the anatomy of the foot.

Prior to making their foot anatomy models the participants will self test their knowledge of foot anatomy in small groups. Following the creation and sharing of what will be fantabulous culinary foot models, the participants will then self re-assess their foot anatomy knowledge in their small groups before going away with a recipe to ensure their foot model ingredients do not go to waste!

When attendees leave this session they will have:

References, web links and other resources:

Programme 2023

Gamification of health professional education

Michael Smith / Michael Smith, Sarah Johnson

Thursday Session 4: 09:30-10:30

60 min

CHESTNUT

Description:

This session is a showcase of how games can be used within healthcare education. We demonstrate how cultural touchstones allow students to use familiar game mechanisms to access topics which are unfamiliar. We will also be exploring how the games are incorporated in the classroom, simulated learning and overall curriculum.

What will you be doing in this session:

The participants will be engaging in the learning materials devised with explanation and support from the presenters as to how they are used in the classroom. The session will contain examples of how Top Trumps, Cards against humanity, tabletop role play and basic board game mechanics can be used to explore concepts such as Diabetes, Dementia and Psychosocial interventions. The aim of the session is to spark creativity and share ideas on how these games were created. Presenters will also be sharing how games have been successfully incorporated into classroom teaching and simulated learning environments.

When attendees leave this session they will have:

References, web links and other resources:

Programme 2023

Playtest Serious Games for Cybersecurity

Daisy Abbott / Daisy Abbott, Sandy Louchart, Jamie Ferguson

Thursday Session 5: 11:00-12:30

90 min

OAK

Description:

Playtest a co-designed game about an aspect of cybersecurity! The SECRIOUS project makes cybersecurity more tangible through gaming. A range of games have been co-designed throughout the project and you can help us playtest them, reflect on our results, and get free tools for running your own game jams.

What will you be doing in this session:

SECRIOUS involved the design of a new method (Abbott et al, 2023) to allow the rigorous integration of interdisciplinary expertise from cybersecurity and serious game design within a game jam format. This session dovetails with a foyer session where you can learn more about the Serious Slow Game Jam (SSGJ) method used on this project and how you could apply it in your own research. This method was used in three events, resulting in 10 co-designed serious games on aspects of cybersecurity, 3 – 4 of which will be available to play.

Participants will choose from the games produced during the SECRIOUS project and playtest them. We will run 2-3 simultaneous games so there will be options to choose from. We are hoping to offer both tabletop and digital games to playtest. Participants will play one game, start to finish, and evaluate its outcomes (in terms of your opinions on changes in knowledge, attitudes, secure coding behaviours, etc.) This will allow us to assess if the games met our serious goals. Participants will also be invited to discuss the game's design and playability and offer any suggestions for gameplay improvements to increase the efficiency or efficacy of the games. We look forward to getting your feedback on the game mechanics and how they map to pedagogical goals.

The session will end with a brief reflection on how we used the method to design these games and playtesters will be given access to the "Serious Slow Game Jam starter kit" to facilitate their own game design and co-design processes. This comprises 3 card decks (Game Mechanics, Learning Mechanics, Cybersecurity), a SSGJ design tool, and a large range of digital assets to download and use. Playtesters will also be given a reward voucher.

When attendees leave this session they will have:

Playtesters will get a better understanding of an aspect of cybersecurity and access to the "Serious Slow Game Jam starter kit" to facilitate their own game co-design processes:

3 card decks (Game Mechanics, Learning Mechanics, Cybersecurity):

SSGJ design tool:

All the assets used in the SSGJ as digital activity boards.

References, web links and other resources:

Abbott, D. et al (2023) Serious 'Slow' Game Jam – A Game Jam Model for Serious Game Design (forthcoming)

Stals, S. et al (2023) Evaluating Slow Game Jams as a Mechanism for Co-Designing Serious Games to Enhance Understanding of Cybersecurity (forthcoming)

Ferguson, J, et al (2023) A Model for Mapping Serious Game Mechanics to Pedagogical Patterns (forthcoming)

Project website: <https://ittgroup.org/projects/secrious/>

Our online "provocative" games: <https://secrious-research-project.itch.io/>

Programme 2023

Composing the Playful Learning Theme Tune (write the theme tune, sing the theme tune)

Chris Morrison / Chris Morrison, Jane Secker

Thursday Session 5: 11:00-12:30

90 min

Outdoors

Description:

In this songwriting workshop we will attempt to crowdsource the composition of a theme tune for the Playful Learning Conference. Participants will also begin writing a song that encapsulates their own practice or field.

What will you be doing in this session:

Participants will contribute to an attempt to write a Playful Learning theme tune by the facilitators. They will share reflections on the value of music and creative expressions as part of teaching and learning and will also work in small groups to come up with their own musical and lyrical ideas. No formal musical education is required, just a love of music and the desire to give it a go. Any musicians are encouraged to bring their instruments along.

When attendees leave this session they will have:

At least started, if not finished, writing a song that encapsulates their practice or the experience of attending the Playful Learning Conference.

Considered the value of songwriting and musical composition as a way of developing and celebrating community identity.

Got themselves ready to perform their song at the conference (optional)

References, web links and other resources:

Programme 2023

University World 2.0

Maarten Koeners / Maarten Koeners, Christopher Jeansonne

Thursday Session 5: 11:00-12:30

90 min

WILLOW

Description:

We have designed a workshop around playing the 2nd prototype of our board game called 'University World'. This game addresses students' transition to university as you share, deliberate, and reflect on diverse university experiences through guided persona-based role-play.

What will you be doing in this session:

Within this workshop you will playfully address – and experience activities related to – a variety of possible student journeys. University World has aspects of a straightforward 'roll and move' board game, as well as aspects of a 'light' role playing game. Like other roleplaying games, University World is driven by imagination that is grounded in social interaction. It's about picturing yourself as a student reacting to and interacting with challenges and events that are commonplace in the university environment. Unlike most roleplaying games, University World gives simple structure to both story and events — gently guiding you through fun and social activities in a way you have never experienced before.

When attendees leave this session they will have:

References, web links and other resources:

Programme 2023

Cracking the Climate Crisis one Banana at a time!

Emma Fieldhouse / Dr Emma Fieldhouse, Charlotte Lawson

Thursday Session 5: 11:00-12:30

90 min

CHESTNUT

Description:

Combining both physical and digital play, this session will take participants on a learning experiment to evaluate different modes of climate learning delivery. Participants will test our BIG Carbon Footprint Game vs. the brand new Bananas Digital game, developing their understanding of carbon footprint impacts and most importantly having fun!

What will you be doing in this session:

Playtest alert! Join us to spend the session engaging with 2 different types of learning through play (both physical and digital) to enhance your understanding of climate change. You will play test the Big Carbon Footprint Game and the digital Bananas Game to then evaluate whether different modes of delivery affect learning.

Participants are guaranteed to have fun playing the games and absorbing new climate facts as they go. The digital Bananas Game has taken all the wonderful banana fun of the physical version and turned it into a digital journey.

The session will be divided into 3 sections: (1) an introduction including a short survey, (2) time to play both game versions, and (3) evaluation and feedback.

(1) Survey: Participants will be asked to complete a short survey to uncover their learning style assess their knowledge and understanding of a carbon footprint.

(2) Game playing: Participants will be divided into 2 groups. Both groups will play the Big Carbon Footprint Game and the digital Bananas Game.

The games are a gateway learning experience. By actively encouraging the user to personally identify with the issues rather than coming to the learning out of context the games create a style of learning that makes for a more accessible and fun approach which has a lasting effect on the learner.

(3) Evaluation: Together the groups will critique how they found playing the games. We will also be evaluating if their knowledge of their carbon footprint increased from playing the game and if it has prompted them to act

The digital game will be launched later this year – this valuable playtest experience will help us with a final iteration before we go live. Come and help us create the best digital climate game we can!

When attendees leave this session they will have:

References, web links and other resources:

Programme 2023

PRESS  TO VIEW YOUR MAP: Videogame worlds as curated learning landscapes

John Lean /

Thursday Session 6: 15:00-16:00

60 min

WILLOW

Description:

Looking for a better way of describing and understanding learning journeys? Videogame maps have the answer! Come and become a ludocartographer (whatever that is); explore the landscape, take part in some creative mapping challenges and find out how you can map your learning in a playful way.

What will you be doing in this session:

We often talk about our students' learning journeys, but these can often be reduced to starting points and destinations when the really fun and interesting stuff happens messily in the middle. How do we design for the deliberate uncertainty and spontaneity of play whilst helping students to reach their destination?

Videogame maps can be a useful way of thinking about this. They are guides to landscapes, but landscapes that are curated to encourage particular ways of behaving or to guide players towards specific activities. Sometimes these are frustrating and poorly designed (Assassins Creed: Unity, anyone?) and sometimes they are singular masterpieces (The Legend of Zelda: Breath of the Wild), but we can learn a lot from both types about how we guide learners whilst encouraging independent exploration.

In this session we'll spend some time playing with maps from videogames (and elsewhere). Players will use them to extend the metaphor of the learning journey, and I'll show my own work on co-curricular learning at Manchester Met as an example of this. We'll also explore by creating maps and other navigation tools of our own to complete challenges, inspire each other and develop future learning journeys. All of this will be presented in a playful 'analogue' way; no experience of videogame design necessary!

Hopefully this will be applicable in lots of ways. Maybe you're looking for new ways to describe your course to students, help your team with their professional development, or even plot your own future learning. All journeys can be considered! At the very least, by the end of the session you'll have explored some debates around self-directed learning, argued about good game design, messed around with a load of coloured pens and found at least one hidden treasure*.

*Quantity and actual cash value of treasure subject to change.

When attendees leave this session they will have:

Players will learn a little bit about the basic principles of game UX design and how it might apply in education settings. They'll also have a chance to get creative and produce a map of their own learning landscape, and share this with others.

References, web links and other resources:

We'll spend quite a bit of time talking about good (and bad) open world design, but no prior experience will be necessary. Here are some of the games that we'll discuss:

- Assassins Creed: Unity (Ubisoft, 2014)
- Assassins Creed: Valhalla (Ubisoft, 2021)
- Elden Ring (Bandai Namco, 2022)
- The Legend of Zelda: A Link to the Past (Nintendo, 1991)
- The Legend of Zelda: Breath of the Wild (Nintendo, 2017)
- Skyrim (Bethesda Softworks, 2011)
- Slay the Spire (Humble Bundle, 2019)
- Super Mario World (Nintendo, 1990)
- Tunic (Finji, 2022)

Here are some of the books and academic sources that I've used in my work on video game worlds and experiential learning:

- Bartle, R. A. (1996) Hearts, Clubs, Diamonds, Spades: Players who suit MUDs. [Online]
<https://mud.co.uk/richard/hclds.htm>
- Gee, J. P. (2007) What video games have to teach us about learning and literacy. Basingstoke: Palgrave Macmillan.
- McCarthy, J. and Wright, P. (2004) Technology as experience, Cambridge, MA: MIT Press.
- Pearson, L.C. & Youkhana, S. (2022) Videogame Atlas: Mapping Interactive Worlds, London: Thames & Hudson.
- Salen, K. and Zimmerman, E. (2003) Rules of play: game design fundamentals. Cambridge, MA: MIT Press.

Programme 2023

Storytelling with Lego Serious Play

Swati Virmani / Anshul Lau

Thursday Session 6: 15:00-16:00

60 min

CHESTNUT

Description:

Our session would aim to combine two learning and teaching strategies – playful learning and storytelling. We would explore how Lego Serious Play (LSP) could be used to construct truths, facts, experiences, and help enrich the central idea of a discussion rather than building assumptions or merely sharing absolute information.

What will you be doing in this session:

This session would engage participants in building their skills as a 'storyteller' using Lego Serious Play (LSP). It would enable participants – teachers, researchers, professional colleagues – to reflect on their subject area/ field of interest/ research ideas/ work experience through a critical dialogue. LSP would provide a catalyst for building foundations of storytelling. Both LSP and storytelling as learning and teaching strategies promote community building, networking, sense-making and self-awareness; this session would aim to combine such common characteristics of both strategies. We would talk about rethinking one's approaches, whether it is related to teaching or research, to allow one's strengths to make way into current practice.

Storytelling requires a narrative, understanding of key players (protagonists), and an outcome. We believe LSP has the capability of enriching this method by promoting creative thinking and new insights. In this session, we would therefore encourage participants to use the idea behind serious play to construct metaphorical storyline of their approaches/ central practices – whether it is around their teaching practice, research informed teaching, research journey or models of communication.

When attendees leave this session they will have:

enhanced their storytelling skills and understood the value of Lego Serious Play. They'll have reflected on their professional practices, networked effectively, increased their self-awareness, and discovered innovative problem-solving strategies, ready to apply these new insights through Lego Serious Play in their professional lives.

References, web links and other resources:

- Advance HE Website. Learning Through Storytelling [Online].
- Academic Impressions. <https://www.academicimpressions.com/storytelling-higher-education/>

- Brown, N. & Collins, J. (2018) Using LEGO® To Understand Emotion Work In Doctoral Education. International Journal of Management and Applied Research, 5 (4)
- James, A. & Nerantzi , C. (2019) LEGO® for University Learning: Inspiring Academic Practice in Higher Education [Online]
- Phillips, David J.P. (2017). The Magical Science of Storytelling. TEDX Talk [Online]
- Roos , J. and Victor, B. (2018), “How It All Began: The Origins Of LEGO® Serious Play®”, International Journal of Management and Applied Research, Vol. 5, No. 4, pp. 326 343

Programme 2023

How do you play? Exploring different player types and what this means for playful learning design.

Nicola Whitton /

Thursday Session 6: 15:00-16:00

60 min

OAK

Description:

We all play in different ways, but what are those ways and why does it matter? In this session we'll explore these questions and look at how this understanding impacts playful learning design.

What will you be doing in this session:

20 mins – introduction to player types/background research

10 mins – completing questionnaires/self-analysis

10 mins – feedback on results

20 mins – discussion of implications for playful learning design

When attendees leave this session they will have:

References, web links and other resources:

Programme 2023

Suspension of Disbelief in the real world: A practical guide

Liz Macartney / Katie Collier | Joe Shimwell

Thursday Session 6: 15:00-16:00

60 min

Outdoors

Description:

An epic adventure in team building. Conjuring up (safe) suspension of disbelief as a key tool to create new worlds, encounter gentle peril and explore Journey and Quest as a means to create community and group cohesion.

What will you be doing in this session:

A fully immersive* real-life adventure experience. This is not amateur dramatics, but an example of ways to create team building opportunities using story and mission. Working together to solve a problem, come together to create the 'happily ever after' is a proven effective technique for groups to create fast, cohesive identities. Throw in the suspension of disbelief, being careful you don't patronise your audience and you challenge them well, and you've created a real life adventure story. The best sort of play.

(*Really important. No-one will be put on the spot or required to be in any way dramatic).

We use this mechanism regularly training adults to work with children on our summer camps, as well as with the children themselves. We've also used it online as professional and corporate team building.

We're mostly about summer camps. Bringing children together who don't know each other to have enriching, safe risk taking experiences away from home. We train adults to look after these children, keep them safe and know how to have fun with them, and have been doing this for 60 years
(www.superweeks.co.uk)

"In 14 years of teaching, I've never done anything that caused such a rich and vibrant conversation among colleagues, and the fact that the conversation was all about the importance of play just made it all the happier. We've never played as a group before and I think it will benefit us in loads of different way. Thank you!" (Deputy Head, 2021)

When attendees leave this session they will have:

A sense of accomplishment!

Storytelling is an under used tool for learning so we'd love to demonstrate how beautifully we think it can be utilised. The session will raise questions around the place for imagination, how a teacher can build a

world for their learners to explore and play within.

References, web links and other resources:

Programme 2023

Enhancing public speaking skills using improvisation techniques

Jess Naphthine-Hodgkinson / Jess Naphthine-Hodgkinson and Michael Stevenson

Thursday Session 7: 16:15-17:15

60 min

OAK

Description:

Learn to be more present, feel confident speaking in any setting and embrace failure.

A workshop demonstrating how improvisation techniques can be used to enhance public speaking skills and build confidence for researchers, staff and students

What will you be doing in this session:

Anxiety around public speaking is well-documented. At the University of Manchester Library, we have been using improvisation techniques to equip researchers, students and staff with innovative ways to build confidence in this area. In our workshop, you will try out some of our activities which use improvisation techniques to enhance public speaking skills to give a snapshot into the support we offer as part of our My Research Essentials (MRE) programme.

We will define some of the issues around public speaking in order to illustrate how improvisation provides a creative and fun way to address this topic by helping individuals to devise strategies to cope with the stress and anxiety associated with this task.

The workshop will give a brief overview of the MRE programme and data/feedback we have received on this popular session. We will give attendees an opportunity to experience the fun-focused, supportive environment we create in our sessions through a series of exercises for public speaking. In our interactive exercises, delegates will:

Find the fun with some weird but wonderful warmups

Use 'Yes, And' to unleash creativity and change your attitude to public speaking

We will also outline other 'takeaway' exercises utilising improvisation skills and provide an opportunity for Q&A.

When attendees leave this session they will have:

A greater insight into how improvisation can help to reframe the experience of public speaking as something to be enjoyed rather than feared

A few practical improv exercises to build confidence in public speaking

References, web links and other resources:

<https://medium.com/@MyResearchEssentialsBlog/enhancing-public-speaking-skills-using-improvisation-techniques-17cfece7a517>

Programme 2023

Imagining New Universities: Using The Quiet Year as a Transformational Imagination Engine for Higher Education

Christopher C Jeansonne / Christopher Jeansonne, Maarten Koerners

Thursday Session 7: 16:15-17:15

60 min

CHESTNUT

Description:

In this workshop you'll playtest a game that serves as an engine for the imagination, one that provides players a structure in which to envision an evolving university community.

What will you be doing in this session:

This workshop/playtest will take participants on an imaginative journey through an illustrative table-top story building game that centers on their conceptualizations of higher education. The game players will first be guided through creatively co-constructing a higher-education community in transition, and then consider how that community might confront an array of challenges over the course of a year. Whether they create a fantastical or a down-to-earth vision of a university, the act of playing provides a focus for fruitful discussion of the nature of such institutions.

The game uses designer Avery Alder's 'The Quiet Year' map-building game as its foundation, but shifts that game's post-apocalyptic focus to allow higher education stakeholders a way to creatively engage in transforming the picture of the ideal institution. The game can be equally useful to university students, faculty, administrators, or councilors, giving them both an engine to drive their collective imaginations, and a focus for productive dialogue on the nature and goals of higher education.

When attendees leave this session they will have:

References, web links and other resources:

Programme 2023

Build it and they will come – unifying playing and learning structures

Jim Thompson / Jim Thompson, Emma Gillaspay

Thursday Session 7: 16:15-17:15

60 min

WILLOW

Description:

We are exploring methods to introduce teaching practitioners to contemporary ideas of games, mechanics, and approaches to play. This workshop introduces a new educational framework which maps design elements of student-centred learning to playful structures and approaches. Delegates will try out the framework and feed into its future development.

What will you be doing in this session:

Building on our earlier work of inciting a Playful Rebellion at the University of Central Lancashire, we are looking at the best methods to introduce teaching practitioners to contemporary ideas of games, mechanics, and approaches to play. One of the challenges facing teaching staff is their potentially limited experience of games and playfulness beyond traditional family board games which can limit their creative design of playful learning activities.

To support our playful rebel alliance with this challenge, we have embarked upon designing an educational framework to illustrate how student-centred approaches to learning can be mapped to the structures and approaches within games in order to raise the awareness of subject specialists to create more engaging playful experiences to embody and support learning.

The workshop is aimed at those looking to expand their playful repertoire and for playful advocates who wish to advance their approaches to inform and inspire their colleagues to develop playful learning ideas.

The session will start with a short introduction to the framework and the key steps in generating new playful concepts. The presentation material will be formatted in a summer special comic style which is both an aide memoire and a worksheet for participants to take away.

The remainder of the session will be a quick moving lighthearted workshop where small teams of participants can either work on their own ideas or one of the wicked problems provided by us. They will work through the mapping process, supported by playful interventions from the facilitators to build an understanding of the key approaches in this methodology.

The session finale will be a Dragons Den style pitch by the game developer teams to the audience, with snap feedback provided.

When attendees leave this session they will have:

- A comic-style takeaway featuring the key steps in using the framework
- Generated playful concepts for their own practice

- Considered how they can support the development of playful practices in their own institution
- The opportunity to feed into the future development of the framework

References, web links and other resources:

Connect with us on Twitter to find out more @jrthompson64 and @egillaspy

The UCLan Playful Rebel Alliance resources live here: <https://uclan.padlet.org/EGillaspy/playful>

Programme 2023

Playing to Learn in Higher Education: Advancing a Culture of Creativity and Play in Libraries

Megan Lotts /

Friday Session 8: 09:30-11:00

30 min (last 30 min of 90 min shared session)

CHESTNUT

Description:

This workshop will include brief thoughts on basic theories of play/creativity as well as how to incorporate a playful mind set within your organization, classroom, or everyday work life. Participants will engage in active learning activities throughout the presentation via a “creativity/play” workbook created by the author/presenter.

What will you be doing in this session:

Library staff are connectors, collaborators, and storytellers, and we do it all while budgets shrink and staff and resources dwindle. We can only do this by abandoning traditional ways of thinking and getting creative. Embracing a culture of creativity and play within the library means cultivating the ability to engage multiple concepts simultaneously and make unusual connections between seemingly unrelated things. Although bringing creativity into teaching and learning can seem daunting, this interactive presentation aims to open the doors to playful practices for anyone who wants to re-invigorate how they engage with their patrons, students, colleagues, and peers.

Throughout this 30-minute workshop participants will briefly learn about exhibits, games, LEGO, urban sketching, visual literacy, zines, and more. As well as try out low-cost, high-impact active learning techniques such as creating a button, writing a six-word story, and drawing your shoe.

A take home workbook & additional supplies needed will be provided by the presenter. Although not necessary, participants might consider bringing color pencils or markers to this experience.

When attendees leave this session they will have:

Attendees will leave this workshop with a unique zine like active learning workbook. As well as have the opportunity to flex their creativity and play muscles.

References, web links and other resources:

Programme 2023

The Perspectivity Game by ProjectCHAKRA

Anand Mistry / Dharmesh Mistry

Friday Session 8: 09:30-11:00

90 min

OAK

Description:

Do you have what it takes to lead your nation?

Join the Global Education Award Winning ProjectCHAKRA, who's experiences have been played by the likes of leaders at UNICEF, Imperial College Business School and Centre for Entrepreneurs!

What will you be doing in this session:

In The Perspectivity Game you will play the role of a leader of a nation and be tasked to grow your economies through industrial development, prosper and become a world dominating nation.

In less than an hour you'll have designed and implemented a game plan with five other countries.

You'll have negotiated economic and environmental crises.

You'll 'fly' off to World Leaders Conferences to negotiate with your neighbouring countries.

You'll be faced with conflicts that need to be resolved.

In your effort to maximise revenues will you be surprised, frustrated or, ultimately, win?

What are the dynamics that influence the game? Where does trust come from? Who is playing by the rules? What strategies seem to work?

When attendees leave this session they will have:

We'll unpack the dynamics of the game and discuss questions like:

What is leadership?

What builds trust?

How do you deal with ambiguity?

How do you deal with conflict?

How do you develop enduring strategies?

Learn about Game Theory, Complexity Theory, Systems Thinking and apply this to our own lives.

References, web links and other resources:

LinkedIn: <https://www.linkedin.com/company/projectchakra/>

Website: <https://projectchakra.net/>

Programme 2023

Playful breadcrumbs – Tiny pieces of playful practice with close to no effort.

Simon Grey /

Friday Session 8: 09:30-11:00

90 min

BIRCH

Description:

Are you frustrated after playful learning because you've no time to realise your playful visions? Or do you add lots of playful ideas into practice with zero effort? In this session delegates will share their playful breadcrumbs – providing a path from the mundane back to playful learning.

What will you be doing in this session:

Once every year we venture into the magical world of playful learning. After two days of shenanigans and tomfoolery we reluctantly take the journey to return to the mundane world, hopefully with a spark of inspiration and optimism that we can fan the spark into a flame that can change the mundane world forever! Often though the responsibilities of life extinguish our hope in short order.

The aim of this session is to create a collection of “playful breadcrumbs” from the experience of delegates. “playful breadcrumbs” are small, playful activities or elements of learning and teaching practice that can be added with very little effort. In doing so we hope to discover that small changes can still make a small difference and help us remember the path back to playful learning through playful breadcrumbs.

In this session participants we arrange themselves into groups using a playful method to encourage communication in a playful low risk way. In groups participants will be asked to offer ideas that they have seen, or used themselves, or have just invented. Groups will then reconvene to discuss their ideas with other groups. Ideas will be documented and collated for wider dissemination – reminding us that we can be playful without a lot of work, or justification.

When attendees leave this session they will have:

References, web links and other resources:

Programme 2023

200-Year Old Vampire: Reflecting on Unlife in Images and Motion

Christopher Jeansonne /

Friday Session 8: 09:30-11:00

60 min (first 60 min of 90 min shared session)

CHESTNUT

Description:

200 Year Old Vampire is a roleplaying game in which you play a member of a coven of young vampires planning a festival reflecting on the first two hundred years of photographic and moving images.

What will you be doing in this session:

200 Year Old Vampire is a roleplaying game in which you play a member of a coven of young vampires planning a festival reflecting on the first two hundred years of photographic and moving images. Imagining how your vampire came to be, and situating your vampire self in their time period, you will trace the two centuries of images, films, and motion pictures that they've encountered, delving into both those artifacts and your vampire's personal relationship to them, creating artifacts of response—from diaries, to period-style reviews, to images of your own. You'll come together with the members of your coven as you share each other's histories and prepare a festival of the history of images.

Participants would play a shortened version of the game using pre-generated vampire characters, a shortened list of images and films with which to interact, and a selection of prompts that are similar to what will be used in the full game.

In post-game discussions, I would plan to introduce and contextualize the game and its development, including a discussion of how it uses certain of the gameplay mechanics from 1000YOV and 500YOV, but transforms them for a different purpose.

When attendees leave this session they will have:

References, web links and other resources:

Programme 2023

Enhancing staff video production skills using a playful approach

Ross Parker / Ross Parker, James Youdale, Malcolm Murray, Matt Wood

Friday Session 8: 09:30-11:00

60 min

WILLOW

Description:

The session will give participants hands on experience of designing educational videos through the use of playful scenarios.

What will you be doing in this session:

In 2022 the Durham University `Centre for Academic Development (DCAD) launched its first video workshop aimed at academic staff: 'How to Make Effective Educational Videos'.

In each iteration of the workshop, participants learned how to plan and produce high quality educational videos using standard equipment such as smartphones while reflecting upon how pedagogic literature can inform video design (Mayer, 2001). In order to task attendees to apply key concepts on lighting, recording audio, digital accessibility and editing, we designed the workshop with a focus on active learning through a series of playful scenarios.

In this session we will provide an evaluated case study of how we went about designing and improving the workshop with each iteration, while introducing attendees to a taste of the methods that we used.

Participants will collaborate in small teams to plan a short video based upon the same fictional scenarios that we use in our workshop at Durham. With a focus on experiential learning, workshop facilitators will be on hand to guide each group through the technical and theoretical elements of producing a video, giving prompts and instruction where needed.

When attendees leave this session they will have:

References, web links and other resources:

Programme 2023

Tickets to Success: Creating an Arcade for Your Learners

Jessica Kohout-Tailor /

Friday Session 9: 11:30-12:30

60 min

WILLOW

Description:

Learn how to create an arcade for learning. Engage in a mini-arcade that requires you to complete games/activities to learn more about how to create an arcade to apply it to your organization. A university library will share their experiences creating an arcade and lessons learned.

What will you be doing in this session:

Participants will engage in a mini-arcade, made up of 5 different games/stations. Each station has a learning outcome that will help participants understand elements of an arcade for learning and will help them brainstorm how they can apply it to their organization.

A librarian will then discuss how she creates an arcade, based on the model participants just engaged in, at the beginning of the academic year for new students to learn about the university library's spaces, partners, and services. Lessons learned, materials, and logistics will be shared with participants. Feedback from participants will also be solicited so that the arcade can be improved. Participants will then have a chance to draft ideas for how they could use this model in their classrooms and organizations and ideas will be shared with the whole group.

When attendees leave this session they will have:

-Participants will have concrete ideas for implementing an arcade for learning by identifying elements of an arcade for learning, creating outcomes for their learners, describing their organization, identifying challenges their learners face, and identifying partners that could support learners.

References, web links and other resources:

Programme 2023

Maze races (Labyrinth games)

Vici Daphne Händel /

Friday Session 9: 11:30-12:30

60 min

Outdoors

Description:

Test and experience three different maze races (Labyrinth games) in just 60 minutes. The maze races are pedagogical activities designed and inspired by using board games or digital games narratives to conduct playful, physical and social learning activities. The learning activities combines playful learning, digital materials and physical activity.

What will you be doing in this session:

In the present workshop, participants are invited to try out and experience three different maze races. The three different themes presented are; a detective game, a wizard game, and a last man standing game. The maze races is developed by transforming board games, movie themes and digital games into playful, physical and social learning activities.

In the detective maze race you will either take the role of person X or the role of a detective. The goal for the detectives is to locate the exact location of person X who is running around trying not to get caught.

In the wizard game, all participant have to collect magic items and solve magical tasks in order to defeat a common enemy.

In the last man standing game participants are challenging each other while solving different secret tasks in order to survive the longest and be the last man standing.

All the maze races are designed by using a pedagogical tool called the play activity wheel. The play activity wheel is a pedagogical tool for (re)designing game universes into playful, physical, social learning activities. It helps (re)designers to frame and capture different elements from board games, digital games or television shows i.e. game elements, play activity elements and play media elements.

When attendees leave this session they will have:

I hope that all participants will get inspired to create their own pedagogical activity inspired by either board games, television shows or digital games.

I hope that all participants will be encouraged to implement playful learning, digital materials and physical activity when conducting or facilitating learning activities.

References, web links and other resources:

Read and learn more about the play activity wheel:

<https://dl.designresearchsociety.org/cgi/viewcontent.cgi?article=2861&context=drs-conference-papers>

Programme 2023

Would I Lie To You?

Liz White / Liz White

Friday Session 9: 11:30-12:30

30 min (first 30 min of 60 min shared session)

OAK

Description:

Would I Lie To You?, the popular BBC panel game, has been adapted as a tool for encouraging discussion among students.

What will you be doing in this session:

With a focus on library related claims, the group will collectively play Would I Lie To You?, assessing statements and deciding whether they are true or a lie. Players must also justify their choice, and the topic can be discussed around the room before the answer is revealed.

The adapted game has previously been played in an FE setting to encourage Level 1 students to consider the benefits of reading. It is now being used in HE as a tool during library induction sessions for Level 4 students, enabling them to see the benefits of using Library provided resources instead of those provided by Google. It provides an opportunity for students to debate the issues raised, demonstrating the importance of being able to back up our claims – using academic evidence! The game has been proved effective both in the classroom and online.

Participants at the conference can consider contexts for which to develop the game for use in their institutions, whether in a library setting or for curriculum teaching.

When attendees leave this session they will have:

References, web links and other resources:

Programme 2023

Info Dumps: spec analysis as a tool for source evaluation

Liz White and Jodie Heap / Jodie Heap and Liz White

Friday Session 9: 11:30-12:30

30 min (second 30 min of 60 min shared session)

OAK

Description:

A playful examination of how sources of information are evaluated. Will you win at Info Dumps?

What will you be doing in this session:

Participants will play a round of 'Info Dumps', providing the basis for discussion on how information sources are evaluated. Info Dumps is based on the popular card game Top Trumps in which players compare scores to win cards. Players compare a range of information sources, using criteria such as 'readability', 'content' and 'effort to evaluate' and use scoring on the cards to play. The higher score wins and the winning player takes the card. The winner is the person who holds all the cards.

Following the game, players are asked to consider the reasons why certain cards won, whether they agree on the criteria and whether they are aware of how they assess and evaluate sources of information. Comparisons between behaviour around academic resource evaluation and making online purchases will be made. Students have the skills to make informed decisions about resources and do not often put them into practice. This game will help them to recognise how these skills are transferable.

When attendees leave this session they will have:

References, web links and other resources:

Programme 2023

A new method for effective interdisciplinary game design: the Serious Slow Game Jam

Daisy Abbott / Daisy Abbott, Sandy Louchart, Jamie Ferguson

Foyer (throughout)

ongoing activity

Games lounge

Description:

A whistlestop tour of the Serious Slow Game Jam model. The SSGJ is an inclusive, collaborative, creative framework which allows rigorous interdisciplinary serious game design suitable for the wider research community. Come play with our resources, and find out how you could use the SSGJ in your own work...

What will you be doing in this session:

Game Jams contribute to creative, innovative and collaborative design, however, to use game jams for serious games, an alternative model is needed that integrates domain experts to ensure design/content validity. Furthermore, a rigorous yet accessible design methodology is required to balance pedagogic and game aspects (Aibara, 2020, Goddard et al, 2014). The Serious Slow Game Jam (SSGJ) model provides a highly rigorous, structured framework that would take 5 – 6 days in practice but you can get a taste of it from dropping into our foyer session throughout the conference.

You will have the opportunity to interrogate the model in detail, have a quick go at discrete activities of particular interest, and play with the resources that are released with the SSGJ model. These include three card decks: a discipline specific deck (in our case, cybersecurity-themed); a Learning Mechanics deck; and a Game Mechanics deck (Arnab et al, 2015). These decks are used within the framework to map subject knowledge to appropriate serious game mechanics and increase the rigour of designed games. Participants may undertake an (extremely!) rapid version of the main design phases of the SSGJ using these card decks and investigate the relationships between them.

We will also share reflections on the advantages and limitations of the SSGJ model and you can offer suggestions and guidance for how we can release the model in a format that supports adaption to any subject and is most beneficial to the serious games research community. You can also make suggestions of what support/guidance material you may need to run successful Serious Slow Game Jams yourself.

When attendees leave this session they will have:

You will get a clear understanding of the Serious Slow Game Jam method, its advantages and disadvantages, experience individual design activities, and learn how you could adapt and use the SSGJ for your own game design purposes. You will also be able to download all of our digital activity boards.

References, web links and other resources:

Abbott, D. et al (2023) Serious 'Slow' Game Jam – A Game Jam Model for Serious Game Design (forthcoming)

Aibara. 2020. Lessons Learned from Serious Game Jams Organized by DiGRA JAPAN.

Arnab, et al, 2015. Mapping learning and game mechanics for serious games analysis

<https://doi.org/10.1111/bjet.12113>

Goddard, Byrne, & Mueller. 2014. Playful Game Jams: Guidelines for Designed Outcomes

<https://doi.org/10.1145/2677758.2677778>

Stals, S. et al (2023) Evaluating Slow Game Jams as a Mechanism for Co-Designing Serious Games to Enhance Understanding of Cybersecurity (forthcoming)

SECRIOUS Project website: <https://ittgroup.org/projects/secrious/>

SECRIOUS online "provocative" games: <https://secrious-research-project.itch.io/>

Programme 2023

Surprise! (in the open)

Rachelle O'Brien /

Foyer (throughout)

ongoing activity

Games lounge

Description:

What does surprise mean to you? How do you feel about surprise parties? Jump scares? Public proposals?

This foyer based session invites you to contribute your thoughts and experiences of this topic to help to shape the development of a taxonomy of surprise.

What will you be doing in this session:

This foyer based session will involve participants getting involved in sharing their experience of surprise. The intention is that anybody who feels interested will be able to contribute to my thinking and the development of a 'taxonomy of surprise'. It is hoped that through out the conference participants will join in, sharing their own experiences of surprise such as whether a public engagement is a good or bad surprise. (I think it's HORRIFYING, what about you?)

When attendees leave this session they will have:

References, web links and other resources:

Programme 2023

A Festival of Fabulous Failures

Mark Childs / Michael Collins, Rebecca Ferguson, Puiyin Wong

Foyer (throughout)

ongoing activity

Games lounge

Description:

Welcome to the Pedagogzilla festival of failure in the foyer. A corner of catharsis where we take the UK's top education professionals, peel back the veneer of professional perfection to reveal and record the fabulously formative flaws beneath.

What will you be doing in this session:

Our foyer activity will be a recorded interview which will then be podcasted as part of the Pedagogzilla feed in a special "Pedagogzilla at Playful Learning" miniseries. This will follow the format of the podcasts conducted in 2022, but will be about learning from failure.

You are invited to drop in to the recording area to talk about either of the following (just tell us which you'd prefer before we start):

Fabulous Failures

We can frolic in the fun of your Fabulous Failure 1) Share with us an example of one of your fabulous failures 2) Tell us what you learnt from this 3) Ruminates on how playfulness provides a space for learning through failure.

Pissedårlig Undervisning (piss-poor teaching)

Suggested by our (presumably Danish) reviewer! If you'd prefer, we can peruse people's poor pedagogy 1) talk to us about an example of terrible teaching, you've either experienced as a learner, or foisted on folk. 2 and 3 same as above.

When attendees leave this session they will have:

starred in an episode of the world famous* Pedagogzilla podcast.

shared experiences and insights with other Playful Learning people and our many listeners.

found out what recording a surprisingly unprofessional podcast is like.

met one or more of our fabulously frolicsome foursome of funsters.

*Not necessarily this world

References, web links and other resources:

Listen to last year's conference podcasts at <http://www.pedagodzilla.com/> or search for Pedagodzilla wherever you get your podcasts from.

Pisspoor teaching is explored at <https://pissedaarligundervisning.dk/>

To read more on Podcasting and Playfulness read "A Word in Your Ear"

<https://www.journalofplayinadulthood.org.uk/article/id/1269/>

Programme 2023

The Crowd Creativity Show!

Alistair Aitcheson / Alistair Aitcheson

Foyer (throughout)
scheduled activity
OAK

Description:

An interactive stage show where everybody in the room gets to be creative! Host Alistair draws, reads poetry, dances and plays TV salesman, all directed by you the audience. Type into your phones and your inputs are immediately incorporated into the creative outcome!

What will you be doing in this session:

The session is split into four segments: reading, drawing, advertising and dancing. Visitors connect to the show by visiting the host's website. There they can type in messages that will be immediately interpreted by the show software and incorporated into the performance.

Host Alistair will be on-stage bringing the audience's messages to life. In the reading segment, Alistair will start with a beloved piece of public domain fiction and allow the audience to edit the text live while he is reading it, turning it into a strange and unpredictable piece of poetry. In the drawing segment, the audience will be dropping markers onto a camera feed of a canvas, and Alistair will attempt to realise whatever the audience wants in their painting wherever they want it – be it with pens, paint, collage or whatever wild and subversive ideas they come up with!

Everyone in the audience gets to make an active and meaningful contribution to a piece of performance art. You don't need to consider yourself a writer or an artist, and if you're shy you don't even need to get on stage (although the offer to do so is there if you want to!). Everyone gets to feel that the show would have been different if they weren't in the room.

The Crowd Creativity Show is based on Alistair's award-winning video game Artholomew Video's Stream Challenge (<http://artholomew.video>) and has been performed at video game festivals in Germany and the Netherlands.

When attendees leave this session they will have:

... helped create an unusual and unpredictable piece of art, poetry or dance! Anyone who's never considered themselves an artist before can say "I made that!"

References, web links and other resources:

Find out more about Alistair's projects at <http://alistair.games>

Find download the software and watch recordings of Alistair's livestream performances at
<http://artholomew.video>

Programme 2023

Upper Hand

Claire Carter /

Foyer (throughout)

ongoing activity

Games lounge

Description:

In an effort to highlight the reliable resources the library subscribes to I created a game based on Top Trumps where these resources score more highly than non-academic but popular resources. This should prompt thought and discussion on what kind of information is needed and where best to find it.

What will you be doing in this session:

Feedback required!

I need your help to fine tune this tool for our students, so come and take a look and let me know what you think!

Top Trumps is a card game where players each start with a stack of character cards which depict different statistics on that character. Players take it in turn to chose the statistic most likely to be better than the other contestants cards from the top of their stack. The player with the winning statistic (largest/fastest/strongest etc) wins the card. The aim to collect as many cards as possible. There are of course alternatives, for example, where cards are given to the lowest card and the aim is to get rid of all a player's cards.

Upper Hand is played similarly in small groups, taking turns selecting a facet of the resource e.g. ease of use/access, specialism and announcing the corresponding score. From the top card of their deck the other participants announce their scores and the highest score wins the card. The object of is to collect as many cards as possible and a time period is usually set to avoid the game going through too many iterations.

When attendees leave this session they will have:

The session was designed to give students a greater understanding of what resources are available and which ones are best for the type of information/research required. Attendees will be able to test the game as students and possibly come up with their own versions.

References, web links and other resources:

Programme 2023

Bad Logic: a card game to teach essay planning skills to 400+ business ethics students

Laura Mitchell /

Foyer (throughout)

ongoing activity

Games lounge

Description:

In this session, participants will get to evaluate the prototype card game 'BAD LOGIC' which aims to teach large groups of interdisciplinary (and international) business students how to organise their thinking to write essays, and identify common pitfalls.

What will you be doing in this session:

Attendees at this session will mainly be playing the card game, which has already been tested in a real business ethics course with 400 students. However, those students are not playful learning specialists and you are!

This game was developed not only to focus on addressing the learning requirements of the module and students, but also to look at how we might design games more effectively. This year is the first of an ongoing research project which now aims to look at different student cohorts over 3 years and their responses to the game (including their performance in essay assessment). I will share an (optional) video where I briefly outline how I designed the game, some of the innovative ways in which students (and other tutors) adjusted the rules and use of the game deck as a teaching prop.

As well as inviting you to play the game, I invite you to comment on the design process and learning objectives. The game aimed to mobilise randomness (a card deck) in order to encourage students to think about how they gather evidence for an argument, and focused on a question tied closely to their topic of learning and assessment. The game also introduced a competitive cycle of critique, a veritable bloodbath of peer review, which was less engaging to students. So was BAD LOGIC badly designed? Come and help me find out!

When attendees leave this session they will have:

References, web links and other resources: