

Programme

Keynotes

Venue

Playful Learning 24 Programme

The Playful Learning Conference Code of Conduct is [here](#). Please take a look before taking part in the Conference.

Wednesday 3rd July 2024

10:30	☞ Registration, Bramber House 3rd Floor
11:30	☐ Welcome to Playful Learning 24 ☐ Keynote 1, Terrace Room – Emma Bearman
12:45	☐☐ Beach Hut Groups 1
13:30	☐ Lunch – Sandwiches and finger buffet
14:30	1 ☐☐ Click to open Session 1 (60 minutes)
15:30	☐☐ Break (15 min) with ☐
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 (outdoors) – Where's my fish? Beer battered (seaweed brined) banana blossom, 3 day chips, crushed peas, hand cut tartare sauce, mega pickle, lemon & malt vinegar powder Boho Gelato

Thursday 4th July 2024

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 – Meze Market Table Falafel, Chargrilled Halloumi & Peppers, Khobez Flatbread, Greek Salad, Tabouleh, Pickled Red Cabbage, Hummus & Tzatziki.
13:30	☐ Keynote 2, Terrace Room – Dharmesh Mistry and Anand Mistry
14:15	☐☐ Beach Hut Groups 2
15:00	6☐☐Click to open Session 6 (60 minutes)
16:00	☐☐ Break (15 min) with ☐
16:15	7☐☐Click to open Session 7 (60 minutes)
17:15	☐☐ Free time
18:00	☐ Buses into town (6pm and 6:45pm from East Slope reception to Brighton Pier) ☐ Brighton Pier, food (vouchers for the pier) and activities If you have additional dietary requirement please speak to reception for alternate food arrangements. ☐ Buses back from town (9:45pm and 10:30pm from Brighton Pier back to East Slope reception)

Friday 5th July 2024

08:00	☐ Breakfast / Registration
09:00	☐ Welcome to Day 3 and Connect & Reflect: Playful Idea Sharing
09:45	8☐☐Click to open Session 8 (90 minutes)
11:15	☐☐ Break (15 min)
11:30	9☐☐Click to open Session 9 (60 minutes)
12:30	☐☐ Beach Hut Groups 3
13:00	☐ Keynote 3, Terrace Room – Nic Whitton ☐ Conference Close
14:00	☐ Collect take home lunch box and depart

Other Activities

Ongoing	Utilising Scavenger hunts to activate principles of interprofessional education Foyer (available in breaks) Ailsa Dollard / Emma Darbyshire
Chill Out	If you need some quiet space away from the conference at any time, then head to the far end of the conference area. Our chill out room is there when you need it, or speak to the reception team if you need anything else.
Election	If you want to follow election events more closely, we will be providing a dedicated space (Bramber room 243, one floor down from the conference) where you can dip in or out of the coverage with others who are interested.

No need to confirm your choices now – you can choose on the day depending on what interests you!

Programme Session Details 2024

Engage your students through Taskmaster in the Classroom. Your time starts now.

Corresponding Author: Dr Ali Struthers

All authors:

Length: 60 minutes

Location: Terrace Room

Description:

In 2021, I started using Taskmaster in my UG teaching at Warwick Law School as a way of introducing students to concepts of legal interpretation and the importance of tightness in wording in drafting. I set them seminar preparation of watching an episode of Taskmaster and considering its connections to Law, and based the in-class activities, including a drafting exercise, on the Taskmaster format.

At the Playful Learning Conference, I will give participants a taste of Taskmaster in the higher education classroom, and show how I am using these concepts in legal outreach work with younger audiences through the national School Tasking competition. Participants will be able to have a go at some of the Taskmaster-style challenges that I use in the higher-education classroom, as well as be introduced to some of the activities and tasks that the Law student teams deliver in the School Tasking sessions.

Taskmaster is the most beautiful vehicle for education at all levels (Struthers & McConnell, 2023) and I have used it to engage audiences from Year 5 through to my Warwick colleagues. Tasks can be tailored to different skill sets, to allow each participant the chance to excel and contribute to their team. The gentle competition encourages teamwork, collaboration, creativity, lateral thinking and numerous other skills, and the nonsensical nature of some of the tasks is a great leveller. Secondary and sixth form students, for example, can be tricky to engage, because they tend to be unwilling to throw themselves into activities where they feel they might be ridiculed by their peers. Though it takes longer to warm them up than it does with younger or older cohorts, Taskmaster has proven to be a wonderful way of engaging this age group. And so it is with university students, who tend to throw themselves into Taskmaster challenges with gusto, after perhaps some initial hesitation.

My main aim in this presentation is to enthuse participants about using Taskmaster as a vehicle for education with university students. By getting everyone involved, I will show how the format of Taskmaster genuinely brings people together, with absolutely joyful outcomes.

References, web links and other resources:

These are links to the outreach project that I created that is based on Taskmaster, but will give a flavour for what will be done in my session:

<https://taskmastereducation.com/school-tasking> (I co-run Taskmaster Education for the production company, Avalon)

<https://warwick.ac.uk/fac/soc/law/aboutus/lawoutreach/schooltasking/>

Struthers, A. & S. McConnell, 'Improve Children's Legal Knowledge and Skills Through School Tasking: Your time starts now.' (2023) *The Law Teacher*, DOI: 10.1080/03069400.2023.2282860 (<https://www.tandfonline.com/doi/full/10.1080/03069400.2023.2282860>)

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Programme Session Details 2024

Notre Dame de Play-ris – exploring French through musical theatre

Corresponding Author: Laura Barclay

All authors:

Length: 90 minutes

Location: Outdoors

Description:

Danse mes playfellows!

Join Clopin's band of outcasts to explore the story in one of the musical numbers from Luc Plamondon's french-language musical, 'Notre Dame de Paris'. No dance or French experience required!

Delegates will have an opportunity to create movement/choreography to a verse from 'Les sans-papiers' in order to draw out key themes, words and phrases from the material. Delegates will decide how the session runs on the day – we can watch a video of the song in question, discuss/translate the lyrics, or dive straight into choreography!

This session replicates the methods used in my EdD research with students, which seeks to explore the application of playful learning in higher education, as opposed to advocating for this approach specifically to language teaching/learning. There is evidence to suggest that language learning is perceived to be difficult (Tinsley, 2019); therefore, my research aimed to apply a playful learning approach, where errors are a natural part of the process and participants could engage in a subject (in this case, French) that may previously have seemed inaccessible.

My research project followed the premise of process drama with an added musical component, which focuses on process (the language learning) rather than product (an assessment or performance) (O'Toole, 1992, cited in Marrucci & Piazzoli, 2017). Rather than reading or watching a performance in French, I want participants to be the performers and interact with the language in a dynamic way.

After creating their short pieces of movement, delegates will be invited to share their perspectives about engaging with the French language through musical theatre. These reflections will lead to a short presentation of the data collected from participants in my EdD research for comparison.

It is hoped that in this session delegates will have an opportunity to be active, and might even learn 'un petit peu' of French!

References, web links and other resources:

Marrucci, L. and Piazzoli, E. (2017, June 21-23) Evaluating Learner Engagement in Arts Education: Perspectives from Music and Drama in Education [paper presentation], 3rd International Conference on Higher Education Advances, HEAd'17, Universitat Politècnica de València, València, Spain. DOI: <http://dx.doi.org/10.4995/HEAd17.2017.5516>

Tinsley, T. (2019). Language Trends 2019, British Council <https://www.britishcouncil.org/sites/default/files/language-trends-2019.pdf>

Programme Session Details 2024

Are you being surveyed? Playfully reimagining the gathering of student views

Corresponding Author: Giskin Day

All authors: David Fernandes Blanco, Tiziana Mangiaratti, Simon Pocock, Basheq Tarifi, Peter Thomas, Hayley Williams

Length: 60 minutes

Location: Terrace Room

Description:

Decisions about innovations in HE are increasingly required to be evidence-based. A consequence is that students are relentlessly surveyed, often in tedious ways. Can we be disruptors and create a fun, charming, useful playful survey that overcomes survey fatigue? Of course we can! This workshop will show how an interdisciplinary team pooled their skills and devised a playful survey to inform the design of a new short course for doctoral researchers. Participants will have a chance to play the survey, and gain an insight into the challenges and opportunities the project encountered.

References, web links and other resources:

Not yet but there will be!!

Programme Session Details 2024

Avert Climate Change – a climate conference simulation game

Corresponding Author: Annette Kern

All authors:

Length: 90 minutes

Location: Gallery Room 1

Description:

This session invites participants to 1) play a climate conference simulation game, 2) discuss what can be learned by this game, and 3) get a mini-intro in how games like this can be programmed using google sheets.

The simulation game was created to help upper secondary and university students to experience, understand and discuss challenges and obstacles involved in the cooperation for climate change mitigation. Participants take on the role of country representatives who are called to decide – within a given time limit – on how to reduce worldwide CO2 emissions to a set target and who will finance it. Like in the real world, the countries differ regarding size, economic wealth, previous and projected future emission levels, mitigation cost and anticipated affectedness by climate change, so conflicts are inevitable. The game design requires the countries to negotiate national reduction targets and compensation payments, reaching some common understanding about what is fair and sensible (from a cost efficiency point of view) in order to jointly avert climate change and thus win the game. The simulation is digitally supported: countries' mitigation proposals or financial commitments are entered in an online input mask, with real time updates displayed for all players to see the effect on the overall mitigation target and countries' economic situations.

After playing the game, there will be a discussion about what learners might take away, to what extent the game illustrates real world dilemmas and conflicts, and the potentials of cooperative simulation games in general. Constructive feedback how the simulation may be improved or amended for different target groups will be very welcome!

Finally, there will be a short presentation about how the game was developed from a paper version to the digitalized version. It was made using google sheets, so no special software or advanced programming skills were necessary. Hopefully it will inspire and encourage creative people with limited digital skills and equipment to create their own digitalized games.

References, web links and other resources:

Programme Session Details 2024

What the Plork?

Corresponding Author: Dan Castro

All authors:

Length: 60 minutes

Location: Gallery Room 2

Description:

Outline

It's no big secret that creativity relies heavily on play. And in order to be playful, as Bernard de Koven would put it, we have to "let [our selves] out to play" (2014, p 34-35). We need to adopt a mindset that allows us to approach things creatively, curiously, optimistically. But for creative practitioners, pedagogues, and students alike this is often loaded with the paralysing idea that in order to have value, the creative work needs to be 'good'; and in this thought process we forget the very core of what it means to create. We forget how to play.

Based on my PhD research, this workshop establishes Corita Kent's notion of 'plork' – working playfully, or playfully working – (Kent and Steward, 2008) as part of a contemporary toolset for engaging our playful selves; for worrying less and working more. Through two key processes – abstract drawing and rule-setting – participants will re-engage with their own playfulness and playful values, learn techniques that give themselves and their students permission to be playful, and ultimately create space for more playful, productive, imaginative practices. And it's not just for creative practitioners and teachers! Anyone and everyone can benefit from reminding themselves to be more playful.

After an introduction to the themes and research, this workshop embodies the conversation between work and play in its first two parts, before bringing them together:

Part 1 – Play – participants learn about abstract drawing and conduct their own abstract drawing practices, rapidly producing colourful, energetic work not bogged down by concerns of quality.

Part 2 – Work – participants discuss rules, reminders, mantras, and guidelines that might encourage playful attitudes in themselves or their classrooms. They then write their own 'plorkful manifesto'.

Part 3 – Plork – participants combine the two processes into a Plorkful Poster; a colourful, playful reminder of the traits that are important to them and that will help them remember to engage their playful selves more going forward.

Participants will not only come away with the physical poster, but with an understanding of the importance of non-judgemental creative practice and co-creating rulesets as ways of engaging with playfulness. They will be able to run similar workshops themselves, and encourage plork as a methodology for creating playful, creative learning environments.

Intro – 15 minutes

Part 1 – 10 minutes

Part 2a – 15 minutes

Part 2b – 5 minutes

Part 3 – 20 minutes
Conclusion – 10 mins
Contingency – 10 mins

References

DE KOVEN, B. L. 2014. A Playful Path. ETC Press 2014.
KENT, C. & STEWARD, J. 2008. Learning by heart, New York, Bantam Books.

References, web links and other resources:

Research blog: www.plork.fun
Teaching/learning blog posts for University of Edinburgh: <https://www.teaching-matters-blog.ed.ac.uk/category/author/dan-castro/>
Personal/commercial creative practice: www.castroandfriends.co.uk

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Programme Session Details 2024

Put the learning into work; take the work out of learning

Corresponding Author: Fiona MacNeill

All authors: Rochelle Livingstone

Length: 30 minutes

Location: Gallery Room 1

Description:

Hello All,

We (Fiona & Rochelle) look forward to welcoming you to our session: **Put the learning into work; take the work out of learning.**

Here are some things we wanted you to know ahead of our session:

- You will be playing card games with fellow attendees
- There are some reading materials as part of our session, available at the following links (one document – two format options):

[PDF \(A4\)](#)

[Word – large print and adjustable \(A3\)](#)

- Our only rule: Let's have fun and take the work out of learning!

If you would like to share something with us (e.g.: reasonable adjustments) that could make your experience better, please email:

fiona.macneill@solvdtogether.com

See you on Thursday,

Fiona & Rochelle

Solv'd Together

Adults may well be natural sceptics while in their working habitat; how can we entice them into learning something? Scepticism is natural when you consider all their previous experiences of learning at work... that informative slideshow that many will not remember, that riveting policy talk, that essential e-learning package. In this session, we'll take you on a tour of games we've designed for various adults working in different contexts and industries. We'll also give you starting points for designing your own card games to encourage reflection and self-awareness and to support behavioural change. This session is led by designers from Solvd Together, an award-winning learning consultancy that provides bespoke solutions for adult work-based learning requirements.

References, web links and other resources:

Frog (no dates) 'Cards for humanity', available at: <https://cardsforhumanity.frog.co/>. Accessed: 14th January 2024.

Gray, D., Brown, S., and Macanufo, J. (2010) *Gamestorming: A playbook for innovators, rulebreakers, and changemakers*. Sebastopol, CA: O'Reilly.

Weinschenk, S. (2011) *100 things every designer needs to know about people*. Berkeley, CA: New Riders.

Werbach, K. and Hunter, D. (2012) *For the win: how game thinking can revolutionize your business*. Philadelphia, PA: Wharton Digital Press.

Whitton, N. (2010) 'Game engagement theory and adult learning', *Simulation & Gaming*, 42(5), pp. 596–609.

doi:10.1177/1046878110378587.

Stickdorn, M. et al. (Eds.) (2018) This is Service Design doing. Sebastopol, CA: O'Reilly.

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Programme Session Details 2024

Improvisation in ethical leadership training

Corresponding Author: Arran Stibbe

All authors:

Length: 60 minutes

Location: Terrace Room

Description:

This session will begin by outlining a theoretical framework which sees ethical leadership as a process of co-creating socially constructed reality based on a shared ecological philosophy (or ecosophy). The framework draws from communicative leadership (Johansson et al., 2014), ecolinguistics (Stibbe, 2024a, 2024b), transformative leadership (Shields, 2017), and conversation analysis (Lester and O'Reilly, 2018). Seeing leadership in this way has important implications for leadership training, where what becomes central is building a shared ethical framework that considers not just humans but other species and the ecosystems that life depends on, and then engaging consciously in a process of co-constructing social reality through dialogue and interaction. It is a process of questioning the stories that we live by in our unsustainable industrial civilisation and creatively inventing new stories to live by, bringing new realities into being. However, it is very difficult to break out of the conventional stories that we live by and actively construct new worlds because the stories we live by are often seen as 'just the way things are'. This is where improvisation (or 'impro') comes in, as a communicative discipline or discourse where shared reality is created in the moment in dialogue with others, without need to stay within the constrictions and conventions of current society. Originating from theatrical training (Johnstone, 2007), improvisation has expanded to be seen as a key skill for education and life (Goldie, 2015). This session will explore the role of improvisation in ethical leadership training with practical audience participation exercises that involve working together to create new shared realities. The exercises involve a lot of fun and laughter and appear trivial at first, but when seen in the context of ethical leadership they take on a new seriousness as acts of cooperative resistance to the structures of our unsustainable society. The techniques for ethical leadership training described in this session have been successfully implemented in an undergraduate English Literature degree and an MA Education degree, but can be incorporated into almost any course or professional training since rethinking the stories we live by is a core mission of all ethical educational institutions and organisations. You will come away from this session with original and radical ideas for social transformation and tools that can be put into practice in any educational situation to help develop effective and ethical leaders of the future.

References, web links and other resources:

- Goldie, A., 2015. *The Improv Book: Improvisation for Theatre, Education and Life*. Oberon Books, Limited.
- Johansson, C., D. Miller, V., Hamrin, S., 2014. Conceptualizing communicative leadership: A framework for analysing and developing leaders' communication competence. *Corp. Commun. Int. J.* 19, 147–165.
- Johnstone, K., 2007. *Improv: improvisation and the theatre*. Methuen Daram, London.
- Lester, J.N., O'Reilly, M., 2018. *Applied conversation analysis: social interaction in institutional settings*, 1st edition. ed. SAGE Publications, Inc, Los Angeles.
- Shields, C.M., 2017. *Transformative Leadership in Education: Equitable and Socially Just Change in an Uncertain and Complex World*, 2nd edition. ed. Routledge, New York.
- Stibbe, A., 2024a. Ecolinguistics and leadership, in: Steffensen, S.V., Cowley, S., Döring, M. (Eds.), *Language as an Ecological Phenomenon: Language and Bioecologies in Human-Environment Relationships*. Bloomsbury Academic.
- Stibbe, A., 2024b. *Econarrative: ethics, ecology and the search for new narratives to live by*. London: Bloomsbury

Programme Session Details 2024

2070: Can you help solve problems of the future?

Corresponding Author: Tina Burton

All authors: Nina Kramer

Length: 60 minutes

Location: Gallery Room 2

Description:

This activity has come from a project called New Canterbury Tales, began as a collaboration between Anglia Ruskin University and Avans University in Breda, Holland on undergraduate programs. It now has more partners outside of education as it has expanded.

The project explores what life might be like in 2070, for citizens who live in what is now called New Canterbury in Northern Scotland. There are a series of stories that give some indication about a variety of characters who live there (written by Nina Kramer, my project partner in Breda) which are available on the website below.

One of the stories is written about Catriona who is an elder and involved with the hearings.

The citizens of this future city solve problems in a non-punitive way, and instead of a courtroom, have citizens hold hearings to discuss their issues.

These hearings have been developed into a role-playing game, where participants adopt a character from a future city based on the stories. Participants will be given information about the character they will play, with some background information about the city along with what the hearing is about. They then explore the issues: there is some guidance in case things get too heated, or too quiet, but it is democratic and self-directed for the most part.

The idea of the project is that if we can begin to consider future lives, it may help in coping and understanding the present time we live in and perhaps plan for an optimistic future. Two themes are currently being explored; living with nature and compassionate communities. One of these themes will form the basis of the hearing.

The project is ongoing, and we have been using playful learning and non-hierarchical classroom ideas as part of it. The hearing has been run for students, staff, the public, online and in person, in the UK and in Holland, over a dozen times so far and we hope that it might inspire others to use role play to develop storytelling, ideation and collaboration.

For this project, we found that using the idea of role playing and creating a lush space helped explore storytelling in a deeper and more authentic way, and that everyone involved in the project became more confident and engaged with the project.

Sharing this activity will hopefully attract discussion and help to demonstrate in a concrete way how we approach teaching.

References, web links and other resources:

Here is our first online hearing https://www.youtube.com/watch?v=bYRH_T5aMBk

Here is the website for the whole project <https://newcanterburytales.com/>

Programme Session Details 2024

Pedagodzilla: Giant Podcasters All-Out Attack

Corresponding Author: Mark Childs

All authors: Mike Collins

Length: 60 minutes

Location: Podcast room

Description:

For two years the Pedagodzilla team has produced interviews with delegates, keynote speakers and committee members as well as providing their own reflections on the day's events. Now we would like to invite other playful learners to get involved. In a team you will produce a segment on that day's playful learning to be incorporated into the daily podcast coverage, in whatever style, format and level of competence you like.

Aims for the session are

- We cover the basics of podcasting
- You choose your group
- You start to formulate some ideas
- You plan when to meet up to record the segment

We will briefly introduce our own experience (and proper research research) on podcasting as a playful learning mechanism. We will explain the basics of podcasting including types, formats and liberating structures, as well as the nuts and bolts of editing and publishing them.

We will also cover some of the roles involved in podcasting and ask you to identify if you are:

- the host with the most? The social WD40 that keeps a show on track and keeps the conversation flowing?
- a contributor, with something to say or happy getting stuck in with the discussional hurley burly?
- an ideas person who prefers not to speak on microphone, but can people-wangle, research, or is great at linking pedagogy to other (playful) themes?

Or some combination of those or none? Every podcast team is stronger if it has one (or more) of those skills within it. Then you choose if you will be in:

Team Baragon: Day 1 podcasters – out of the blocks quickly, but out of the picture quickly. Are you good at picking up things quickly but then want to move on? Team Baragon is for you.

Team Ghidorah Day 2 podcasters – a bit of time to build up momentum. Day two is the longest day though so you possibly will need at least three heads.

Team Mothra; Day 3 podcasters – might take longer to take flight, but providing a comforting finale to the proceedings.

Then it's over to you! You will be given resources to support you in bringing your team together, figuring out your role, and bringing your podcast segment to life. Mike and Mark will be on hand throughout the conference to help guide you along the way, and support, edit and publish your recording.

At least one of us will be on hand at regular times during the rest of the conference to help out. And hopefully, once you've done it once, you'll be able to go out into the world and conquer it monster-style (the educational podcasting part of it anyway).

References, web links and other resources:

To get an idea of previous Playful Learning podcasts they can all be found at <http://www.pedagozilla.com/>

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Programme Session Details 2024

A Gathering, A Picking

Corresponding Author: Rachel Haley Himmelheber

All authors:

Length: 60 minutes

Location: Gallery Room 1

Description:

This workshop will focus on an undergraduate college course I am teaching spring 2024 called Play and Practice for the Artist. This course is project-based, with each student participating in readings and discussion before creating a personal project focused on their own playful creative practice.

This workshop would be particularly relevant for other playful teachers or facilitators, for artists, or for any adults who wish to examine how a playful creative practice can better fit into their lives.

In this workshop, participants will gain an overview of how I structured this course, with particular attention paid to how I made space to learn and play alongside students while teaching the course. I will also include what I imagine may be resonant bits of my narrative: how I came to the world of play scholarship in the pandemic, in a mid-life disciplinary crisis, in a floundering state of grief, and what lessons I have taken from both trying to teach more playfully, and from teaching play explicitly as content. I expect by sharing lessons with other teachers I will learn so much, which is always a goal of mine in sharing my own work.

Most surprising to me of these lessons, although perhaps obvious in retrospect, is how un-fun and un-playful some of it has been for me as the instructor. How utterly requiring of a paradigm shift it has been. Teaching play has been uncomfortable, it has forced me to change my mind about some long-held pedagogical beliefs, and it has thrown my confidence at times. As an artist in higher education—my field is creative writing, with an emphasis on fiction—I am used to how crucial my own practice is to my pedagogy. That I write fiction myself, that I read our course texts and design assignments as a practitioner, all of that feels essential to who I am as a teacher. So in this new-to-me area of play scholarship, my fear has always been that I'd hear someone on campus whisper, "Who is that dour looking person?" And another would whisper back, "That's the professor who teaches about play."

Participants will enact a few of the course's activities, including constructing their own play histories, with an emphasis on reflecting on how their preferred childhood modes of play show up (or don't) in their adult lives. Participants will also begin to reflect upon some of the major questions of the course, including:

*What do I wish I were doing/paying attention to?

*Are there spatial and temporal aspects to paying attention that I might enact? How might a bioregionalist approach to hanging out with my playful, curious self look?

*Do I spend enough time in my inner life?

From these questions, and from examples I share from the course projects, participants can begin to map out what a creative playful practice might look like for each of them. Some of these activities will be reflective and some will be shared in small groups.

References, web links and other resources:

Here are references I have actively used in drafting this proposal. If my workshop is selected, there may be more by the time of the conference.

Burr, Brandon and Ladonna Atkins, Anita Glee Bertram, Kaye Sears & Andreae N. McGinnis. "If you stop playing you get old": investigating reflections of play in older adults. *Educational Gerontology* vol 45, no.5, 2019, pp 353-64.

Fasting, Merete Lund and Jannicke Høyem Freedom, "joy and wonder as existential categories of childhood – reflections on experiences and memories of outdoor play." *Journal of Adventure Education and Outdoor Learning*, 2022, DOI: 10.1080/14729679.2022.2066008.

James, Allison. "Making A Case for the Playful University." *The Power of Play in Higher Education: Creativity in Tertiary Learning*. eds Allison James and Chrissi Nerantzi, Palgrave Macmillan, 2019, pp 1-19.

Lauricella, Sharon and Edmunds, T. Keith. "Ludic Pedagogy: Taking a serious look at fun in the COVID-19 classroom and beyond," *Educational Considerations*, vol. 48, no. 1, 2022, <https://doi.org/10.4148/0146-9282.2324>.

Leather, M., Harper, N., & Obee, P. "A pedagogy of play. Reasons to be playful in post-secondary education." *Journal of Experiential Education*, 2020, <https://doi.org/10.1177/1053825920959684>.

Odell, Jenny. *How to Do Nothing: Resisting the Attention Economy*. Melville House, 2019.

Sandberg, Anette. "Play Memories and Place Identity." *Early Child Development and Care*, vol 173, no.2-3, 2003, pp 207-21.

Whitton, Nicola. "Playful learning: tools, techniques, and tactics." *Research in Learning Technology*, vol 26, 2018.

Programme Session Details 2024

Unleashing playfulness in statistics teaching: a journey from zero to >zero...

Corresponding Author: Emily Harper

All authors:

Length: 60 minutes

Location: Gallery Room 2

Description:

The realisation of undergraduate Biosciences students that they haven't completely escaped having to study maths and statistics often sparks dread, despite how essential these skills are in life sciences and scientific research. Many students have switched off before the teaching is even switched on. In response to these challenges, I have embedded several elements of playfulness to try to convince students that statistics can be engaging, worthwhile, and even a whole lot of fun!.

In this session I will demonstrate how, with the help of AI, I have been able to reinvigorate the Biosciences statistics teaching and participants will have a chance to explore some of the playful aspects used in the statistics classroom. The interactive components of the session include participants creating their own memes, offering a lighthearted and creative outlet to express their feelings about maths. Additionally, participants will be able to explore how a virtual Excel escape room can enhance problem-solving skills and offer a gamified approach to statistics.

Beyond the activities, this session serves as a platform for participants to reflect on elements of their own teaching that are often perceived negatively and embrace the use of digital media in playful practice. Participants are also encouraged to share their thoughts and ideas to collectively improve the playfulness of statistics teaching.

Disclaimer: there is absolutely no requirement to know or understand a high level of maths to join this session, and maths-apprehensive participants are strongly encouraged to join.

References, web links and other resources:

Programme Session Details 2024

The Eye Opener Board Game

Corresponding Author: Meynell Walter

All authors: Sarah Goldsmith

Length: 60 minutes

Location: Gallery Room 1

Description:

We present the Eye Opener. A stimulating, playful and challenging, large scale board game. This game exists to make a difficult subject more enjoyable to engage with. It will make you think deeply about your beliefs and attitudes to equality practice, inclusion and equity.

Through the Eye Opener board game, and the guidance of the facilitator, participants will evaluate personal experiences of equality and anti-discriminatory practice; explore the challenges of responding appropriately to discrimination, come face to face with gaps in their knowledge and work together to create examples of good practice that can then be implemented in their own contexts.

This game has been developed as part of the level 2 and level 3 playwork qualifications, but we hope that through this practical presentation and in playing of the game, we can also explore how this approach can be adapted for use in other education settings and subjects within adult learning.

References, web links and other resources:

Programme Session Details 2024

Utilising Scavenger hunts to activate principles of interprofessional education

Corresponding Author: Ailsa Dollard

All authors: Emma Darbyshire (edarbyshire1@uclan.ac.uk), Emma Gillaspay and Abhilasha Jones

Length: Foyer (runs throughout)

Location: Foyer

Description:

This session will demonstrate how scavenger hunts help teams deliver interprofessional education (IPE). The Centre for Advancement of Interprofessional Education (CAIPE) defines IPE as 'When two or more professional learn with, from and about each other to improve collaboration and quality of care' (Barr 2013).

IPE is a hot topic in health education. The World Health Organisation (WHO) deems IPE a necessary step in preparing a collaborative, practice-ready workforce that is better prepared to respond to health needs (WHO, 2010). Underpinned by principles of teamwork, communication skills and collaboration, IPE is relevant to any sector.

Scavenger Hunts have been around a long time. They are powerful educational tools allowing mischief and play to encourage teams to collaborate to solve puzzles whilst exploring the wider environment.

Traditional classroom settings can struggle to maintain learners attention (Smith 2020), the integration of Scavenger Hunts allows animation, unpredictability, and competition. The gamified nature of Scavenger Hunts makes them an ideal channel for educational interventions by merging entertainment with academic rigor (Smith 2020). The hunt instigates real time problem solving and teamworking which can later be reflected on in debriefing.

For these reasons we chose a scavenger hunt when developing an IPE session for medical and nursing students. Inspired by this session we aim to share our findings of delivering IPE and scavenger hunts. We do not want to tell you about our findings, we want you to play... In this foyer session players will engage as small teams (friends, strangers, colleagues), working collaboratively to complete a scavenger hunt. First clue, find the hunt masters. From there each team will need to complete tasks and decipher cryptic clues to figure out where they are going next. The hunt will take in different areas of the venue. QR codes will be placed at the puzzle locations with players required to scan the codes to be able to complete a variety of styles of puzzle. This is not your average scavenger hunt, players will need to embrace taking selfies, lateral thinking, quizzing, and adventuring. In doing so they will be exploring the space, learning about themselves and others, and how to best apply their specialist skills. The reward for completing each puzzle successfully? Insights from our experience designing and delivering IPE, testimonials from students involved in these sessions and learning from our mistakes/ successes with or top tips and thinking points. The ultimate prize will be players own inspiration, following playing the hunt they can consider how they will incorporate scavenger hunts into their own practice. Due to the nature of running the hunt during a conference, players can play at any time, spending as long or as little at each puzzle. We encourage players to return to the hunt master on completion to share learning points and feedback.

In conclusion, integrating these innovative approaches can offer an interactive and engaging learning experience which will hopefully nurture a culture of cooperation and understanding across disciplines and bring something different to your usual teambuilding activities.

References, web links and other resources:

Barr, H., & Low, H. (2013). *Introducing Interprofessional Education*. Fareham: CAIPE.

Barr, H., & Gray, R. (2013). "Interprofessional Education: learning together in health and social care". In Walsh K (ed.) "Oxford Textbook of Medical Education" Oxford University Press.

CAIPE. (2017). Interprofessional Education Guidelines. (Barr, H., Ford, J., Gray, R., Helme, M., Hutchings, M., Low, H., Machin, A. and Reeves, S.). London: 2017, CAIPE. Available at:www.caipe.org

Smith, A.N. (2020) Gamification in the Classroom : The Impact of Online Gamified Elements on Student Engagement and Academic Performance. *Journal of Educational Computing Research*, 58(7), 1403-1427.

WHO. (2010). Framework for Action on Interprofessional Education and Collaborative Practice. Geneva: WHO.

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Programme Session Details 2024

Mischief managed

Corresponding Author: Rachelle Rawlinson

All authors:

Length: 30 minutes

Location: Terrace Room

Description:

This session will be a guided exploration of digital escape rooms to explore whether we (collectively as a group) think that digital escape rooms have educational potential, it is hoped by the end of the workshop we will be able to decide whether yes, they do, no they don't, or we're not sure.

This exploration will involve a short introductory presentation from myself about my PhD research (it will definitely be short, because it's very new ☹) and I will ask delegates a series of guided questions to explore digital escape rooms, game mechanics and educational practices so that by the end of the session we can answer the question; do digital escape rooms have educational potential?

During this session delegates will get hands on with different modes of escape room, such as hybrid, digital and physical and experience different game mechanics and narratives. Essentially we will play and deconstruct to help us to answer the question!

In this session delegates can expect to:

- Learn about escape rooms including what they are, how they might be formatted, ways in which they may relate to education and educational practices
- Reflect on and discuss personal experiences and thoughts on escape rooms, or similar activities e.g. puzzles
- Experiment with different types of escape rooms
- An opportunity to work with some likeminded people on some new, or familiar activities
- Work collaboratively through the session to critically reflect on and consider the question 'do digital escape rooms have educational potential?'

References, web links and other resources:

I will submit these closer to the time!

Programme Session Details 2024

Once upon a time: Creating connections and building engagement with a storytelling mindset

Corresponding Author: Becky Hartnup

All authors: Carina Buckley

Length: 60 minutes

Location: Gallery Room 2

Description:

This session is a playful, practical workshop in storytelling techniques, informed by research and practice. The goal is to develop a storytelling mindset and the confidence to put it into practice, incorporating your own stories into your communication or encouraging your students/team to leverage creative technologies for storytelling.

Learning Goals

Understand the power of stories – why they are becoming a core competency in teaching and learning, communication and leadership
Gain concrete experience of the power of stories by sharing stories that matter to you and reflecting on how stories influence our emotions and behaviour

Identify and analyse storytelling approaches and techniques and consider how they support teaching and learning/wider communication

Build concrete experience in applying storytelling techniques

Create a short teaching story in a group – using creative technologies.

The session is designed to be accessible for those new to storytelling and creative tech but with plenty to engage those already incorporating them. This includes improvisation games, multimedia, and telling our own. It will culminate with a hands-on group activity of building a story; a multi-modal story using freely available creative technology

The session will be framed by the growing body of research that recognises storytelling as a legitimate means of questioning, building, and sharing knowledge and will include concrete examples of how storytelling is being adopted in universities right across the curriculum and in university communications.

Takeaway resources include links and worksheets to allow participants to replicate the experience at their own university.

The session is informed by a year-long collaborative project with Learning Design and academic teams at Adobe Creative Campus universities, piloted with professional and academic staff. It also includes elements successfully used in corporate training on presentations and storytelling as well as original, playful activities added for this session. The session will not be heavily technology-focused, but will include an opportunity to try out multi-modal communication for those that wish to do so.

We will develop the outcomes of this session into practical guidelines and inspiring resources to give university staff the confidence to boost storytelling and enhance creativity in their organisations, directly contributing to student engagement. These will be technology agnostic and made freely available.

Who we are.

Becky Hartnup @Justbecause is an education consultant, producer of immersive learning activities, and a member of the Storytelling

Community of Practice and of the Applied Improvisation Network.

Carina Buckley @EvilDrB is an Instructional Design Manager at Solent University, co-author of How to be a Learning Developer in Higher Education and one half of the Learning Development Project Podcast. She writes plays and loves cheese.

References, web links and other resources:

Further information

Resources created for the Adobe Creative Campus project shared with permission: https://drive.google.com/drive/folders/1BRlp1i_uZUaGb-E4TCPvVkyZaMPa8Fp?usp=drive_link

Resources created for corporate training shared with permission:

https://drive.google.com/file/d/1MTU22GgLil7Ns2qgci37dnDXr_dVP8fA/view

References/further reading

Alterio, M. and McDrury, J. (2003) Learning Through Storytelling in Higher Education: Using Reflection and Experience to Improve Learning. London: Routledge

Landrum, R. E., Brakke, K., & McCarthy, M. A. (2019). The pedagogical power of storytelling. *Scholarship of Teaching and Learning in Psychology*, 5(3), 247–253. <https://doi.org/10.1037/stl0000152>

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Programme Session Details 2024

Playtest the AI and Ethics in HE game

Corresponding Author: Geraldine Foley

All authors: tbc

Length: 90 minutes

Location: Gallery Room 2

Description:

This interactive session will be an opportunity for participants to play a game prototype that has been co-created with staff and students at UCL on the ethical issues with using AI in academia. The game is being developed as part of a UCL Changemakers project to create a tool for teaching that is accompanied by supporting resources for further discussion.

The aim of the session is to give participants an insight into the co-creation process and help us evaluate and revise the game.

The workshop will be structured as a 60min playtest type activity with a chance for feedback on various aspects of the game and supporting resources (approx. 15mins).

The session will include more detail on the background on the game development process and staff and student feedback to date (approx. 15min).

Players of the game should gain a greater understanding of the ethical issues around generative AI in HE related to, Intellectual Property, Data Protection, Bias, Academic Integrity and Environmental impacts. The finished outputs from this project: game, guidance and supporting resources, will all be licenced with a creative commons license so that they can be used by staff and students in UCL and throughout Higher Education.

References, web links and other resources:

More information about UCL Changemaker projects including details of the AI co-creator projects from 2023 can be found on the UCL website.

<https://www.ucl.ac.uk/changemakers/ucl-changemakers>

Programme Session Details 2024

Cyber Cluedo: Create engaging learning experiences with a whodunit approach

Corresponding Author: Dr Ana Garner

All authors: Michala Liavaag

Length: 60 minutes

Location: Terrace Room

Description:

Get ready to channel your inner Sherlock! In the first part of this session, you become cyber detectives on a mission to crack the case before those sneaky attackers turn our files into virtual confetti.

Each squad gets a case file with clues—social media, IT logs, news, etc—to cook up theories to:

☐☐♂☐ Who's the sneaky attacker pulling the strings?

☐☐♀☐ How did they sneak into our systems?

In our unique Cluedo-style approach, after compiling a list of suspects, the whole group joins forces to debunk one theory after another until we're left with the ultimate cyber whodunit. But it's not just about playing detective; we'll also sprinkle in some online safety wisdom along the way.

And that's just a snippet of CybilityXP Live Level 1 – our secret sauce for turning workplace cybersecurity training into a playful adventure!

After experiencing this playful methodology for yourselves, during the second half of the session, you will experience a guided reflection on how to take this detective framework and apply it to any topic you fancy! Expect instant feedback and tips to level up your game.

Detective costumes are totally optional, but highly encouraged! ☐☐♂☐

References, web links and other resources:

A sneak peek at our full learning experience, which is the foundation of this Conference session: <https://www.youtube.com/watch?v=y-gQv1sUoHQ>

Programme Session Details 2024

Equalities Express Mash-up

Corresponding Author: Lynn Pilkington

All authors:

Length: 60 minutes

Location: Gallery Room 1

Description:

Equalities is important... but scares a lot of people. Through ice-breakers and interactive activities, I'd like to encourage people to start talking about such an important topic in a fun and accessible way.

After this session the participants will:

- have more confidence in exploring equalities issues
- comprehend the 9 protected characteristics
- appreciate the importance of inclusive language and knowledge of preferred terms
- be able to apply more creative engagement exercises in their work going forward

Participants will be given a resource with 7 equalities themed energisers and links for more information.

Below is some further information about the Equalities Express Mash-up session. Please use this to decide if you would like to engage in the session. If you have any access needs or anxieties about the session, drop me a line on lynn@lynnpilkington.com.

Format of session and activities:

The session will be interactive throughout, working in pairs, small groups and feeding back to the larger group. We will be writing on paper in groups and moving around four bases. There will be use of visual stimulus. That said, we can be adaptable to meet needs and there should be a non-judgemental environment. Engagement in the session will be informal, with participants encouraged to meet their own needs – with fidget toys, doodling, snacks, popping out to the toilet etc all good.

Agenda:

- Introduction, Engagement Contracting (5 mins, facilitator speaking).
- Failed it! Short quiz on failures (5 mins, pairs and writing answers).
- Express Mash up – Four group activities with 10 mins each (40 mins, variety of activities).
- Sharing Feedback (5 mins)
- Commitment to change and close (5 mins).

Games:

Protected Characteristic Pairs

Through a game of pairs (i.e. turning cards over and remembering which characteristic is where), participants familiarise themselves with the law and discuss barriers faced by each group.

'Say This or That?'

Participants sort prompt cards into what is inclusive language and what is not acceptable. There will be discussion of what are preferred terms and why.

'Would you rather'... mental health edition

Exploring what is more scary or preferable than talking about mental health.

'Say what you see'

Illusions to explore how we all see things differently.

References, web links and other resources:

Protected Characteristics Pairs

- The [UK Government has an easy-read guide](#) to the Equality Act 2010 which has key information in it.
- The Equality and Human Rights Commission has a 3 minute video on [an Introduction to the Equalities Act](#). They also have a video about [Protected Characteristics](#).

'Say This or That'

- [A great video by spoken word artist, Guante, 'A Visit From the PC Police'](#).
- The Home Office Design Team has some [useful 'Do's and Don'ts'](#).
- Chartered Insurance Institute has [Inclusive language Guidelines](#) which is worth bookmarking.
- Sue Stockdale's article, ['Women's talk: why language matters to female entrepreneurs'](#) highlights the power of language.

Would you rather..... Mental Health Edition?

- A [Wellness Edition](#) of Would You Rather is full of fun choices.
- See Me Scotland, Scotland's National Programme to End Mental Health Stigma and Discrimination, has [several practical guides](#) on the building blocks to creating mentally healthy workplaces.
- ["Let's Chat"](#) is a practical tool with guidance, tips and scenarios for line managers and supervisors to start open and honest conversations about mental health in the workplace.

'Say what you see'

- Indeed shares ['10 important benefits of team diversity in the workplace'](#).
- Psychology Today gives insight into holding respectful conversations in, ['How We Can Communicate Across Differences and Build Bridges Recognizing the humanity in each other, one conversation at a time'](#).

My website is a place where I collate a lot of into – <http://www.lynnpilkington.com>

Programme

Keynotes

Venue

Playful Learning 24 Keynotes

Nic Whitton



Nic Whitton is Professor of Digital Learning and Play at Northumbria University, which basically means she gets to play video games for a living and occasionally say insightful things about them.

Her research focuses on the relationship between play and learning, theorising and evidencing the value of playful learning approaches in Higher Education.

She has written several books on play, games, and education, the most recent being [*Play and Learning in Adulthood: Reimagining Pedagogy and the Politics of Education*](#) (Springer, 2022).

Her favourite game is Monkey Island and she hopes to be a mighty pirate herself one day.

Dharmesh Mistry & Anand Mistry



Hi Anand and Dharmesh here, we are co-founders of [ProjectCHAKRA](#).

Our work is rooted in our personal experiences having spent extensive time living and working with underserved and resource-poor communities in India. We found this unconventional path brought with it significant personal growth as well as a breadth of networks and opportunities which weren't generally available in other sectors.

ProjectCHAKRA inspires action for social impact and entrepreneurial leadership in young people through experiential learning. We see our role as facilitators and not educators and that learning happens in context and not just with content. Our approach is rooted in our own experience of active learning through play and reflection.

We utilise gamification and role-play simulations to bring real global development challenges into the classroom. Our experiences evoke real emotions in participants, enabling them to build empathy to connect their head, heart and hands to take their learning to a new level and inspire action beyond the classroom.

We then facilitate programmes, internships and volunteer opportunities through our network so students can continue engaging in social impact work with a view to finding meaningful career opportunities grounded in public service.

ProjectCHAKRA has run these experiences with universities across the UK and India.

We are global education award winners, winning the Progressive Education Delivery Award at the PIEoneer Awards 2022, and ProjectCHAKRA's approach has been featured in Times Higher Education.

[Anand](#) completed a United Nations Development Programme placement working with a social enterprise in India and is New Entrepreneurs Foundation Fellow. He studied at the University of Bristol and the National University of Singapore.

[Dharmesh](#) is a graduate from the University of Warwick. He has worked as a Management Consultant in both industry and practice. Dharmesh has served as a Trustee of a charity which designs and delivers service-leadership programmes.

Emma Bearman



Playful Anywhere is a social enterprise with a mission to catalyse creativity, inventiveness and playfulness, where we work, live and travel. Founded by **Emma Bearman** in 2012 when her children were tiny, observing their playfulness and curiosity and wondering why the built environment wasn't always friendly to the young, or old. Instead of throwing bricks Emma decided to gather people around their interest in civic place making through series of events, festivals, happenings and fun. Always collaborative, and cheekily prodding people to get involved.

Currently Playful Anywhere has a fleet of 'Playbox Shipping Containers' which can land and change the dynamic in a place, much like a Tardis of playful intentionality and possibility. We are developing a peer network of community led Playbox hosts too, for people who believe play in their neighbourhoods is a way to bring communities together. This practice uncovers a host of power dynamics where land and ownership is concerned. We take an 'asset based community development approach' to places, seeking to find and support the imaginative capacities of all, and holding space for emergence of glimmers, sparks of energies and ideas about making places work better for people living there.

Pippa Hale is a contemporary artist based in Leeds and her practice centres around social history, geography and play. Her artworks are often site specific and include large-scale installations in heritage venues, the public realm and galleries in a range of media that includes foam, inflatables, food, film, sound, iron, digital technology, neon and loaned objects.

She is passionate about social history and enjoys spending time researching the history and geography of locations. She loves working with people and her projects often involve large numbers of participants who have a personal connection to the site. Most recently she

has begun to explore the idea of co-creation where local people aren't just participants in the delivery of her ideas, but included in the research, conception and production of artworks.

Much of her work seeks to close the gap between past and present, drawing on history and playfully interpreting it through the lens of contemporary art to connect with audiences in new and exciting ways

Programme

Keynotes

Venue

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Programme Session Details 2024

Playing with poetry to improve academic writing skills

Corresponding Author: Martina Diehl

All authors:

Length: 60 minutes

Location: Gallery Room 1

Description:

Academic Writing is often seen as something daunting, and difficult. Students struggle to come up with the 'correct' words, have difficulty developing a hypothesis, or struggle with the narrative flow and creating connections with the literature (Aldabbus and Almansouri, 2022, p. 6). These issues with academic writing are a great source of frustration to students. To enable learners to think beyond the structures and confines of academic writing, we embark on a journey through meaning-making with poetry to engage in enjoyable language play. In this session we will consider ways of writing, reflection and self-expression to make academic writing a more playful and enjoyable experience.

Throughout my PhD on creative and critical engagement with poetry in the secondary school classroom I have used poetry as a way to reflect on and present the literature and data. Through this process, I found both poetry and academic writing have a lot of potential through their creative and critical approach to making meaning. Research can be a messy journey, and an attempt to find a way through it to present 'a coherent argument and story' that is readable, is no easy task (Wisker, 2016). Poetry provides space that is free from grammatical constraints and allows for people to bring their own language and emotion into play to create a meaningful story.

This workshop will look at different playful and poetic ways of reflecting on various aspects of the academic journey with and through poetry. Poetry functions as a vehicle to make meaning, to explore different perspectives and to play with words without the fear of failure. As academic development advisor, I use these activities in my own teaching with successful results, enabling students to overcome writer's block, and students saying that they 'didn't realise academic writing didn't have to be boring.'

Workshop structure (60 minutes):

- Introduction: playful introductions in groups
- Connecting creativity, evaluative thinking and language play
- Introduce activity 1: what is a haiku and why might it be useful? (with examples)
- Activity 1: write a haiku about a concept from your research topic / playful learning conference
- Share & discuss
- Introduce activity 2: Diamond-shaped poem: from problem finding to problem solving (with examples)
- Activity 2: write a diamond shaped poem where you address a problem and come up with a solution
- Share & discuss
- Introduce activity 3: The Furniture Game poem: become a concept / participant / aspect of your research.
- Activity 3: Write a short Furniture game poem using a stream of consciousness mentality.
- Final discussion, reflections and questions: Did you find this useful, and if so, what was useful about it? How could you bring this into your practice?

References, web links and other resources:

Aldabbus, S., & Almansouri, E. (2022). Academic writing difficulties encountered by university EFL learners. *British Journal of English*

Linguistics, 10(3), 1-11.

Diehl, M. (2020). Moving Forward with Poetry Lessons: Exploring How Poetry Can Stimulate Creativity and Criticality in English Secondary Schools. *The Meaning of Criticality in Education Research: Reflecting on Critical Pedagogy*, 127-149.

Wisker, G. (2016). Agency and articulation in doctoral writing: Building the messy research journey into a well-constructed thesis. In *Research literacies and writing pedagogies for masters and doctoral writers* (pp. 184-201). Brill.

Programme Session Details 2024

Plagiaruedo*: teaching academic integrity through a 'whodunnit' game (*any likeness to other games is intentional!)

Corresponding Author: Laura Barclay

All authors: Ian Johnson (ian.johnson@port.ac.uk)

Length: 60 minutes

Location: Terrace Room

Description:

An academic crime has been committed – someone has been caught plagiarising!

Was it Prof Crastinator with the forgotten quotation marks due to poor time management, or did Larry Lastminute deliberately cheat by submitting AI-generated text?

Join us to play Plagiaruedo (any likeness to other games is intentional) and figure out who plagiarised, how they did it and why they did it.

Visit different departments of the University (of Portsmouth) to eliminate suspects, practices and reasons before submitting your answer via Turnitin before the deadline. If you're lucky, you may be awarded a 'pre-submission check' to have a nosey at one of the answers, but remember to conceal this from the other playfellows! 'Event' cards may help you find answers quicker, or encourage teamwork by sharing ideas with the other players. When you have an answer, submit to Turnitin, but beware – if your answer is incorrect you fail the assignment. The first person to submit the correct answer is the winner!

Teaching 'academic skills' can be rather... dry, so we designed Plagiaruedo as a way to introduce students to the complexities of academic integrity via a more vibrant method. This session invites delegates to play Plagiaruedo and then provide feedback on the mechanics and functionality of the game as a tool for teaching academic integrity. After the discussion we will share with delegates how the game was used as a catalyst for discussion about academic integrity with students at undergraduate and postgraduate levels. We also believe it has helped foster students' confidence in, and ownership of, their academic practices.

Following the workshop, there may be an opportunity for colleagues to record their feedback of the game as a contribution to an ongoing research project (ethics pending) on the use of playful activities to enhance student learning and engagement.

References, web links and other resources:

Programme Session Details 2024

Hide and Seek! Explore creative and innovative leadership practice through the playful metaphor of Where's Wally?*

Corresponding Author: John Lean

All authors: Mair Bull

Length: 60 minutes

Location: Outdoors

Description:

When you work in playful and creative ways, it can sometimes be difficult to locate yourself within traditional views of leadership. You might find that you work between teams, without a real home in your institution; you might be stuck somewhere in the middle of theory and practice; or you might find that it's tricky to recognise or justify your work in terms of 'sensible' targets and outcomes.

We're creative and playful practitioners from Manchester Met's Learning Enhancement and Educational Development Centre, and we've been struck by how often we get stuck thinking in these ways about our work. Luckily there's a playful way out of this bind! Through playful exploration and reflection, you can find yourself by thinking holistically about your work, leadership and your context.

In this session, we'll explore the notion of playfully 'finding the leader in you' by taking part in some activities inspired by Where's Wally?* books. We'll use the books themselves as a prompt for discussion of some of the issues above, and share our own learning journeys.

Then we'll send you out into the conference venue to find Wally, and his hidden prompts – what does leadership look like when it's playful, creative and innovative? How can we be leaders but still retain the important core of creativity and play?

Finally, you'll create your own Where's Wally? pictures that demonstrate your reflections on your playful practice, your leadership and your aspirations, and you'll be able to challenge others to find you too. It'll be the most powerful game of hide and seek you've ever played!

At the end of the session, participants will have taken part in a novel CPD activity that will inspire them to think differently about their playful practice, and help others to do the same. Most importantly, they'll leave with a toolkit of ways of thinking about themselves that will help them to incorporate playful and creative practice into their own professional development and leadership journeys.

You do not need to be a leader (in the traditional sense) to enjoy and learn from this session – the aim is to bring out the creative and playful leader in us all. Strikey tops and bobble hats optional!

*or Waldo if you're North American

References, web links and other resources:

Programme Session Details 2024

Microbe-games: Revision and playful tools in Higher Education

Corresponding Author: Isabel Murillo

All authors:

Length: 30 minutes

Location: Gallery Room 1

Description:

This session will be dedicated to showing and sharing games developed to enhance University students' engagement with microbiology. These games are revision tools co-created and used by first-year undergraduate students. They are educational but also instrumental in building a cohort community, so crucial in the first year at the university. These games are versatile and could be adapted to any level of knowledge and given multiple purposes.

What will you be doing in this session:

Participants will have the opportunity to try out the games I have developed to teach microbiology at the University of Bristol. I will demonstrate how the games are used and explain the history behind them. I will emphasise the contribution of students as co-creators and show how the games can be adapted to online versions. Participants will be able to play with some sets that I will bring with me. I will present 3 games: What microbe am I?, Microbial Pursuit and MicrobEscape Room. We will also discuss how these games can be adapted to the different participants' disciplines.

References, web links and other resources:

* <https://fems-microbiology.org/femsmicroblog-microbial-pursuit/>

* Isabel Murillo, Revising while playing: development and evaluation of the newly created Microbial Pursuit game as a pedagogical tool in higher education, FEMS Microbiology Letters, Volume 368, Issue 16, August 2021, fnab101, <https://doi.org/10.1093/femsle/fnab101>

Programme Session Details 2024

Create your own card game

Corresponding Author: Roger Saunders

All authors:

Length: 30 minutes

Location: Gallery Room 2

Description:

This session will introduce participants to the various ways that cards can be used for teaching and learning, with several examples available to play with by way of introduction. It will cover everything from single, self-created cards in situ (think of them as more sustainable post-it notes) to full blown deck building games (Pokemon or Hero Realms, for those who know) and everything in between. It will show how to create sessions from scratch, using a simple set of basic cards or using existing game mechanics adapted to teach a specific topic. The approach is multi-disciplinary and will involve each participant actually creating their own card game in the room (along with a free starter pack of cards). The session will also cover basic design and production so that the ideas can be developed and implemented immediately after attending. Cards are a great way of introducing games, simulations and case studies to students in a more engaging and tactile way.

References, web links and other resources:

Programme Session Details 2024

Play as a catalyst for connection

Corresponding Author: Amale

All authors:

Length: 30 minutes

Location: Gallery Room 2

Description:

With the rise in coaching, there's an opportunity to introduce play into the conversation.

In this session, we will cover one key topic: tapping into the power of LEGO Serious Play to create connections on 3 levels: within the individual, with others at work, and with our workplaces as a whole

The session will be super interactive and will encourage attendees to explore what connection means to them in all 3 realms, how it's currently coming to live and changes they could make to feel more connected to themselves, to their teams and to their workplaces

My approach is a blend of coaching, innovation and facilitation to encourage deep exploration with a playful and lateral twist

References, web links and other resources:

My main channel is LinkedIn & I run a company called The Brick Coach where we use LEGO Serious Play to help teams work better together – a well as training other coaches on how to incorporate it into their practice :

[Www.thebrick.coach](http://www.thebrick.coach)

https://www.linkedin.com/in/amaleghalbouni?utm_source=share&utm_campaign=share_via&utm_content=profile&utm_medium=ios_app

Programme Session Details 2024

Process Games: Hybridising Constructivist Gaming with Process Drama Pedagogy

Corresponding Author: Dr Max Dean

All authors:

Length: 90 minutes

Location: Gallery Room 2

Description:

Empathy, Critical thinking, Self-reflection.

Against the backdrop of a society changing more rapidly than ever before with the exponential growth of technology, combined with existential threats to our species very survival that we have never faced before, these skills have never been more important. Humanity requires the rapid development of new ways to rapidly foster and develop these skillsets en masse if we are to conquer the challenges the 21st century presents us with.

Process Drama is an established methodology and theorisation of the ways in which these skills are learned, based in physically doing and interacting with other human beings through challenges, co-present in the same space. Process Drama has been being used to this end in classrooms and community settings since the 1960's.

However, systemic challenges require systemic solutions.

Jane McGonigal states that 'everyday environments can and should be places for group play', emphasising that pervasive gaming is about seeing the 'inexhaustible and often overlooked opportunities for the play.' Yet Process Drama has traditionally been hamstrung by its prerequisite of the physical presence of a skilled facilitator. In an age of decreasing education budgets, squeezed curriculum timetables and teacher burnout Process Drama's popularity is waning despite its pertinence. This presents a quandary: How can digital technology facilitate the distribution of Process Drama's participatory pedagogy at the scale and reach of the internet, making this form of skills development accessible to everyday environment of billions of people on this planet?

Process Games are Dr Max Dean's attempt to answer this question.

The session will begin with a quick overview of the guiding theories underpinning this unique hybridisation, before leading directly into practical hands-on exploration of excerpts of the first ever Process Game to be designed and developed: Kardashev.

Kardashev is a 5-player game facilitated through each participant's mobile phone. Players are introduced to a hyper intelligent AI called Kardashev, tasked with learning, and understanding human beings' experience of consciousness. In order to generate the data to be able to this, Kardashev challenges the players to respond as a group to a set of practical thought experiments, facilitated entirely through their mobile phones. Kardashev randomises the sets of challenges each play through with each challenge itself consisting of numerous variables. The choices and decisions the players make within these challenges are then interpreted by Kardashev. The decisions made by players lead to different events, activities and endings occurring dependant on the choices made. This means Kardashev has almost unlimited replayability.

The session will culminate in an overview of the research methodology used to test Kardashev's pedagogical effectiveness, followed by an analysis of the pilot's resulting practice documentation, and collected data coalescing in the established '3 Rules' of Process Games. This session will conclude with the offer of opportunities to collaborate in the creation of future Process Games.

References, web links and other resources:

Kardashev Player's Intro Video: <https://www.youtube.com/watch?v=sEc2TH1voqg>

Programme Session Details 2024

Free, free, set them free

Corresponding Author: Frederik Kjær Zeuthen

All authors:

Length: 60 minutes

Location: Gallery Room 1

Description:

#permissiontofail in higher education

We keep telling our students to try and fail and try again, but they don't seem to believe us – they always want to do it right on their first attempt, every time. Difficult to comprehend, apparently, is the idea that they will never learn anything new as long as they only perform actions at which they are already capable.

The solution: to give them unsolvable tasks!

This session will address the issue of deliberately using chance and randomness in pursuit of a specific learning goal. Building on Caillois' idea of *alea* the activities in this session are real life examples of how to (hopefully) overcome the dichotomy of the intrinsic motivation when playing a game vs. the extrinsic motivation of learning stuff I need to pass a test.

Using chance is a way to deliberately liberate the students and support their #permissiontofail. When given an unsolvable task such as 'use this hammer to make a cup of coffee' it is not your fault if you fail! The two good things to come from this – learning wise, that is, not a hammer-made cup of coffee – are the need to know your stuff and the freedom to be creative. If you fail in a highly chance influenced activity you were unlucky, but if you succeed you were good! One positive side effect of these activities is that they are student centered in groups or pairs rather than teacher centered, which is a way to make everyone speak, act, and do a lot more.

Participants will experience four different learning activities based on chance. These activities are real life examples from the Danish BA-programme of Social Education (roughly, but not exactly, preschool teacher training), and I will argue that these activities are generic and that the aleatic principles can be applied to any topic. To prove this point I will use dice, quotes in a hat, tarot, and random images as metaphors to teach you all you need to know about chance as a driving force of learning in higher education.

In other words: how can we use chance to help students achieve a sense of permission to fail in an educational world and society which is highly goal oriented with exams and tests and such, so they can have more fun while learning more?

References, web links and other resources:

One of the above mentioned learning activities is described here:

https://issuu.com/sile-kp/docs/playbook_2_uk_p24

Programme Session Details 2024

Subject Revision Card Games: Talk, Play and Create

Corresponding Author: David Anderson

All authors: David Anderson, Davina Bird

Length: 30 minutes

Location: Gallery Room 1

Description:

This session explores how card-based games can be used as a fun and novel way to help students learn and retain knowledge in any subject. We share our experiences of customising card-based games to create revision tools in business subjects, providing some of the resources and lessons learnt to support you to develop similar tools for your own subjects. There is potential for every subject and module to have its own deck which can be used to complement and enhance student's understanding of the theories, concepts and vocabulary required. By the end of the session you will have play tested some of the games we used and started to create your own revision pack.

There are a wide variety of card games which could be adapted for educational purposes. An example is Just One, where subject-based cards can be used to play the game, but these cards can also be used in a variety of other ways, such as running a concept sort, flashcards or mind mapping. The project presented during this session focused on extracting game mechanics from popular card-based games and using them with a customised subject-based deck of cards to create revision tools which engage students in playful learning. We've focused on card-based games because they are easy to customise, simple to produce and can be adapted over time as a subject evolves. In short, they have great potential for wide-scale adoption.

It is expected that participants will experience the variety of games that can be played with a well-designed deck of cards and come away with an understanding of how they can adapt simple card-based game mechanics for their own subjects. Presenters will seek feedback from participants for how to improve the games and/or for additional game mechanics that might be used.

References, web links and other resources:

University of Lincoln DICE Cafe – Supporting Digital and Interactive Classroom Experiences (<https://dicecafe.blogs.lincoln.ac.uk/>)

There are examples of the success of card-based Euro-style games in science/medical disciplines (Efthimiou & Tucker, 2021; Granath & Russell, 1999; Luttikhuisen, 2018; Su, Cheng, & Lin, 2014; Vun, Teoh, Ho, & Ahmed, 2013), but limited applications in business (McCarthy, 2022).

Efthimiou, G., & Tucker, N. P. (2021). Microbes Against Humanity, a workshop game for horrible students: using a creative card game in higher education microbiology teaching. *Access Microbiol*, 3(2), 000186. doi:10.1099/acmi.0.000186

Granath, P. L., & Russell, J. V. (1999). Using games to teach chemistry. 1. The old prof card game. *Journal of Chemical Education*, 76(4), 485.

McCarthy, S. (2022). Incorporating Business-Focused "Cards against Humanity"-Style Card Games into the Marketing Classroom. *Journal of Instructional Pedagogies*, 27.

Luttikhuisen, P. C. (2018). Teaching evolution using a card game: negative frequency-dependent selection. *Journal of biological education*, 52(2), 122-129.

Su, T., Cheng, M.-T., & Lin, S.-H. (2014). Investigating the effectiveness of an educational card game for learning how human immunology is regulated. *CBE—Life Sciences Education*, 13(3), 504-515.

Vun, L., Teoh, P., Ho, C., & Ahmed, A. (2013). Educational DNA card game for the understanding of DNA and biotechnology. *Int J Educ Res*, 1, 1-6.

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Programme Session Details 2024

Creative Craniums: helping your students think creatively when revising a complex topic that hurts their brain

Corresponding Author: Louise Smith

All authors: Jane Mooney, Silke Conen, Michelle Webb

Length: 60 minutes

Location: Gallery Room 2

Description:

The aim of this interactive workshop is to enable you to help your students understand and revise a topic they find challenging, in a creative and playful manner! We will showcase a study skills session delivered to University of Manchester medical students which aims to facilitate the medical students' learning of a complex subject matter. We will go onto describe how we transferred this session into a University New Academics Programme session, to support academics develop and use a similar session within their own teaching. After this brief introduction to the concepts and transferability to other subject matter areas, we will encourage participants to consider the subject areas that their own students struggle with. Using our unique session plan, we will facilitate the participants (individually or in teams) to develop their own creative session plans specific to the courses they teach. During this part of the session, participants will temporarily transform into students. The 'students' will create models and games that will allow a sounder understanding of a complex concept of their choice. We will provide a range of media for this creation e.g. Lego®, Playdoh®, cards, dice. Finally, there will be the opportunity for participants to show, tell and potentially try out other people's games!

References, web links and other resources:

Paper in preparation.

Programme Session Details 2024

Playful Pedagogy to Foster Professional Identity Development

Corresponding Author: Stephanie Hovington

All authors: Janie Lépine

Length: 60 minutes

Location: Gallery Room 1

Description:

Programs focused on human services professions provide students with an opportunity to engage in a process of identity development as professionals. Yet, research shows that university education does not give enough importance to the human dimension of learning necessary for successful practice in a helping and emotional care profession (Bell and al., 2014; Swank, 2012). Additionally, discussion spaces and experiential learning opportunities, considered essential for the construction of a positive professional identity, are not always prioritized in higher education contexts (Goyette, 2019). However, playful pedagogy proves promising in supporting identity development of students, as it encourages emotional engagement in training and interactions conducive to intrapersonal and interpersonal skills development (Forbes, 2021; James and Nerantzi, 2019).

This is why a playful pedagogical approach has been designed and utilized within a group of 30 Canadian students enrolled in a university master's course focusing on professional identity in psychoeducation. Based on an experiential approach centered on learning about oneself and about others (Kolb, 1984; Mandeville, 2002), this playful pedagogical approach offers a variety of ludic activities that encourage sharing experiences from an interactive and collective support perspective. Furthermore, through a Scholarship of Teaching and Learning (SoTL) research project, this playful pedagogical approach allowed us to examine the meaning of students' experiences of play as a foundation to the human dimension of learning.

This playful workshop will allow participants from various disciplines to engage in three ludic learning activities in small groups and discuss their pedagogical potential. The following activities will be explored with the participants:

1. **The Tree of Life:** This activity is based on the metaphor of a tree. Participants will be encouraged to draw a tree, depicting its roots, trunk, branches, leaves, etc., and to consider that each part of the tree represents something about their life (Ncube, 2006).
2. **The Label Game:** This game aims to create awareness of how labels impact individuals and to understand how one's sense of self is constructed. Participants will identify and analyze the labels they may apply to themselves or others. This engaging activity can lead to a deeper understanding of personal identity and the influence of societal expectations.
3. **The Stick Game:** Every great classroom is a sum of its parts, and how each unique student collaborates with their peers plays a crucial role in personal development. Participants will experience the Stick Game as a fun and innovative lesson on teamwork, even in the face of challenges.

In a second phase, examples of students' perceptions who have experienced the playful activities will be presented to draw the essential challenges and opportunities associated with each ludic activity. Finally, the objectives and structure of the activities will be discussed with the participants so that each person can make them their own and potentially replicate them in their own field of practice. When attendees leave this session, they will have played and learned how the use of games provides faculty with the opportunity to support learning in a creative manner.

References, web links and other resources:

Bell, H., Limberg, D., Jacobson, L., & Super, J. T. (2014). Enhancing self-awareness through creative experiential-learning play-based activities. *Journal of Creativity in Mental Health*, 9(3), 399-414.

Hovington, S. (2023). La ludification en enseignement: jeux sérieux, pédagogie par le jeu, pédagogie ludique.
<https://www.youtube.com/watch?v=oESK43gANb4>

Swank, J.M. (2012) Using Games to Creatively Enhance the Counselor Education Curriculum, *Journal of Creativity in Mental Health*, 7:4, 397-409,

Programme Session Details 2024

Imagining new worlds: Project Dandelion

Corresponding Author: Lucila Newell

All authors: Brena Collyer de Aguiar

Length: 60 minutes

Location: Gallery Room 2

Description:

This session will share the experience of an innovative gamified module for an Online MSc module in Sustainable Development at the University of Sussex.

The session will explore the importance of playful learning for creating imaginative and hopeful futures in the context of the climate crisis. The module in question looks at different aspects of the relationship between globalisation and the environment. Project Dandelion, the name of the module in its gamified version, is an invitation to learn in a different way. It requires students to choose one key super challenge to focus on – climate change, food and agriculture and waste – in order to learn, connect, collaborate and act towards creating pathways to change. The narrative starts in 2047, a year in which key environmental challenges have been resolved, but the question is - how did we get here? This is what students need to work out. The spark for the game was not only the experience of students feeling depressed, anxious and helpless by the themes of the module, but also by the question Robyn Wall Kimmerer (2013) asks of us: 'How can we begin to move towards ecological and cultural sustainability if we cannot even imagine what the path feels like?' (Kimmerer, 2013, p. 6).

In this module, we take this question seriously. This gamified module is an invitation to think through scenarios of environmental change, that start by asking 'What if?'. Serious games are defined as games that are primarily centred around a different primary purpose than entertainment, such as learning (Michael and Chen 2006). Failure to imagine new futures is more a failure of the imagination than a fact (Jameson 1994). This is where play comes in, as it is one of the most creative and engaging forms of learning that enables and develops the imagination (James & Nerantzi, 2019). Furthermore, playful learning in higher education has shown to create communities where students feel safe to take risks, to reduce fear, stress and anxiety, and to stimulate intrinsic motivation, and thus increasing engagement and increased learning (Forbes 2021, Whitton & Moseley, 2014, Deci & Ryan, 1985).

In this session, we will:

- Share the structure of the module and its gamified elements
- Ask participants to experience and play with us imagining and creating the seeds of new futures by tackling together a quest around a chosen super challenge
- Have time for discussions
- Share the results and feedback from the experience of running the module and from the students in this gamified version.

References, web links and other resources:

Yes, our project dandelion website will be shareable, but it is in construction!

Programme Session Details 2024

Moody Players and Bored Game Dramas!

Corresponding Author: Christina Hancock

All authors: Alka Townend, Karen Hall

Length: 90 minutes

Location: Outdoors

Description:

We aim to inspire you in this session by playfully exploring the results of our current research which aimed to consider the conceptualization, application, and impact of playful pedagogies in Initial Teacher Education (ITE). The results of our questionnaire will provide a broad overview of the diverse characteristics of play and playfulness within ITE and enhance your toolbox for considering the use of playful pedagogies. This overview will be further explored as we bring you the details of three specific playful approaches. First, you will engage in a drama led activity which promotes creativity through developing spontaneity in adults. Next, you will try a playful method used to provoke dialogue for required readings called 'What's your mood?'. This approach embraces playfulness and creativity to enable student led choice for the frequently dreaded academic discussion of core readings. Thirdly, you will use your strategy skills to play 'Bored Games' which will promote the notion of transferable skills and strategies in games to classroom learning. As we close our session, we will consider each approach (playfully) through lens of diverse learners which will challenge your thinking about ensuring playful approaches are created and delivered through the lens of inclusive practice.

References, web links and other resources:

Bayeck, R. Y. (2020). Examining Board Gameplay and Learning: A Multidisciplinary Review of Recent Research. *Simulation & Gaming*, 51(4), 411–431. <https://doi.org/10.1177/1046878119901286>

Kerr, M. M., & Frese, K. M. (2017). Reading to Learn or Learning to Read? Engaging College Students in Course Readings. *College Teaching*, 65(1), 28–31. <https://doi.org/10.1080/87567555.2016.1222577>

Toivanen, T., Komulainen, K., & Ruismäki, H. (2011). Drama education and improvisation as a resource of teacher student's creativity. *Procedia, Social and Behavioral Sciences*, 12, 60–69. <https://doi.org/10.1016/j.sbspro.2011.02.010>

Programme Session Details 2024

Generative AI for playful learning – skillshare of ethical uses

Corresponding Author: Daisy Abbott

All authors:

Length: 30 minutes

Location: Terrace Room

Description:

Warning: this abstract contains Opinions! There are several reasons NOT to use generative AI. You may believe that it's unethical at its very core, has unreasonable energy requirements (de Vries, 2023) or is just too biased (Zembylas, 2023). However, there are lots of ways that you can engage with GAI to brainstorm ideas, or to improve either the efficiency or rigour of your work. If you *do* choose to use GAI in any context then come to this workshop and share your Opinions!

To start us off:

- Opinion 1: The cat is out of the bag. Like it or not, people will use GAI.
- Opinion 2: Therefore, you have an ethical duty to make sure you educate yourself. This is not only to make sure you are using it "right" and it does not waste time, produce inadequate or problematic results, and waste energy, but also so that you can gain a nuanced understanding of when it can be useful vs when using it is problematic.
- Opinion 3: Ethical AI use is a core skill that our students want to learn – we need to learn it first to support them to use it well and reduce its potential harm.

Please bring with you:

1. Your smartphone.
2. Opinions about generative AI
3. (Optional): Examples or suggestions for ethical GAI use in playful learning. You will be asked to share these verbally (maximum 3 minutes please!) and I will add them to our Augmented Reality skillshare poster.

Structure:

This workshop will begin with a very brief introduction to three playful uses of generative AI (10-15 minutes):

1. ChatGPT as a low-effort games master for exploring "difficult" issues through roleplaying (drawing on Saito, 2023)
2. Automatic production of "choose your own adventure" or escape room code using ChatGPT and Inform7 (drawing on Fernandez-Vara, 2024)
3. Exploring AI bias with a simple "guess the prompt" game (adapting Hosseini, 2023) The second half (15-20 minutes) will be a collaborative skillshare where participants offer their own suggestions/demos for playful uses, and share or challenge opinions. Please focus on *our* use not student use.

Please take away with you:

1. (New?) opinions
2. A link to the Augmented Reality poster/Thinglink for consulting later, and sharing with and between the rest of the delegates and wider PL community.

References, web links and other resources:

de Vries, A., 2023. The growing energy footprint of artificial intelligence. *Joule*, 7(10), pp.2191-2194.
<https://doi.org/10.1016/j.joule.2023.09.004> Zembylas, M. (2023). A decolonial approach to AI in higher education teaching and learning: strategies for undoing the ethics of digital neocolonialism. *Learning, Media and Technology*, 48(1), 25-37.
<https://doi.org/10.1080/17439884.2021.2010094> Saito, K. et al. (2023). *Double Impact: Children's Serious RPG Generation/Play with a Large Language Model of Their Deeper Engagement in Social Issues*. Lecture Notes in Computer Science, vol 14309. Springer, Cham.
https://doi.org/10.1007/978-3-031-44751-8_21 Fernández-Vara, C. (2024) *Generating Parser-based Games to Teach Narrative Design*. in *Learning To Teach Creative Technologies with Generative AI – online webinar Jan 2024* Dustin Hosseini (2023) "Generative AI: a problematic illustration of the intersections of racialized gender, race, ethnicity"
<https://www.dustinhosseini.com/blog/2023/08/08/generative-ai-a-problematic-illustration-of-the-intersections-of-racialized-gender-race-ethnicity>

In addition to the references above, here are some more related readings: Mohamed, S., Png, M.-T., & Isaac, W. (2020). Decolonial AI: Decolonial Theory as Sociotechnical Foresight in Artificial Intelligence. *Philosophy & Technology*, 33(4), 659-684. <https://doi.org/10.1007/s13347-020-00405-8> Noble, S. U. (2018). *Algorithms of Oppression: How Search Engines Reinforce Racism*. New York University Press.
danah boyd & Kate Crawford (2012) CRITICAL QUESTIONS FOR BIG DATA, *Information, Communication & Society*, 15:5, 662-679, DOI: 10.1080/1369118X.2012.678878 [Links to an external site.](#)

Programme Session Details 2024

Breaking the Ice-Breaker

Corresponding Author: C-J Foster

All authors: Elle Simms

Length: 60 minutes

Location: Terrace Room

Description:

Breaking the ice in a group dynamic is so vital – we all know that the more comfortable a group feels to learn and talk and play together, the easier and more pleasant our jobs are as teachers or facilitators. We also know that an ice breaker game for a games sake makes some run for the hills! As Experiential Learning Tutors in Rise at Manchester Met, we use ice breaker games and activities in our daily practice as metaphorical learning tools. This gives games great purpose to set up future learning, build skills and scaffold a session.

We invite colleagues to join us in an interactive, play-based experience, exploring how games develop connection, confidence and cohesiveness. We will examine the use of games to raise or lower energy, layer in purpose and context, and unpack deeper learning. We invite you to join us as both learners and educators – experiencing the session in action and using your facilitator hat to reflect and unpack the wider learning. We will playfully switch between these two roles throughout.

During the session we will:

Invite you to break negative connotations of the ice-breaker.

Discern which are the right tools for the job (including how to pivot!) Which kind of ice breaker to use for which topic and which participants?

Explore the facilitation process of turning ice breakers into learning tools related to your practice.

Take away ideas of ice breakers you can utilise your own context.

Be playful in our journey throughout the session.

References, web links and other resources:

Not yet ☐

Programme Session Details 2024

Wish you were here? Your journey to a playful prototype through an educational game jam

Corresponding Author: Jim Thompson

All authors: Dr Emma Gillaspay egillaspay@uclan.ac.uk, Rachele O'Brien rachele.e.obrien@durham.ac.uk

Length: 90 minutes

Location: Terrace Room

Description:

This workshop takes us to the next step in our adventure using the self-coaching educational framework, the Playful Learning Tour Guide. The guide, introduced at PlayLearn 2023, is an open educational resource (Gillaspay & Thompson, 2024) for anyone seeking to develop playful approaches to their teaching practices.

This game jam will use the Playful Learning Tour Guide to engage you in a high-speed collaborative process of developing a new educational game prototype. In teams, you will be asked to tackle some of the perennial wicked problems of teaching using a playful approach. To do this you can either follow one of the pre-prepared suggestions such as understanding referencing, critically appraising a journal article or developing interpersonal skills, or follow a playful path of your own choosing. In support of this you will be given a crash course in some novel approaches to ways of playing and how they might be applied in teaching and learning environments. At the end of the session players will have created innovative prototypes which will be shared to promote further development. You may even wish to continue working on your game across the rest of the conference!

By engaging in this jam to create new educational games, you will also learn more about the Playful Learning Tour Guide project. The project aims to establish an evidence-based framework that supports educators in creating pedagogically appropriate and engaging approaches to facilitating learning through play. Mapping two underpinning codes of the educational countryside (heutagogy and Bloom's taxonomy) against common game mechanics, the guide takes educators through reflective coaching exercises and practical steps in designing their own playful learning activities. In the past year, the guide has been on tour across several UK universities. During the jam, we will share the resources and ideas we gathered whilst on tour and how you might use these in your own institution or network.

References, web links and other resources:

Gillaspay, E & Thompson, JR (2024). The Playful Learning Tour Guide: A Self Coaching Educational Framework to Design Playful Learning Activities. National Teaching Repository. Educational Resource.

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

Programme Session Details 2024

Strengthening the Playful Learning community

Corresponding Author: Jane Secker

All authors: Professor Susannah Quinsee

Length: 90 minutes

Location: Outdoors

Description:

At last year's Playful Learning conference we reported on some research we had undertaken at City, University of London to understand the experiences and attitudes of staff towards playful learning (Secker, 2023). We presented interim findings and ran a world café where we attempted to harness the hive mind of PL enthusiasts to understand how best to build a playful learning community. Play has many documented benefits to support student learning (Whitton and Langan, 2019). In our research we found most teachers used play to build student engagement and to help them learn a difficult or tricky subject. We also discovered that there were concerns about the perception of playful approaches and the need to collaborate with others to overcome some of the anxieties about introducing playful learning to adults.

This session is an opportunity to get an update on our research findings and developments at City since then. Play remains an important part of both of our teaching, including featuring heavily in a Leadership module and a Digital Literacies module delivered as part of City's Masters in Academic Practice. We have also held a number of playful learning meet-ups and a games jam, as well as using playful techniques in other settings, such as strategy development, to showcase the benefit of using playful practice. In this session we will focus on the findings from our research around playful leadership (Schrier et al, 2023) and the support that staff need to be playful in their teaching. We will look at how creating a playful learning community needs playful leaders and multiple opportunities to engage colleagues in play (Walsh, 2022).

However additionally in this session we will share some of the playful learning ideas we use in our own teaching through a world café. You get to experience micro-play sessions as you move around the room trying out several games and activities that we have devised for different audiences. These include Lego 6 bricks, an open access game called The Publishing Trap and several other approaches.

References, web links and other resources:

References

Secker, J (2023) Playful Learning a place of Fun and Joy. Learning at City Blog. Available at:

<https://blogs.city.ac.uk/learningatcity/2023/08/15/playful-learning-a-place-of-fun-and-joy/>

Schrier, K., Zahradnik, A., & Shaenfield, D. (2023). Playful Approaches to Leadership Development: Three Innovative Uses of Games in the Classroom. *Journal of Management Education*, 10525629231215065.

Walsh, Andrew (2002). Playful Leadership: An Introduction and Manifesto. Available:

<https://www.kickstarter.com/projects/lancsfairytales/playful-leadership-a-manifesto-pamphlet>

Whitton, Nicola and Langan, Mark (2019) 'Fun and games in higher education : an analysis of UK student perspectives,', *Teaching in higher education.*, 24 (8). pp. 1000-1013.

Programme Session Details 2024

Differently playful: exploring playfulness as a character trait

Corresponding Author: Charlie Lea

All authors: Nicola Whitton, Laura Mitchell, Paul Rice

Length: 60 minutes

Location: Terrace Room

Description:

Playfulness is a state of mind...or is it? In this collaborative workshop, playfulness as a character trait is introduced and interrogated with a focus on different ways of being playful. In this session, we'll explore an initial set of profiles generated from responses to a large-scale survey and crowd-source interpretations and titles from attendees. Using playful randomisers we will also encourage reflection on the importance of understanding difference, diversity and privilege in playfulness and explore opportunities to be more inclusive and playful in data collection.

What will you be doing in this session:

10 mins – Introduction to background research

20 mins – Interrogation of playful profiles and production of names for factors (small groups)

10 mins – Plenary – sharing of small group ideas

20 mins – Reflection on the implications of diverse playfulness & privilege

When attendees leave this session they will have:

References, web links and other resources:

References, web links and other resources:

Whitton, N (2022) Play and Learning in Adulthood Reimagining Pedagogy and the Politics of Education. Palgrave Macmillan
<https://doi.org/10.1007/978-3-031-13975-8>

Programme Session Details 2024

Playful learning through toy creation: Exercising entrepreneurial minds by rapid prototyping

Corresponding Author: Katriina Heljakka & Marjaana Kangas

All authors: Marjaana Kangas, Kati Suomi, Jesper Falck Legaard

Length: 60 minutes

Location: Outdoors

Description:

This playful learning session tried and tested with students of higher education in Finland and Denmark focuses on the exploration and enhancement of entrepreneurial thinking through toy making. Playfulness and entrepreneurship share several similarities, as both are linked to creativity, self-actualization, self-expression, and learning-by-doing and doing-by-playing attitude as a predisposition toward the world. The proposed playful learning session continues innovative approaches to higher education learning by using a pedagogy interested in using the materiality, visibility and creation of self-made objects to concretize abstract ideas, such as entrepreneurial mindset and related skills, as part of playful learning in higher education.

The 60-minute session includes three components: 1. A brief introduction to entrepreneurship as a multidisciplinary concept that has been highlighted as a future skillset e.g., by the European Union, 2. a toy design session, during which participants, in groups, use rapid prototyping to craft and create character toys from scratch, supported by some theoretical insights gained in the area of toy design education, and 3. a reflection of the created character toys as a tool to explore one's ideas about entrepreneurship.

In the session, simple and sustainable tools such as newspaper material and masking tape are used in the rapid prototyping of three-dimensional character toys, such as models for dolls, action figures, and soft toys. Previous research shows how character toys function as conversation pieces around which ideas about (play) value, human-object relations, and real-world phenomena, such as entrepreneurship, can be explored and discussed.

Why visual, material, and designerly approaches to playful learning are important is the potential of these approaches to engage learners of any age in activities that require an embodied way of interacting with tools through a mind-on, hands-on, and body-on learning. Research has shown the effectiveness of this multi-approach technique to learning, as interaction with physical materials and storytelling through character creation has a tendency to strengthen the learning experience.

By proposing this playful learning session, our group, consisting of experts in playful learning, toy design, and entrepreneurship education in Finland and Denmark, offers a multidimensional experience to participants of PLA 2024, which as an innovative and easily transferable method can later be applied by the conference participants in their own work.

References, web links and other resources:

Here are some links, including sources to the material aspect of playful learning methods used in life-wide and life-long contexts

https://link.springer.com/chapter/10.1007/978-3-030-51626-0_12

file:///C:/Users/Kati/Downloads/jpa-1294-heljakka%20(2).pdf

Comicubes

While studying comics expression at Aalto University in 2014, I developed the Comicubes tool, which is based on paper technology. Comicubes is both a research instrument and a playful tool that can inspire creativity. With the three-dimensional tool, things can be viewed from many different perspectives. Cubes have been used as playthings for a long ... Jatka artikkelin lukemista



Research Art Design

