



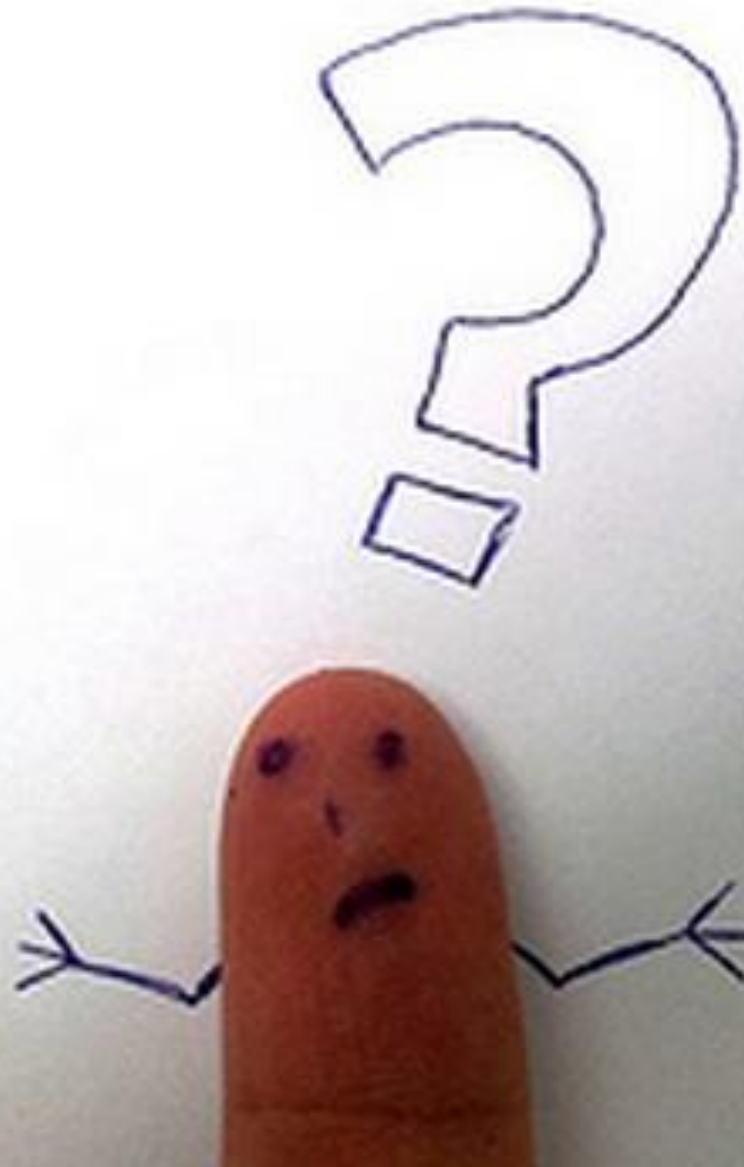
# Playing for change

3<sup>rd</sup> of December 2015, educa Berlin (16:15-17:30, Room: DES31)  
Dr Jenny Fisher @jennycfisher & Chrissi Nerantzi @chrissinerantzi



A warm welcome to our  
playshop info presentation

“We are designed to be lifelong players, built to benefit from play at any age” (Brown, 2010, 48)



Would you like to find out what this is all about? Then click next





# Meet your playshop facilitators first...



Dr Jenny Fisher  
Senior Lecturer  
@jennycfisher



Chrissi Nerantzi,  
Academic Developer,  
@chrissinerantzi

“Play sets the stage for cooperative socialization. It nourishes the roots of trust, empathy, caring and sharing”  
(Brown, 2010: 197)

# Our playshop plan

**Part 1:** Facilitators introduce workshop and playstations (5 mins)

**Part 2:** Delegates experience playful learning at 3 playstations

- Playstation 1: Making 20 mins (group 1)
- Playstation 2: Animating 20 mins (group 2)
- Playstation 3: Could play help? Design an activity 20 mins (group 1 and 2 together)

**Part 3:** Reflect on our experience and application to practice (5 mins) use speed dating approach

How does this sound?





- Authentic learning (Herrington et al., 2010)
- Creating and designing artefacts for audiences (Hoban, 2009)
- ‘Learn more deeply from words and picture than from words alone’ (Meyer, 2005:31)

“Go animate was a new experience which promoted group work and research skills, it was an enjoyable way to interact with peers and to work together on a topic”.

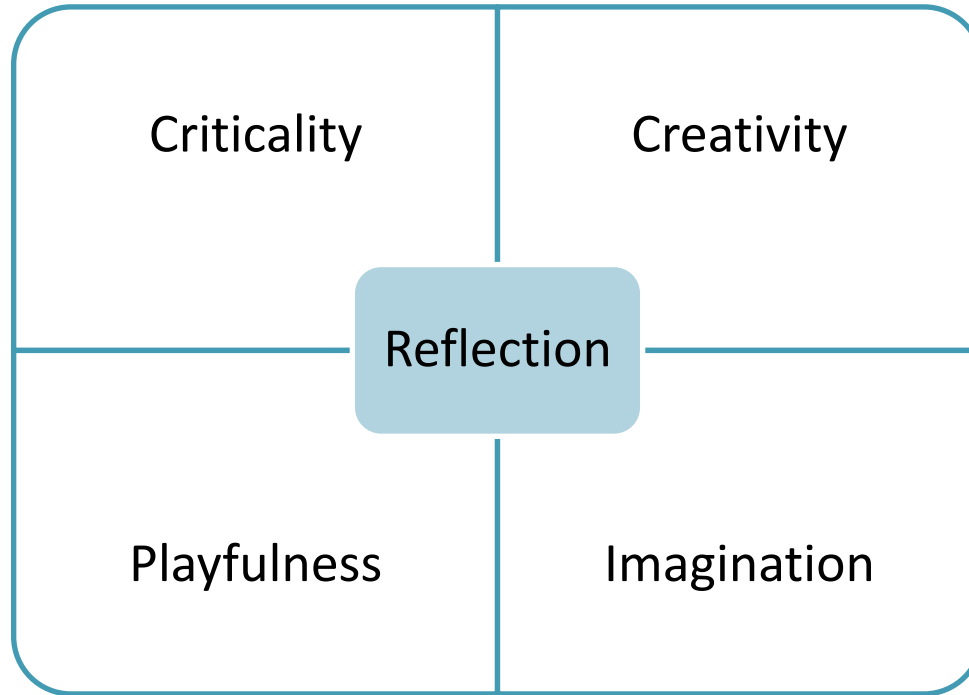
“This animation was a lot more enjoyable than an essay or a presentation”

“I think this animation is a fantastic idea and without it i wouldn't have passed the module I am normally not a very academic student and having dyslexia struggle to do essays this animation allowed me to show my creative side and I would definitely recommend this you carry on with this type of assessment”

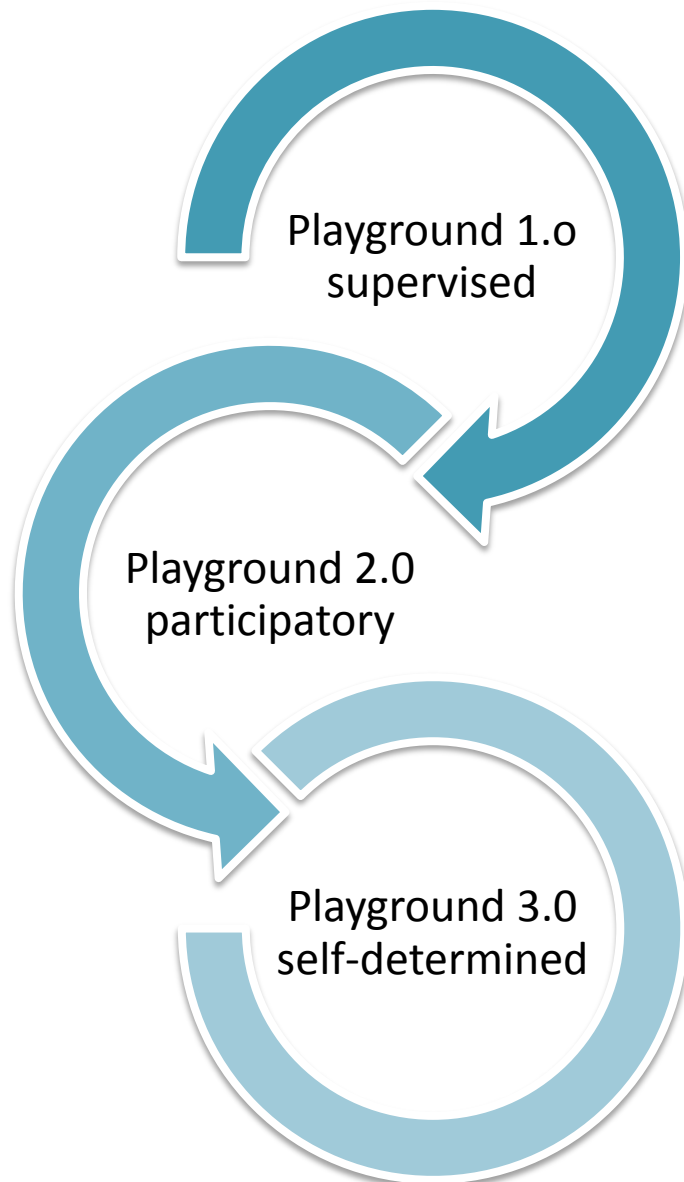
“I’m a L6 Social Care student and I took this unit last year – I really enjoyed this assessment, but I would have loved an opportunity to have done it in form of an animation... What a great new way of assessing students, and giving them a chance to develop skills as well as demonstrating theoretical understanding!”

## Student feedback - animation

A useful reminder: creative reflection (James & Brookfield, 2014, 54 )



“Blending creativity and reflection, and infusing them with qualities of imagination and play, creates a powerful cocktail that enhances learning”. James & Brookfield (2014, 55)

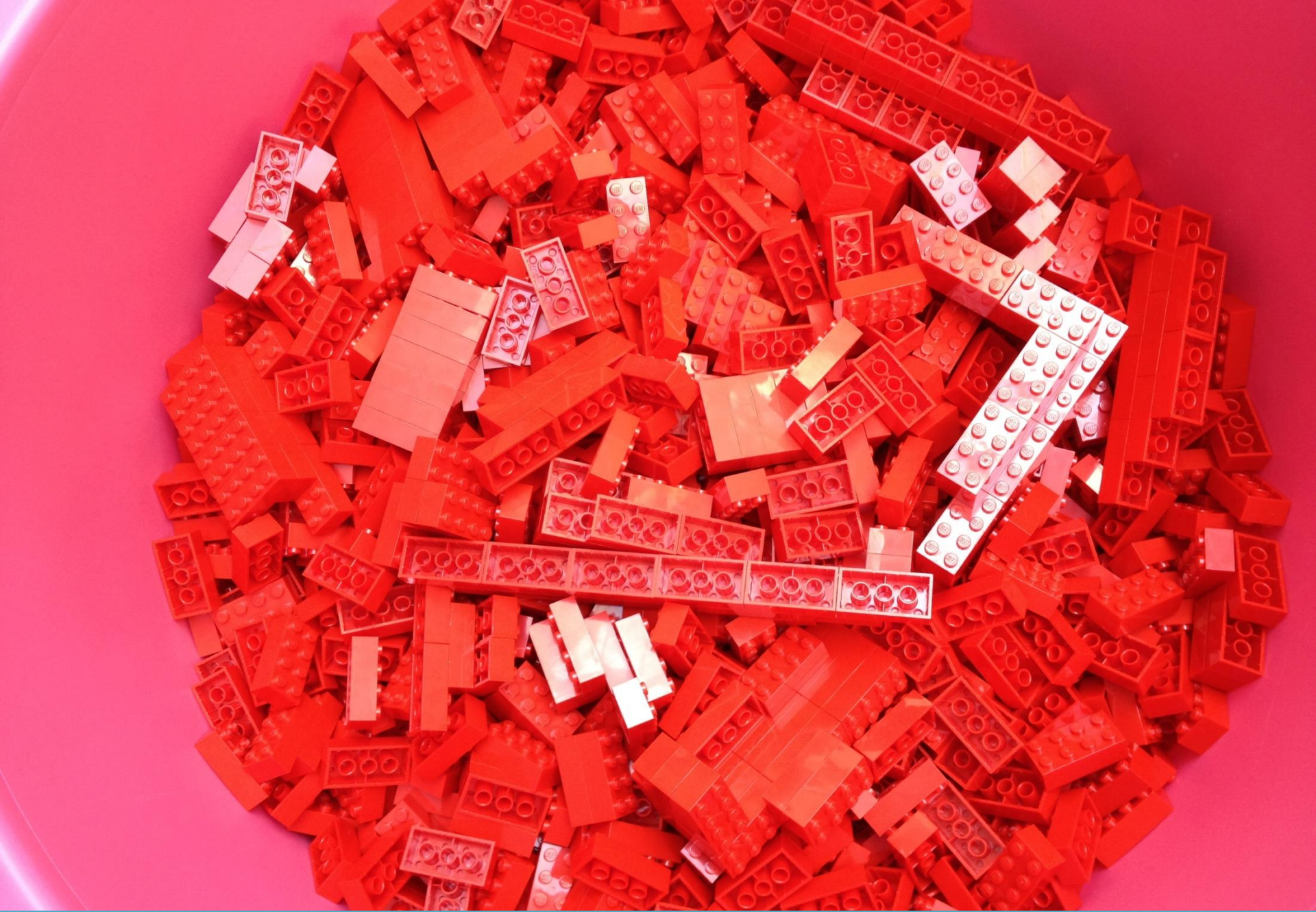


“What is stopping us from re-imagining higher education as an infinite number of playgrounds in which we can play with ideas and our own responses to such ideas in ways that foster imaginative, innovative or different ways of thinking and action, which have the potential to foster new knowledge creation for the social good? (Nerantzi, 2015, 42)

Playground Pedagogy	Three main theories of teaching (Ramsden, 2008)
Playground 1.0 supervised > feeling safe, developing trust	Theory 1: Teaching as telling, transmission or delivery - PASSIVE
Playground 2.0 participatory > gaining playful confidence through guided playful learning	Theory 2: Teaching as organising or facilitating student activity - ACTIVE
Playground 3.0 self-determined > autonomy, developing and sustaining play-active practice	Theory 3: Teaching as making learning possible – SELF-DIRECTED

Nerantzi, C. (2015) The Playground Model for Creative Professional Development, In: Nerantzi, C. & James, A. (eds.) (2015) Exploring Play in Higher Education, Creative Academic Magazine, Issue 2A, June 2015, pp. 40-50, available at <http://www.creativeacademic.uk/>



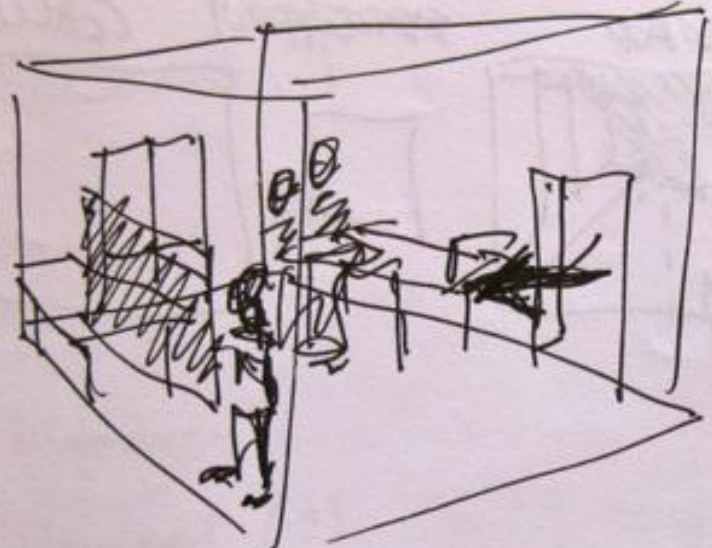


There will be bricks! Not just red ones! And not just plastic ones



SCENE 3

1  
Studio drawing



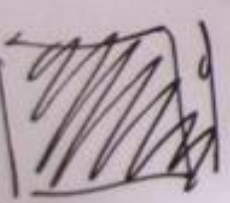
SCENE 1

Cafe.

1

2

3



5 PAN CRT



15 - return shot

17




NEW YORKS  
LARA



CLOSE

playstation 1: Making  
playstation 2: Animating  
playstation 3: Create a game

Sustainability	Internationalisation
Inclusivity	Creativity
Innovation	Professionalism



Learning through  
play at university?  
They must be  
mad!!!

Is this a bad thing?  
I can't wait!

“Play isn’t the enemy of learning, it’s learning’s partner.

Play is like fertilizer for brain growth. It’s crazy not to use it.”

(Brown, 2010, 101)

Find out more about animating and student assessment:

<https://animating4socialcare.wordpress.com>

Join the LEGO in HE network founded by Dr Alison James and Chrissi Nerantzi

<https://plus.google.com/communities/103994615424006154336> also on Twitter @LEGOinHE



# References 1/2

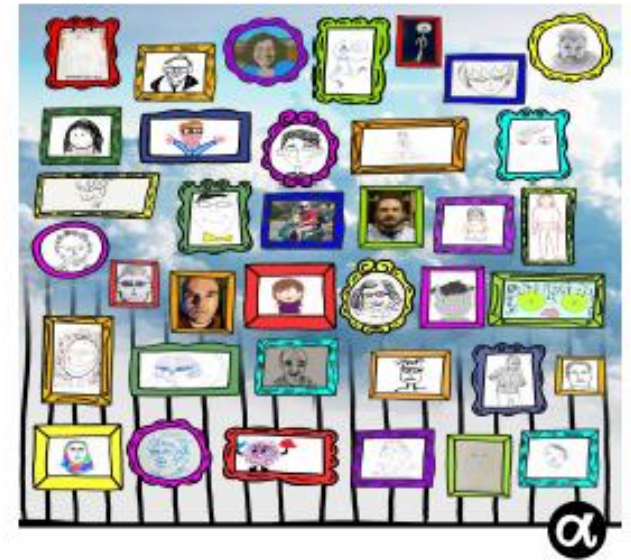
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## Exploring Play in Higher Education

Issue Number 2A



CREATIVE ACADEMIC MAGAZINE Issue Number 2A <http://www.creativeacademic.co.uk>

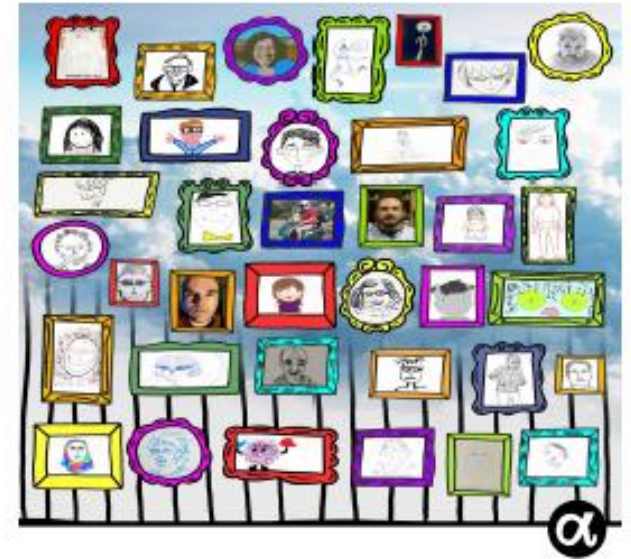
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Issue Number 2A

 **creative academic  
magazine**

CREATIVE ACADEMIC MAGAZINE Issue 2A June 2015 <http://www.creativeacademic.uk>



Shaping the future of learning

The global, cross-sector conference on technology supported learning and training  
Berlin, December 2 - 4, 2015

Join us for 90 mins of  
playful learning  
on the 3rd of December in  
Berlin! We will be in DES31  
(16:15-17:30)

Dr Jenny Fisher & Chrissi Nerantzi