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Walsh, Andrew

Letting sparks fly, using play to set your learners alight!

### Original Citation

Walsh, Andrew (2017) Letting sparks fly, using play to set your learners alight! In: 2017 Business Librarians Association Conference: Find your spark! Inspiration for challenging times, 5th-7th July, Southampton Solent University, UK. (Unpublished)

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# Letting sparks fly, using play to set your learners alight!

Andrew Walsh, Teaching Fellow.  
@andywalsh999  
<http://innovativelibraries.org.uk>



TeachKit

<https://teachkit.org.uk/>



# Who am I?

- Teaching Fellow / Librarian at University of Huddersfield
- Run workshops on Play, making games / escape rooms
- Run Innovative Libraries Press
- Write books / articles / stuff
- Heavily into Information Literacy, using play in work and teaching, and generally mucking about
- Currently running Kickstarter for TeachKits  
<http://teachkit.org.uk>





*"Summing up the formal characteristic of play, we might call it a free activity standing quite consciously outside 'ordinary' life as being 'not serious' but at the same time absorbing the player intensely and utterly. It is an activity connected with no material interest, and no profit can be gained by it. It proceeds within its own proper boundaries of time and space according to fixed rules and in an orderly manner. It promotes the formation of social groupings that tend to surround themselves with secrecy and to stress the difference from the common world by disguise or other means."*

Huizinga (1955) *Homo Ludens*

*play is Apparently Purposeless (done for its own sake);  
Voluntary; has Inherent Attraction; Freedom from time;  
Diminished consciousness of self; Improvisational potential;  
and Continuation desire.*

Brown & Vaughan (2010) *Play: How it shapes the brain, opens the imagination, and invigorates the soul.*

Are games play with added rules?

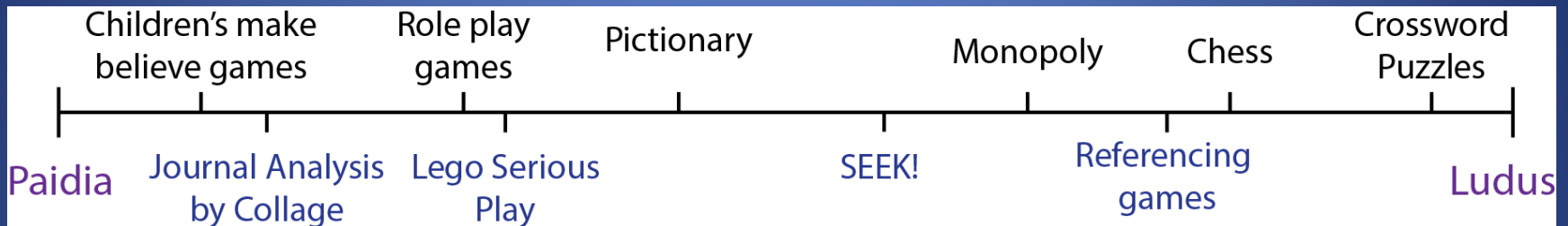
*“All games share four defining traits: a goal, rules, a feedback system, and voluntary participation.”*

*Assuming an element of play in this too?*

McGonigal (2012) *Reality is broken: Why games make us better and how they can change the world.*



# Difference between games and play is a bit more subtle...



AN EXAMPLE SPECTRUM OF PLAY FORMS, WITH APOLOGIES TO CAILLOIS\* (NOT TO SCALE.)

# Or in Bernie DeKoven's words...

In a Game Community, the rules and officials decide if the players are good enough to play. If not, they change players. In a Play Community, the players decide if the game is fun enough to play. If not, they change rules.

*[www.deepfun.com](http://www.deepfun.com)*

To me, this flexibility is a key reason to use games and play in education.





Gamification is a bit of a weird beast...

... but means applying games to non-game settings.




# What are the benefits of play?

## What do you think are the benefits of play?

 When poll is active, respond at **PolleEv.com/thelibrary589**  Text **THELIBRARY589** to **020 3322 5822** once to join

When poll is active tweet responses to **@andywalsh999**

 Answers to this poll are anonymous

 No responses received yet. They will appear here...



Play has loads of benefits...

... I see the main purpose of games as delivering play.

- *Good for exploring ideas*
- *Safe*
- *Creative*
- *Inviting*
- *Low risk (for participants)*
- *Thinking with your hands*
- *Good for active learning*
- *Construct own knowledge*
- *Expose people to new ideas*
- *Reinforce facts by repetition*
- *Memorable!*

But play is a “political act”...

... it demonstrates intent publicly.

We need to give *permission to play*.





*The End*



seek!

You kept notes of everything you referred to in your assignment, which saved time preparing your reference list.

Gain 2 points for being efficient.

seek!

Name two broader terms for television.

Accept media, broadcasting, telecommunication or another answer that the other players agree.

seek!

Nominate another player to pick a wildcard

*The End*



*The End*





*The End*



*The End*



*The End*



*The End*



*The End*



*The End*

useful

When you've left, you  
take papers for the other  
side, and give it to  
the team in the room.



FF-TK01

# FEEDBACK FLYER



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<http://teachkit.org.uk>

# Thank you for listening...

## More stuff:

Twitter: @andywalsh999

Email: andywalsh@innovativelibraries.org.uk

Or: a.p.walsh@hud.ac.uk

<http://innovativelibraries.org.uk>



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A little extra...

