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Walsh, Andrew and Clementson, Jonny

Reasons to play in Higher Education

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FROM THE PERSPECTIVE OF UK HIGHER EDUCATION, IT CAN FEEL DIFFICULT TO FIND SPACE AND JUSTIFICATION FOR PLAY. "UNIVERSITIES MUST DO MORE TO DEMONSTRATE THEY ADD REAL AND LASTING VALUE FOR ALL STUDENTS", LARGELY DEFINED AS PRODUCING STUDENTS "READY TO CONTRIBUTE TO SOCIETY AND TO BUSINESSES KEEN TO EMPLOY INCREASING NUMBERS OF SKILLED GRADUATES." \*

\*JOHNSON, 2015, MINISTER FOR UNIVERSITIES AND SCIENCE



## PRESSURES ON HIGHER EDUCATION

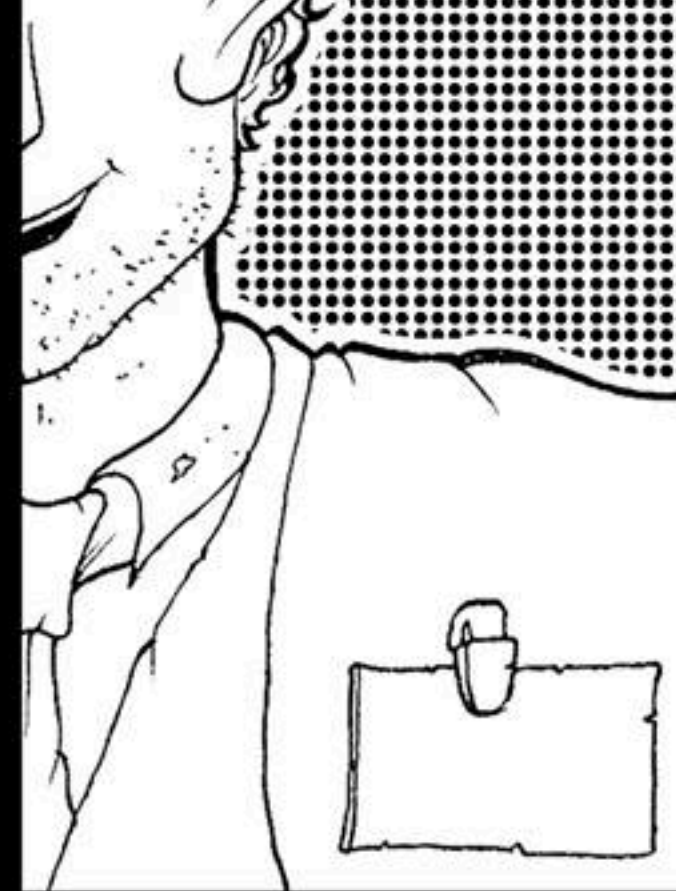
"VALUE" IS LINKED TO HOW MUCH MONEY STUDENTS WILL EARN UPON GRADUATION. THE TEACHING EXCELLENCE FRAMEWORK WILL CONTROL UNIVERSITIES' INCOME BASED ON:



SATISFACTION SURVEYS



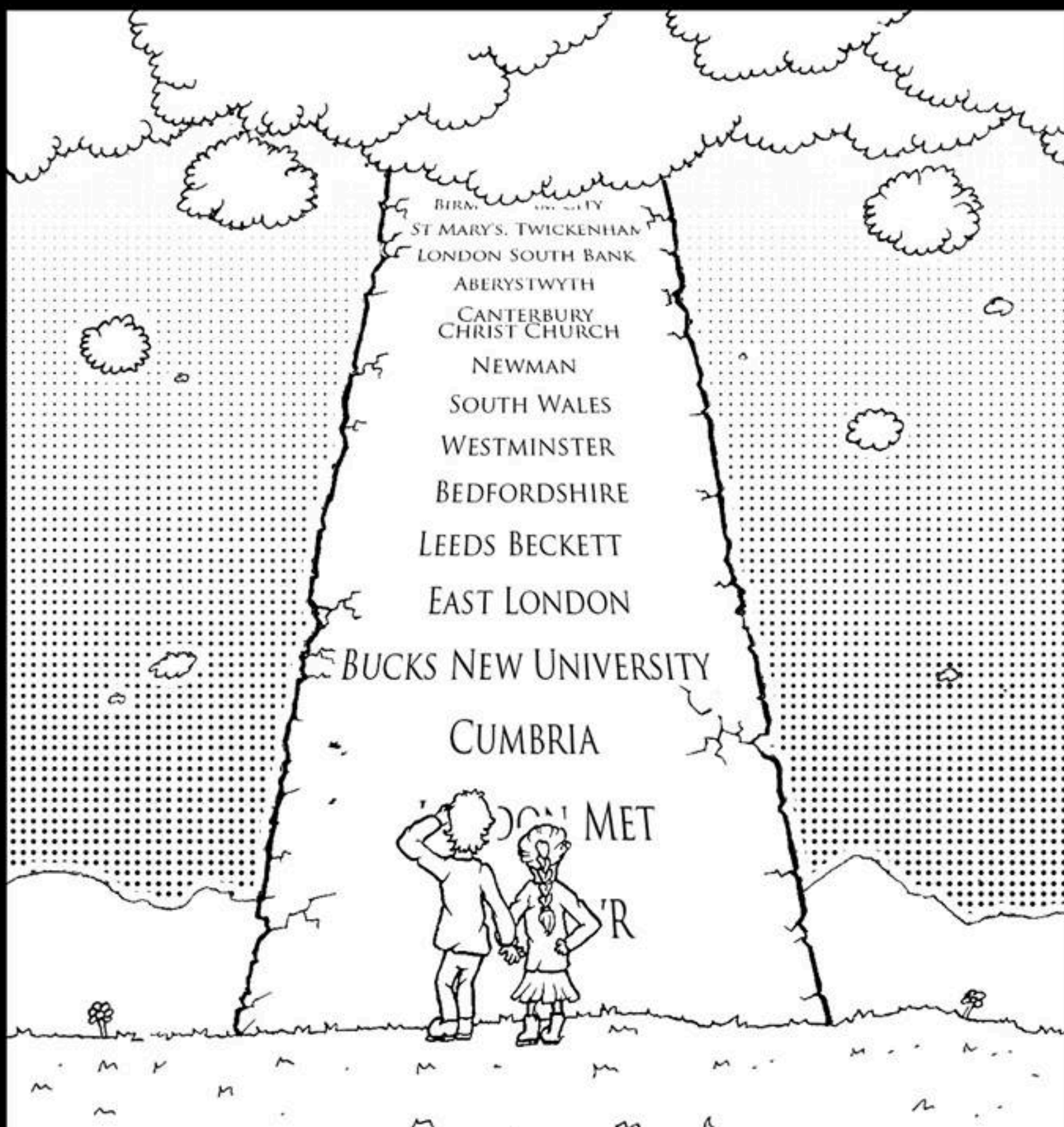
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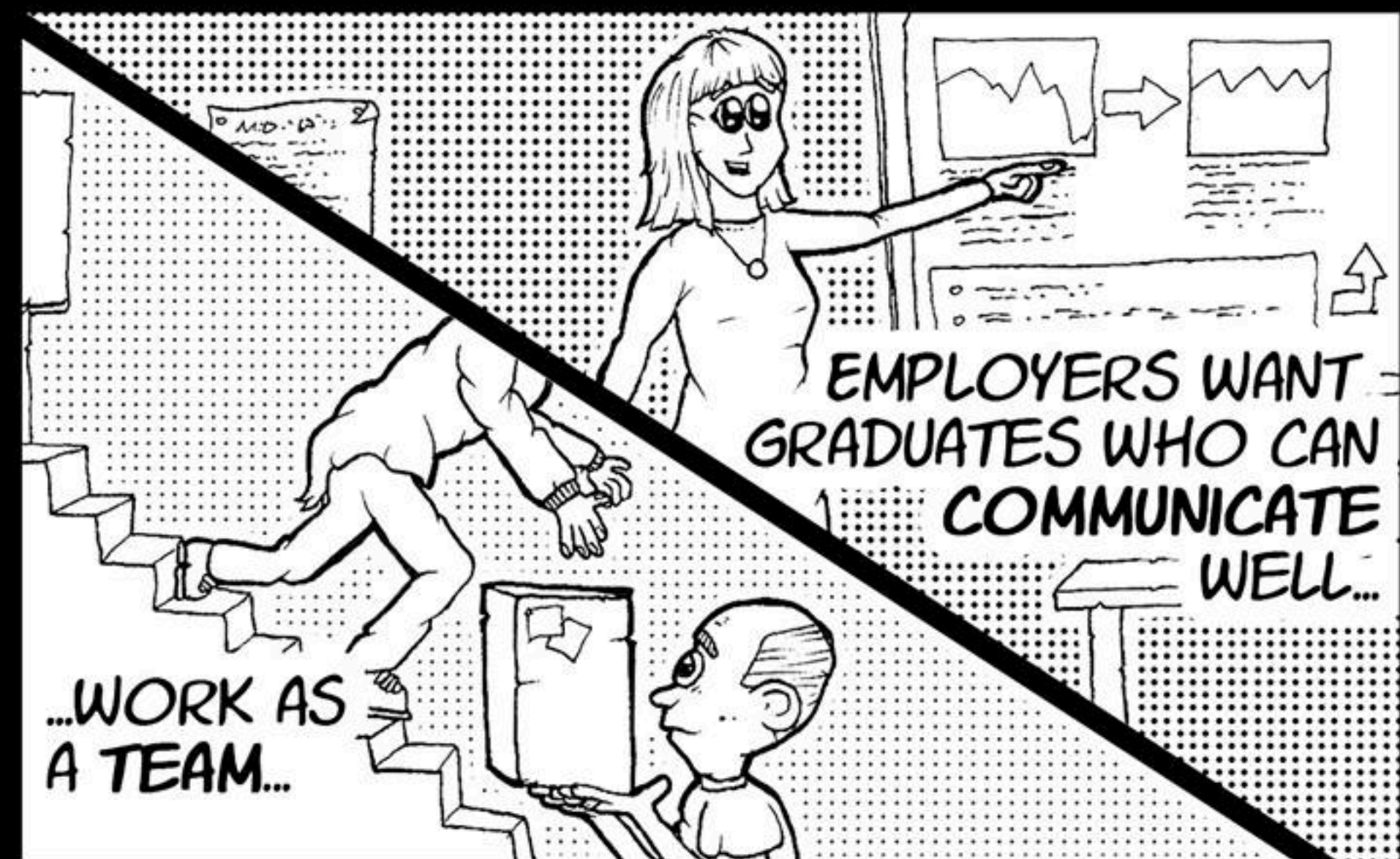
"GRADUATE" EMPLOYMENT



ACADEMIC ACHIEVEMENT



RECRUITMENT PRESSURE MEANS LEAGUE TABLES HAVE INFLATED IMPORTANCE.



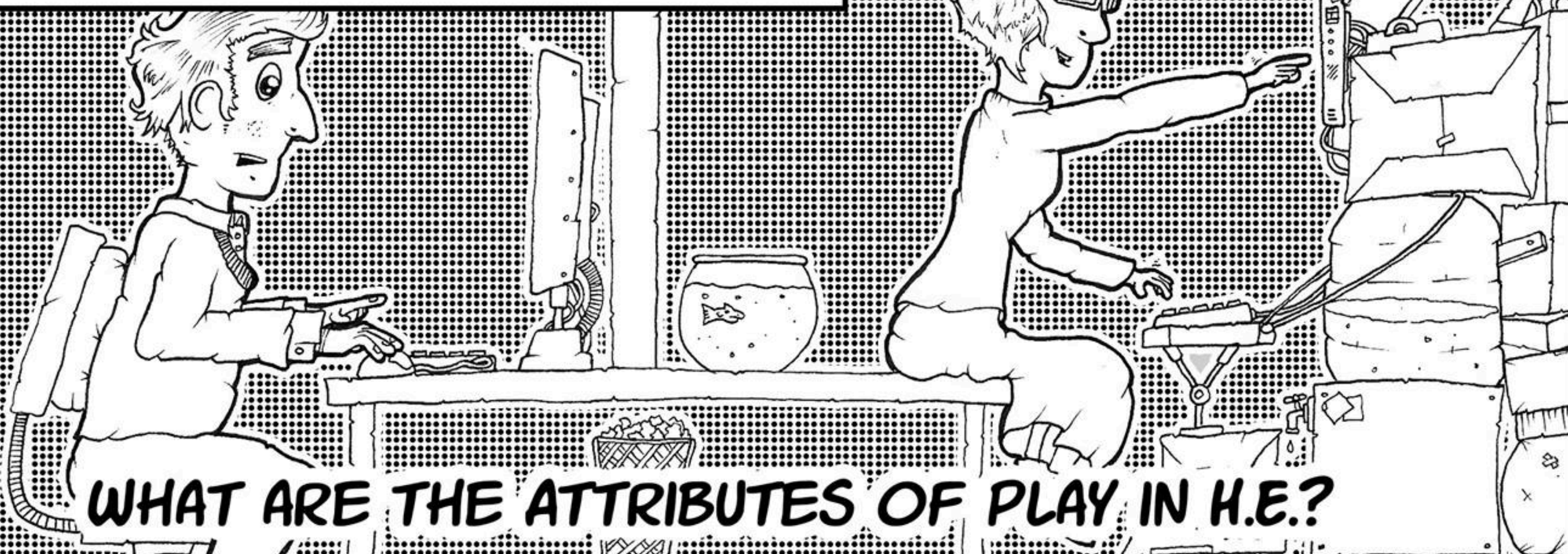
EMPLOYERS WANT GRADUATES WHO CAN COMMUNICATE WELL...



...AND HAVE LEADERSHIP AND MANAGEMENT SKILLS.

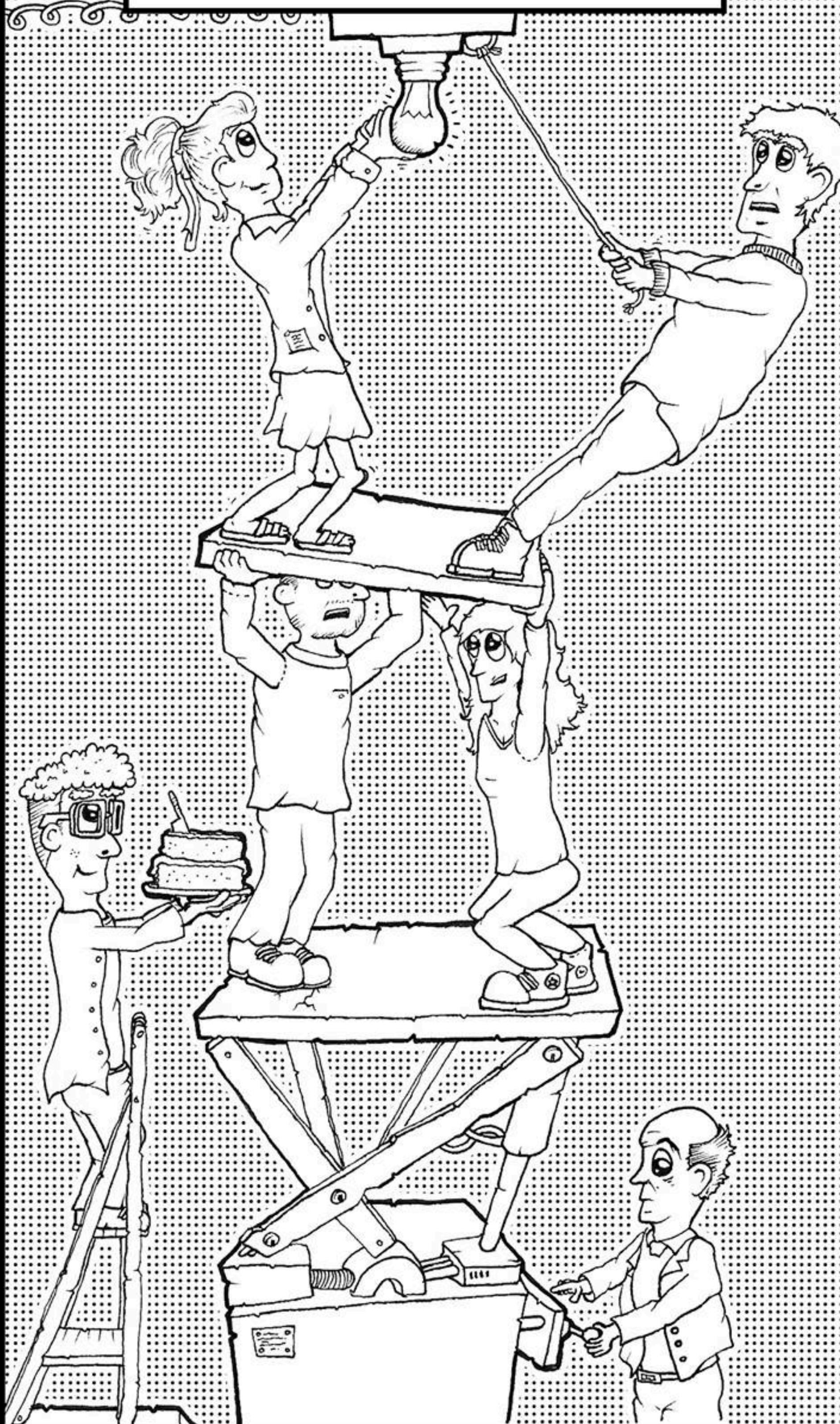


IF YOU THINK SOMETHING IS PLAY,  
THEN IT IS. IF YOU DON'T THINK IT IS PLAY, IT ISN'T.



## WHAT ARE THE ATTRIBUTES OF PLAY IN H.E.?

PLAY DEPENDS ON TEAMWORK  
AND COMMUNICATION.



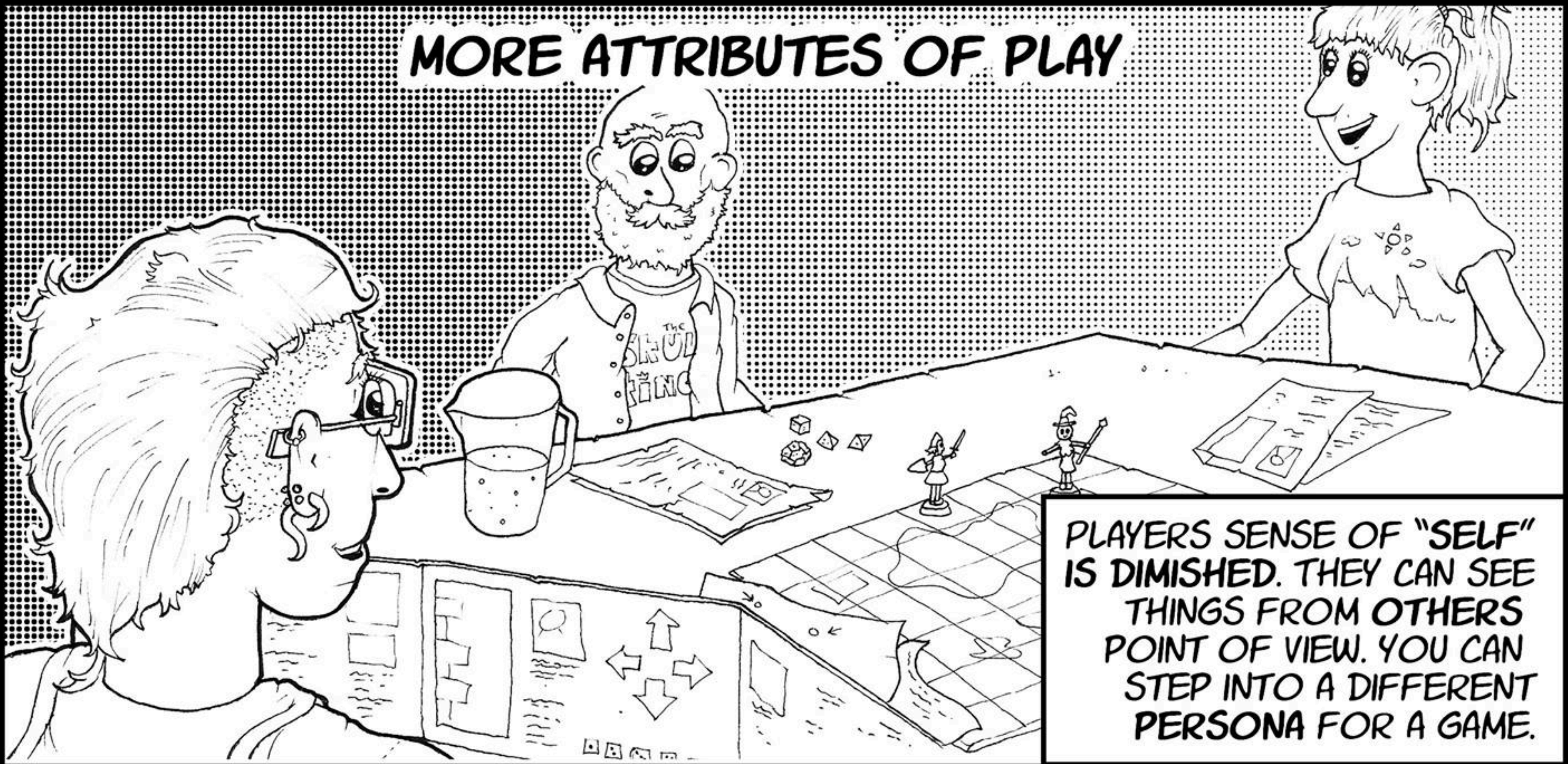
WHILE PLAY CAN BE COMPLETELY  
INTERNALISED BY AN INDIVIDUAL, IT IS MORE  
NORMALLY A SOCIAL ACTIVITY. PLAY  
CAN BE COMPETITIVE OR COLLABORATIVE.

RISK OF FAILURE IS LOW.  
PLAY CAN HAVE A PURPOSE,  
BUT IF IT ISN'T ACHIEVED,  
OR SOMETHING ELSE IS,  
THEN IT DOESN'T REALLY MATTER.



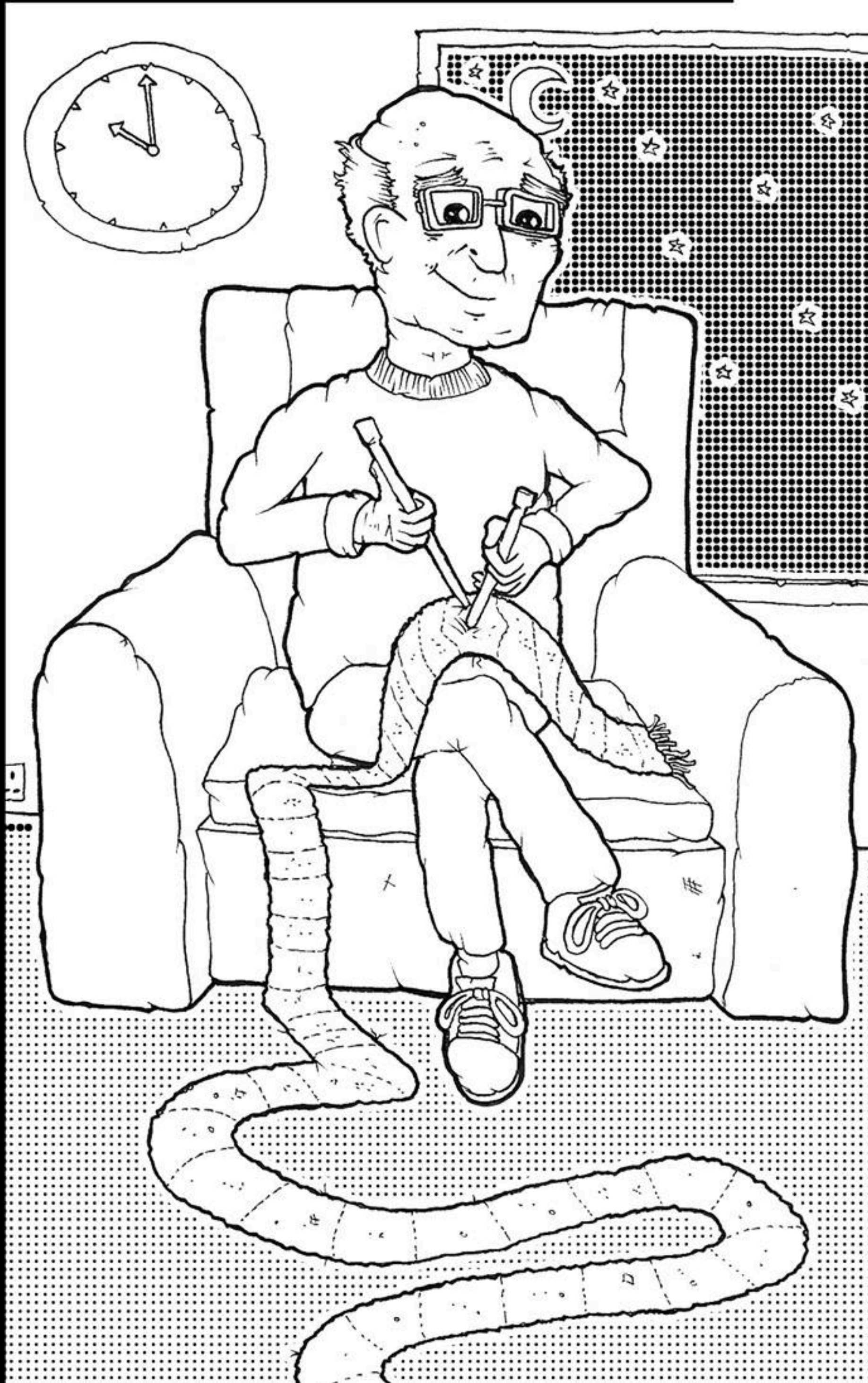


## MORE ATTRIBUTES OF PLAY

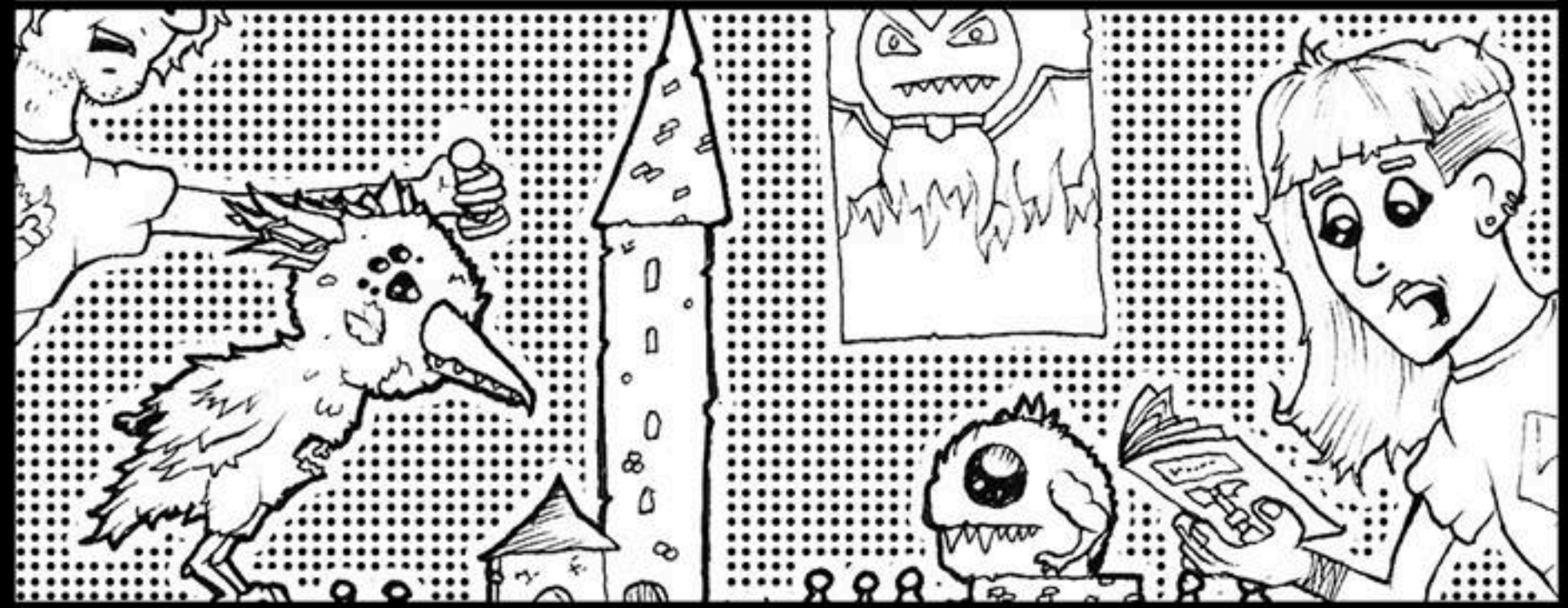


PLAYERS SENSE OF "SELF" IS DIMINISHED. THEY CAN SEE THINGS FROM OTHERS POINT OF VIEW. YOU CAN STEP INTO A DIFFERENT PERSONA FOR A GAME.

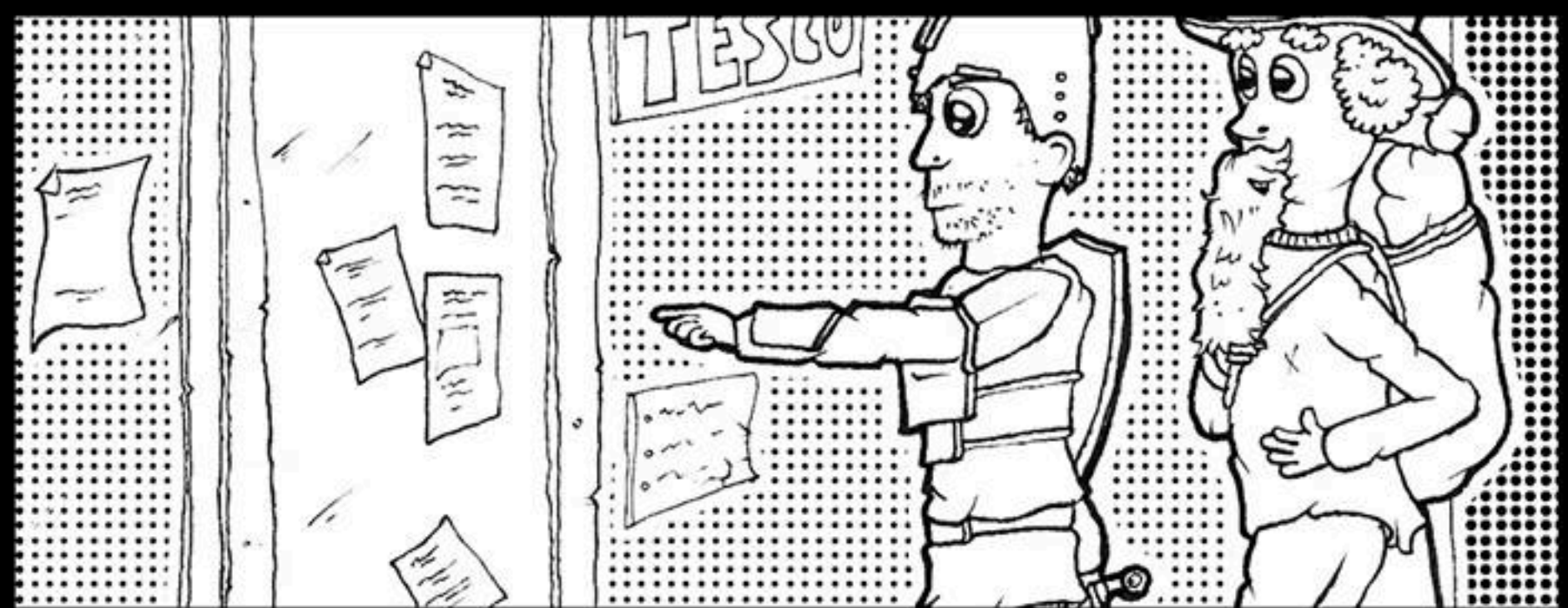
ATTRACTIVE FOR PEOPLE TO START AND CONTINUE THE ACTIVITY. CAN LOSE TRACK OF TIME. IT TENDS TO ABSORB THE PLAYER COMPLETELY.



THE PARTICIPANTS HAVE SOME CONTROL OVER THE PROCESS



ALTHOUGH RULES ARE IMPORTANT IN FORMAL GAMES



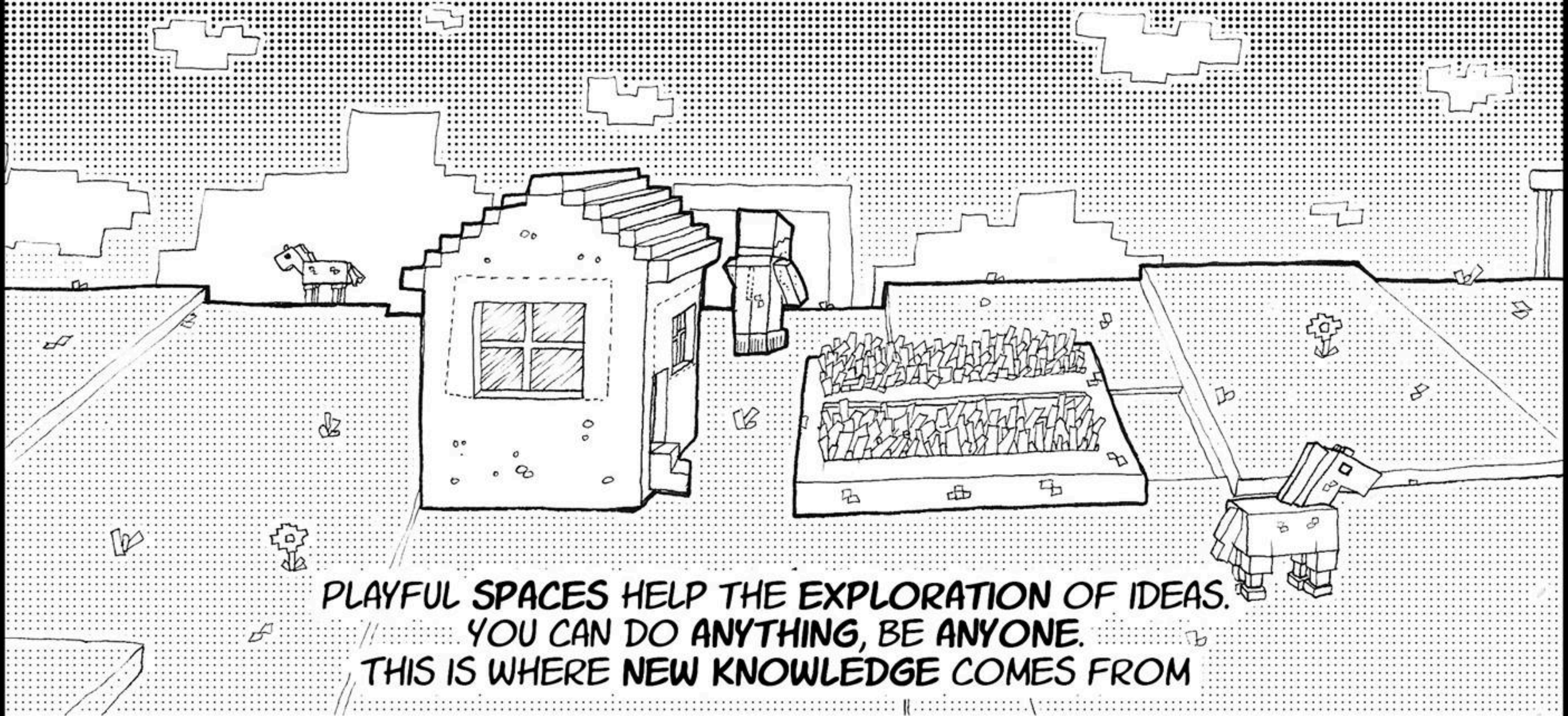
PLAY ALLOWS US TO CONSTRUCT THOSE RULES OURSELVES, TO MAKE UP AND CHANGE RULES AS WE GO.



RESEARCHERS WHO CREATIVELY THINK OF WAYS THAT THEY CAN ANSWER THEIR RESEARCH QUESTION ARE PLAYING IN THIS PHASE OF THEIR RESEARCH



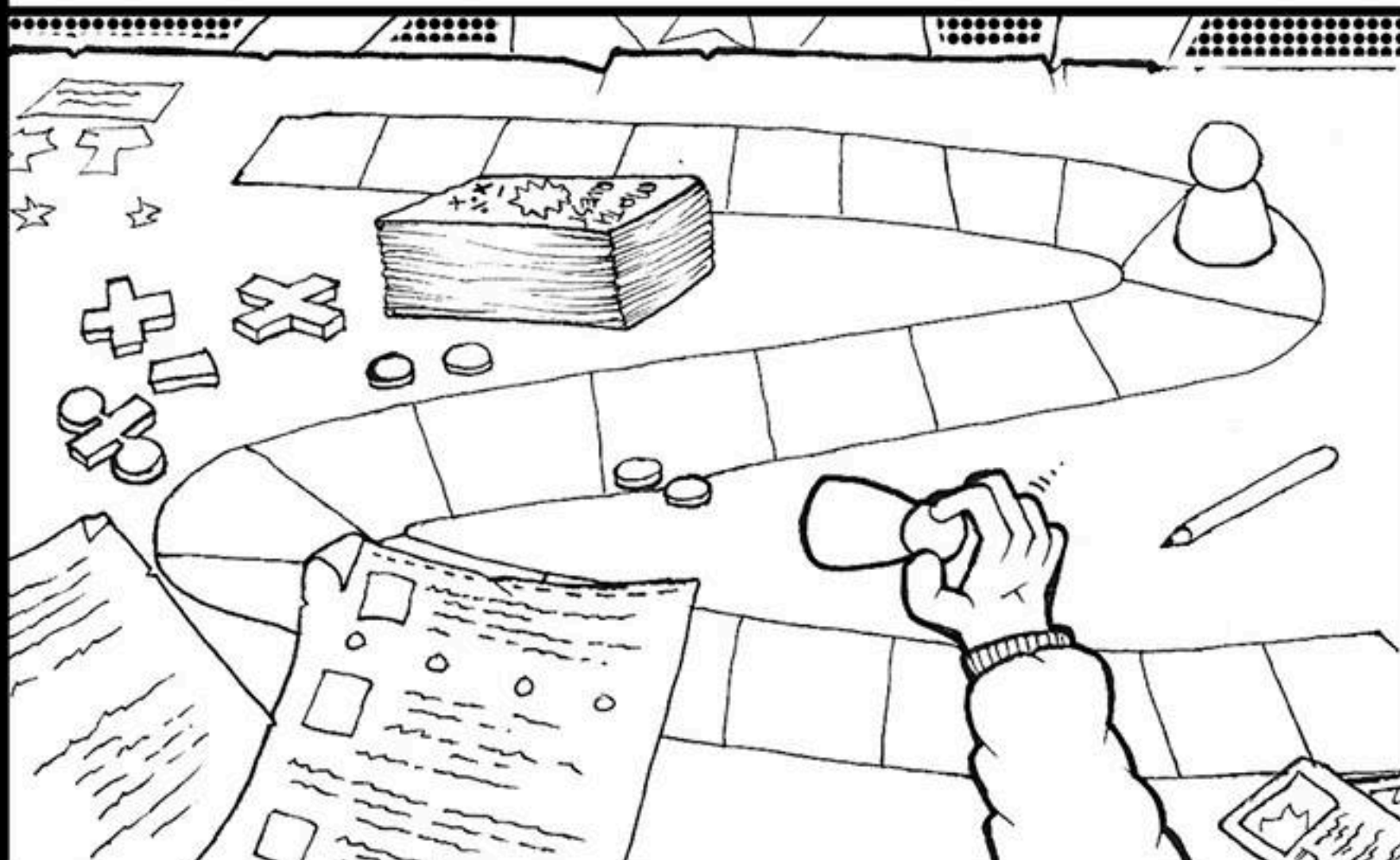
# WHAT PLAY IS GOOD FOR



GAMES HAVE A LONG PEDIGREE IN EDUCATION FOR PRACTICING SKILLS. THEY NOT ONLY LET US PRACTICE THE RIGHT THINGS TO DO, BUT LEARN THE CONSEQUENCES OF THE WRONG THINGS AS WELL".



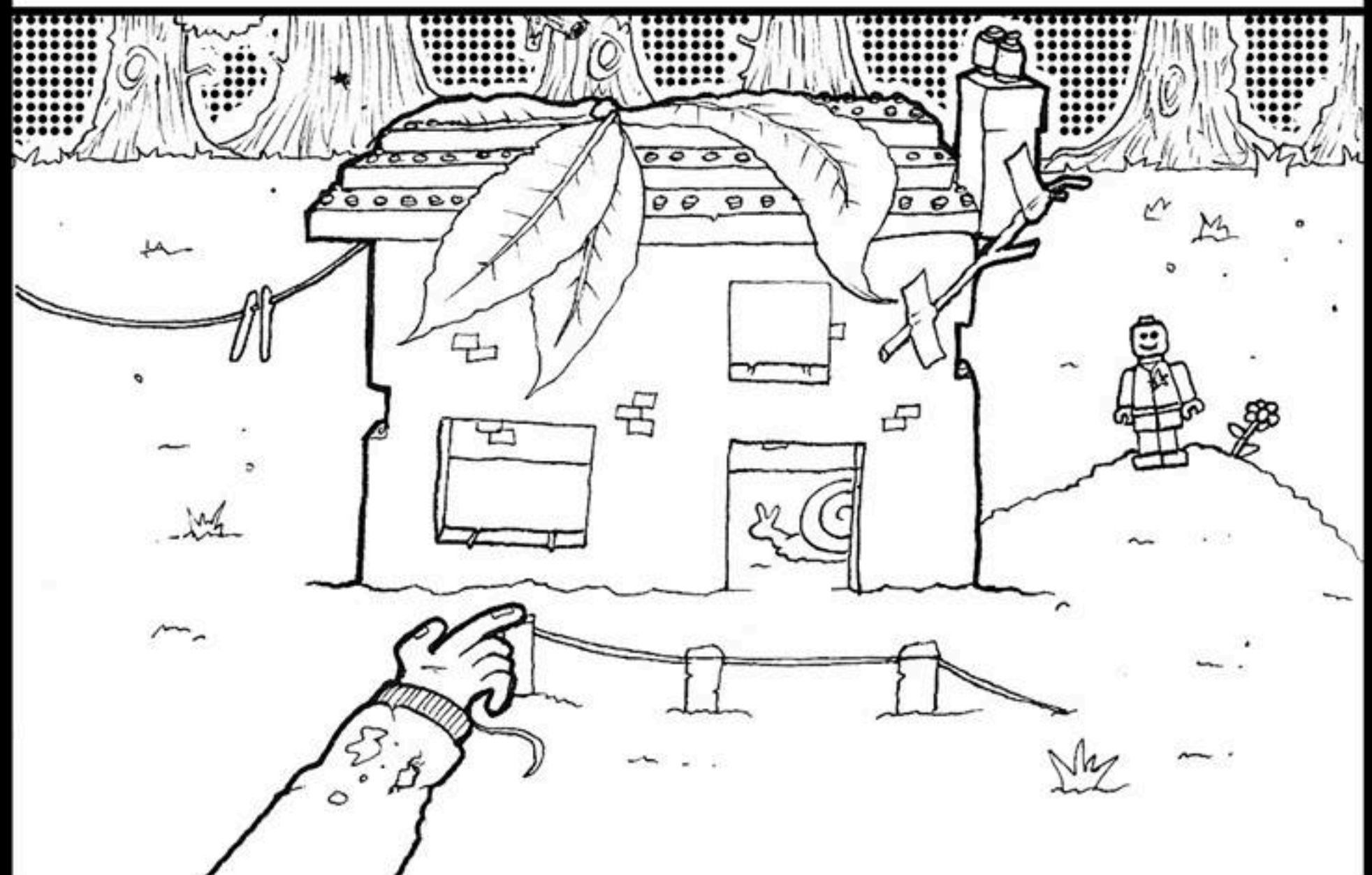
GAMES AND PLAY ARE GREAT FOR ACTIVE LEARNING, WITH GAMES SCAFFOLDING THE LEARNING PROCESS.



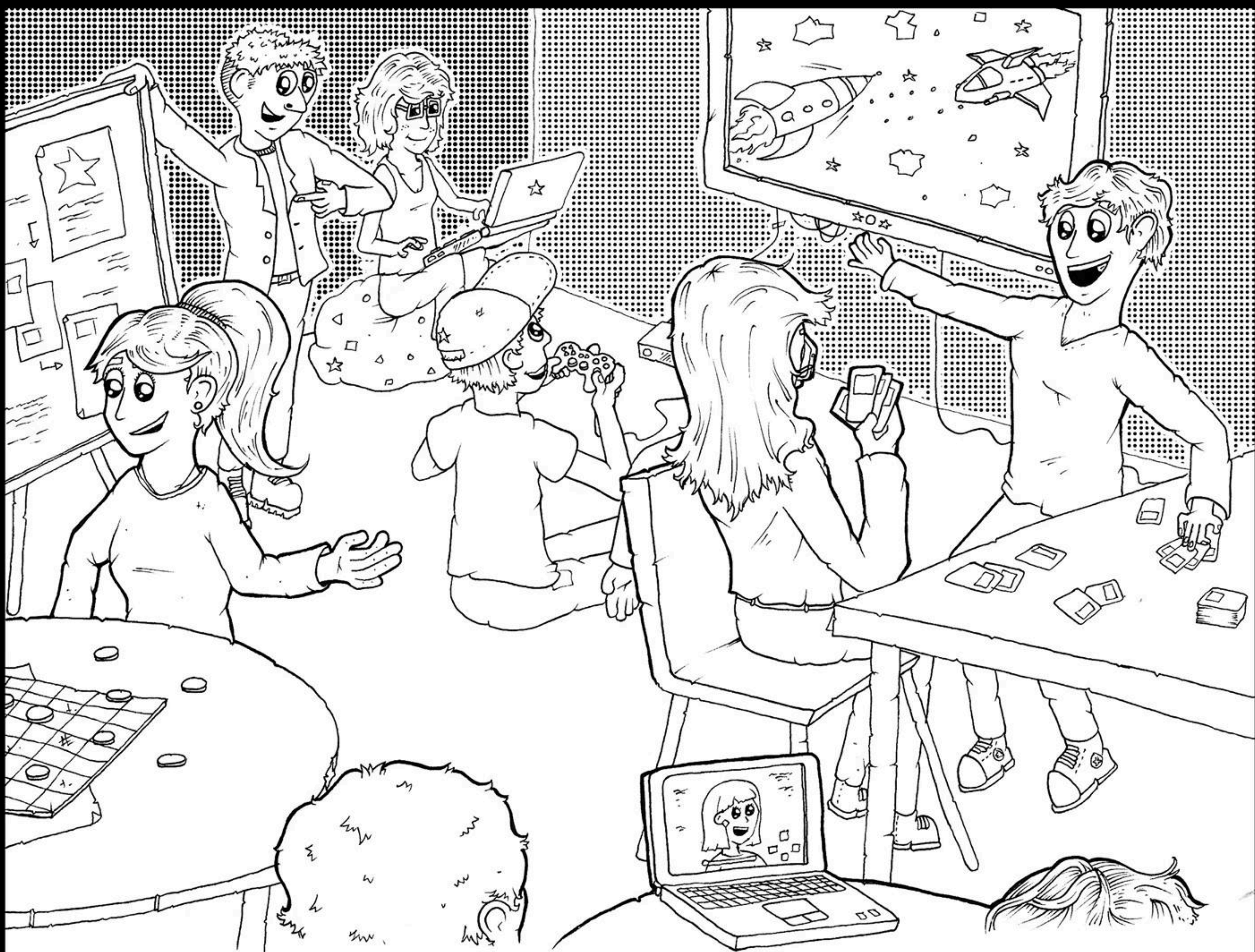
SO COUNTERPLAY (PLAYING "AGAINST" A GAME'S INTENTION) CAN EVEN MAKE GAMES MORE PLAYFUL AND DEEPENS LEARNING.



CREATIVE AND PLAYFUL ACTIVITIES ENABLE LEARNING AND REFLECTION.







## SUMMING UP

**THE GOVERNMENT AND EMPLOYERS WANT GRADUATES TO STAY AT UNIVERSITY, GET GOOD QUALIFICATIONS, BE "SATISFIED", BE GOOD TEAM PLAYERS, TO COMMUNICATE WELL, HAVE WHICH SHOULD LEAD TO BETTER JOBS AND ENGAGED CITIZENS.**

**PLAY HELPS PEOPLE FEEL INVOLVED AS PART OF A GROUP (WHICH HELPS RETENTION), SEE THINGS FROM ALTERNATIVE POINTS OF VIEW, PRACTICE SKILLS, ENJOY LEARNING (WHICH HELPS QUALIFICATIONS AND CREATION OF KNOWLEDGE), BE "CHALLENGED" IN THEIR LEARNING (AN IMPORTANT PART OF STUDENT SATISFACTION), LEARN GOOD COMMUNICATION AND TEAM WORKING SKILLS (VITAL FOR GRADUATE EMPLOYMENT).**

**BUT ALSO SKILLS THAT ARE VITAL FOR A CREATIVE, EMPATHETIC, REFLECTIVE, AND TOLERANT CITIZENSHIP.**

**LAST, BUT NOT LEAST, PLAY IS OFTEN FUN. THE GOVERNMENT, EMPLOYERS, UNIVERSITIES, AND THE LIKE MIGHT NOT CARE ABOUT FUN, BUT IF WE CAN HAVE FUN AT THE SAME TIME AS MEETING ALL THE OTHER NEEDS, THEN WHY NOT?**