



PlayBook

1

**Editors**

Mette Lyager
Tobias Heiberg
Signe Lehmann

Translation

Semantix

Printed by

Bording A/S

Photo

Inge Lynggaard
Emil Monty Freddie

4	Preface
5	Introduction
8	PlayLabs
36	Principles of Playful Learning
40	Inspiration for Playful Learning
50	Development of teaching
55	Playful Learning 2020
57	Playful Learning Research Extension
59	National programme management and secretariat
61	Those we have met along the way





"To be creative and playful throughout life is a fundamental part of being human, it's essential to participation in meaningful and innovative communities and it's vital in a changing, globalized world."



Preface

Playful Learning is a long-term partnership between the university colleges in Denmark and the LEGO Foundation. With a solid basis in the Danish educational tradition, Playful Learning aims to promote and develop a more playful approach to children's development, learning and well-being.

We believe that, in a lifelong learning perspective, we should retain the opportunity to develop and learn through a playful approach. Therefore, the ambition of Playful Learning is to contribute to a significant development of culture and practice in Danish day care and schools aimed at strengthening children's play, creativity, curiosity and desire to experiment.

Playful Learning thus uses as a springboard the education of the pedagogues and teachers of tomorrow – with subsequent inclusion of day care and schools.

PlayBook 1 gathers the experience gained from the first year of the Playful Learning programme and will therefore primarily focus on the development work to create better conditions for top-quality teaching at the six university colleges in Denmark.

The overall objective is to create a solid foundation for bringing higher professional competences into playing – and more playing into professional competences.

Enjoy!

Erik Knudsen, Steering Committee Chairman, &
Laust Joen Jakobsen, Head of Programme

Introduction



The ambition of the Playful Learning programme is to enhance all Danish children's creative and experimental approach to the world and their lifelong motivation for playful learning.

The pedagogues and teachers of tomorrow are key for meeting this ambition. Student pedagogues and teachers must experience excellent teaching standards in their study programmes, which support experimental and playful learning, so that, when graduating, they are ready to create the right conditions for a playful approach to development and learning in Danish day care and schools.

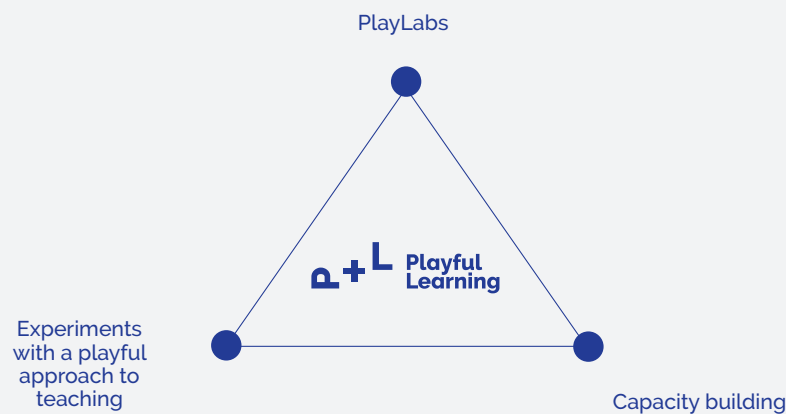
During the first years, the work in the Playful Learning programme therefore focuses on developing didactics that support playful learning in the social education and teacher education programmes in Denmark.

Each of the six university colleges has established a local corps of Playful Learning Ambassadors which consists of educators from both the social education and teacher education programmes, who have experience in applying a creative and playful approach to their teaching. The work of the corps of ambassadors is coordinated by a local project manager in close cooperation with the local management team and the national programme management for Playful Learning.

PlayBook 01 is based on the experience acquired by the highly committed, courageous and talented ambassadors and project managers from the six university colleges in 2019. This publication is aimed at the many new educators that we look forward to inviting to join the programme in 2020.



In PlayBook 1, we will describe how, in the first year of the programme, we have worked with three connected initiatives aimed at equipping educators and students in the social education and teacher education programmes to start the chain reaction which will promote Danish children's creativity, curiosity and the desire to experiment.



PlayLabs

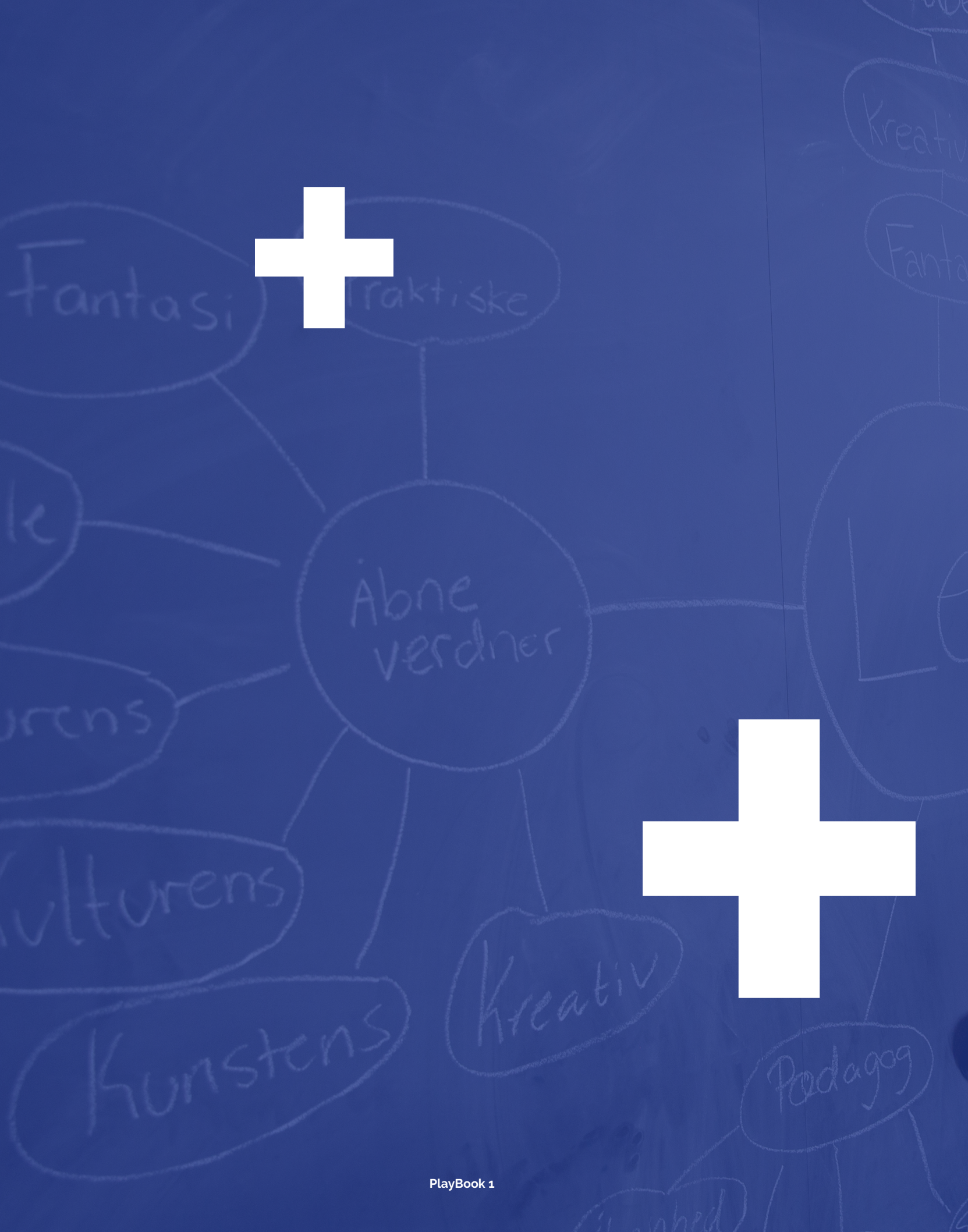
A learning environment encouraging a more playful approach can contribute to altering existing ways of teaching and developing new teaching forms. In autumn 2019, PlayLabs were established at all six university colleges. PlayLabs provide a visible framework which supports teaching experiments and contributes to leaving clear marks on the practices of the social education and teacher education programmes. Visit the PlayLabs of the university colleges in this publication.

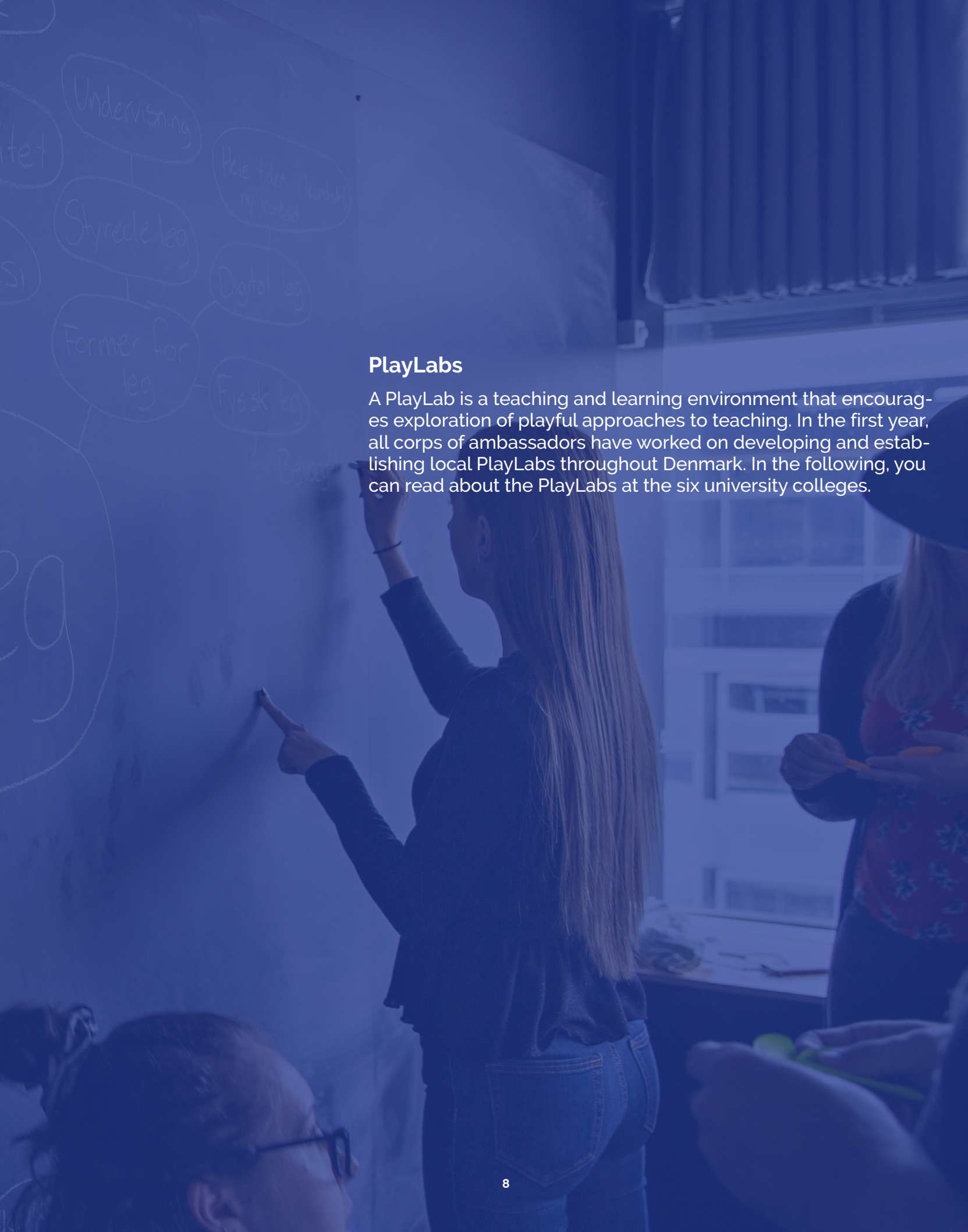
Experiments with a playful approach to teaching

The ambition that all student pedagogues and teachers meet a multitude of forms of playful learning during their study programme requires that we investigate and test new ways of making teaching more playful. Therefore, the ambassadors have experimented with pilot actions in teaching activities since the start of the programme. Based on the ambassadors' experiences, they have developed and described a wide range of ways in which to make teaching more playful. See selected examples of the ambassadors' work in this publication.

Capacity building

The capacity building of educators in the social education and teacher education programmes has been based on action learning courses in the local corps of ambassadors in 2019. The local work has involved specific teaching experiments with subsequent joint experience follow-up. Five national seminars have been held, in which experiences have been shared between educators, and where national and international researchers have been sources of inspiration. See an overview of our programme partners in this publication.



A woman with long blonde hair is standing in front of a whiteboard, writing on it with a marker. The whiteboard has a mind map drawn on it with several nodes in Danish. To her right, another person is partially visible, wearing a red patterned top. In the foreground, the back of a person's head with glasses is visible. The entire image has a blue tint.

PlayLabs

A PlayLab is a teaching and learning environment that encourages exploration of playful approaches to teaching. In the first year, all corps of ambassadors have worked on developing and establishing local PlayLabs throughout Denmark. In the following, you can read about the PlayLabs at the six university colleges.

Overview of PlayLabs in Denmark

University College Absalon
Campus Vordingborg
Kuskevej 1, 4760 Vordingborg

University College
Copenhagen
Campus Carlsberg
Humletorvet 3,
1799 København V

UCL University College
Campus Jelling
Vejlevej 2, 7300 Jelling

UCL University College
Campus Odense
Niels Bohrs Alle 1, 5230 Odense

University College of Northern
Denmark
Campus Hjørring
Skolevangen 45, 9800 Hjørring

University College South
Denmark
Campus Esbjerg
Degnevej 16, 6705 Esbjerg

VIA University College
Campus Aarhus C
Ceresbyen 24, 8000 Aarhus





Sustainable and exemplary practice

PlayLab at Campus Vordingborg

University College Absalon's PlayLab at Campus Vordingborg is not a room which you can enter and close the door behind you. Instead, these are open areas which have been reimagined, and the PlayLab is therefore spread out across Campus Vordingborg. The areas have very different moods and encourage different activities:

Workshop and Innovation is a process and workshop-oriented area buzzing with activity and modelling, and where people are encouraged not to be afraid to make mistakes.

The Playground calls for physicality and materiality. It is divided into small areas, with a stage, a cave and a mountain which provide room for immersion and contemplation and where people can make presentations for each other. Here, you can enter and exit different worlds, magical circles and settings.

The Earthing is an outdoor area with kitchen gardens and play equipment that encourage sensuousness, energy and discovery.

The Gap is a break and recharging area that encourages calm, contemplation and togetherness.

Despite the different moods of the areas, they are all characterised by everything being freely accessible – both spaces and materials. The workshop areas offer a wide range of materials that can be

used in endless ways: paper, scissors, glue guns and other typical handwork materials. Blankets, racks, cardboard boxes for building caves. Workstations with different heights and shelves filled with a wide selection of different board games. The areas also encourage alternating use of them. It is up to the individual educator and student to interpret the possibilities. The PlayLab is also integrated with a Sci-Tech laboratory with access to robots and Makerspace machines.

The corps of ambassadors has used design-based thinking throughout the PlayLab development and establishment process. This is consequently also the first version of Absalon's new playful teaching environment – a kind of prototype. Sustainability has been a key word in the establishment of the PlayLab on campus. The existing functions of the areas were to be maintained combined with the introduction of the new practice. In addition, the idea of open PlayLab areas has helped highlight a playful approach to learning as a new practice for educators and students on campus.



Mellemrummet

Interaktion, samarbejde og netværk



If you think
you are too
small to
have an
impact...

BIRK

The PlayLab areas should challenge and invite educators to rethink their teaching methods. Physical layout, class size, roles and positions, time formats, activity and process formats are all elements that the PlayLab areas help to challenge.

The vision is that the new areas are to give both educators and students new views on alternatives to how teaching, schools and day care may be structured. Views that students can subsequently implement in practice after they graduate.



Magical entrance and corkscrew slide

PlayLab at Campus Carlsberg



When you step through the magical entrance to University College Copenhagen's PlayLab, you move through a labyrinth that ends at a giant corkscrew slide. Here, you discover that the PlayLab is distributed on two floors connected by the slide and a purple spiral staircase. The magical entrance creates an atmosphere of play from the moment you enter the space and prepares the user for engaging in play and creative immersion. Light and urban life flow in from the big window section, while play and creativity flow out towards the square at Carlsberg Station.

The two floors enable simultaneous group work and class teaching. Both floors invite and offer space for numerous types of play and moods: physical games and quiet games, large and small construction games, role playing, filming and media games, group work and individual immersion, and for games with board and body, laughing and screaming.

The PlayLab should invite to, inspire and insist on quality in play and learning activities. Therefore, University College Copenhagen's PlayLab has three main directions: *Free Play*, *Play In* and *Play Out*:

In Free Play, there is room for students to play and experiment with group work, problem formulations, subject-related goals, exam assignments etc. without educator involvement.

In Play In, the PlayLab can be booked by educators for experimental teaching with room for big gestures and for immersive playful, experimental and creatively staged teaching. Here, there is no fixed classroom set-up, but instead sitting stairs on wheels and soft colourful pouffes in different shapes.

In Play Out, educators can take a Playful roller suitcase and establish a lab in an ordinary room.

The PlayLab is manned with PlayLab consultants (educators) and PlayLab guides (student assistants) to show students how the PlayLab works and introduce them to the many opportunities that the space offers. The space has a central location on Campus Carlsberg, but with Play Out's roller suitcases, it extends out towards all classroom facilities on campus and at the four other campus locations in Hillerød and Helsingør as well as on Frederiksberg and Bornholm.







The five design principles of University College Copenhagen's PlayLab:

- The PlayLab should offer and support a multitude of play types and moods
- The PlayLab should be a transformative space
- In the PlayLab, users are allowed to play with all PlayLab objects
- The PlayLab has a magical entrance and a reflectory exit
- The PlayLab has been and will continue to be developed by students and educators as co-creators.



Choice, wonder and delight

PlayLabs at Campus Odense and Campus Jelling

University College Lillebaelt has two PlayLabs; one in Odense and one in Jelling. Already in the walkways, colours and materials immediately indicate that the space is changing – this is a nice place to be and you can *do something* here.

Both PlayLabs are divided into different stations. There is an amphitheatre where people can meet and make presentations for each other. There are standing work desks for immersion and working together. There are freely available materials, and the space contains elements of surprise. In Odense, ropes hang down from the ceiling, and there are empty painting frames on the walls. In Jelling, there is a corkboard wall with a scent of smoked whisky. In Jelling, there is a false door, in Odense all the stools are different from each other. All of this makes people wonder and makes them want to *do something together with someone*.

Even though the two PlayLabs are located at different geographic locations, they are based on joint principles for playful approaches to learning: *choice, wonder and delight* – inspired by *Pedagogy of Play* – a collaboration between International School of Billund, The LEGO Foundation and Project Zero. In addition, Professor of Play Helle Marie Skovbjerg's perspective on play has served as a compass in the

design process, so that both PlayLabs ooze with playful moods and materials.

The spaces call for an exploration of the many possibilities where *all things* can be used for *many things*. Educators and students can delight, wonder and choose together in a community or communities. Therefore, all stations encourage collaborative processes in which knowledge can be shared and developed together. You can write on walls and windows, express yourself in sand or on a dowel wall or work with different (recycled) materials. You can proceed with your own or others' ideas and present exhibitions. But there is also room to retreat into 'caves' and shield yourself for example in Jelling's 'sitting alcoves' or with Odense's curtain walls.





One significant difference between the two PlayLabs is the location. Jelling's PlayLab consists of a large communal area and an inviting outdoor area adjoining the unique historical monument area at the Jelling stones.

The PlayLab in Odense is located on the fourth floor and extends across the floor in different spaces, each with their own special expression.



A PlayLab that moves through many zones

PlayLab at Campus Hjørring



The students and other visitors who enter the many zones that together make up the PlayLab in Hjørring will experience being invited to participate actively in playful, creative and innovative learning processes. The experience should provide a physical impulse that makes students and visitors think openly and creatively.

The intention of the Campus Hjørring PlayLab is to invite to playful learning activities. The space creates a sounding board for imagination, positivity and the courage to try something new. Here there is room for both laughter and deep concentration. The intention is that the spaces are perceived as open and free, thus encouraging the learners to experiment, co-create and develop their own potentials.

A fundamental design principle for the PlayLab is the division into zones: *Market zone, Performance zone, Show and Tell zone, Work zone, Technology zone and VR Play zone*. The zones encourage different types of playful experiences and learning. A specially developed graphic design, learning media and the physical arrangement of the premises underline the diversity of the zones and support the many opportunities for developing playful approaches to learning through different possibilities of expression and learning styles.

The PlayLab zones can be used in both educator-facilitated and student-facilitated contexts, where opportunities for development of a playful approach to learning can flourish. The PlayLab area makes it possible to work in many small and large groups with up to 100 – 200 participants. The PlayLab is located in a very central and visible area on campus. The vision is that play should pervade all parts of the study environment and that it does not need to be framed by four walls.

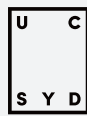
The zoning should both challenge the existing framework and signal a framework for how learning processes can be supported both by the physical space and the organisation of the physical zones. Each zone has a flexible layout, and the zones can be combined in multiple ways. It has been an important objective to provide inspiration for a transferability to working with zoning on completely conventional day care and school premises.

MARKET ZONE



In the PlayLab at Campus Hjørring, the students meet new opportunities for using these more informal learning spaces. There is room for new ways of being a student and an educator. The objective is to create spaces designed to encourage experimentation and development of new forms of teaching in which playful approaches are included as a natural and essential element in the learning process.





Inviting and inspiring materials

PlayLab at Campus Esbjerg

On entering the Campus Esbjerg PlayLab, you experience a pure wow effect. A multitude of materials are freely available – ready to provide inspiration and be taken into use. Furniture, artefacts, colours and arrangement appeal to creative thinking, to inspiration and to innovative and playful solving of assignments and problems.

The ambition of the Esbjerg PlayLab is for educators and students to be inspired to think, learn and experience teaching in a completely different way. It should be a development lab where both educators and students can help transform and shape the space and the teaching that is provided there.

The vision is that the more playful teaching that unfolds in the PlayLab is to have a rub-off effect, so that newly graduated teachers and pedagogues will bring the ambition of a more focused and structured approach to playful learning with them into schools and institutions.

The special qualities of the Campus Esbjerg PlayLab are the visibility, quantity and composition of materials available in the space. The Campus Esbjerg PlayLab is designed according to the theory of the four activity types. The space has therefore been clearly divided into four zones, where students and educators can work with aesthetic, communicative, artisanal and analytical approaches to learning, respectively.

The four approaches to teaching can be seen based on a holistic approach to a specific teaching activity that comprises the full space. However, the zoning also allows for differentiated teaching based on individual processes and products.

In the artisanal zone, there are – in addition to tool and sewing tables – various tools, basic materials such as wood, paints, brushes, components for electricity, wires, blocks, fabrics, yarn, sewing thread, beads, spangles, balloons, wheels, wooden discs, lolly sticks, coloured matches, art-straws, tape, glue, modelling wax, paper, cardboard and colour-sorted boxes of materials.

In the communicative zone, there are a board collection table, record clamps, whiteboards, window board, hourglasses, material for movement activities (colour sorted) and light tables.

In the analytical zone, there is a circular plant collection table, skeletons, globes, dissection models, blocks, pieces with numbers and letters, sorting boxes and trays, different types of magnifying glasses, both analogue and digital, field equipment and themed tablecloths, miscellaneous reference books and books for inspiration and observation material.

In the aesthetic zone, there are two board collection tables, puppet theatres, costumes, biblical hand puppets, sock animals, teaching dolls, animal masks, human masks, LEGO figures, plastic animals, musical instruments and makeup.





All zones should invite and inspire playful approaches to teaching.





A space that connects tinkering with interactive magic

PlayLab at Campus Aarhus C

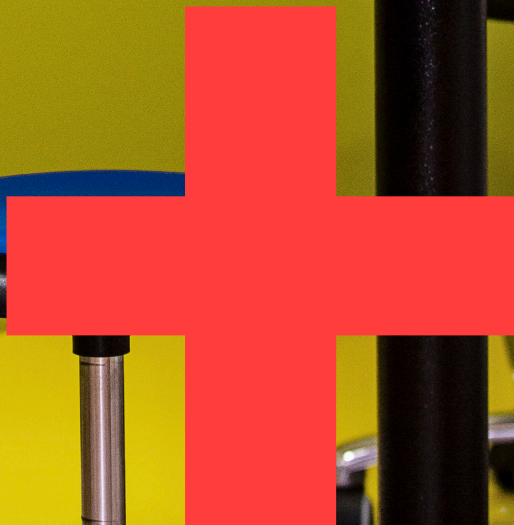
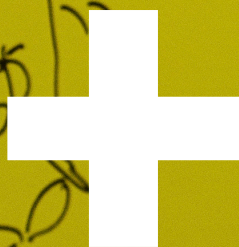
The senses are bombarded with impressions when the walls explode in colours and shapes, and the soundtrack contributes to the experience in VIA University College's PlayLab in Aarhus. The PlayLab is a living space and it becomes absolutely magical. In fact, the projector walls are a distinctive feature of VIA's PlayLab and offer the possibility of creating all sorts of environments, moods and places which undergo a transformation every time the images, film clip or soundtrack changes.

The interactive space creates room to explore and experiment with how the senses can play a role in learning situations. Through images, film, light and sound, both educators and students have the opportunity to experience physically how senses and moods affect the way we perceive things in a given learning and play environment.

In the adjoining space, users are invited to make something with their hands and body, to play, explore, experiment, build, draw and much more. Here we are again far from the conventional classroom. The space appeal to an exploration of the materials available in the large wall shelves and to inquisitive experimentation with other ways of interacting with others through learning, activities and play.

The linking of a visually interactive space and a tinkering area with room for construction play together provides opportunities for using many different skills and professional competences to interact with the space.

The PlayLab in VIA is primarily used as part of the ordinary teaching activities. It is booked by educators, who use the PlayLab together with their students to test playful and creative approaches to teaching. In addition to students from the social education and teacher education programmes, students from FIF (preparatory course for refugees and immigrants as well as China Class students have been to the PlayLab with their educators.

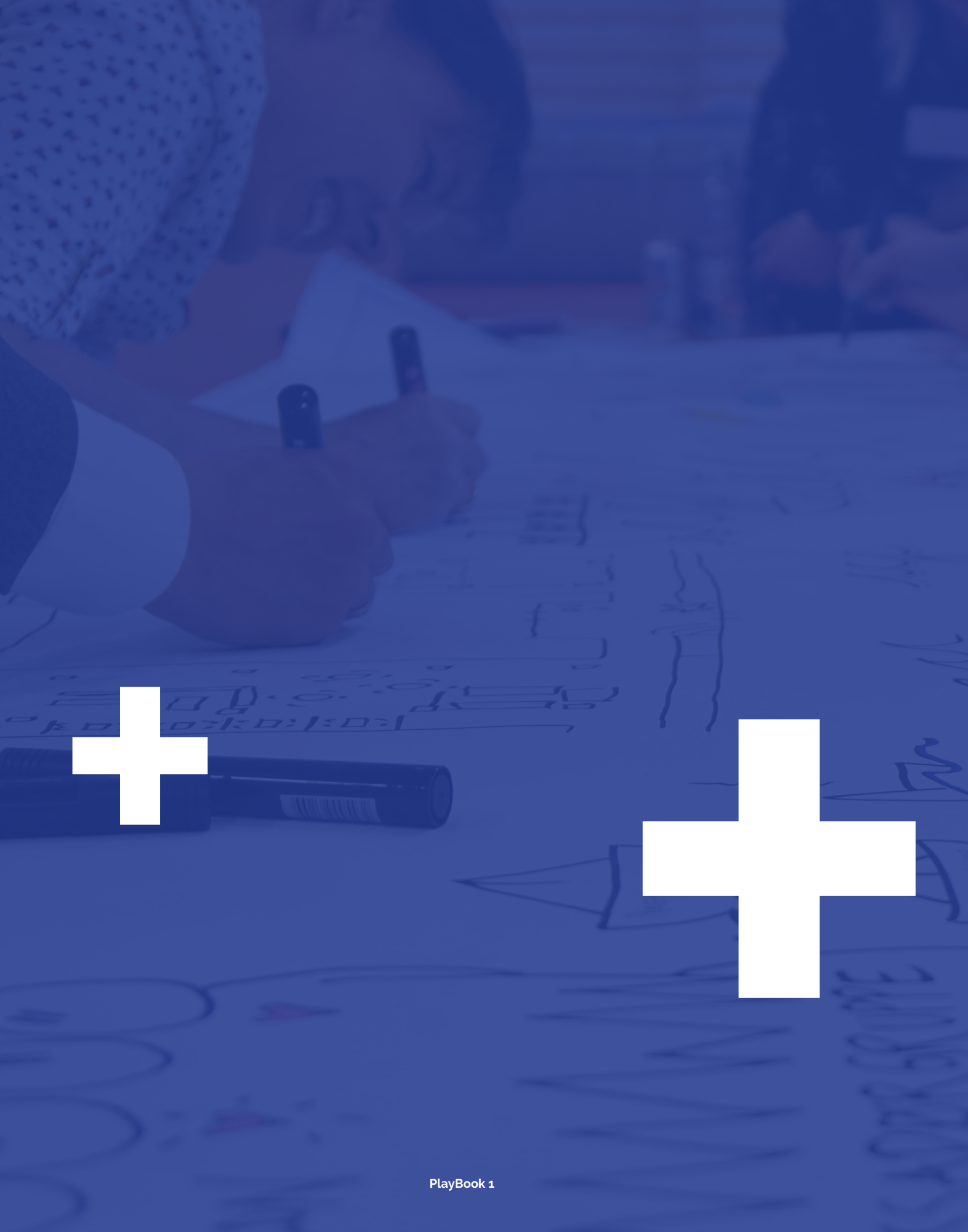






From the outset, the ambassadors in VIA were highly interested in the idea of 'The empty space', which only becomes something when someone interacts with it. Together with architect Mette Milling, the ambassadors have worked with the questions: *What can an empty room in an educational setting not do without? How is the body to be present in the room? How can the space stimulate all senses?*





Principles of Playful Learning

In 2019, the 36 ambassadors have worked with identification of the characteristics of a playful approach to learning, based on the experiments conducted in the social education and teacher education programmes throughout Denmark.

The identified characteristics have been reformulated as three Playful Learning principles after the ambassadors have re-visited them several times. The principles are not static. The idea is that the three principles are to be qualified, extended or rethought when new educators become part of the programme in 2020. There is a close link between the teaching development method with which we work in the Playful Learning programme and the Playful Learning principles. The principles are tested, questioned and further developed through new pilot actions and didactic reflections, thus forming a joint basis for Playful Learning didactics over time.



Principles of Playful Learning

A playful approach to learning can only take place when educators and students work together. Therefore, the Playful Learning principles are aimed at both educators and students. When educators and students work with a more playful approach to learning, they put their role into play by abandoning well-known positions and organisational forms and having confidence in the process. In the Playful Learning programme, educators also put themselves into play by leading by example as persons who dare participate in playing and define obstacles which challenge both their own and the students' perceptions of what teaching can be. Playful Learning presupposes that the students will participate in playing and will seize the opportunity to take responsibility for ensuring that the play is meaningful in their learning context.

— Imagining together

Playful Learning involves various media, materials and moods that function as didactic fellow players and open up for wondrous imagination and creative paths to reflection and learning.

— Daring to go for unpredictability

Playful Learning consists of open and unpredictable processes, where it is not possible or desirable to control the new opportunities and surprising insights which emerge along the way.

— Insisting on meaningfulness

Playful Learning unfolds in equal communities which allow both educators and students to re-design the process and rethink the contents in order to create professional meaningfulness and ownership of learning.







Inspiration for Playful Learning

In 2019, the Playful Learning ambassadors have experimented with their teaching. Based on their experiments, the ambassadors have developed a multitude of ways of practising playful learning. In the following, you can see selected examples of the ambassadors' work, which you can use as inspiration for and re-designing of your own teaching. Read more about the ambassadors' work on our website:

www.playful-learning.dk/inspiration



Build a new monument for your municipality

By Britta Kornholt
Teacher education,
University College Copenhagen

Britta's students work with national and cultural identities. Together, they examine monuments and narratives in urban space in a city walk in which all senses come into play. Through construction play, the students prepare proposals for new monuments which they find are lacking in the urban space. Finally, the monuments are presented at a simulated vernissage.

Gamification – learning through gaming activities and competition

By Mikael Scheby
Teacher education, University College
Absalon

By experimenting with the programming of robots, Mikael's students reflect on the teacher role and on how gamification and an engineering approach can be used as motivation in the teaching of mathematics and natural sciences.

Wordless business cards

By Karen Stine Egelund
Social education, University College
Absalon

Karen inspires her students to develop their professional identity through wordless business cards. Without using words, the students express their thoughts and dreams on what kind of future pedagogue they want to be. The business cards create a space for reflection in which students can share their personal and professional narratives.





There are concepts in play

Linda Ahrenkiel
Social education, University College
Lillebaelt

Linda establishes a playful framework for the work with citizenship. The students will examine the many theoretical concepts associated with citizenship by developing and producing games that thematise selected concepts. Through the development and testing of games, the students use their imagination and creativity, while also broadening their understanding of the theoretical concepts used.

Hooks – play starts now!

By Maiken Lykke Pedersen
Social education, University College of
Northern Denmark

Before classes, Maiken sends 'Hooks' to the students as a supplement to academic articles or other written material. A hook is a playful impulse with accompanying instructions aimed at creating the desire to develop and maintain a playful mindset even before the teaching begins. In this way, the playing is already underway when the educator and students meet.

To choose, wonder and delight

By Helle Hovgaard Jørgensen
Social education, University College
Lillebaelt

Can you establish play categories through play? In Helle's design, the students explore Caillois' four play categories agon, alea, ilinx and mimicry by testing and categorising known games and designing new games for each other. In parallel with the play activities, the students examine and discuss how play categories and play theories can be used in the meeting with play practice.

A programmed journey through a literary universe

By Susanne Skou Kristensen
Teacher education, University College of
Northern Denmark

Susan's students work with fiction in an alternative way in which they must experiment with mapping and simple coding principles during the process. Based on their literature reading, the students must visualise and design a literary universe which an Ozobot is programmed to move through. Along the way, the Ozobot meets QR codes, games and playing which, each in their own way, provide information about the literary universe.

A day in the life...

By Heidi Stensman Pugh and
Thomas Linde-Bech
Social education, VIA University College

Heidi's and Thomas' students explore the play and learning environment in a fictitious day care centre. Through a forum game, the students present examples of how inclusion and exclusion mechanisms are being played out in the day-to-day activities in the day care centre. The students work with their professional role based on their own physical experiences and their reflections about practice.

Professionals with an eye for play

By Mette Kristensen Rasmussen
Social education, University College
South Denmark

It is vital that children have the opportunity to engage in play. Therefore, it is important that day care and school professionals have play competences so that they have insight into play and can engage in play themselves. Mette uses internship study days to put play on the programme, where students have developed and tested new games.





Design detective

By Rune Overvad Schou
Continuing and further education, VIA
University College

Rune challenges the students to use their imagination when designing objects for toy characters. Students must decode the needs of the characters and design an object based on this. The exercise is concluded with a link to practice, where the students are to be able to put themselves in the place of others and create the best possible basis for development and learning.

Design a mathematics game

By Betina Jakobsen
Teacher education, University College
Copenhagen

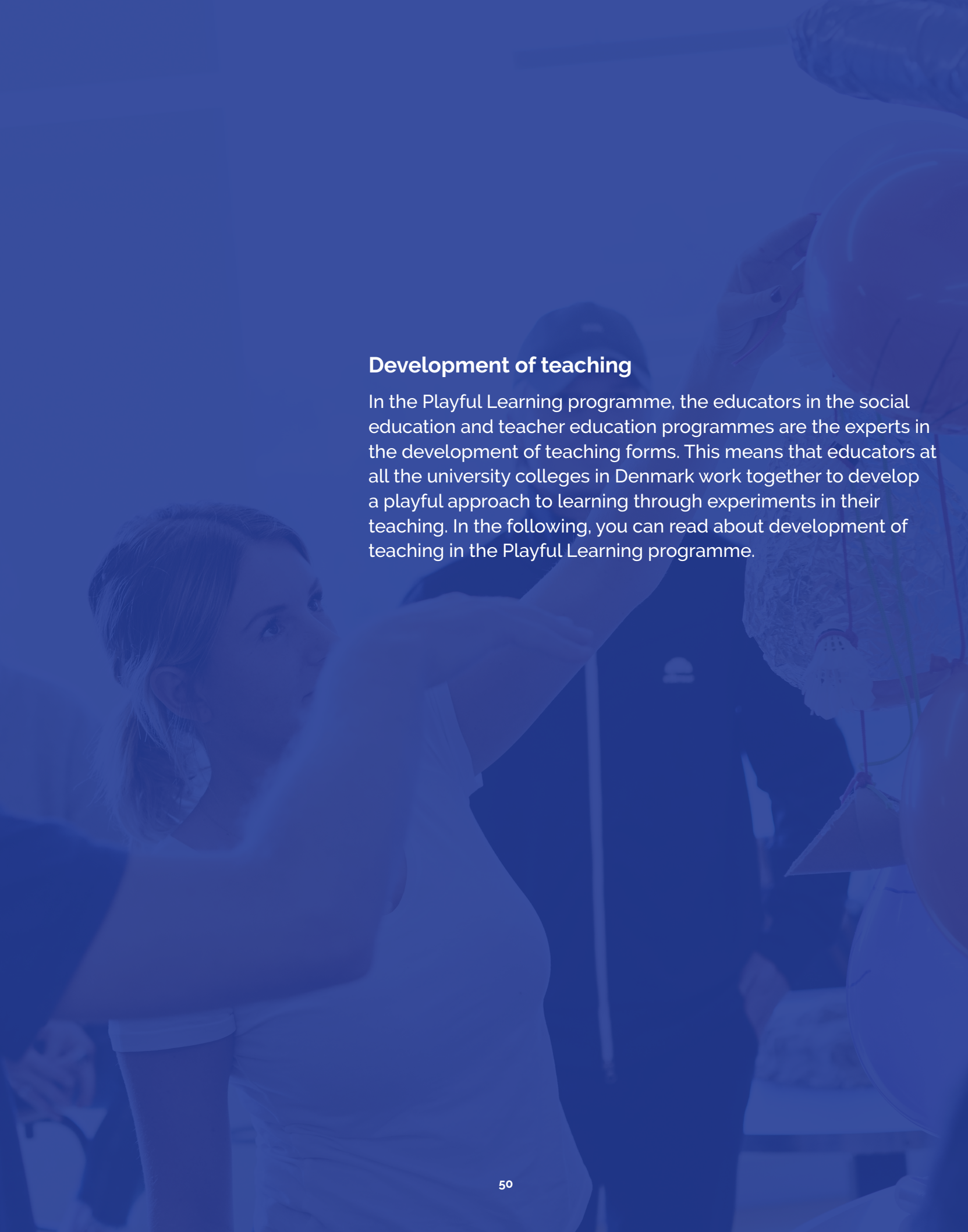
Betina's students develop play cards aimed at strengthening pupils' learning of mathematical concepts. Demands are made on the students' imagination when they are to design new games and play cards as an alternative to conventional board-based teaching of mathematics.

The time-travel bus

By Rasmus Henrik Jensen
Teacher education, University College
South Denmark

Rasmus invites his students on a time-travel journey where they encounter the history of Denmark in a new way. Through fantasy playing, the classroom becomes a bus tour on which the students reflect on selected elements from history. On the tour, new incidents may change the course of history and the tour concludes with a reflection on how we all influence, and are influenced by, the course of history.



A woman with blonde hair, wearing a white short-sleeved shirt, is looking upwards with a focused expression. She is in a room where a colorful mobile hangs from the ceiling. The mobile features various shapes, including a large orange circle, a green triangle, and a white cloud-like shape. The background is slightly blurred, showing other people and what appears to be a classroom or workshop setting. The entire image has a blue tint.

Development of teaching

In the Playful Learning programme, the educators in the social education and teacher education programmes are the experts in the development of teaching forms. This means that educators at all the university colleges in Denmark work together to develop a playful approach to learning through experiments in their teaching. In the following, you can read about development of teaching in the Playful Learning programme.

Development of teaching in Playful Learning



The intention is that all the educators' experiments will result in didactics for Playful Learning and inspire a paradigm shift in teaching in the social education and teacher education programmes. Playful Learning is thus not a pre-defined, external concept which is to be rolled out uniformly across all university colleges. Playful Learning is developed *by* educators *for* educators in the social education and teacher education programmes within a joint framework that makes knowledge sharing and exchange of experience possible.

During the first year of the programme, the programme management and the 36 ambassadors have developed and tested a design-inspired method for development of teaching which puts educators and students at the centre of attention. The method offers a high degree of freedom and unpredictability and enables a more playful approach to the development of teaching. The method intervenes in and develops teaching practices while the programme is unfolding. We do not wait for results, but continuously feel and observe that the changes are in progress.

**TRY
TYPE
TELL**

In the Playful Learning programme, we work with the development of teaching in three different arenas, each with its own modus operandi, which, in short form, can be designated TRY, TYPE and TELL:

TRY is the arena for experiments in and with teaching

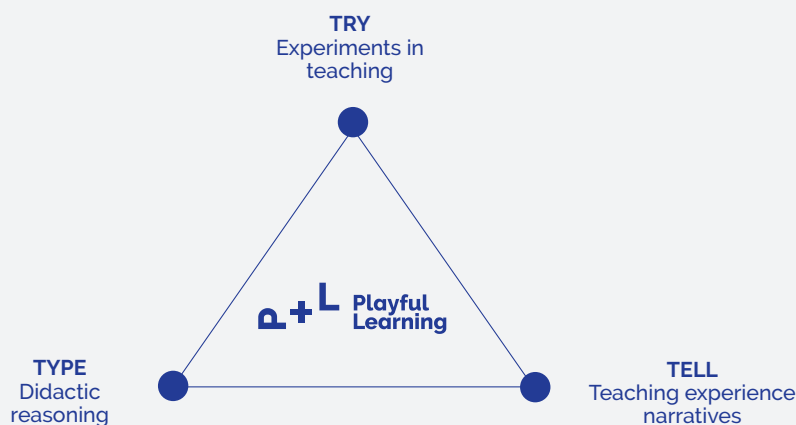
TYPE is the arena for descriptions of didactic intentions and organisational forms

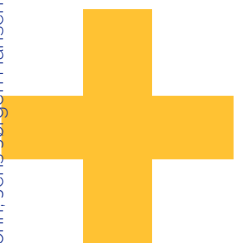
TELL is the arena for the educators' narratives about how a playful approach to learning is developed in their teaching

A playful approach to development of teaching

For Playful Learning programme participants and for others who want to use the method to develop a more playful approach to teaching, a certain temporality is built into the method. Experiments in teaching and reflections on these (TRY) will always take place before the teaching initiative is described (TYPE). The process narrative can only be completed on conclusion of the course of development (TELL).

But the course of development will most often take place in iterative processes because reflections on and descriptions of teaching experiments typically generate new experiments, and narratives about the course of development continuously give rise to new reflections. Therefore, we do not divide the process into stages, but distinguish between three different arenas that educators can travel forth and back between.





TRY

Experiments in teaching

In the first arena, educators and students work with very specific and delimited experiments in teaching aimed at promoting a playful approach to learning. This is an action arena in which educators and students interact in teaching in new ways. The purpose is to challenge existing teaching forms and try out new approaches through delimited experiments. The experimental approach to the development of teaching is at the very core of the Playful Learning programme because this approach contains the potential for surprising knowledge acquisition and playful practices.

In the Playful Learning programme, we define experiments as 'pilot actions'¹. A pilot action is a development and learning tool characterised in that learning and development of a new practice take place through systematic experimentation in a practice context and not through abstract ideas, theories and plans. A pilot action is always tested together with the people whom the new practice concerns and in the context in which the new practice is to function. This results in a quick and immediate response in relation to whether you are on the right track or what needs to be adjusted to meet the intention of the pilot action.

A pilot action cannot stand alone but has reflection as a companion. It is therefore essential to establish collegial learning communities which, with inspiration from action learning, discuss experiences and knowledge acquired from the pilot action, pose new questions and implement adjusted pilot actions². Without reflection and learning, a pilot action will be reduced to pure practicism.

TYPE

Didactic reasoning

In this arena, the experiences from the pilot actions and the reflections of the learning communities are put into writing. This is the reflective and quiet arena in which the educator describes the new teaching practice resulting from the pilot actions in a didactic design.

The Playful Learning programme defines a didactic design as a conditional creative design of a delimited teaching initiative which promotes a playful approach to learning³. The design is conditional because it is developed in a context in which competence goals and curricula set the framework, and it is creative because the design is expected to challenge or play with the same framework.

In the Playful-Learning programme, we have laid down five criteria for a successful didactic design:

Focus on a playful approach to learning

Didactic transparency

Possibility of re-design

Temporally and academically delimited

Experience-based

The purpose of describing a didactic design is to maintain and highlight the quality of the didactic reflection and communicate this to interested colleagues who seek insight into the didactic intentions and organisational forms of the design.

Maintaining and qualifying the written description of the developed teaching initiative are essential aspects of the development of teaching method adopted in the Playful Learning programme. It is in this work that the day-to-day language of teaching practices is professionalised and new teaching practices are de-privatised. A didactic design is formulated in a dialogue with a collegial team of editors who act as sounding boards based on the criteria laid down.

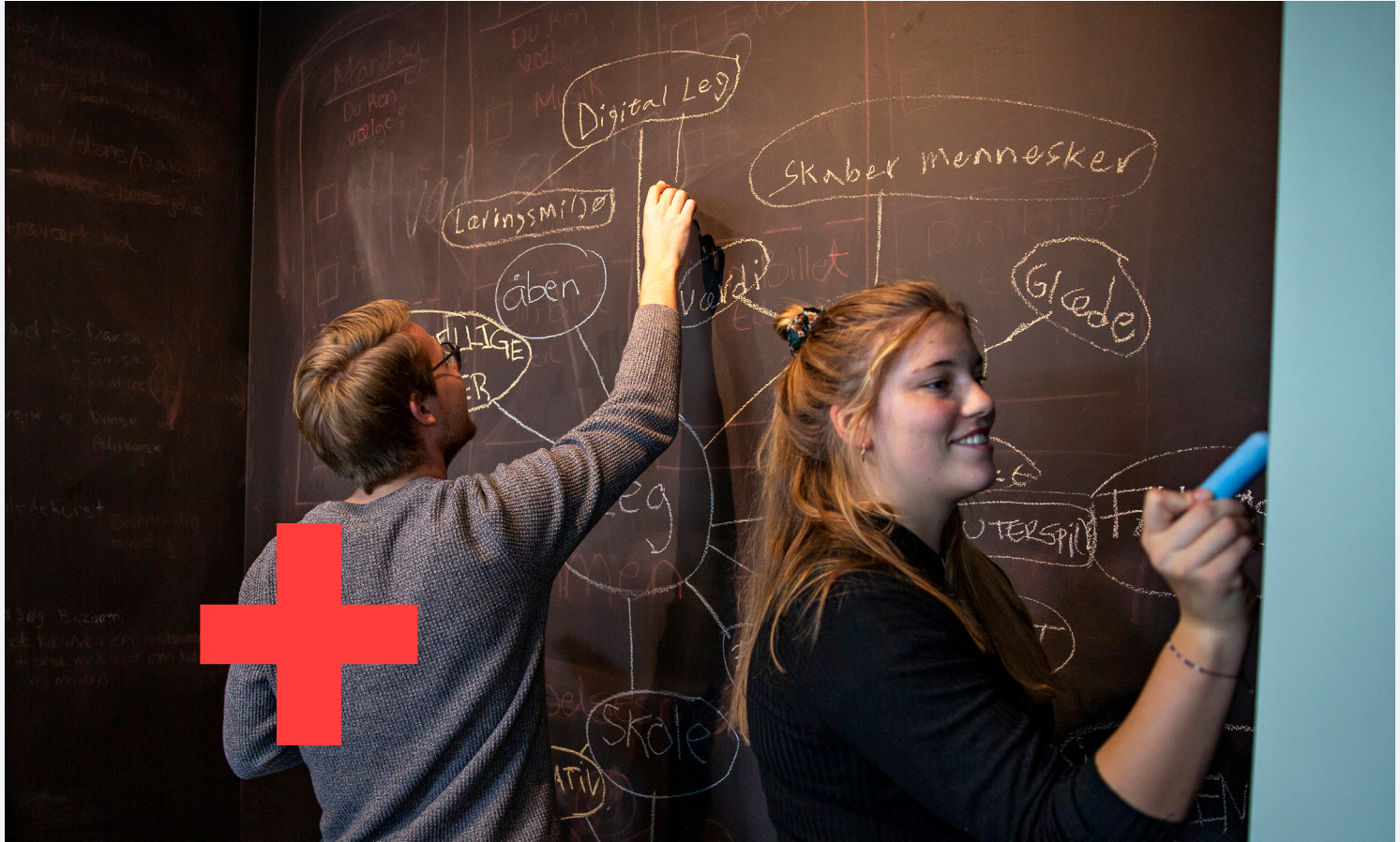
TELL

Teaching experience narratives

In the 'TELL' arena, the educator describes his or her journey from the first investigative experiments to the final didactic design in a narrative. The focus of the narrative is the challenges that educators and students have met during the process and how they have been handled. This is the more personal and narrative arena in which the educator is given the opportunity to tell what has happened 'backstage' in the development work. The purpose is to create identification opportunities and capture the interest of colleagues through a personal narrative in which other colleagues can reflect themselves. The narrative about the educator's challenges in the development work should highlight that playing with new teaching formats can be both enjoyable and deeply serious work.

In the first year of the Playful Learning programme, we have chosen to work with video narratives, as this format is suitable for communicating experiences and inspiring colleagues in a national context. The ambassadors' video narratives are available on our website:

www.playful-learning.dk/inspiration.



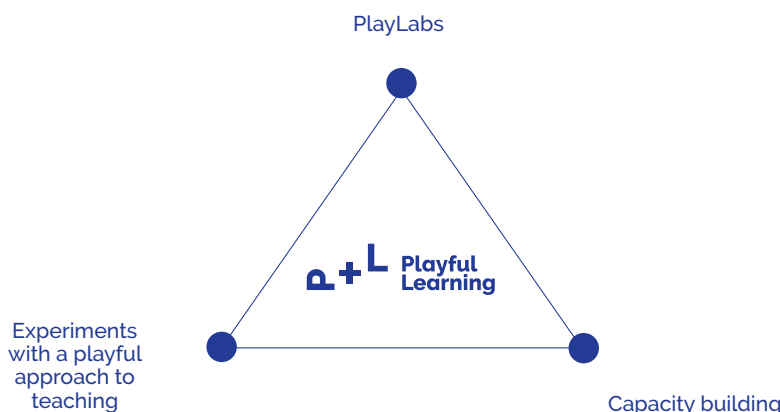
Dissemination of Playful Learning

The three arenas are also intended as three different occasions for involving and inspiring more educators to a more playful approach to learning. The curious colleague can identify himself/herself with the educators' video narratives about the work with Playful Learning, which are available on the programme website (TELL). If curiosity turns into interest, the interested colleague may acquire insight into the playful approaches to teaching developed by colleagues in the programme by immersing himself/herself in the descriptions of the didactic designs (TYPE). Finally, the ready colleague can be involved directly in the pilot actions which are continuously being implemented at all the university colleges (TRY). The implementation and dissemination of a Playful Learning didactics are not something that take place after the method has been introduced. We develop and disseminate a playful approach to learning while we work.



Playful Learning 2020

The Playful Learning programme unfolds patiently in carefully planned phases which balance the relationship between joint national benchmarks and freedom of movement for local context and imagination. The three interrelated action areas of the programme will be extended further in 2020



Greater emphasis on playful approaches to pedagogy and didactics

Based on the playful approach to development of teaching, work will be done to generate increasingly qualified proposals for how play and playful approaches can inspire pedagogy and didactics.

From the few to the many

Work will be done with capacity building in learning communities throughout Denmark. All the university colleges' corps of ambassadors have designed capacity building courses in which educators at the social education and teacher education programmes in Denmark work in a focused manner with play and playful approaches to their practice. This means that further professional capacity is built up among more educators and that more student pedagogues and teachers are involved in the Playful Learning programme.

PlayLabs: from sprint to marathon

In 2019, there was a sprint towards the opening deadline, and all the university colleges opened PlayLabs, a total of seven so far. In 2020, a development marathon will be commenced without a further defined finishing line. More PlayLabs will be opened, and the PlayLabs we already know will be transformed and develop as the programme pro-

gresses. PlayLabs are not static learning spaces, but dynamic teaching and learning environments which will be under continuous development.

Imprints on social education and teacher education programmes

The Playful Learning programme aims to leave curricular imprints in the coming year. In other words, this means that the programme aims to make its mark on curricula, module descriptions and the like in the social education and teacher education programmes.

Denmark's most extensive research initiative in the field

Playful Learning Research Extension is a research extension of the programme and one of the biggest initiatives in the field of play and learning in Denmark. The research expansion involves 12 PhD programmes, nine senior researchers and Denmark's leading professor in play.



Playful Learning Research Extension

Playful Learning has launched a research programme aimed at creating new knowledge about play in relation to pedagogy, didactics and learning. The research programme is based on the social education and teacher education programmes in which a team consisting of nine senior researchers and 12 PhD fellows will examine how playful and experimental approaches to learning can strengthen the pedagogues and teachers of tomorrow.

Head of Implementation:

Niels-Peder O. Hjøllund

Head of Research:

Helle Marie Skovbjerg

Overview of PhD fellowships**University College Absalon:**

PhD fellowship which examines the importance of Playful Learning to knowledge transfer in teacher education programmes

PhD fellowship in Playful Learning in the theme of collaborative skills, socio-emotional learning and empathy in social education programmes

University College Copenhagen:

PhD fellowship for Playful Learning in the field of Cross-professional Collaboration

PhD fellowship for Playful Learning in the fields of Materiality and Technology

University College Lillebaelt:

PhD in Playful Learning, focusing on inclusion, democracy and/or dialogical processes in social education and teacher education programmes.

PhD in Playful Learning in the field of Play, Creativity and Innovation in social education and teacher education programmes.

University College of Northern Denmark:

PhD fellowship in Playful Learning in the field of playful learning and teaching practice in a mood perspective in the teacher education programme.

PhD in Playful Learning in the field of playful and aesthetic learning processes in the social education programme at the University College of Northern Denmark.

University College South Denmark:

PhD student for Playful Learning in the field of 'Evaluation, Assessment and Holding of Exams in Playful Learning Processes'

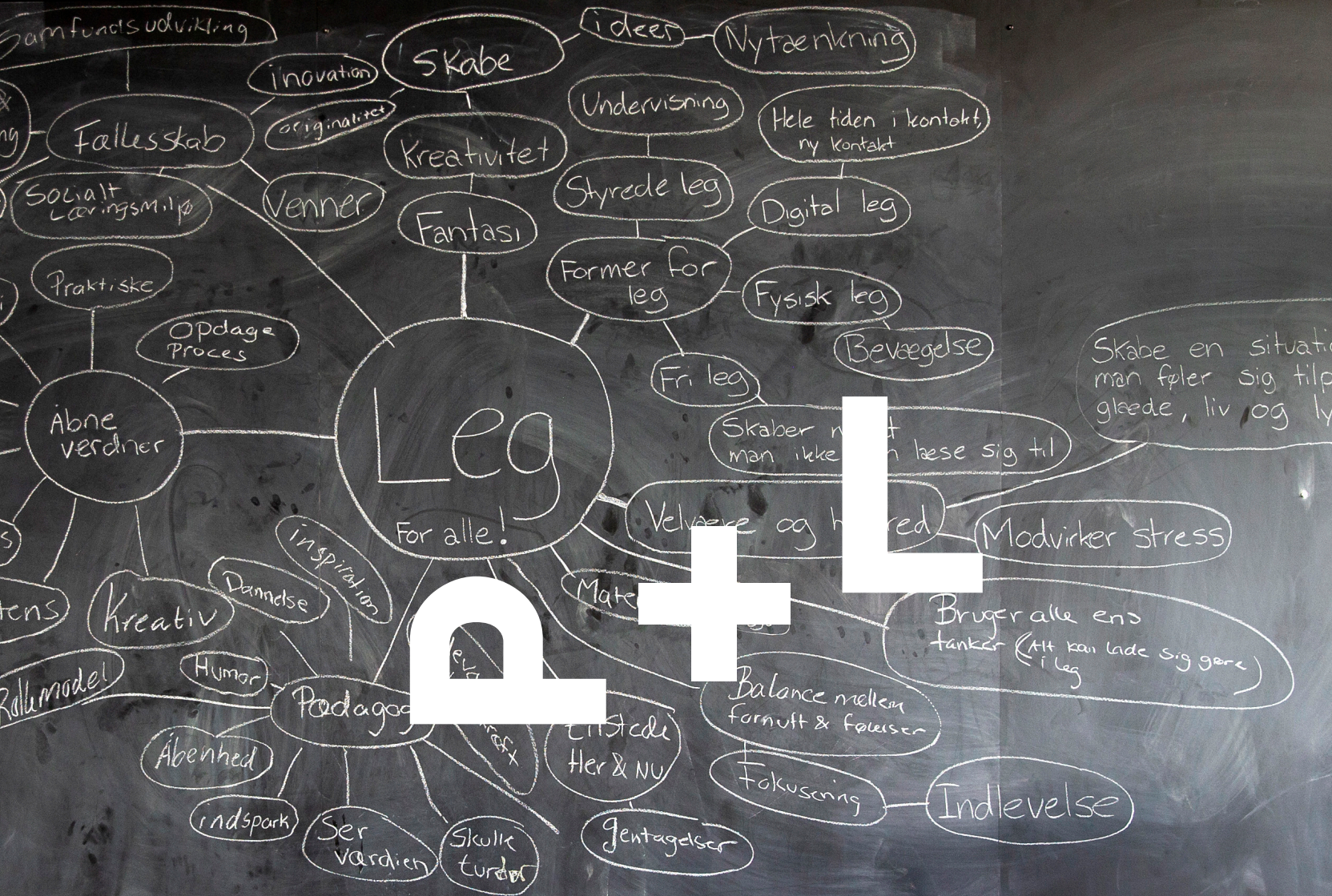
PhD student for Playful Learning in the field of 'Committed and Physically Active Ways of Working with Play in Curricular Themes in Social Education and Teacher Education Programmes'

VIA University College:

PhD fellowship in Playful Learning: To make teacher education more playful from an exercise-didactic perspective.

PhD fellowship in Playful Learning: A passionate and playful teaching culture in pedagogue education at VIA University College





National programme management and secretariat

Head of Programme

Laust Joen Jakobsen, lj@kp.dk

Head of Implementation, Social Education

Mette Lyager, ml@via.dk

Head of Implementation, Teacher Education

Tobias Heiberg, tohj@kp.dk

Head of Implementation, Research

Niels-Peder O. Hjøllund, nihj@kp.dk

Consultant, Administration and Economy

Ulla Baarts, ub@kp.dk

Programme Assistant and Communication

Signe Lehmann, sile@kp.dk

Project management and corps of ambassadors

**University College Absalon**

Project managers: Bolette Kvist and Rasmus Leth Jørnø

Ambassadors: Frederik Zeuthen, Karen Stine Egelund, Lenette Jegsen, Linda Vestergaard, Mathilde Knage and Mikael Scheby

University College Copenhagen

Project manager: Elisabeth Perret-Gentil

Corps of ambassadors: Betina Jakobsen, Britta Kornholt, Jakob Andreas Ørsted, Maja Cecilie Laybourn, Mikkel Høgsbro and Thorbjørn Nyander Poulsen

University College Lillebaelt

Project manager: Jesper Zimmer Wrang

Corps of ambassadors: Helle Hovgaard Jørgensen, Kirsten Bech Feddersen, Knud Erik Christensen, Linda Ahrenkiel, Martha Lagoni and Rikke Brandt Bundsgaard

University College of Northern Denmark

Project manager: Henning Holt Christensen

Corps of ambassadors: Finn Brink Hymøller, Giselle Christoffersen, Jakob Fenger, Lene Jensen, Maiken Lykke Pedersen, Maja Thagaard Nørager, Mary

Anne Kristensen, Susanne Skou Kristensen and Trine Høgh

University College South Denmark

Project manager: Anne Birgitte Hermansen

Corps of ambassadors: Bettina Brandt, Birgitte Lund Jensen, Jette Østergaard Andersen, Lars Holbæk Pedersen, Mette Kristiansen Rasmussen, Rasmus Henrik Jensen and Rachel Zachariassen

VIA University College

Project manager: Heidi Stensman Pugh

Corps of ambassadors: Birte Debel Hansen, Heidi Stensman Pugh, Lone Sonne, Michal Pilgaard, Per Nygaard Thomsen and Rune Overvad Skibelund Schou



Those we have met along the way

In the Playful Learning programme, five national seminars have been held so far, at which the ambassadors have exchanged experiences across the six university colleges in Denmark. At all these national seminars, inspiration has also been obtained from a large number of national and international partners, who have contributed with experience and research knowledge on, for example, play understandings, design, layout and use of PlayLabs, action learning and the development of playful approaches to teaching. The next pages provide you with a quick insight into who we have been fortunate enough to meet along the way.





Nyborg Strand, October 2018

Michael Jeppesen, MUST
Rasmus Ugilt, MUST

Billund, January 2019

Elena Giacomini, Oliver Forghieri, Simona Cavalieri
and Jennifer Coe, Fondazione Reggio Children
Centro Loris Malaguzzi
Amos Blanton, <http://www.amosamos.net/>
Helle Marie Skovbjerg, Design School Kolding
Kasper Kjeldgaard Stoltz, [RUMMETS SPROG]

Copenhagen, May 2019

Martin Bayer and Lise Møller, University College
Copenhagen
Ann Charlotte Thorsted, Aalborg University
Chris Rogers and Matthew Mueller, Tufts University
Boston

Aarhus, September 2019

Mitchel Resnick, MIT Media Lab
Bo Stjerne Thomsen, Hanne Jensen, Casper Aarlit
Jensen and Mette Hauch, The LEGO Foundation
Kristian Sørensen, /KL7
Thomas Luffe, Nordisk Film TV

Vejle, November 2019

Ben Mardell, Pedagogy of Play, Project Zero,
Harvard Graduate School of Education
Charlotte N. Andersen and Ole Stahlfest Jørgensen,
International School of Billund
Stine Rauff Bommersholdt, Rambøll Management
Consulting

If you want to know more

Read more about Playful Learning on our website: www.playful-learning.dk.

Keep up to date on Facebook, LinkedIn and Twitter
@PlayLearnDK #PlayfulLearningDK

...or listen to **Playful Learning Podcast**, a monthly podcast series in which we invite relevant persons to present their own perspectives on the relationship between play and learning and examine how we can create a more playful educational culture.

Find us on SoundCloud, Spotify or iTunes.



ABSALON
PROFESSIONSHØJSKOLEN
ABSALON



VIA University
College

KØBENHAVNS
PROFESSIONS
HØJSKOLE **KP**

The **LEGO** Foundation

uc
Erhvervsakademi og
Professionshøjskole

ucn
PROFESSIONSHØJSKOLEN

