

ΠΕ2.2 Επιμορφωτικό πρόγραμμα με θέμα “Παιδαγωγική & διδασκαλία στη Γ’ εκπαίδευση. Καινοτόμες μέθοδοι και τεχνικές διδασκαλίας”

Μάθηση μέσα από το Παιχνίδι

Φαχαντίδης Νικόλαος

Αναπληρωτής Καθηγητής

Τμήμα Εκπαιδευτικής και Κοινωνικής Πολιτικής, Πανεπιστήμιο
Μακεδονίας



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο

Επιχειρησιακό Πρόγραμμα
Ανάπτυξη Ανθρώπινου Δυναμικού,
Εκπαίδευση και Διά Βίου Μάθηση

Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



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Μάθηση και Παιχνίδι

Νίκος Φαχαντίδης

A dark green chalkboard background with faint white chalk drawings of school supplies. On the left, there is a globe, a book, and a pair of compasses. On the right, there is a microscope. In the center, there are several geometric shapes like triangles and rectangles. The text is centered on a white rectangular area in the upper half of the image.

Παιχνίδι

Είναι απλό, όσο ακούγεται;

ΠΑΙΧΝΙΔΙ (ορισμός)



Theorist or play scholar	Definition
Froebel	'Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul. Children have an innate ability to be curious and to investigate and to play to find things out' (1887, p.55).
Huizinga	'Play is 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' (1955, p.13).
Freud	'Children repeat everything that has made a great impression on them in real life, and that in so doing, they recreate the strength of the impressions and make themselves masters of the situation' (1961, p.11).
Montessori	Regarded play as 'the child's work' (1967, p.180).
Bruner	'Play ... a means for acquiring information about and experience with the environment' (1972, p.699).
Erikson	'The growing child's play is the training ground for the experience of a leeway of imaginative choices within an existence governed and guided by roles and visions (1977, p.79).
Piaget	Described play as a 'happy display of known actions' (1962, p.93).
Vygotsky	'Play is an adaptive mechanism promoting cognitive growth. It creates the zone of proximal development. In play a child always behaves beyond his average age, above his daily behaviour; in play it is as though he were a head taller than himself' (1978, p.102).
Rubin, Fein & Vandenberg	'Play is a behavioural characteristic that occurs in describable and reproducible contexts and is manifest in a variety of observable behaviours' (1983, p.698).

ΠΑΙΧΝΙΔΙ (χαρακτηριστικά)

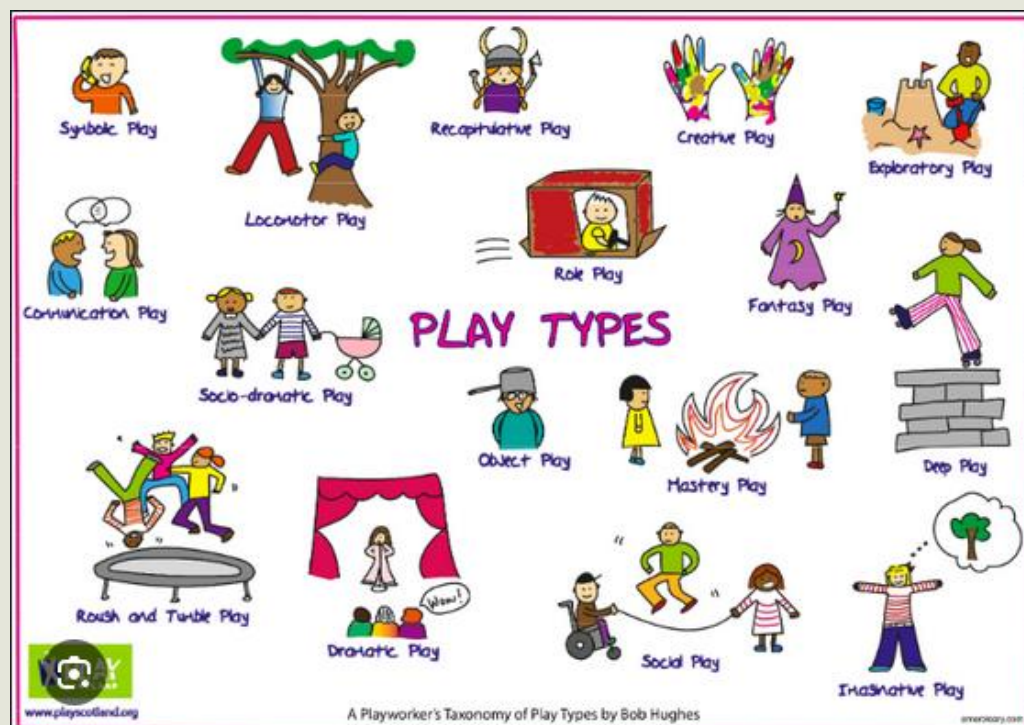
- α) Να είναι ελεύθερη επιλογή των συμμετεχόντων.
- β) Να κατευθύνεται από εσωτερικά κίνητρα.
- γ) Να προσφέρει ευχαρίστηση και ικανοποίηση.
- δ) Να εμπλέκονται ενεργά οι παίκτες.
- ε) Να είναι αυτό-κατευθυνόμενο.
- στ) Να έχει νόημα για το συμμετέχοντα.

1. Είναι διαδικασία, όχι συγκεκριμένη δράση.
 2. Έχει επιλεγεί από το παιδί, με διάθεση να συμμετέχει.
 3. Απαιτεί την ενεργητική εμπλοκή του παιδιού.
 4. Είναι επαρκώς ασφαλές, σωματικά και ψυχολογικά.
 5. Αποτελεί συνολική σωματική και πνευματική εμπειρία
 6. Χάνεται η αίσθηση του χρόνου.
 7. Χρειάζεται περιέργεια.
 8. Προσφέρει ευχαρίστηση.
 9. Είναι Διαφορετικό για κάθε παιδί.
 10. Προσφέρει ικανοποίηση ως αυτοσκοπός
- Else (2014)

- 1. Την έχουν επιλέξει τα παιδιά και είναι αυτό-κατευθυνόμενη
- 2. Έχει εσωτερικά κίνητρα.
- 3. Κατευθύνεται από εσωτερικούς κανόνες.
- 4. Προϋποθέτει φαντασία.
- 5. Το παιδί είναι ενεργητικό και σε εγρήγορση, αλλά δεν έχει ένταση και εκνευρισμό.

Peter Gray (2013)

ΠΑΙΧΝΙΔΙ (τύποι)



Type of Play	Our Definition	Example
Adventurous (Risky) Play	Arguably the most important part of our program, check out the following page for more details!	Paddling down an unfamiliar stream for the first time, or climbing a new tree.
Communication play	This is play that uses words, signals or nuances.	Creating a group song and dance.
Creative play	This is inventive play, focused on spontaneous creation.	Using loose parts to build an epic empire.
Deep play	This is play where children face their fears and step outside of comfort zones (physical and emotional).	Caving and Rock Climbing for certain, or even being in a group can be an emotional risk for some.
Dramatic play	This play is focused on acting out events that aren't part of normal, everyday life.	Storytelling and puppetry around the fire.
Exploratory play	This play that is tied to the natural world and a huge focus at FS as students are constantly exploring.	Almost everything we do! A pond study with a bunch of creatures, or simply flipping over a log.
Fantasy play	This is play that is totally unreal; a magical world created.	Creating fairy homes where the fairies hold magical powers in the forest.
Imaginative play	This style of play lets go of the typical "rules" that govern our world – this occurs quite often at FS.	"Let's pretend..." is a key phrase with imaginary roles of people or objects.
Locomotor play	This is active, physical play – another staple of FS.	Climbing, Hiking, Tag, Survival... you name it.
Mastery play	This play is focused on feeling in (and taking) control of physical elements in the environment.	Damming a stream Gaining a new skill Balancing on a log
Recapitulative play	This is a huge part of FS in which we participate in and replay aspects of human evolutionary history.	Developing our campsite with shelter building and a community fire.
Rough and Tumble play	This is common play among kids, and is focused on testing physical limits (within the context of safety guidelines)	Stick-sword fencing Chasing games
Social play	Almost all of our programming is this form of play. It includes any play that is interactive with others, in which all people involved abide by the same customs and rules.	Establishment of a "concrete factory" where children take on various roles, from potters to clay harvesters to working the kiln (fire).
Socio-dramatic	This type of play gives students the chance to jump into the role of real (or potentially real) experiences.	The epic saga of "Aden" the dog, and how he ran away for a day and half.
Symbolic play	This plays uses natural (and unnatural) objects that represent someone, something or ideas.	Opening up a "Store" that sells tree bows and sticks for shelters in exchange for snail shells.

ΠΑΙΧΝΙΔΙ (τύποι)

Table 1 Cognitive categories of play and taxonomy of play

Functional play	Dramatic/symbolic play
1. Rough and tumble play 2. Deep play 3. Locomotor play 4. Object play 5. Exploratory play*	1. Symbolic play 2. Socio-dramatic play 3. Dramatic play 4. Fantasy play 5. Imaginative play 6. Role play
Constructive play	Games with rules
1. Creative play 2. Mastery play 3. Exploratory play ^a	1. Social play 2. Communication play

^aExploratory play allows a child to manipulate behaviors such as handling, throwing, banging or mouthing objects, assessing its properties and possible ways to play with the object such as stacking blocks

The background features a dark, textured surface with faint, light-colored chalk-like drawings of various educational icons. These include a globe, a book, a microscope, a compass, a ruler, and a percentage sign. The central part of the image is a large white rectangle containing the main title.

Παιχνίδι

Παιχνίδι στην Εκπαίδευση

Γιατί Παιχνίδι;

‘Play is state of mind that one has when absorbed in an activity that provides enjoyment and a suspension of sense of time. And play is self-motivated so you want to do it again and again.

The characteristics of play all have to do with motivation and mental attitude, not with ... the behavior itself. Two people might be throwing a ball ... or typing words on a computer, and one might be playing while the other is not. To tell which one is playing ... you have to infer from their expressions and the details of their actions.

Γιατί Παιχνίδι;

Play is meaningful

Children play to make sense of the world around them, and to find meaning in an experience by connecting it to something already known. Through play, children express and expand their understanding of their experiences.

Play is joyful

Look at children – or adults – playing, often smiling and laughing. Of course, play may have its frustrations and challenges (Who gets the first turn? Why can't I make this block building stay up?), but the overall feeling is one of enjoyment, motivation, thrill and pleasure.

Play is actively engaging

Watch children playing, and you will usually see that they become deeply involved, often combining physical, mental and verbal engagement.

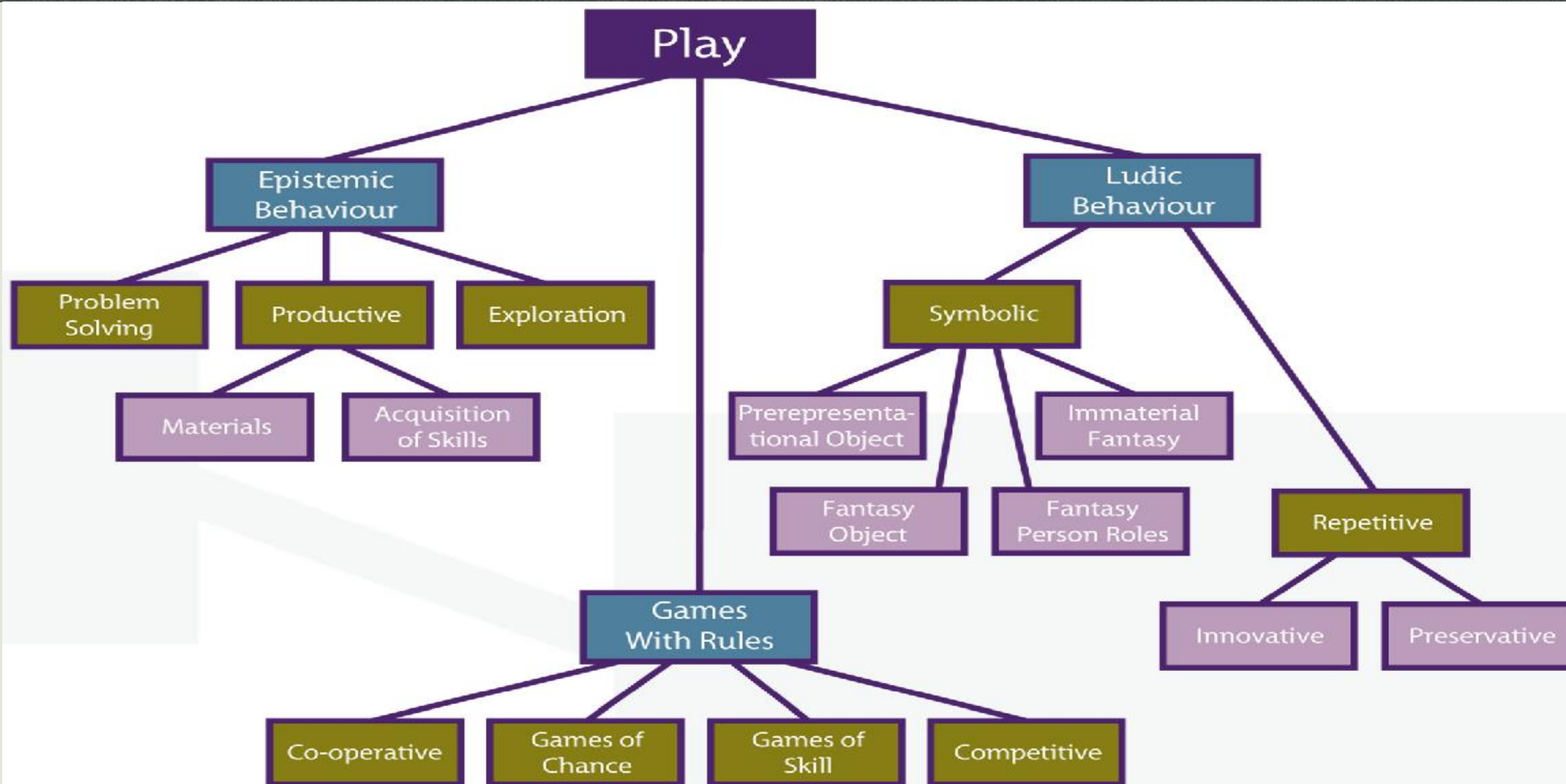
Play is iterative

Play and learning are not static. Children play to practice skills, try out possibilities, revise hypotheses and discover new challenges, leading to deeper learning.

Play is socially interactive

Play allows children to communicate ideas, to understand others through social interaction, paving the way to build deeper understanding and more powerful relationships.

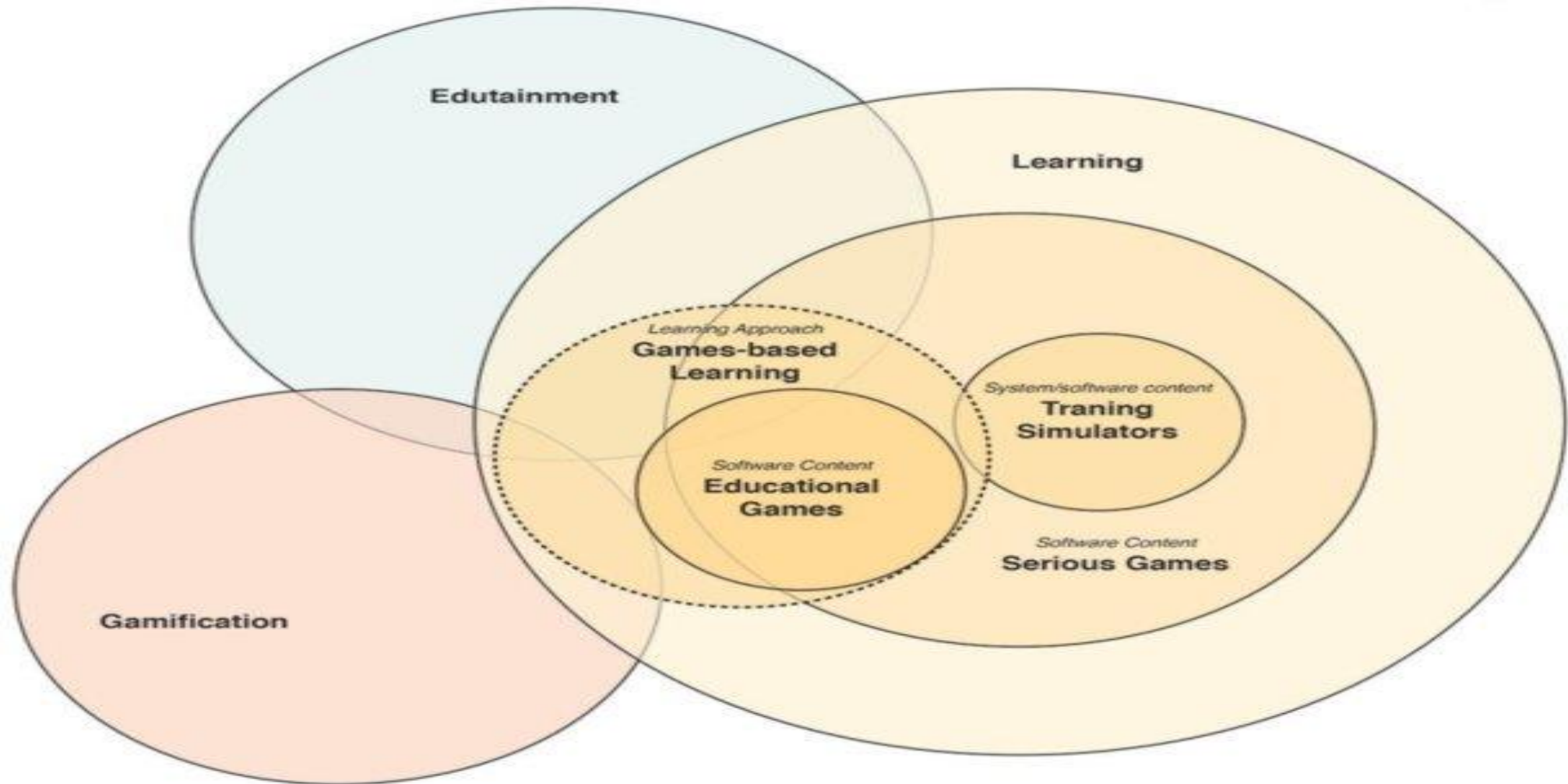
Ταξινόμια



Gamification

Edutainment


Game based Learning



Gamification Edutainment Game based Learning

Games vs Game-Based Learning (GBL) vs Gamification						
© K.Becker 2016	Game	Serious Game	Game for Learning (G4L)	Game-Based Learning (GBL)	Game-Based Pedagogy (GBP)	Gamification
Basic Definition	This term includes all the other categories except gamification.	A game designed for purposes other than or in addition to pure entertainment.	A game designed specifically with some learning goals in mind.	The process and practice of learning using games. [From the learner's point of view]	The process and practice of teaching using games. [From the teacher's point of view]	The use of game elements in a non-game context.
Purpose	Can be for any purpose.	Change in behaviour, attitude, health, understanding, knowledge.	Normally connected with some educational goals.	Not a game - this is an approach to learning.	Not a game - this is an approach to teaching.	Often used to drive motivation, but can also be used to make something more playful and game like.
Primary Driver (why used)	Can be either play or rewards (or both).	To get the message of the game.	To learn something.	To improve learning. To increase learning effectiveness. <i>*Note GBP & GPL are related, but not the same.</i>	To improve teaching practice & effectiveness. <i>*Note GBP & GPL are related. They are like two sides of a single coin.</i>	Depending on how it's implemented, it can tap into extrinsic or intrinsic rewards (or both)
Key Question	Is it fun?	Is it engaging?	Is it effective?	Am I learning what I am supposed / need to be learning?	Is it effective?	Business: Does it improve profits? Education: Is it effective?
Focus	Player Experience (<i>how</i>)	Content / Message (<i>what</i>)	Content / Message (<i>what</i>)	Learning Objectives (<i>what & how</i>)	Learning Objectives (<i>what & how</i>)	User Experience (<i>how</i>)
Budgets	Next to nothing to 100's of millions.	Next to nothing to 100's of thousands.	Next to nothing to 100's of thousands.	Usually part of institutional budget. Largely irrelevant to the user.	Usually part of institutional budget. Largely irrelevant to the user.	Next to nothing to 10's of thousands..
Business Model	User Pays	Producer Pays	Varies	Institution Pays	Institution Pays	Producer Pays
Concept Catalyst	Core Amusement.	Message.	Performance or Knowledge Gap	Game is the lesson or is used as a part of the lesson.	Game is the lesson or is used as a part of the lesson.	In learning it usually impacts HOW things are taught and administered rather than WHAT is taught.
Fidelity	Self-consistent, otherwise irrelevant	Faithfulness to message essential	Faithfulness to message essential	Faithfulness to message essential	Faithfulness to message essential	Not Applicable. If a narrative exists, it need have nothing to do with what's being gamified.

Gamification Edutainment Game based Learning

	GAMIFICATION	GAME-BASED LEARNING	SERIOUS GAMES / APPLIED GAMES
WHAT IS IT?	The use of game elements in a non-gaming context	The process and practise of learning by using games	A custom-built game with a specific (learning) objective
WHY USE IT?	<ul style="list-style-type: none"> - Increase engagement - Extrinsic motivation for learning or training 	<ul style="list-style-type: none"> - Increase engagement - Transfer knowledge, - Learn new skills - Abstract knowledge 	<ul style="list-style-type: none"> - Increase engagement - Increase extrinsic and intrinsic motivation - Abstract knowledge - Transfer knowledge - Train new skills - Create awareness - Change behaviour
HOW IS IT USED?	Extra layer within existing environments, learning or training programs	Uses existing games which can be repurposed for the learning objective	Games that are created from scratch for a specific purpose or objective
WHERE IS IT USED?	<ul style="list-style-type: none"> - Digital platforms - Classroom - Public spaces 	Classroom with instructor	<ul style="list-style-type: none"> - Classrooms - Companies - Public places - At home
FOR WHO IS IT?	<ul style="list-style-type: none"> - Competitive people - Performance-oriented people 	<ul style="list-style-type: none"> - Students - Pupils - Groups of people 	Tailored to any audience independently or in a group
		Only under supervision	

Gamification

What types of Gamification or Game can you consider?

If you are thinking of gamifying your courses or programs, these are the common strategies you can consider:

- **Points:** to highlight, reward and drive your students' desired learning behaviours, such as task completion, posts shared or assignment scores
- **Badges:** to incentivise the consistency of your students demonstrating the desired behaviours by giving them exclusive access to power, like receiving a tip sheet for quiz or deciding the deadlines
- **Leaderboard:** to visualise your students' individual and collective progress for driving healthy comparison

If you are thinking of adopting or creating a new game, these are the common game activities you can consider:

- **Matching,** where players match one item to another, such as turning over one card and turning over another and matching the same items on the cards, which is useful for students to recognise or revise factual or conceptual patterns
- **Role-playing,** where players carry out the role and responsibilities of another person, such as making a business decision in a case competition, which is useful for students to practice procedures of implementation
- **Building,** where players create something of value individually or collaboratively in a designated context, such as building infrastructures or even cities in the game Minecraft, which is useful for students to creatively apply the components learnt in the course functionally

Serious play



- The LEGO® SERIOUS PLAY® method (LSP) is a facilitated thinking, communication and problem solving technique for use with organisations, teams and individuals. It draws on extensive research from the fields of business, organisational development, psychology and learning, and is based on the concept of “hand knowledge.”