



PAGTL VISION TEXT PLAYFUL LEARNING

In 1938, the term 'homo ludens', the playing man, appears for the first time in the work of Johan Huizinga. The term refers to the game and play elements in the cultural development of man and in society. It is peculiar to man to play. Our brains learn in a playful way. You undoubtedly see that in children, but also in adults. It is not for nothing that gamification and nudging are terms that are topics in marketing. Open any smartphone of an adult and somewhere in a corner you will surely find a shortcut to a game. More than nine million people play "Candy Crush" for more than three hours a day, most of them women. Man is a playful being. How do we deal with this in education? Does it make sense to process game elements as a didactic tool?

Motivation

A common argument for playfully getting started in education is that it appeals to motivation. There are two types of motivation: intrinsic and extrinsic motivation. Both are important and can be described as internal pushing force or external pulling force respectively. Learning is often linked to learning performance that is measured in one way or another. Education then becomes a matter of extrinsic motivation. Learning is a case of getting rewards. This is a good thing for certain forms of learning, but the ultimate goal is that the learner wants to learn from an internal drive. Game elements can appeal to both. One can offer learning material in levels. This level-learning appeals to extrinsic motivation. For example, with each level one can earn credits with which one can do something (such as build a character). This is most closely related to what the gaming industry does. It is extremely motivating and makes young people work. Through storytelling, for example, the intrinsic motivation can be addressed. Through a story, students are sucked into the subject matter. They need the subject matter itself to grow in the story. Theme is everything here. Instead of just giving the vocabulary, dress it up. The teacher enters the classroom with an old letter he found in a bottle on the beach. To translate it, you need a lot of skills. At the end of the course, the student was able to translate the letter.

Safe freedom to experiment

To grow, you need freedom in addition to responsibility. Young people need a safe experimentation space. Game offers this. You can safely fail there. You learn to deal with your mistakes, or with wrong choices. It remains a game. The degree of safety is determined by the teacher who can certainly include matters such as age in the whole. Learning to work together, learning to fail, strategic thinking, future-oriented thinking, economic thinking... these are all things that can be addressed in playful learning.

Pedagogy of being connected to each other

Playful learning creates a relation between the young people and the teacher. We believe in the fact that it takes some form of connectedness to be motivated (in addition to autonomy and competence). Deci and Ryan describe this as the determination theory of motivation. Connectedness creates a good classroom climate. Teachers who succeed in creating a safe, warm class-climate help determine the degree of the students' learning outcomes. Offering learning material playfully ensures that relation. Students and teachers can lose, sometimes have to be vulnerable. The teacher not only determines the learning process. The student

can help shape the learning process through his decisions. It is not a loss of control, but a joint effort.

Digital or non

Digitization of playful learning can be a platform to work on 21st-century skills. However, it is not a necessity to do playful learning. The younger the apprenticeship, the more important it is to make a game material. A game board, a suitcase with stories, a sticker sheet with rewards... you can go in many directions. There are, of course, a lot of digital tools to bring gamification into the classroom. Just think of Kahoot. An example that I would like to give is 'Classcraft'. With this game (young) students learn to work on school skills.

role-empathy

Playful learning appeals to a number of skills that young people must fully develop. Role-playing, for example, makes a young person empathetic to a number of things. You can let young people experience the perspective of others through drama techniques. For example, you can play a game about homelessness and let the young person be the homeless person who has to try to get out of the circle of poverty. He gradually learns that there are unjust mechanisms in society. The experience factor makes him feel effectively what it is like to be homeless. This increases his empathy. It can also increase imagination, linguistics and creative thinking by giving a little drama exercise with young people. For example, you can let a twig go through and start your sentence like this: "This looks like a twig, but to me it's a...". Magic stick, an alien, shoe puller, walking stick for small dwarfs...

From fixed mindset to growth mindset.

Young people can grow from a fixed mindset to a growth mindset by using playful learning. Young people who are stuck in their thinking are challenged to stretch themselves because the game sometimes apart from or on top of the subject matter. Throughout the game, they don't realize that they are coming from their own comfort zone. For example, an escape room that appeals to mathematical skills can show students that they have more to offer than they actually think of themselves. An accompanying conversation and the right questioning can make them realize that they are capable of more and can transcend themselves.

Man is a homo ludens. Through play he comes to learn. This vision text lists a number of arguments for introducing playful learning into the curriculum. Sometimes as a goal, but especially as a didactic way. It catalyzes learning and has a positive effect on the self-image and therefore also self-confidence of young people.