

Play's the Thing!



<http://www.youtube.com/watch?v=vXGhvoekY44&feature=related>



John Locke

Some Thoughts Concerning Education...

Children learn best through play.

“Anything we would have them learn should not be enjoined them as business...observe what play he is most delighted with, enjoin that”



Jean Jacques Rousseau

Emile, or On Education

“For what games do they play in which I cannot find material for instruction for them?”

(p.122)



Jean Piaget

The Psychology of the Child

“There exist three principle categories of play and a fourth which serves as a transition between symbolic play and non-playful activities...

Exercise Play

Symbolic Play

Play with Rules



Games of construction leading to adaptations, solutions, and intelligent creations

(p. 59)

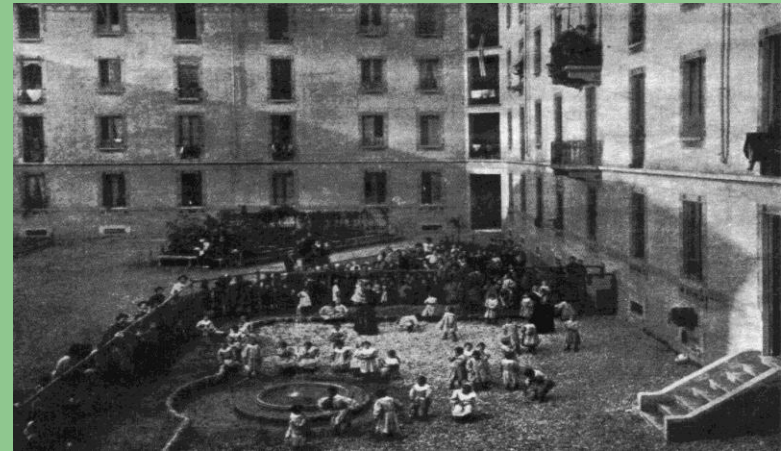


Maria Montessori

The Montessori Method

...the true concept of liberty is practically unknown to educators.

(p. 36)



DO

John Dewey

DO

When education is based upon experience...the situation changes radically (p. 59).

Social processes

Shared leadership

Group activities

Relationships

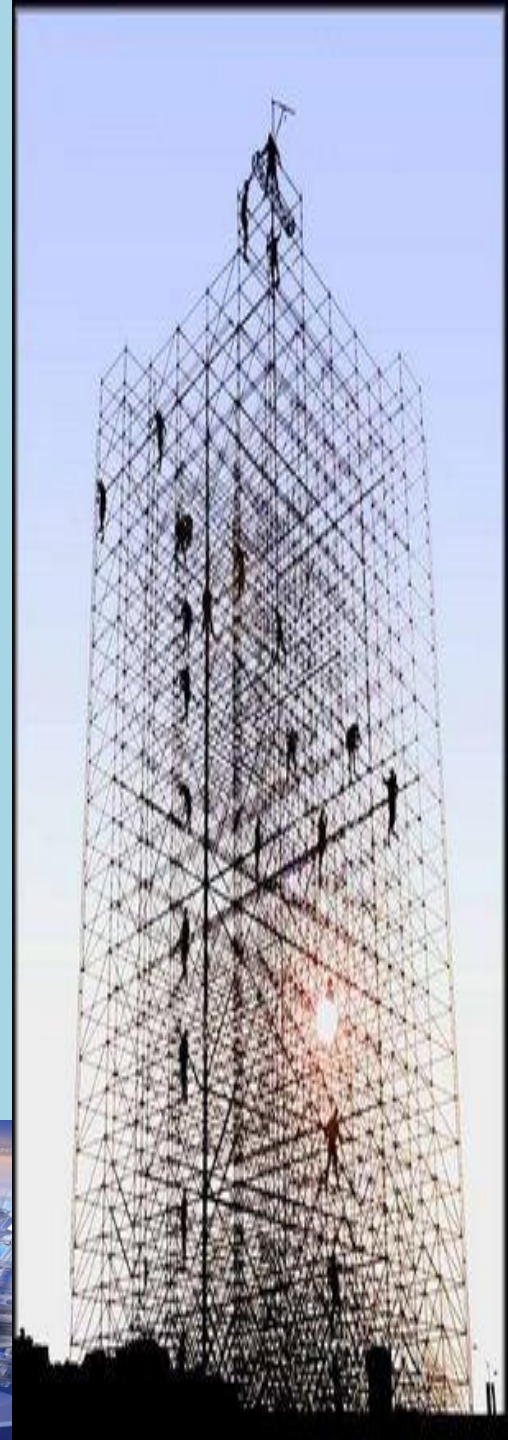
Interconnections



DO

Lev Vygotsky

A chess player's moves are determined by what he sees on the board; when his perception of the game changes, his strategies will also change (p. 170).



Benjamin Bloom



E

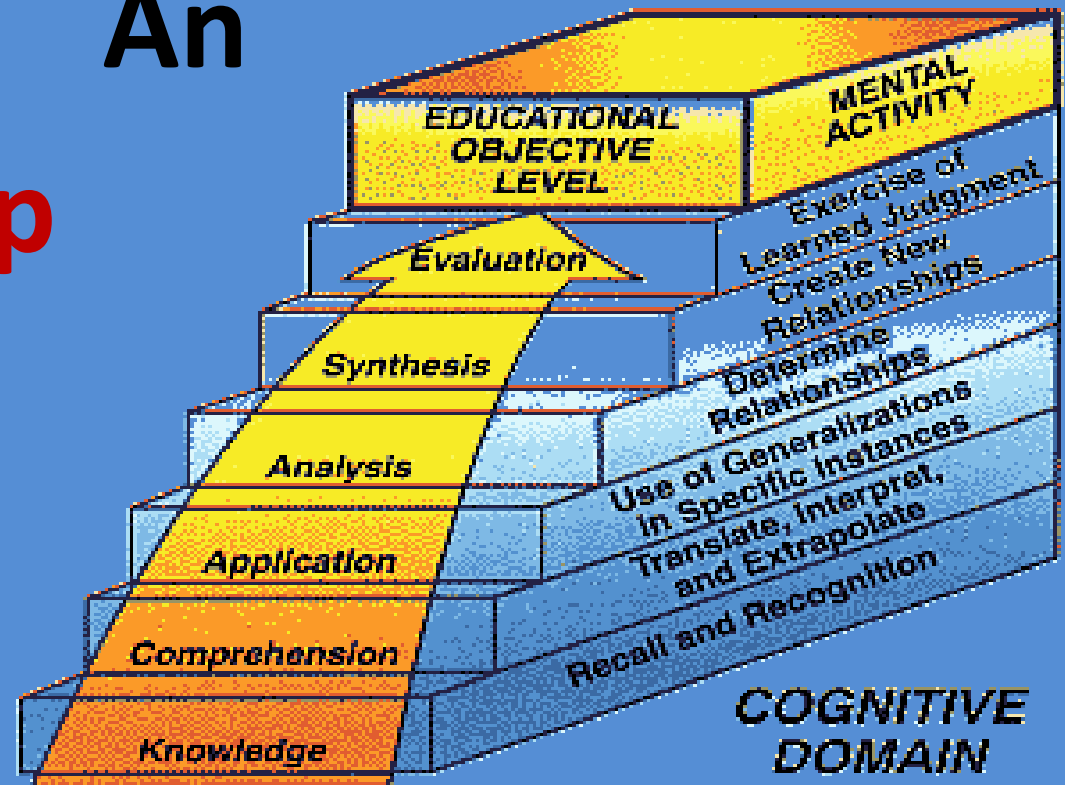
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Howard Gardner

Multiple Intelligences

Learning Styles

**Multi-sensory
approaches**

Interpersonal

Intrapersonal

Naturalistic

Musical

Linguistic

Spatial

Kinesthetic

Logical-Mathematical

**“An effective
teacher
functions as a
student
curriculum
broker, ever
vigilant for ...”**

(p. 141).

Edward deBono

The movement and change of lateral thinking is not an end in itself, but a way of bringing about repatterning. With lateral thinking one may play around without any purpose or direction...with experiments, with models, with notation, with ideas (p.40).



James Paul Gee

Bring the type of learning people do in games to school...make games that introduce 21st century learning and break the molds of our schools... it's about people's commitments and leveraging games for 21st century learning and challenges in schooling. What is really going on in schools? Teaching, Learning, Assessment, Articulation, and Problem Solving?



You are in a department meeting and the concern is student lack of engagement with academic material. Great theorists of past centuries and researchers of the 21st century have found play enriches pedagogy. Play meshes the spontaneous with the intentional, the creative with the common, symbols with discoveries. How might you introduce play as a possible problem solver, promoter for interaction, and venue for long term learning?

**Surmise the possibilities and complex systems
to guide experience with clear goals.**

**Learning is a matter of problem-solving, play;
experiences clarifies content and strategies.**

**Assessment is done within the learning,
challenging playful experiences.**

**Articulation happens in communities, classes
and relationships, sharing the experience.**

- **Playing creates design abilities.**
- **Games/play create system thinkers who can handle multiple variables.**
- **Technical language literacy advances through play with technological tools.**
- **Mentoring and collaboration expands engagement and distribution of cognition.**
- **Independent learning options, skills, confidence, and success expands through successful play.**

James Paul Gee (August 27, 2009)

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