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Playful Design (version1.0)

**FLeD: Learning design for flexible education
Ref number: KA220-HED-63C429BA
Lina Morgado, Ana Afonso, Isabel Carvalho & Maribel Pinto
Universidade Aberta**

Playful Design

1. Playful Design – 1st version

1.1 Introduction

The concept of "gamification" has gained attention to integrating game elements into non-game contexts (Deterding et al., 2011). By incorporating game mechanics such as points, badges, and leaderboards, educational activities can be made more enjoyable and motivating. Gamification has been shown to enhance learner engagement and achievement across various educational domains (Hamari et al., 2014). McGonigal (2011) argues that game mechanics can be leveraged to tackle real-world problems and engage individuals in meaningful activities. Salen and Zimmerman (2004), in their book "Rules of Play: Game Design Fundamentals", emphasize the transformative power of games and play in educational contexts, highlighting the potential for deep engagement and immersive experiences that promote active learning.

Although playful design uses game mechanisms, it does so indirectly. It is about creating simple and minor actions and situations that cause fun and that can be intuitively achieved without much effort.

Playful design and ludic learning spaces have emerged as influential approaches in the field of learning, offering innovative and engaging strategies to enhance educational experiences. Drawing inspiration from game design principles and the intrinsic motivation that games provide, these approaches have gained traction in various educational settings.

Playful design employs game-based aesthetics or incorporates game elements with limited usability in non-game contexts to captivate the user's attention, hence causing an emotional reaction (de Sousa Borges et al., 2014). Ludic learning spaces (Kolb & Kolb, 2010) promote deep learning by fostering exploration, experimentation, and problem-solving skills while nurturing intrinsic motivation and a sense of autonomy.

This perspective aligns with the idea that incorporating playfulness into educational contexts can enhance motivation, creativity, and collaboration among learners (Hoicka et al., 2018; Gee, 2003; Csikszentmihalyi, 1990). By leveraging the engaging and motivating nature of play, educators can create learning experiences that foster creativity, collaboration, and intrinsic motivation, ultimately leading to more effective and enjoyable learning outcomes.

In the last decade, playful approaches to teaching and learning have been introduced and applied, and more recently, also in higher education and adult education (Meij et al., 2017). Below we present a proposal with the objective to develop a playful experience of learning design for lecturers' use of the pattern and scaffolding.

- The proposal involves a scenario and several challenges to immerse the participant lecturers in a playful experience of co-designing Flipped learning, envisioning the FLeD website as a ludic space.

1.2 The FLeD Garden: Unveiling the Flipped Classroom Magic

- **Scenario**
 - Lecturers receive an invitation to enter a magical realm known as the **FLeD Garden**. The invitation, sent by the esteemed organization **FLeDQuesters (the FLeD project team)** reveals that within the garden lies the transformative power of the **FLeD Tool**. This is a magical tool which has the power to transform traditional classrooms into engaging flipped learning contexts. To gain access, lecturers must embark on a journey filled with playful challenges and enchanting discoveries. But first they must pass through the **Flexible Gate**!
- **Challenge 1: Opening the Flexible Gate**
 - Lecturers gather in front of the majestic **Flexible Gate**, where they are greeted by a riddle-bearing **Guardian of the Magical Realms (FLeD team member providing instructions)**. The **Guardian** provides each lecturer with a set of clues to identify their partner among the group. Lecturers enthusiastically interact and collaborate, deciphering the clues and locating their assigned partners. Once all pairs are correctly identified, the gate swings open, revealing the breathtaking **FLeD Garden (the FLeD website)**.
- **Challenge 2: Exploring the FLeD Garden**
 - Inside the **FLeD Garden**, lecturers find themselves surrounded by lush greenery, vibrant flowers, and magical creatures such as the **Nameless Sage (the Scaffolding)**. As they navigate the garden's pathways, they find three distinct sections: **the Feedback Path, the Team Regulation Oasis, and the Prior Preparation Courtyard (the 3 FLeD Patterns)**. Within each section, lecturers encounter interactive challenges and engaging activities related to flipped learning. Each lecturer pairs up with another and chooses one section to explore and face the quest challenges.
- **Challenge 3: Unifying the FLeD Garden**
 - Having gained insights from their chosen sections, lecturers reconvene in the **Collaborative Haven (the FLeD virtual CoP)**, a serene space at the heart of the garden where they discover the power of the **FLeD Tool**. Here, pairs of lecturers unite, sharing their experiences and pooling their knowledge. Lecturers learn to navigate the **FLeD Tool's** features, experimenting with different options, unlocking hidden bonuses, and gaining proficiency along the way. Each pair of lecturers' co-design a flipped classroom plan that integrates the strengths of their respective patterns. The **FLeD Tool** serves as their guide, helping them visualize their plan and align it with their educational goals.
- **Challenge 4: Blossoming Showcase**
 - The lecturers reach the **Blossoming Showcase (a FLeD Dissemination event)**, an enchanting gathering where they present their co-designed flipped classroom implementations. Each pair showcases their unique journey, highlighting the synergy between the chosen patterns and the transformative power of the **FLeD Tool**. Fellow lecturers and the **FLeDQuesters** marvel at the presentations, celebrating the creativity and innovation displayed. The most exceptional implementations are recognized and rewarded with **FLeD accolades (a certificate, a badge, a recognition)**.

- **Challenge 5: Radiant Beacon**
 - In the final challenge of the FLeD Garden quest, lecturers are tasked with becoming the **Radiant Beacons** of knowledge and collaboration. Their mission is to keep the **Collaborative Haven** alive and vibrant by actively sharing their newfound wisdom, inviting others to join the prestigious community of **FLeDQuesters**, and guiding them to pass through the Gate and enter the enchanting **FLeD Garden**. Through their efforts, they become the guiding lights that illuminate the path for future **FLeDQuesters**, ensuring the perpetuity of playful learning and the transformative power of the flipped classroom approach.
- **Final Challenge**
 - Upon completing the scenario, lecturers have unlocked the secrets of the flipped classroom within the magical **FLeD Garden**. They receive certificates of achievement, affirming their expertise in leveraging the **FLeD Tool** to create engaging learning experiences. As esteemed members of the **FLeDQuesters** community, lecturers continue to nurture the garden's growth, continuously feeding the **Collaborative Haven** by sharing their wisdom and inspiring others to embrace the wonders of the flipped classroom.

2. Final Notes

This scenario creates a sense of intrigue and camaraderie among lecturers from the very beginning. The garden setting fosters a serene and immersive atmosphere, allowing lecturers to explore their chosen flipped learning patterns with curiosity and enthusiasm. The collaborative elements and the use of the FLeD Tool empower lecturers to co-design comprehensive flipped classroom plans, resulting in meaningful and impactful educational experiences.

The aim is to provide a pathway to create a structured but playful journey for lecturers to experience the use of the proposed patterns, the scaffolding process, and the FLeD tool, in a collaborative, supportive, rewarding, and ludic environment.

It is noteworthy that the virtual Community of Practice – Collaborative Haven – is proposed as a permanent and dynamic entity, to encourage more collaborative, engaging, effective and sustainable design approaches, supported by the sharing of experiences and best practices by the lecturers.

- This proposal for a Playful Design is part of Work package n°2 - Pedagogical design, in its Milestone 2: As a result of activity 4, we will develop an open resource with a playful design for teachers' use of the pattern and scaffolding.

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+ Info

Site of the FLeD Project: <https://fledproject.eu>

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