

Ludic not ludicrous Playfulness in adult learning

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MARJON

Ludic **or** Iudicrous?

Playfulness in adult learning

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Latin etymology - why?



Another purpose!

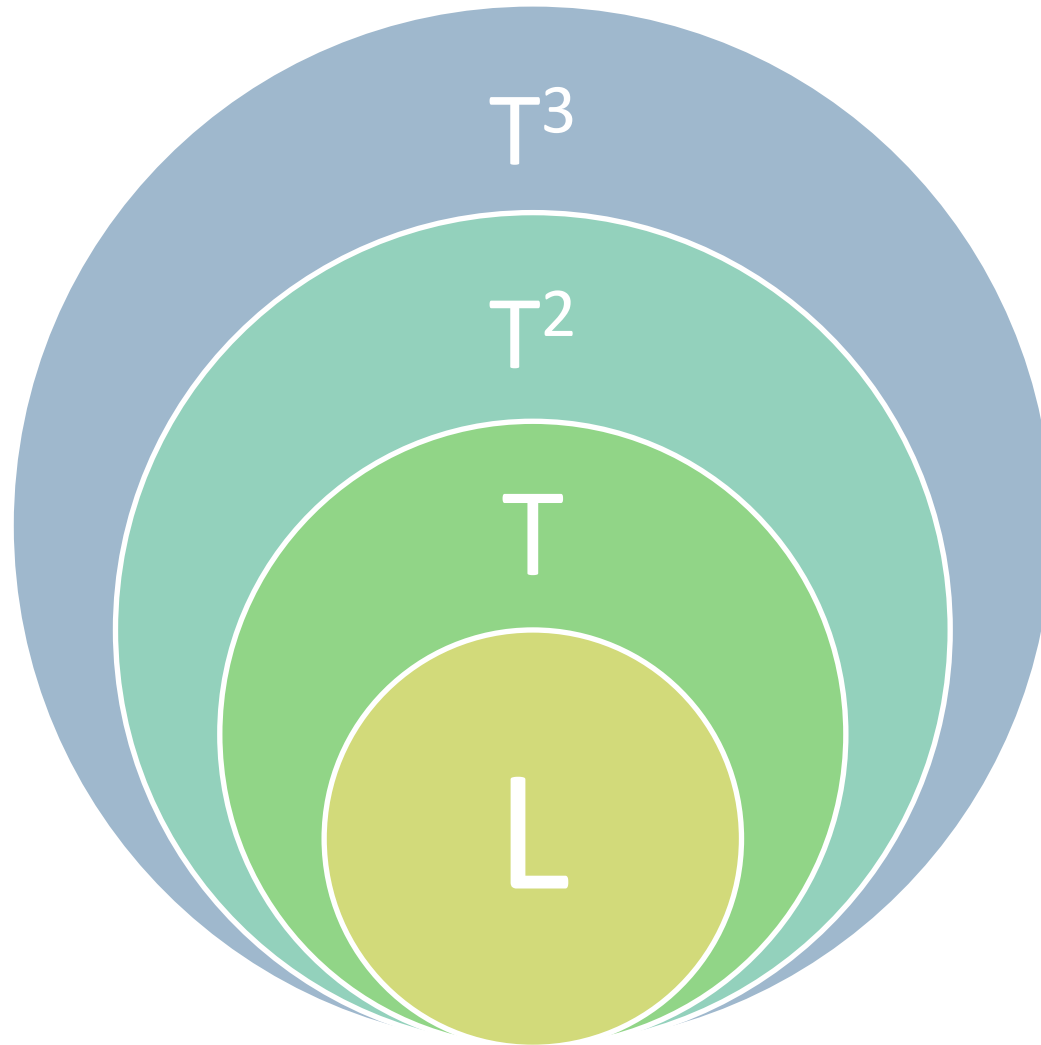


Workshop focus

Second Language Teacher Education (SLTE)

- LEARNER (L)
- TEACHER (T)
- TEACHER TRAINER (T^2)
- TEACHER TRAINER TRAINER (T^3)

The training stack



$$L+T = T+T^2 = T^2+T^3$$

Workshop focus

English as a Second Language (ESL)

- LEARNER (L)
- TEACHER (T)
- TEACHER TRAINER (T^2)
- TEACHER TRAINER TRAINER (T^3)

L+T \cong T+T² \cong T²+T³

Based on...

...a social constructivist view

constructivism

- each individual constructs his or her own reality
- new information is filtered through own existing knowledge structures

+ social =

- interaction between a person's internal development and his/her social landscape

Social constructivism

➔ We learn best with others – learning is not a private journey!

A social constructivist view of SLTE

(See Wright 2010)

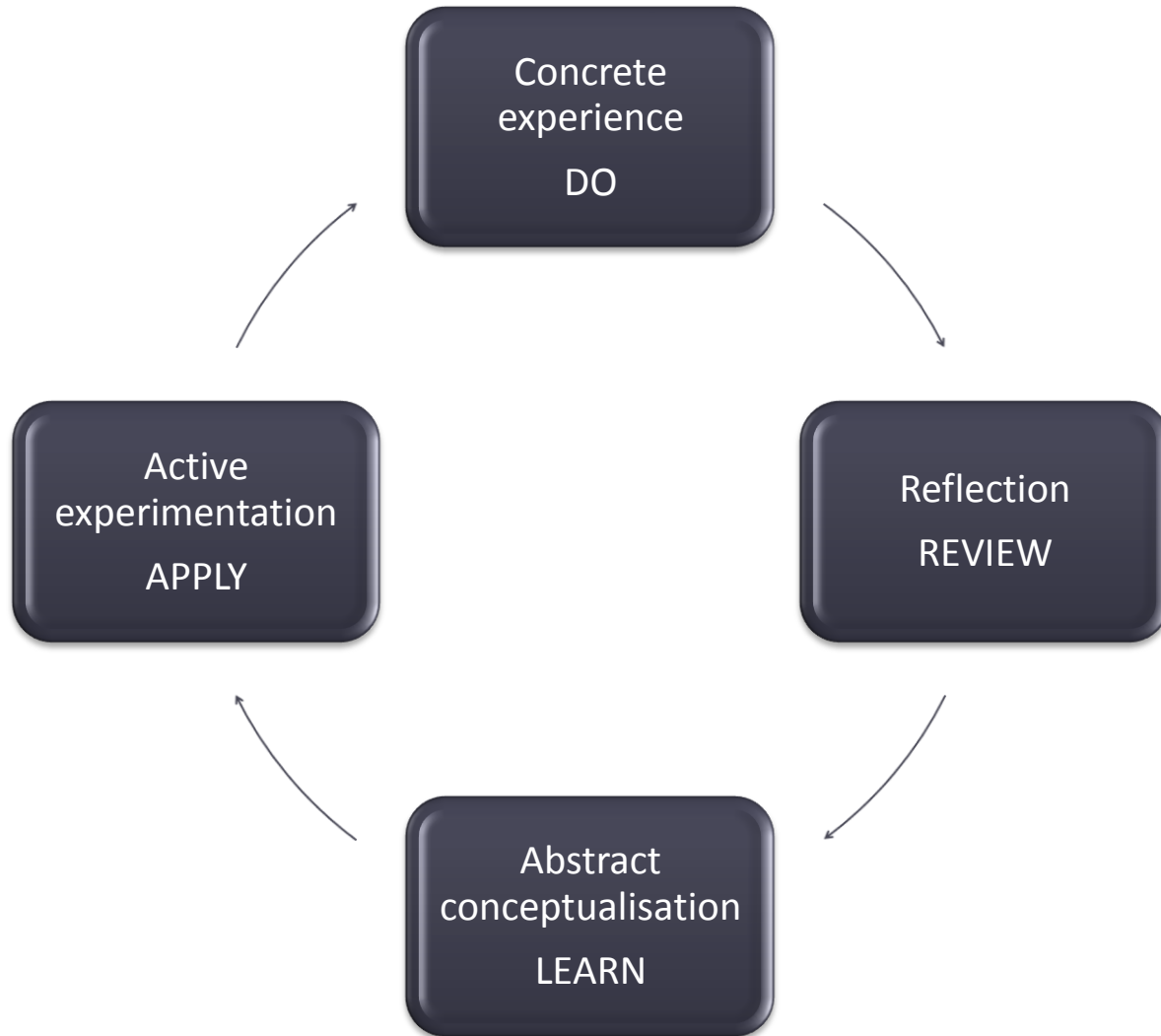
- Not transmissive but **interactive**
- Strongly **collaborative** – learning with and through others; developing a social identity – helps the trainee enter the **community of practice** (the teaching profession)
- Acknowledges previous learning and life experience
- Involves a variety of learning activities – but strongly experiential

- **Goal:** reflective Ts who can theorise from practice - form their own 'working theories'

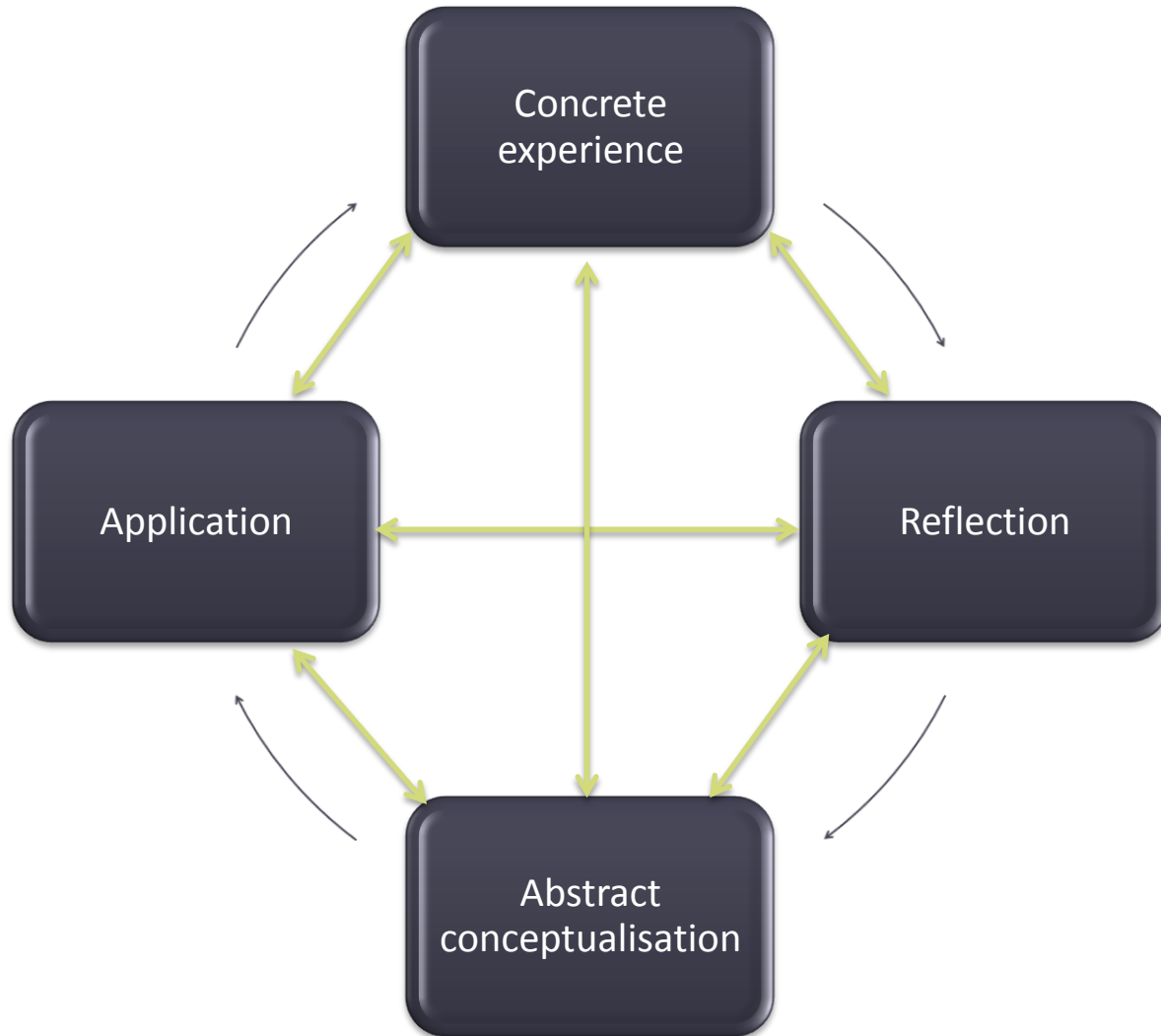
So...

- emphasis on awareness-raising – opportunities for reflection on experience

Kolb's Experiential Cycle



Kolb's Experiential Cycle



Apprenticeship of observation (1000s of hours!)



First phase

- As learners in school

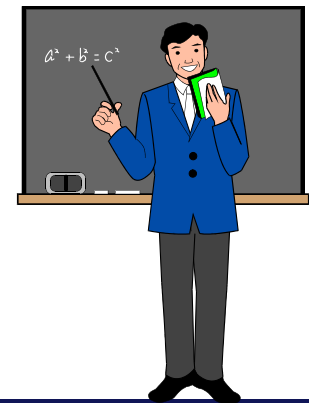
Second phase

- As learners in the training room



Third phase

- As learners on practicum



Apprenticeship of observation

First phase

- As learners in school



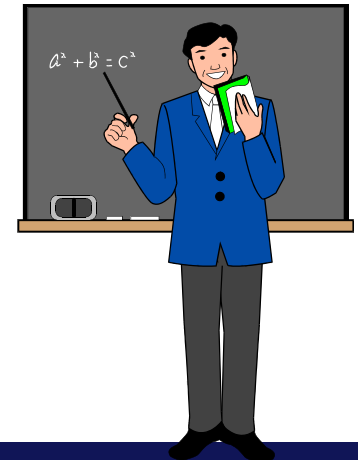
Second phase

- As learners in the training room



Third phase

- As learners on practicum



Activity 1

- Jot down some key information about your personal and professional identity (that you're willing to share!)
- Find someone you don't know (well)
- Person A – tell the story of your life to your partner
- One thing must be untrue.
- When finished – B tries to identify the 'untruth'
- Swap roles

Review – thinking questions

Discuss these questions with your partner and another pair (=> 4 people) :

What were the main steps in the activity sequence?

What were the ‘ludic elements’?

How did you feel at different stages of the sequence? Did the ludic elements enhance or detract from the core activity?

Activity 2

(see Campbell and Kryszewska 1995)

Demonstration

A

JEALOUS

using mime

B

JEALOUS

using contextualising

C

JEALOUS

using drawing

D

JEALOUS

using defining



If a game were an animal,
what would it be?

Brainstorm

Game-like activity (ludic qualities) a working definition

‘organised action that is rule-governed, involves striving towards a clear goal through performance of a challenging task, and provides participants and/or onlookers with a feeling of pleasurable tension ` Ur (1996:290)

Features of ludic activities

Fun (but can't be the justification for an aimless activity)

Rule bound and clear goal (no structure...no fun)

Willing participation – play can't be co-erced

Some of the benefits

- Lowers affective filter
- Aggression defeating
- Provides 'natural scaffolding' (ZPD)
- Heterogeneous
- Offers teacher/trainer time for observation
- Well suited to the DO stage of Kolb's EL cycle (and can be used in all stages)
- Disguise can liberate

FLOW



A state of happy absorption ... being swept along by an activity – the optimal state of intrinsic motivation (Csikszentmihalyi 1998)

Humility-enforcing



representation of the serious



self handicapping



Ludic refreshment

..through parenting



...through teaching

...pedagogy



...andragogy



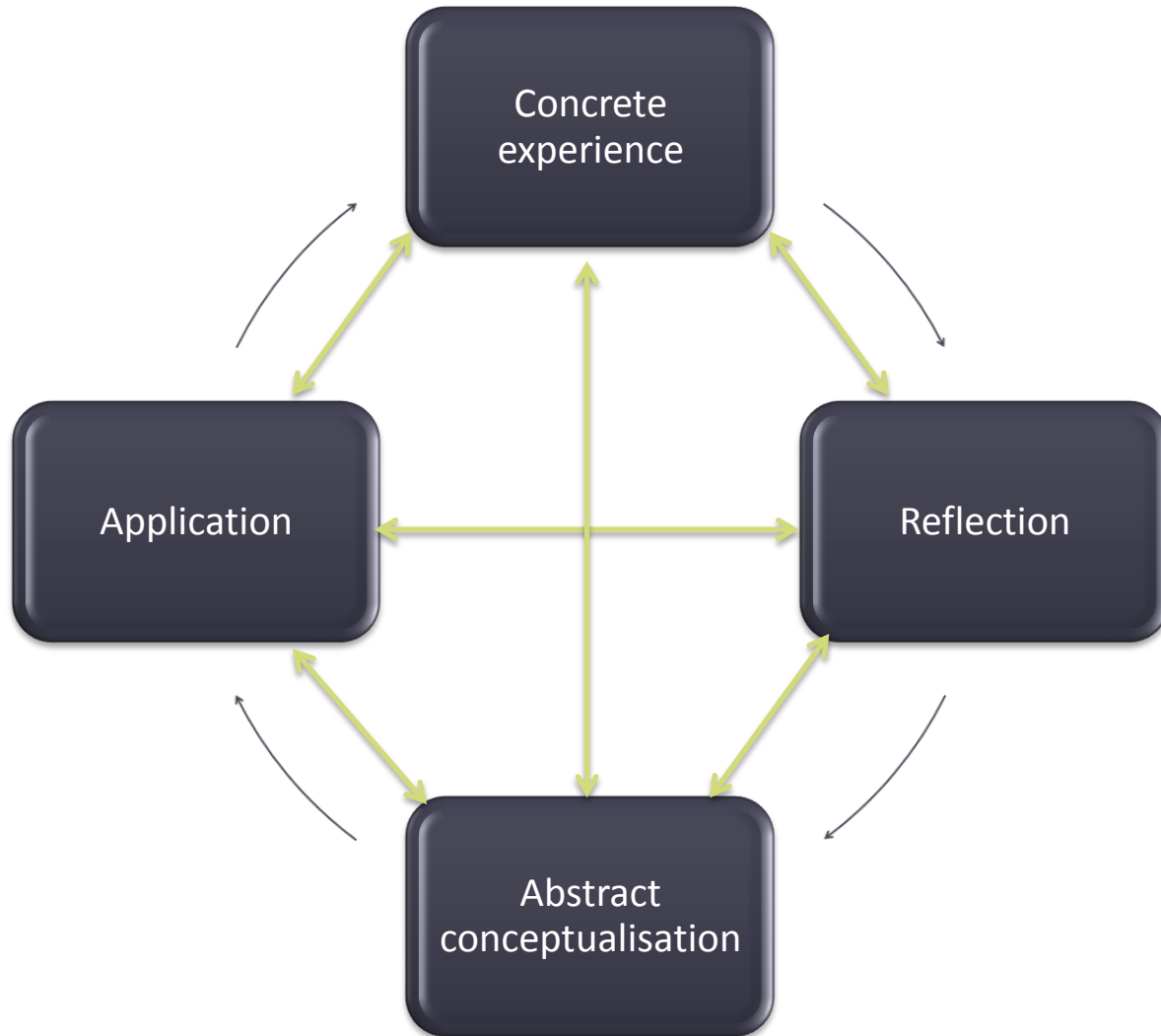
Activity 3

Gridding

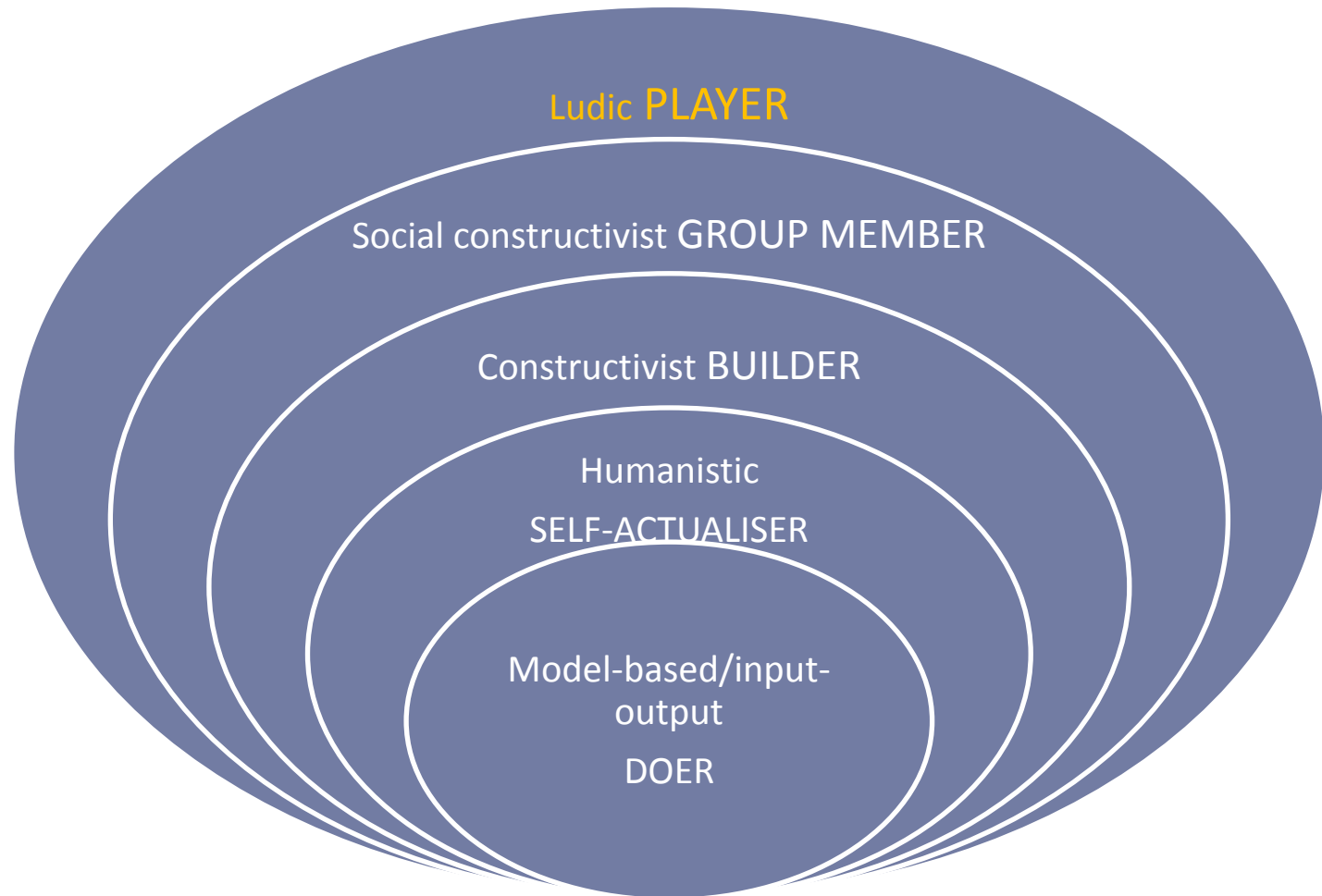
(adapted from Wright and Bolitho 2007)

Name the activity	Your feelings about the activity	Purpose/ Representation of	Ludic quality	Notes on trainer's role

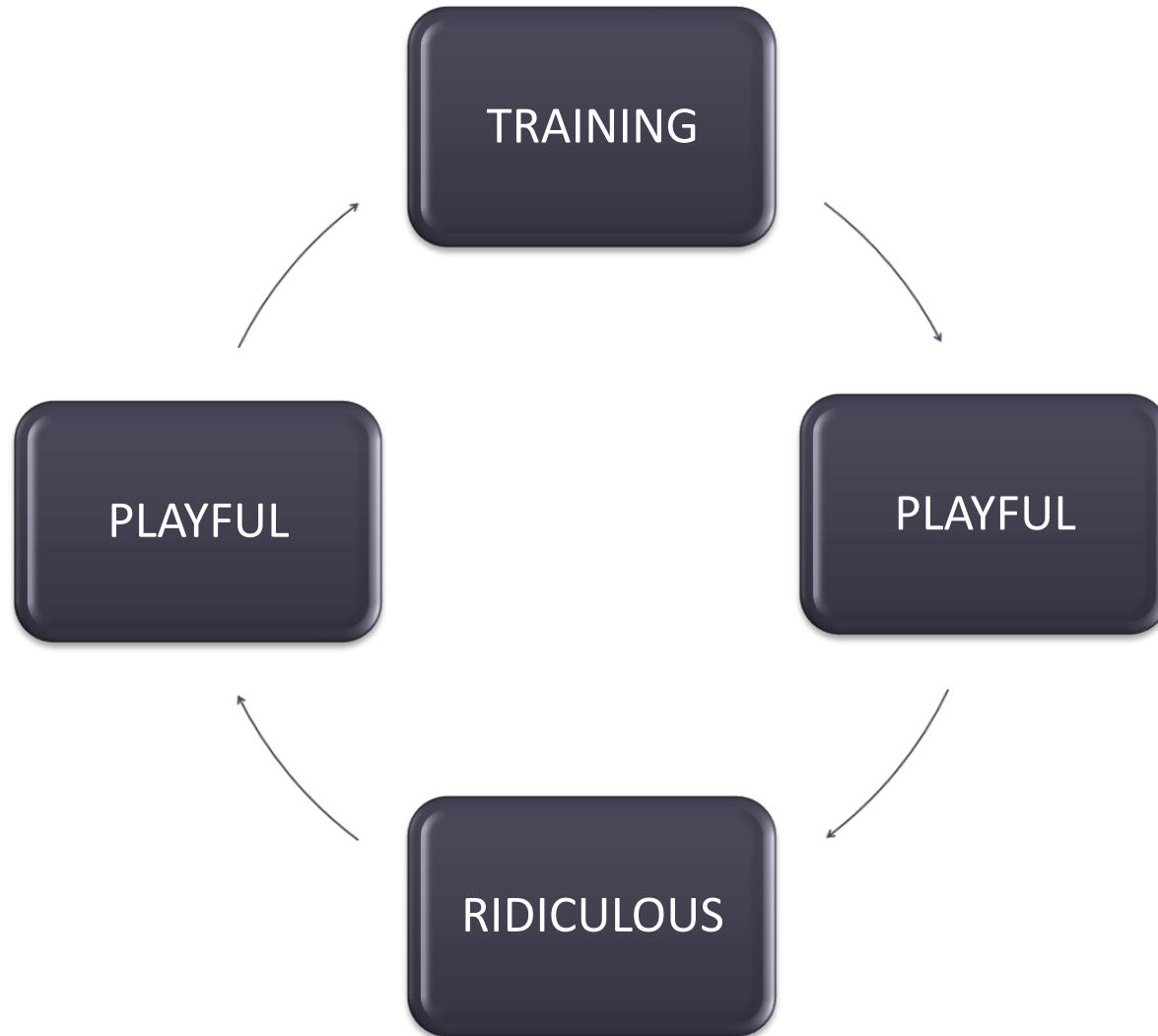
Kolb's Experiential Cycle



Approaches to SLTE – the wider context



LUDUS — COMING FULL-CIRCLE



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THANK YOU!