PLAYFUL
HYBRID
EDUCATION

Literature

Sandra Abegglen, Fabian Neuhaus, Sarah Wilkins

Playful Hybrid Higher Education: Literature
Sandra Abegglen, Fabian Neuhaus, Sarah Wilkins
2024

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Operating in hybrid mode but physically situated in Calgary, we acknowledge and pay tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).

COLLABORATIVE TEAM

Sandra Abegglen - Principal Investigator

Sandra Abegglen is a Researcher in the School of Architecture, Planning and Landscape at the University of Calgary, Canada with a strong interest in collaboration, co-creation and social justice. Her research focuses on online education, hybrid pedagogy, academic literacies, creative learning and teaching methods, inclusion, and identity. She is the Principal Investigator for Playful Hybrid Higher Education and TALON, the Teaching and Learning Online Network (https://taloncloud.ca/) - and she holds the project lead for several
other online education research projects. Sandra has written about her research and teaching practice in a variety of books and journals, and she has presented her work nationally and internationally. She was awarded for multi- and interdisciplinary work with the Team Teaching Award 2020 by the University of Calgary and the Collaborative Award forTeaching Excellence (CATE) by AdvanceHE 2022.

Fabian Neuhaus - Project Support

Fabian Neuhaus, PhD, is an Associate Professor at the University of Calgary with the School of Architecture, Planning and Landscape. He is the research lead for the Richard Parker Initiative (RPI) and the principal investigator for NEXTCalgary (https://nextcalgary.ca/). His research interests are the temporal aspects of the urban environment, focusing on the topics of habitus, type, and ornament in terms of activity, technology, and memory. He has worked with architecture and urban design practices in the UK and Switzerland as well as on research projects at universities in Switzerland, Germany, and the UK, gaining beside his academic expertise, diverse design experience. Fabian is the project support for the Playful Hybrid Higher Education project.

Samara Schneider - Research Assistant

Samara Schneider is a Master of Architecture student at the School of Architecture, Planning and Landscape, University of Calgary and a graduate assistant researcher with the Playful Hybrid Higher Education project. Samara is skilled at critical thinking and problem-solving from her background in statistics. She is passionate about innovative projects, and spaces that resonate with people on a personal level. She compiled the literature review for the Playful Hybrid Higher Education project.

Sarah Wilkins - Research Assistant

Sarah Wilkins is a Master of Landscape Architecture student at Univeristy of Calgary's School of Architecture, Planning and Landscape. Sarah's academic background is in Fine Arts and Recreation and Leisure Studies. Her previous studies in these fields have contributed to her interest in creative learning, public space development, and the natural landscape. Sarah was involved in analyzing current literature on hybrity and play, and creating visual representations of these found definitions for the Playful Hybrid Higher Education project.

PROJECT OVERVIEW

The Playful Hybrid Higher Education project situated in the School of Architecture, Planning and Landscape at the University of Calgary, and funded by the Imagination Lab Foundation, explores the integration of play and creativity into hybrid teaching, amidst the shift to blended classrooms due to COVID-19. Focusing on faculty and student experiences, the project aims to develop guidance for educators on fostering community and student success in this new, emerging educational model. Through qualitative interviews and online surveys with faculty and students, the project highlights opportunities to support staff competency, and enhance student engagement and outcomes.

Timeline

Phase 1 – Literature Review | Fall 2022 – Spring 2023
Phase 2 – Survey | Spring – Summer 2023
Phase 3 – Interviews | Summer – Fall 2023
Phase 4 – Data Analysis & Report | Fall 2023 – Summer 2024

Between Autumn 2022 and Spring 2023, a systematic literature review was conducted. The initial literature review included a search on key terminology using the University of Calgary library catalogue. Later, this search was expanded to further literature databases. The complete literature database on 'playful hybrid higher education' contains 224 items.

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Definitions

A Guide for Hosting Hybrid Gatherings

Priya Parker

"**Hybrid gatherings are 3 separate events in 1; an in-person gathering, a virtual gathering, and the moment when the two are connected**"

"As a larger society, we are now thinking about how to design hybrid gatherings in all parts of our communities"

"Every classroom experience, everyday is a gathering you can shape"

"**Done well, they [hybrid gatherings] allow individuals and teams to participate geographically, emotionally, and physically in ways they would not be able to otherwise**"

Parker, P. (2022). A Guide for Hosting Hybrid Gatherings. https://www.priyaparker.com/the-hybrid-gathering-guide

Parker, P. (2020, April 28). Schools: How Does a Teacher Decide Which Gatherings to Save? Together Apart. https://together-apart.simplecast.com/episodes/-schools-how-does-a-teacher-decide-which-gatherings-to-save-F_nmnFul

Beyond Blended

Helen Beetham and Sheila MacNeill

"**Learners can create their own learning pathways across times, places and modes. This allows for macro changes to the curriculum like staggered start times and modular degrees, as well as micro changes such as how students choose to participate in different activities and sessions**" - p. 8

"...'blended', including including print blended with digital media ... and 'traditional' with 'web-based learning'" - p. 12

"Digital modes of learning can also blur what were once clear boundaries, creating intermediate settings...digital media can bend time boundaries as well as offering new experiences of space" - p. 12

"Digital media can blur the distinction between synchronous and asynchronous learning, real world and online space- or at least allow them to be blended in new ways" - p. 12

"Platforms and places can be seen as interconnected. Contemporary learning space design pays particular attention to digital devices and connectivity with plug-and-play features, charging stations and flexibility to integrate new technologies over time" - p. 15

"Platforms and places can be seen as interconnected. Contemporary learning space design pays particular attention to digital devices and connectivity with plug-and-play features, charging stations and flexibility to integrate new technologies over time" - p. 15

"**Programme teams can consciously use different modes to ensure students all have some learning experiences that suit them, or that challenge them to try new approaches**"- p. 32

Beetham, H., & MacNeill, S. (2023). Beyond Blended. Jisc. https://www.jisc.ac.uk/reports/beyond-blended?trk=feed_main-feed-card_feed-article-

Hyper-Hybrid Learning Spaces in Higher Education

Rikke Toft Nørgård and Charlotta Hilli

"Overall, higher education in the form of hybrid courses entails opening up institutions, study programmes, and courses to meet, think, work, and learn in, for and with the world" - p. 25

"Forms of entangled collaboration are often part of hybrid learning spaces as participants move between physical/digital, informal/formal synchronous/asynchronous, or structured/unstructured spaces"- p. 26

"Through hybridity, students become engaged in real-world contexts, professional development and authentic, complex tasks and challenges that invoke active learning processes" - p. 27

"Different media platforms, elements, and places are put into action to create an ecology of teaching and learning that forms complex entanglements of people, materials, contexts, and media" - p. 28

Playful Higher Education

Rikke Toft Nørgård, Josephine E. M. Solheim and Kimie Jay Bukholt

"...higher education should make us come alive, feel human, be curious and act with authenticity while also feeling safe, cared for and valued" - p. 9

"Quilting as a metaphor for the development of playful higher education highlights how people are invited to exist as 'their own unique patch', while simultaneously being closely knit together to form a shared whole. - A colorful quilted, vibrant and playful higher education collective or community" - p. 10

Nørgård, R. T., & Hilli, C. (2022). Hyper-Hybrid Learning Spaces in Higher Education. In E. Gil, Y. Mor, Y. Dimitriadis, & C. Köppe (Eds.), Hybrid Learning Spaces (pp. 25–41). Springer International Publishing. https://doi.org/10.1007/978-3-030-88520-5_3

Nørgård, R. T., Solheim, J. E. M., & Bukholt, K. J. (Eds.). (2022). Playful Higher Education: Voices, Activities & Co-creations from the PUP. Playful University Platform. https://acrobat.ado-be.com/link/track?uri=urn%3Aaaid%3As-

Homo Ludens: A Study of the Play Element in Culture

Johan Huizinga

"In play there is something "at play" which transcends the immediate need of life and imparts meaning to the action. All play means something."- p. 1

"The word "school" has a curious history behind it. Meaning originally "leisure" it has now acquired precisely the opposite sense of systematic work and training" - p. 148

"Our point of departure must be the conception of an almost childlike play-sense expressing itself in various play-forms, some serious, some playful, but all rooted in ritual and productive of culture by allowing the innate human need of rhythm, harmony, change, alteration, etc., to unfold in full richness."- p. 75

"The eternal gulf between being and idea can only be bridged by the rainbow of imagination." - p. 133

Huizinga, J. (1950). Homo Ludens: A study of the Play Element in Culture. Roy Publishers. https://archive.org/details/homoludens-studyo1950huiz/page/74/mode/2up?q=childlike

The Power of Play in Higher Education

Alison James and Chrissi Nerantzi

"At university, it is all too easy for learner's spirit of equity, playful experimentation and curiosity to be stifled by a misplaced perception that 'student engagement' and 'student satisfaction' will only be achieved if courses are delivered in certain unplayful ways" - Forward vii

"One perspective is that play is free, unfettered activity intended to bring joy, relaxation and liberation to the player. The second argues that it is rule-bound and structured and has a particular purpose. The third argues that it is an immersive experience which frees us up to make mistakes, new discoveries, go beyond convention and learn through moments of discomfort." - Forward xliii

"We need play, not just to relieve our stresses, but because play makes us better at the complex, challenging, horizon-stretching work that a university needs to do."- p. 18 (Making a case for the Playful University)

The Value of Play in Higher Education

Alison James

"While every student, teacher, teaching situation, programme, institution and so on are different, there are enough examples of play ... to suggest that play is also a significant factor in enabling students and staff to feel they belong and have something to offer."- p. 263

"...play that has no visible agenda, outcomes or predestined goals can free up head space for students to make observations, find insights and allow aspects of what they have encountered to sink in."- p. 303

"Stereotypes exist as to the kinds of play that will be embraced by particular disciplines; the arts will love performance and drawing, the sciences will like puzzles and logic based play, management and business will prefer role play and purposeful play. While there may be some truth to some of these, examples have also shown the partitions between the subjects are removable."- p. 321

"The decision to play is not anti-academy. It comes from a passionate desire to uphold standards of teaching and learning." - p. 322

James, A., & Nerantzi, C. (Eds.). (2019). The Power of Play in Higher Education: Creativity in Tertiary Learning. Springer International Publishing. https://doi.org/10.1007/978-3-319-95780-7

James, A. (2022). The Value of Play in Higher Education: A Study. Independent scholarship supported by The Imagination Lab Foundation. https://engagingimagination.com/the-value-of-play-in-he-a-study-free-book/

Professors At Play PlayBook

Lisa Forbes and David Thomas

"Play makes you human. Play helps you think more flexibly and creatively about how you are going to teach what you need to teach so students can learn what they need to learn." - p. 3

"Oftentimes in education, a gap exists between theory and practice but with play, that gap is minimized because play encourages doing rather than passive learning." - p. 6

"We dream of education where play is valued, invited, and celebrated. Where we give permission for play to exist not onlyin our classrooms but on the campus buildings, side-walks, and structures" - p. 10

"We see play as a broader means to have a larger impact on organizations, institutions, societies, humanity, and problematic status quos... It [play] prepares students to engage with the world in a totally different way." - p. 13

"play in learning is bigger than making teaching and learning a more joyful experience. It's bigger than a tool to engage students. Play prepares students to be adaptive, creative, and innovative in their careers." - p. 14

"Using a playful approach does require teachers to actively create a space conducive for learning, to model, to engage and share ideas, and to respond in a playful manner. This playful shift in teacher stance can transform the whole classroom experience."- p. 21

"There's playfulness and then there is play. Without playfulness, play events lose their authenticity and credibility." - p. 25

"Play is not a cover or a Band-Aid - play is a flexible, novel, and creative approach that changes the students' engagement and relationship to learning." - p. 101

Forbes, L., & Thomas, D. (2022). Professors at Play PlayBook. Carnegie Mellon University: ETC Press. https://press.etc.cmu.edu/node/5989

Playful Hybrid Education

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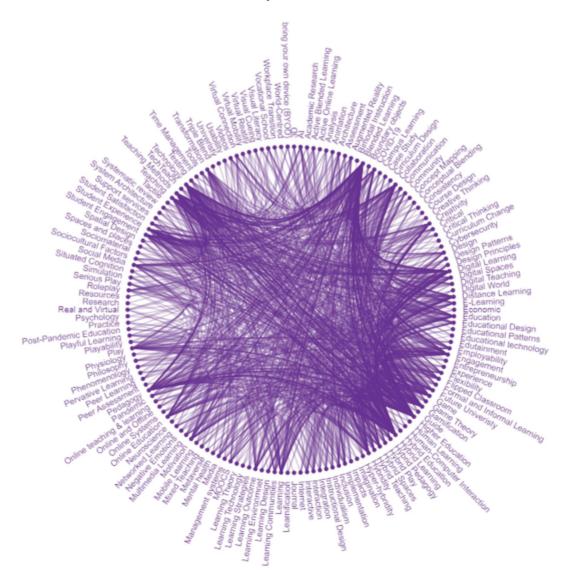
SUMMARY

In Winter 2022, an initial literature search on key terminology was conducted. From that search, 156 items were included in the literature database on 'playful hybrid higher education'. Each item from that search was tagged with keywords. Those keywords were used to map the connections between the different items, resulting in the below Literature Keyword Network Plot. The Plot highlights the interconnections between the different publications, with the highlights:

technology, teaching methods, teaching, student experience, student engagement, social media, play, pedagogy, online education, motivation, learning outcome, learning communities, learning, hybridity, hybrid learning, hybrid teaching, hybrid spaces, higher education, gamification, game, future university, flipped classroom, flexibility, engagement, employability, educational design, education, e-learning, distance learning, creativity, collaboration, Covid-19, blended learning

Literature Keyword Network Plot

CONFERENCE AND EVENTS

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