

Workshop

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Title

The practices and methodology underpinning a *Conceptual PlayWorld*: Design your own educational experiment

Summary

This workshop is designed to engage participants in the pedagogy and the research methodology of a Conceptual PlayWorld. In the first part of the workshop, the 5 characteristics of a *Conceptual PlayWorld* will be outlined through an example of a storybook. The characteristics include: 1) Selecting a story for the *Playworld*; 2) Designing a *Playworld* space; 3) Entering and exiting the *Playworld* space; 4) Planning the play inquiry or problem scenario; 5) Planning teacher interactions to build conceptual learning in role. Video examples of practices will be shown that build upon the keynote through illustrating different contexts and outcomes.

A *Conceptual PlayWorld*, inspired by Gunilla Lindqvist's (1995) research into the aesthetics of play in a common Playworld, is oriented towards actively exploring the relations between play, learning and development following a cultural-historical approach (Vygotsky, 1966; 2004).

In the second part of the workshop, participants will work in groups of 5 to prepare their own *Conceptual PlayWorld*, drawing on their favourite legend/fairytale/storybook, and then using their talents, will prepare a poster of their legend/fairytale/storybook inspired PlayWorld. A gallery walk of the posters will follow.

The workshop will culminate in a brief presentation on how *Conceptual PlayWorld* approach was used as the basis of, and inspiration for, a cultural-historical *educational experiment* (Hedegaard, 2008) between teachers and researchers in preschool settings in Australia.

An *educational experiment* is a collaboration between teachers and researchers designed to capture holistically and dynamically, how new practices that are in the process of being developed over time, create new conditions for children's play, learning and development. How teachers and researchers plan practices and activity settings, and support conceptual development within play-based settings will be foregrounded. Examples of a free app designed to support an *educational experiment* will be made available during the workshop (see <https://www.monash.edu/conceptual-playworld>).

References

Hedegaard M. (2008). The educational experiment, In M. Hedegaard, & M. Fleer. (eds.) *Studying children: A cultural historical perspective*. New York, NY: Open University Press, pp. 181-201.

Lindqvist, G. (1995). *The aesthetics of play: A didactic study of play and culture in preschools*. Stockholm: Gotab.

Vygotsky, L.S. (1966). Play and its role in the mental development of the child. *Voprosy psikhologii*, 12(6), 62–76.

Vygotsky, L.S. (2004). Imagination and creativity in childhood. *Journal of Russian and East European*

Psychology, 42(1), 7–97.