

What do we <b>Know</b> ?	Action: What could people do on the basis of this knowledge?	Questions for Inquiry: What more do we need to know - in order to clarify what people could do or to revise/refine knowledge?	How to <b>Find</b> this out?
<p>-Children naturally engage in play in their learning            -Play involves deviating from the direct path from question to answer and requires experimenting, imagining, and having fun</p>	<p>-Adults may take a point of view in learning that embraces curiosity, naiveté, and openminded exploration            -Seek out learning opportunities that are flexibly structured and involve understanding of ideas beyond just acquisition of skill</p>	<p>What has other research/experience shown about how to embrace play in learning experiences?</p>	<p>-Ask adults about which learning experiences they have found to be fun (and recall personal examples)            -Research examples of successful play in learning settings</p>
<p>-Using play in learning may help relieve tension about “being wrong” or “knowing the answer already”.</p>	<p>-Play can be used at the beginning of a learning situation to help learners become more comfortable with each other and establish a safe, nonjudgmental environment.            -Learning situation can be explicitly structured as a forum of encouraging experimentation and even failure.</p>	<p>In what ways does collaborative play improve learning? How does play influence the understanding that is sought in learning experiences?</p>	<p>-Describe ways that collaborative play might be used and test in various learning situations.            -Review studies of types of play in learning.            -Reflect upon and keep a record of new understanding that I gain in the course of play.</p>

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<p>-I have not frequently considered how direct actions that I take individually effect the collaborative play of learning.</p> <p>-The actions that I take might actually influence the collaboration of the group in learning - this is not wholly determined by the “teacher” or the interpersonal dynamics of the group.</p>	<p>-Observe actions that I take before, during, and after learning experiences.</p> <p>-Create a specific plan to take action before, during, and after learning.</p> <p>-Develop a learning environment that is student-, rather than teacher-, driven.</p> <p>-In any learning experience, take on the role of “teacher” myself and guide others to engage in collaborative play.</p>	<p>How do the individual actions that I take influence the collaborative play of the group?</p>	<p>-Create a plan to take certain types of actions before, during, and after learning.</p> <p>-Seek experiences in everyday life in which no “teacher” is defined and treat them as a “bona fide” learning opportunity.</p> <p>-In my own role as a teacher or student, expose my intentions to play and make my experiments transparent, and observe reactions of myself and others.</p>
<p>-Factors beyond my personal control may influence the success of my learning.</p> <p>-Adults in learning situations may not agree to collaborate or engage in play.</p>	<p>-Set small-scale learning goals for play.</p> <p>-Allow the meaning of “collaborative play” to be understood broadly and include many types of play.</p>	<p>What might prevent me from taking planned actions in establishing collaborative play?</p>	<p>-Record and observe how and why planned actions did not get done.</p> <p>-Ask others to review my planned actions and provide explicit support or clarify why my actions may not be realistic.</p>

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<p>-Play relates to fun in learning and might be observed through facial expressions, laughter, or direct verbal communication.</p> <p>-Collaborative play means that multiple learners are engaged in the same activity of play.</p>	<p>-Develop fun learning activities that are designed to be inclusive of all learners in a group.</p> <p>-Notice that I am enjoying my learning through metacognitive reflection of my learning while it is happening.</p>	<p>What do I need to observe in adult learning situations to determine when collaborative play is actually happening?</p>	<p>-Consider the range of emotions and responses that I express during a learning experience.</p> <p>-Note instances in which are adult learners are engaged with each other how their specific actions relate to their ways of communicating/involving others.</p>
<p>-There are organizing groups who already use the notion of play in learning.</p> <p>-Several personal colleagues already express openness for play, including children in my afterschool/preschool and the CCT community.</p>	<p>-Use my own teaching experiences (preschool) and student experiences (CCT program) to seek support and permission in play activities.</p>	<p>Who are my potential allies, partners, or assistants in the course of designing, implementing, participating, and observing play?</p>	<p>-Research groups/workshops that seek to provide practice/training in play in learning.</p> <p>-Explicitly define different roles that supporters might take in play - observer, participant, idea-generator, etc.</p>

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<p>-Theater principles help people to take on behaviors of other people with foreign/unfamiliar points of view.</p> <p>-Theater principles help people to develop/imagine conceptual realities that are not as obvious to the everyday authentic self (empathy).</p> <p>-Theater involves a type of “game” of agreement between actors to temporarily accept the existence of a common fantasy situation.</p>	<p>-Take theater classes to explore the notions of character, dialogue, and empathy.</p> <p>-Engage in role-play.</p> <p>-Invent ways of perceiving through another’s point of view and try them out during learning.</p>	<p>What specific principles of the theater perspective might relate to allowing play to happen?</p>	<p>-Create a Personal Action Plan that utilized theater exercises to prepare me for upcoming collaborative learning situations.</p> <p>-Use theater methodologies to play with ideas or find humor in learning content, and employ these during the learning experiences and observe the results.</p> <p>-Discuss and explore options with others already using integrated theater/education concepts.</p>
<p>-Lifelong learning may involve finding specific learning opportunities but also taking an attitude of recognizing long-term learning goals and needs.</p> <p>-Collaborative play may encourage learners to take a long-term view of learning by relieving the “chore” of education.</p>	<p>-Develop a long-term, continuous plan for what learning experiences one wishes to have.</p> <p>-Find ways to focus on the play of learning with others primarily while considering learning outcome of be secondary at times.</p>	<p>How does collaborative play support ongoing, lifelong learning?</p>	<p>-Commit to developing a cycle of planning, implementing, and observing in my own learning.</p> <p>-Ask other adult learners to reflect upon their lifelong learning wishes.</p> <p>-Along with allies, develop a learner’s group for developing and experimenting with collaborative learning ideas.</p>

## **Appendix: Initial Questions, Actions, and Knowledge defined during original KAQ activity.**

### **Questions**

What has other research/experience shown about how to develop learning experiences that include play?

What relationship is assumed or observed between the play of children and the play of adults?

What does it mean to play in collaborative ways in adult learning settings?

How much do adults play in collaborative ways in typical learning experiences?

What is meant by play?

What objections or reservations do adults express about suggestions of play in learning?

What fears to people have about play?

In what ways does collaborative play improve learning? How does play influence the understanding that is sought in learning experiences?

Are there types of learning experiences in which collaborative play is particularly appropriate, or not appropriate?

How do the individual actions that I take influence the collaborative play of the group?

What elements of theater perspective can suggest how to achieve collaborative play through employing make-believe, character, fantasy, and humor?

How can I figure out what environmental factors in learning allow play to happen?

What agreement needs to be found among learning colleagues to allow for collaborative play?

What might prevent me from taking planned actions in establishing collaborative play?

How might I employ a core group of partners or assistants to help me understand the use of collaborative play?

What people or groups are already supportive of collaborative play or advocate some form of it?

What kinds of adult learning forums are suited to collaborative play?

How can I form a plan to experiment with my own play?

What do I need to observe in adult learning situations to determine when collaborative play is actually happening?

### **Post pair-sharing questions**

Are there types of professionals for which a Personal Learning Plan might be more effective?

Are there different types of collaborative play, and why might it help to make distinctions?

How can I measure results of play?

Are the (or any) Core Actions (before,during,after learning) that I take generalizable to others, or would each individual most benefit from a personal plan?

What has my own theater experience taught me about experimenting with play?

What dynamics are needed between people in a group that is engaged in collaborative play?

What dynamics are possible between use of collaborative play as a learning technique, and other techniques of the learning experience?

What are the experiences that might be considered "learning opportunities"?

What are typical learning opportunities? What are those learning opportunities that are not as obvious?

Do adults need any special training to engage in collaborative play?

What experiences have I had in which collaborative play was successful?

What does it mean for adult learners to have their collaborative play observed, commented on, and even evaluated by others?

How can adults rediscover play that they already know from childhood experiences?

### **Knowledge Claims**

In adult learning situations, there is not necessarily an explicit play to include play. Adults may consider collaborative play to be separate from meaningful learning, even a “waste of time”. In my past learning, my typical actions have not necessarily accounted for collaborative, or even individual, play.

I’m not used to thinking about my own learning opportunities in a systematic way with respect to what I do before, during, and after the opportunity.

Play exhibited by children is a natural support system for their learning rather than a source of distraction from their learning.

Collaborative play has not been encouraged in many of my past learning experiences.

I experience many learning moments outside of formal situations within institutional education, and these have often allowed for some flexibility in the potential play that could happen.

As a member of a collaborative learning experience, I have the potential for influencing the learning achievement of the group.

There are groups/people who actively promote/teach about play as a support system for collaboration, sometimes through workshops or community trainings.

Collaborative play may not be useful in every type of learning situation involving adults.

In my past work experiences involving children, they seem to be able to treat every learning situation as playful and respond enthusiastically to any mention of a “game”.

It may help to leave plenty of room for adults to simply observe, rather than participate in directly, some collaborative play situations.

My experiences in CCT learning situations have seemed to allow more for play than I had experienced in previous situations.

The language used to describe play may be different for adults and children.

Engagement of collaborative play during a learning experience may depend upon a person’s temporary state of mind or emotions.

Collaborative play may be influenced by individual play in which learners have engaged in private at previous times.

Collaborative play seeks to involve learners with each other by associating their experience together with “having fun”

Play is related to humor.

A theater perspective provides some ideas about how adults may try something under a different identity.

Taking action before, during, and after a learning experience requires time and attention, and may take an extended time of practice and reflection to be understood.

### **Possible Actions**

Observers of collaborative play of adult learners may provide value by driving the direction of the play.

Find and list experiences where collaborative play has worked successfully.

Evaluate the claims, testimonials, and models of organizations/people who provide workshops for adults in “play” and “humor”.

Develop a “template” explanation about how what I do encourages collaborative play.

Note what elements of play are particularly important and rewarding to adults and children in learning situations.