



# A banana costume, Jenga, modelling clay, traditional Argentine music and beer pong: a seminar reimaged

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#FoL19



# Changing Landscape of HE

Significant challenges and reforms reflective of a neoliberal agenda (Pokorny & Warren, 2016)


Accent on 'competences' rather than 'knowledge' (Magalhaes & Veiga, 2013:64)

Emerging agendas around flexible pedagogies and digital education (Ryan & Tilbury, 2013)

Ask questions about the wisdom of the discursive forms of the academy (Wharton, 2013) and whether this is indeed the best way to teach millennial and Gen Z students (Strawser et al. 2018).






A background image showing three students in a classroom setting. On the left, a young woman with dark hair is looking down. In the center, a young man with short dark hair is looking down at an open book. On the right, another young man with dark hair is looking down. The scene is brightly lit, suggesting a window in the background.

‘At university, it is all too easy for a learner’s spirit of enquiry, 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 unplayful ways’ (cited in James & Nerantzi, 2019:vii)

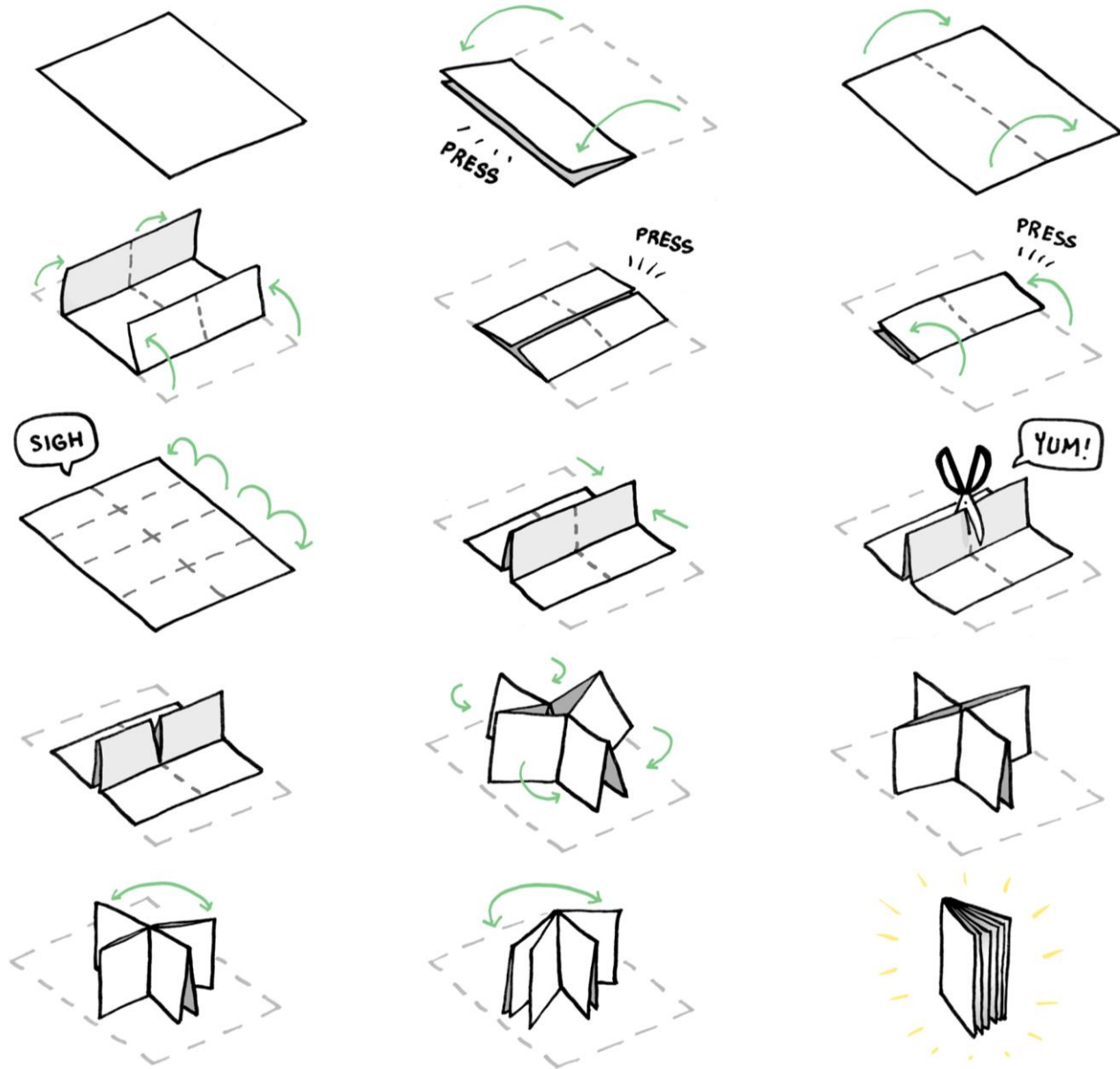
**The  
Guardian**



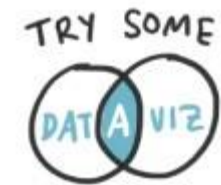
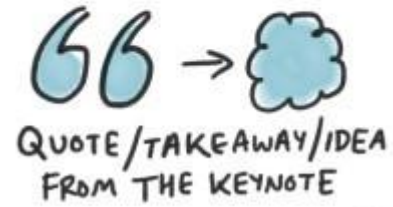
A person wearing a black and white striped long-sleeved shirt is shown from the side, reaching their arms into a large, vibrant, and chaotic abstract artwork. The artwork is composed of various colors like red, yellow, blue, green, and black, with splatters, drips, and stylized figures. The person is standing on a grey, textured surface. The overall scene suggests a connection between the physical world and a complex, creative, or academic realm.

There is an emerging body of scholarly literature,  
and innovative practitioners across the sector,  
demonstrating that academic practice can both  
educate and entertain

(Burvall & Ryder, 2017; James & Nerantzi, 2019)







# Seminar reimagined

I allowed my final year undergraduates to take responsibility for their learning in a playful way, reimagining the classroom as a ludic space for empowering practice

The best ideas and solutions often occur in relaxed environments outside of regimented, formal structures (Estacio & Karic, 2015)

The World Café attempts to recreate this informal setting with students actively engaged in a series of small group conversations with the intent of transforming individual understanding into something more collective and more valuable (Prewitt, 2011)





# Putting theory into practice

Students were each allocated a country at random; collectively responsible for hosting a World Café

Small group meeting with tutor in advance to prepare

Emphasis on working collaboratively and interacting in different ways (Harrington, Sinfield & Burns, 2016)

Promote tasks that enable students to see each other as valuable resources, and benefit from developing broader and more multicultural perspectives and awareness (McKee & Scandrett, 2016)

Peers as provocateurs and facilitators (Breslin & Sharpe, 2018)



Created by  
You

## World Cafe

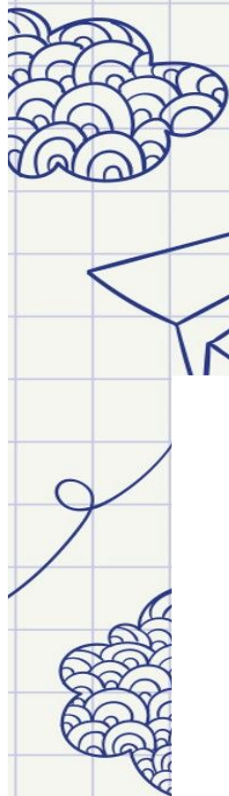


15 items · 8 views

Student-led seminars exploring aspects relating to sport, physical education, and physical activity, using an international perspective

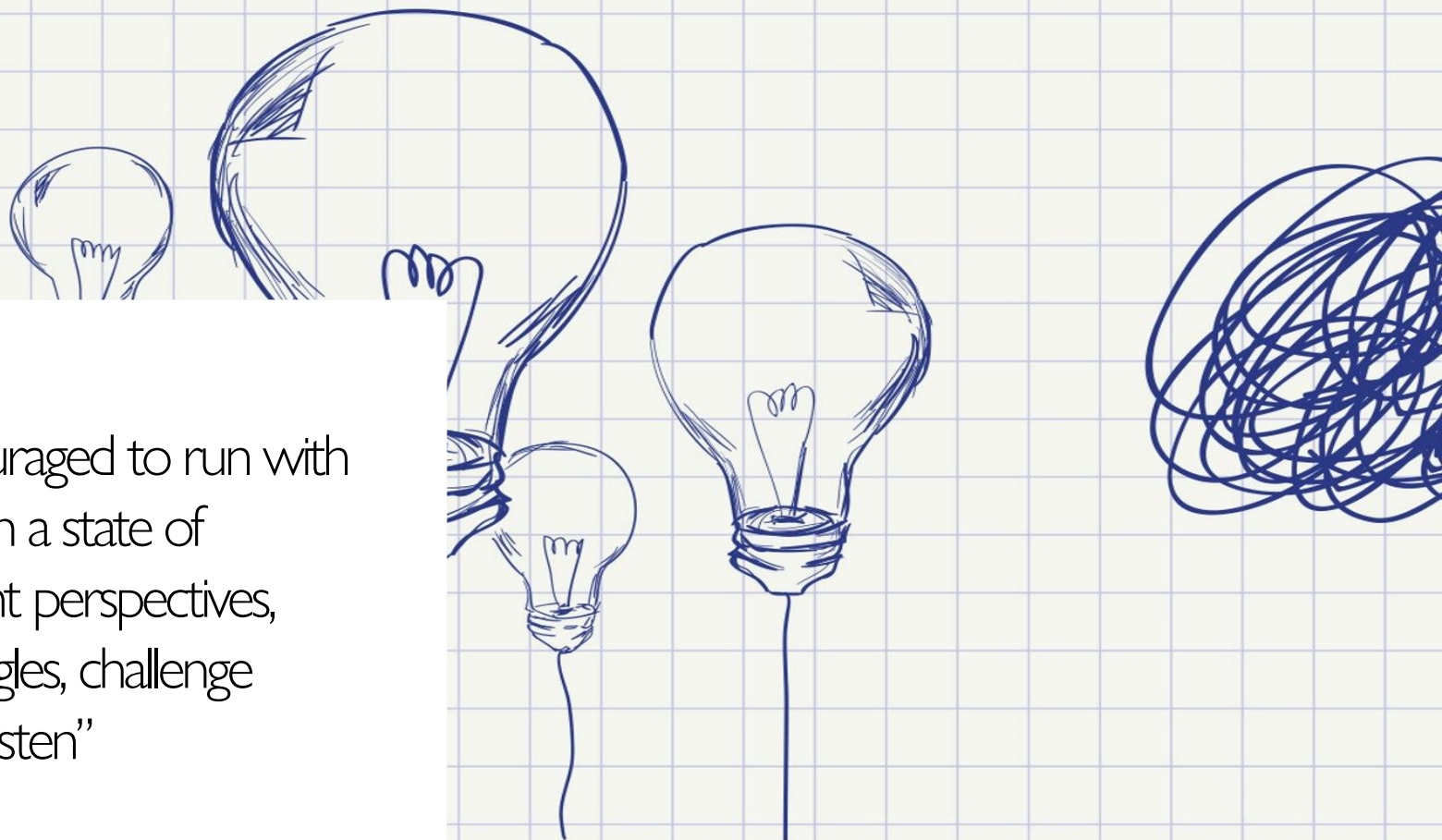


<https://wke.lt/w/s/KRPLv>



“Students should be encouraged to run with their curiosity, feel at ease in a state of questioning, take in different perspectives, examine things from all angles, challenge assumptions, and actively listen”

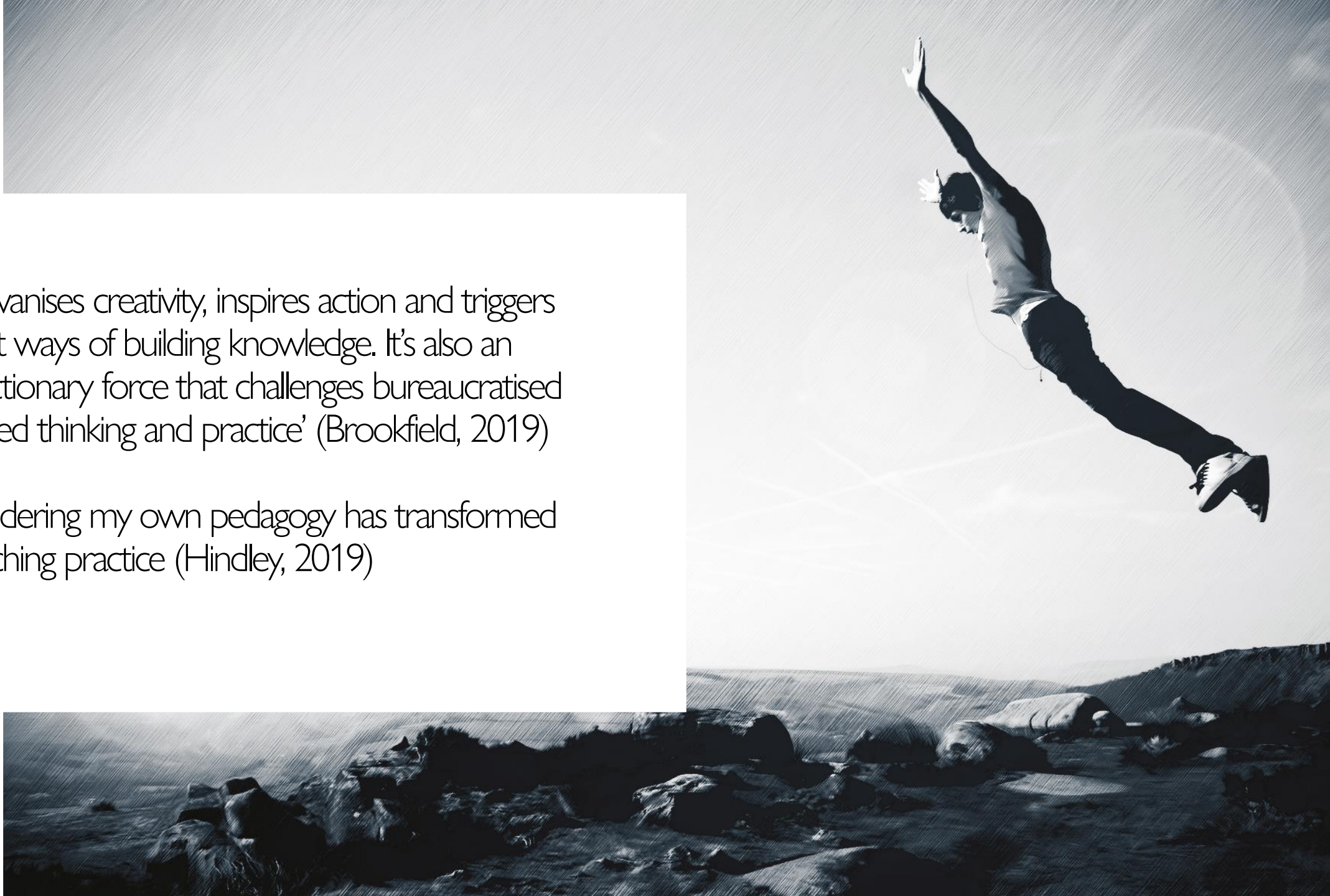
(Burvall & Ryder, 2017:56)





‘Play galvanises creativity, inspires action and triggers different ways of building knowledge. It’s also an insurrectionary force that challenges bureaucratised and siloed thinking and practice’ (Brookfield, 2019)

Reconsidering my own pedagogy has transformed my teaching practice (Hindley, 2019)



“Elevate our classrooms into places where students shift from passive riders of the rails to active travellers on a quest” (Burvall & Ryder, 2017:56)





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