

Make and release – embedding practice through play

Stephanie (Charlie) Farley

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Educational Design and Engagement
University of Edinburgh



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The OER Service

Lorna Campbell has almost twenty years experience working in education technology and now works with the OER Service within Information Services at the University of Edinburgh.

Lorna has a long standing commitment to supporting open education technology, policy and practice; she leads the [Open Scotland](#) initiative and, together with Melissa Highton, was co-chair of the [OER16 Open Culture](#) conference.

Lorna maintains a number of blogs including Open World <http://lornacampbell.org/> and [OpenScot.net http://openscot.net/](http://openscot.net/). She is a Trustee of Wikimedia UK and the Association for Learning Technology, and a member of the Advisory Board of the Open Knowledge Open Education Working Group.

Twitter: [@LornaMCampbell](#)



Image ©Rhuna McCartney CC BY

Stephanie (Charlie) Farley provides support and training in the creation and use of OER across the University and maintains the [Open.Ed](#) webpages. Charlie runs regular OER, copyright and open licensing, workshops and training sessions, and the popular [OER Game Jam sessions](#) for various groups at the University.

Additionally, Charlie advises on the use of [Social Media in Learning and Teaching](#), and leads the [23 Things for Digital Knowledge](#) programme.

Rarely seen without an electronic device in her hand, Charlie is passionate about the uses of technology to enhance open education, access, and information sharing. A self-identified Librarian, she is studying a distance MSc in Information and Library Studies at Aberystwyth University.

Twitter: [@SFarley_Charlie](#)



Image ©Charlie S Farley CC BY

UPCOMING EVENTS

[Lecture recording: licensing, media use, and open educational resources](#)

August 31 @ 3:00 pm - 4:15 pm

[Copyright & Licensing Training](#)

September 12 @ 2:00 pm - 5:00 pm

[Lecture recording: licensing, media use, and open educational resources](#)

September 19 @ 3:00 pm - 4:15 pm

[Copyright & Licensing Training](#)

October 10 @ 2:00 pm - 5:00 pm

[View All Events](#)

TAGS

Ada Lovelace advent art audio biology board
game jam centre for research collections christmas
copyright creative commons digital futures film
future teacher geography geoscience health healthcare
higher education history images
licensing media Media Hopper MOOC music **OER**
OER17 OERoftheMonth **OpenEdFeed**
open practice **openunwrapped** people playful
learning poetry Psychology scotland shakespeare sound
university of edinburgh video vimeo
wikimedia wikipedia workshop
youtube

Open.Ed | <http://open.ed.ac.uk/> | [@OpenEdEdinburgh](#)

Confidence Building

In using technologies provided by library and learning technology services

In creating, using, and sharing materials in digital spaces.

In applying copyright and licensing knowledge into practice.





I blame my mother. She's my playful learning hero.

Images © Stephanie (Charlie) Farley – All rights reserved



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Why do so I choose to use playful methods to build confidence, engagement, and teach copyright literacy?



I'm not an expert

It's so very complicated

What if I get it wrong?

Fear



Q. How did you feel when you first started working in copyright literacy and had to answer your first copyright question as an 'expert'?



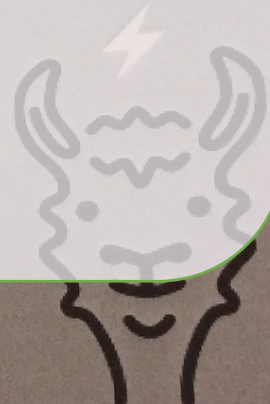
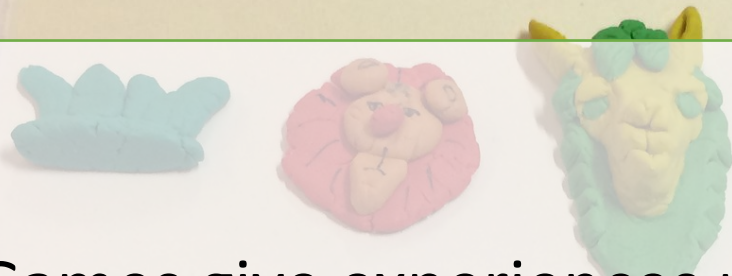


[The dragon with seven heads GiftUp Giphy.com](#) – original image via [Europeana.eu](#) from [National Library of the Netherlands](#), Public Domain



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“Games give experiences meaning, they provide a set of boundaries within a ‘safe’ environment to explore, think and ‘try things out’.” (Kapp, 2012)



Lusory attitude, coined by Bernard Suits in 1978.

The psychological **attitude** required of a player entering into the play of a game.

To adopt a **lusory attitude** is to accept the arbitrary rules of a game in order to facilitate the resulting experience of play.





Chocorate and Luna play fight, [Yasuhiko Ito](#) (Flickr), CC BY



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Playing –
or not?



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Q. What does it mean to you to play, create, or share creatively with copyright literacy?



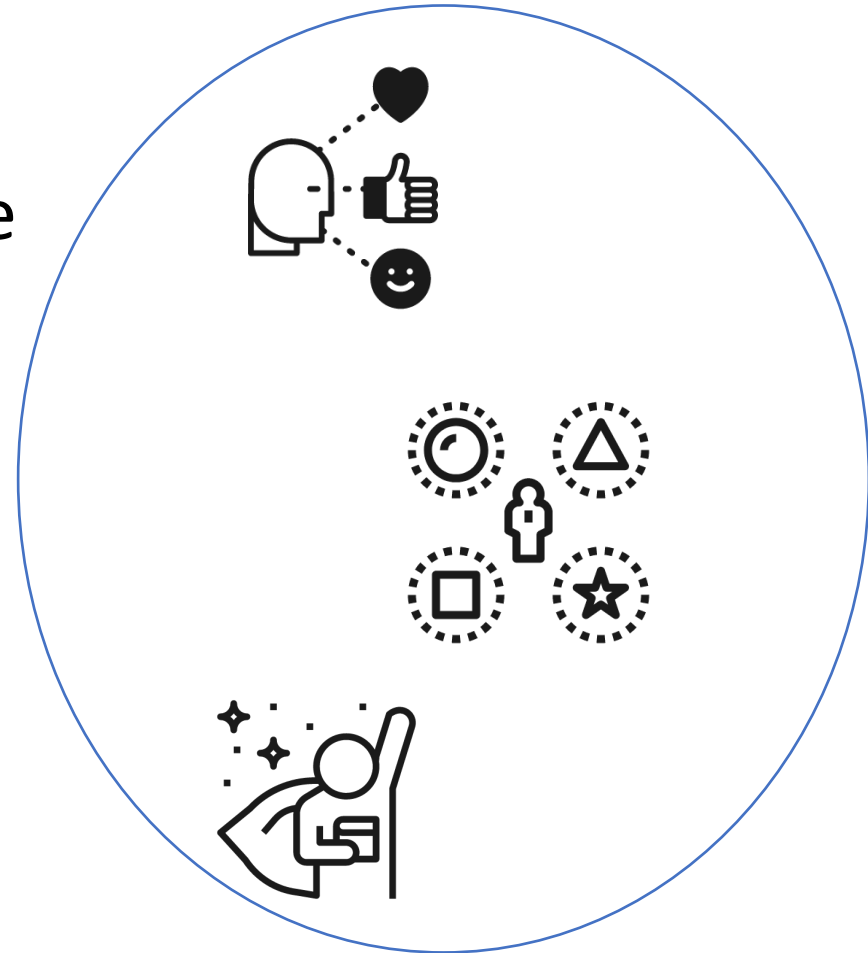


Rug Rumble – game creation, Open.Ed (Flickr), CC BY 2016



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- Safe spaces to experiment with failure
- Support to immerse in play – choice
- Autonomy – intrinsic/internal motivation to engage

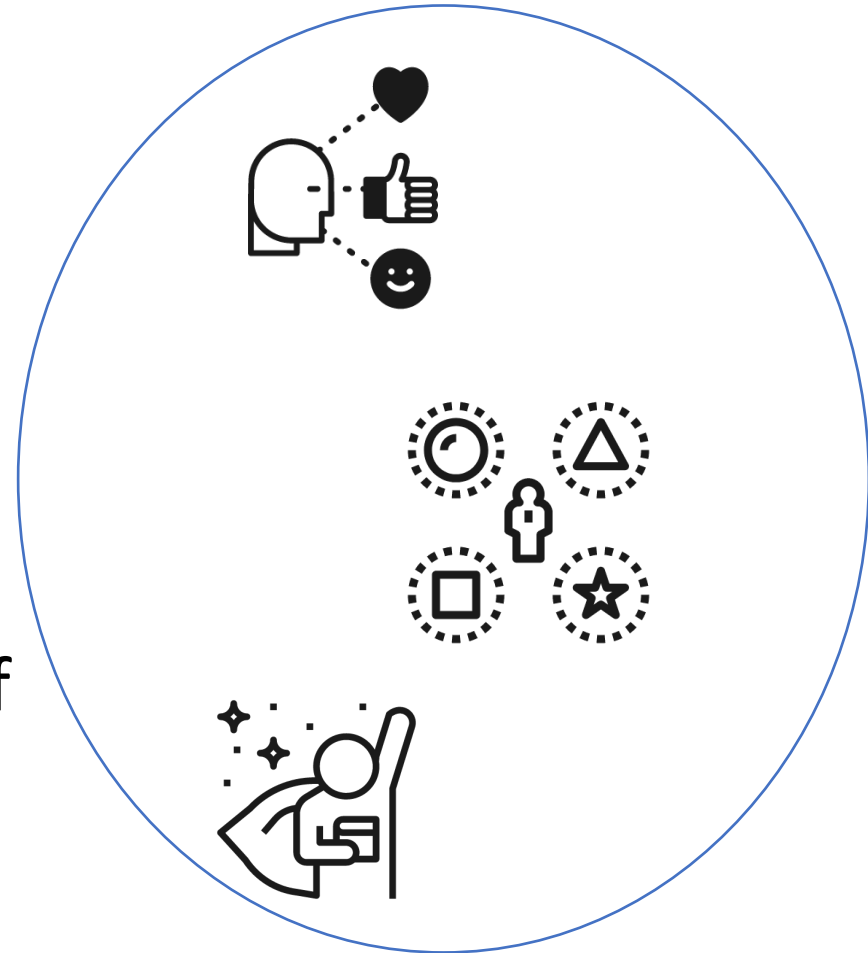


Icons from [Noun Project](#): Diversity by [Nithinan Tatah](#), Self-motivation by [Becris](#), & Choice by [Millenials](#), CC BY



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The 'magic circle' (Huizinga, 1955; Salen & Zimmerman, 2004) marks a space of relative safety, where the rules of the real world do not directly apply; where different norms and codes of practice emerge, and there's space to imagine and create.

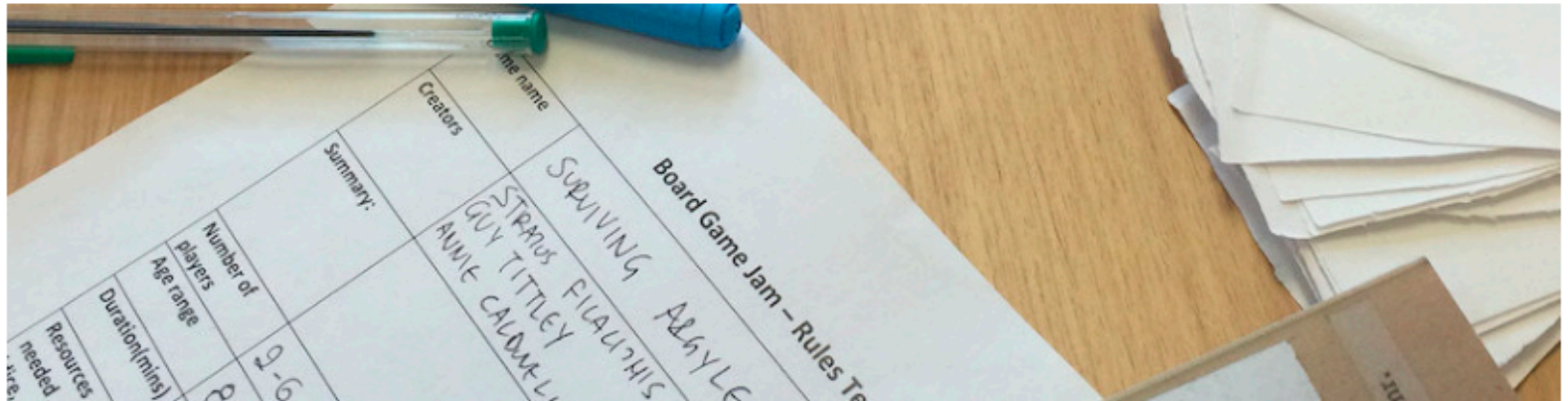


Icons from [Noun Project](#): Diversity by [Nithinan Tatah](#), Self-motivation by [Becris](#), & Choice by [Millenials](#), CC BY



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Run your own Board Game Jam



Lead a group through the creating, licensing, and sharing of a board game as an Open Educational Resource (OER) with this hands-on workshop in multiple formats, created by Stephanie (Charlie) Farley and Gavin Willshaw of Information Services.

Originally created for the University's Innovative Learning Week in 2016, Board Game Jam has been re-purposed and presented as a one day, half-day, and one hour(!) workshop.

The workshop guides groups through all the steps to create their own board game. It explores prototyping and play-testing and how to add variety and fun by employing different game mechanics.

<http://open.ed.ac.uk/run-your-own-board-game-jam/>



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Board Game Jam – Rules Template

| | |
|---|--|
| Game name | Confederate Gold. |
| Creators Summary: | Travel around the world & get the confederate gold! (in secret!) |
| Summary: Creators: | Daniella Bevsenyi Thendral David Hanna Aiorana Clarissa Chew. Dominika Kwecka |
| Number of players | 2-6 |
| Age range | 8+ |
| Duration(mins) | 45-60 |
| Resources needed (dice, counters, board, cards, etc.) | - 2 2 dice - the game board - special cards animal - play unit game piece |
| Images used (Image Name and Licence) | Salvensen Photo Album CC BY-NC-SA (CC BY-NC-SA) Viviparous Quadrupeds of North America (CC BY-NC-SA) Roslin CC BY-NC-SA Glass Slides, No. 1583 (CC BY-NC-SA) (these are used ^{as} as special cards) |

Rules

- each player, ^{who are spies,} starts at the home base to collect the necessary items (lamp, ~~and~~ disguise, gun, tool kit)
↳ roll the dice & move the game piece accordingly
↳ if the game piece lands on an item, roll the dice to see if one obtains it (e.g. if the panel says roll an even number & the player rolls an even number, the player gets the item)
- once the players make a round ^{at} the homebase (i.e. go back to the start panel) the player progresses to ~~the~~ outer loop.
- in the ~~the~~ outer loop, the goal is to ~~the~~ get the gold
↳ here, there are panels to pick a card which may or ~~not~~ (look behind).

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- Re-purpose openly licensed content
- Identify restrictions of use
- Consider potential use
- Consider distribution
- Licence own work
- Share it out into the wild

[Confederate Gold – Game Instructions](#)

Created by Daniella Bevsenyi, Thendral David, Hanna Aiorana, Clarissa Chew, Dominika Kwecka., CC BY, 2017

Thinking Detectives: The Alps & Climate Change

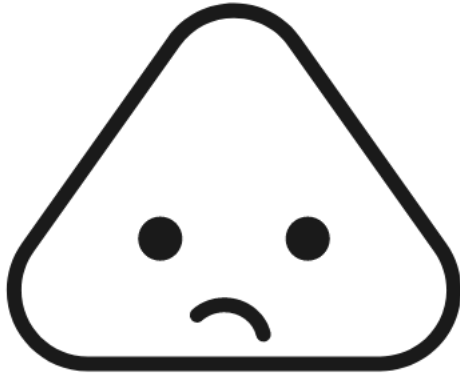
<http://open.ed.ac.uk/thinking-detectives-game-the-alps-and-climate-change/>

While playing learners develop Higher Order Thinking Skills, & discuss whether a fictional ski instructor, Richard Fromm, in the Bavarian Alps, should exchange his skis for bicycle wheels.

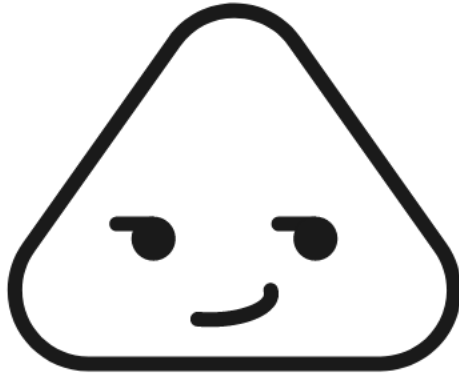


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How can I be sure it works?



How can I be sure it works?



Icons from [Noun Project](#): Smirk & Thinking by [Xinh Studio](#), Research by [priyanka](#), CC BY



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Principal's Teaching Award Scheme (PTAS) funded research with Dr. Eva Murzyn

5 interview groups were held between July and November 2017.

Semi-structured questions for each session, focusing on workshop experience and application.

PTAS Research “Playful Learning - OER Board Games’ full report:

<https://edin.ac/31U2Agg>



Findings: Playful learning

“had it been just a dry session, I would have probably forgotten half of it by now.”

“It [playfulness] is a valuable aspect rather than....stand up and teach theory.”

“it was really fun, and I think we need playful learning.”



Findings: Hands-on experience

“You very much felt like you were put through different paces to deliver something by the end. And that was really good.”

“Putting it in action, not just learning about it, but actually doing it yourself. A more creative approach to doing this was very fun, but also very valuable, because you look at those things in a different light.”

“It’s a hand on experience. It’s natural...it is an experiential orientation, I think.”



Copyright & Licensing Training

Copyright Bites

Will it bite me? Media, licensing & online learning environments

Open Educational Resources / Practice / Assessment

OER Board Game Jam

Digital OER Story Game Creation with Twine

Gif It Up – Introduction + Intermediate/Advanced

Copyright the Card Game (!)



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Twine is an open-source tool for telling interactive, nonlinear stories.

You don't need to write any code to create a simple story with Twine, but you can extend your stories with variables, conditional logic, images, CSS, and JavaScript when you're ready.

Twine publishes directly to HTML, so you can post your work nearly anywhere. Anything you create with it is completely free to use any way you like, including for commercial purposes.

Twine was originally created by **Chris Klimas** in 2009 and is now maintained by a whole bunch of people at **several different repositories**.





You are handed a flower. Is this a good omen, or not?

Good Omen

Bad Omen

Turns: 1: Untitled Passage

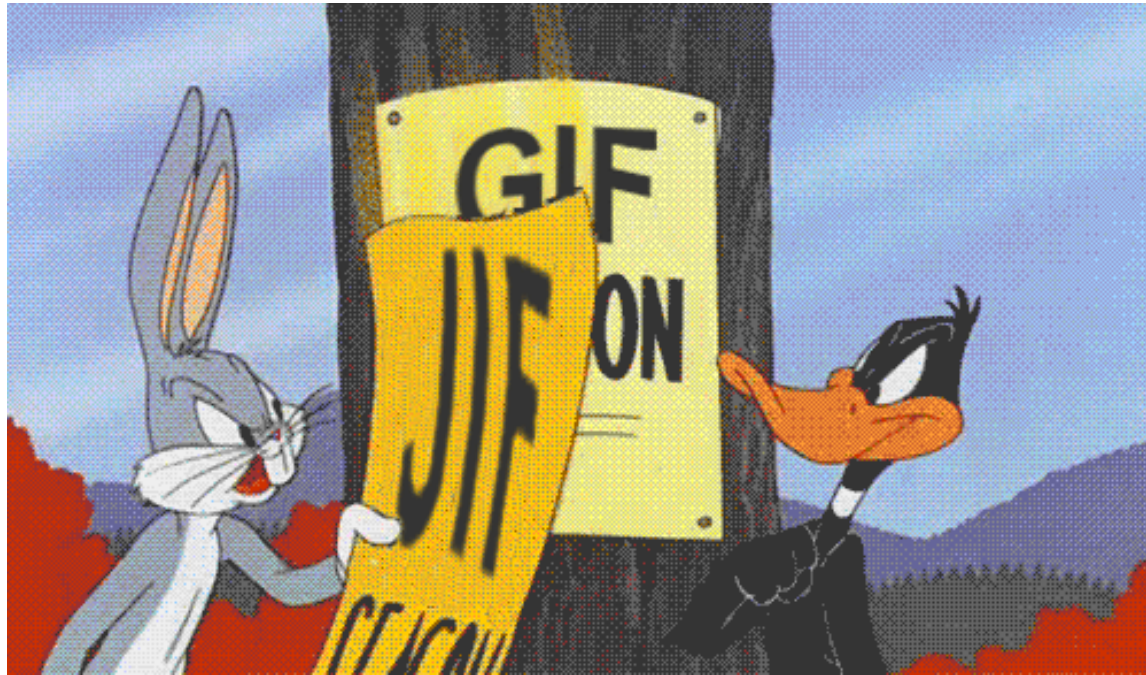
Debug View

0 Variables

Remember to add details to your credits

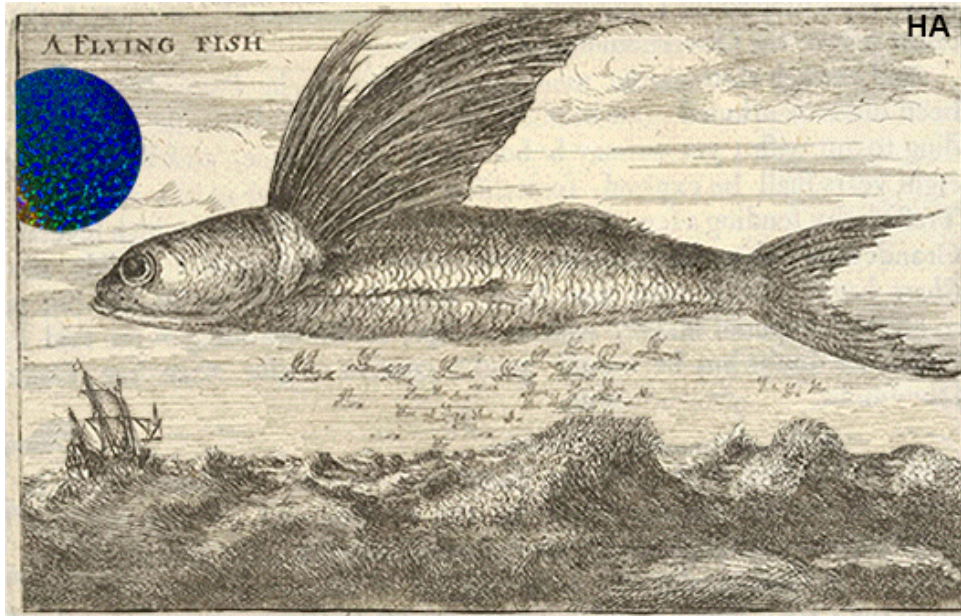


How do **you** say it?



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Gif It Up



[Flying Fish](#), Auckland Art Gallery Toi o Tāmaki, CC BY
[GIF IT UP 2016](#) entry by Aupetit Harmonie from
Nanterre, Ile-de-France, France.

Gif It Up is a competition run by Europeana.eu in October each year.

Enthusiasts and lovers of the internet are invited to create brand new GIFs by remixing copyright-free and openly licensed material from four international digital libraries.

<https://gfitup.net/about/>



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Sekoki
@Sekoki

ANIMATED GIF ...



Favorite



Copy link



Media



Embed

SHARE IT!



SOURCE

www.flickr.com/photos/cr...

STICK AROUND



GIPHY is more than just GIFs and a pretty smile. Learn how to share stickers!

Watch video



Create: Taking the answers from earlier,
draw / write a short story of your
copyright literacy experience as an
'expert'.



Invitation to Share: Turn your drawing / short story into a Gif, an image, or a simple tweet, and share it on the #Icepops2019 hashtag.



Here's one I created earlier:



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Overview

We will play, innovate, and creatively share knowledge

By incorporating playful approaches and spaces – open, dynamic, and creative – organisations will be able to ‘think creatively, question old assumptions, respond effectively to the unexpected, and engage all participants’ talents in collaboration’ (Meyer, 2010).

Our Information Services Group (ISG) staff are innovative and creative, and have developed a variety of fun, creative, and engaging ways to provide and deliver our technologies and services.

We want to ensure that this continues and that ISG fosters an environment, and culture, where innovation, playful learning, and creative engagement are embedded in our practices. This is in line with the University’s aim to offer an educational experience that is inspiring, challenging, and transformational.

Information services and technologies are core to the normal operation of the University, and vital to the enhancement and transformation of learning, teaching and research. Encouraging innovation and creativity among staff and students and embedding playfulness into the working culture is one of the ways ISG seeks to meet the University’s vision towards 2025 in which [we] “will ensure we make a sustained and enhanced global impact through an approach shaped by innovations and excellence”.



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Playful Engagement goals

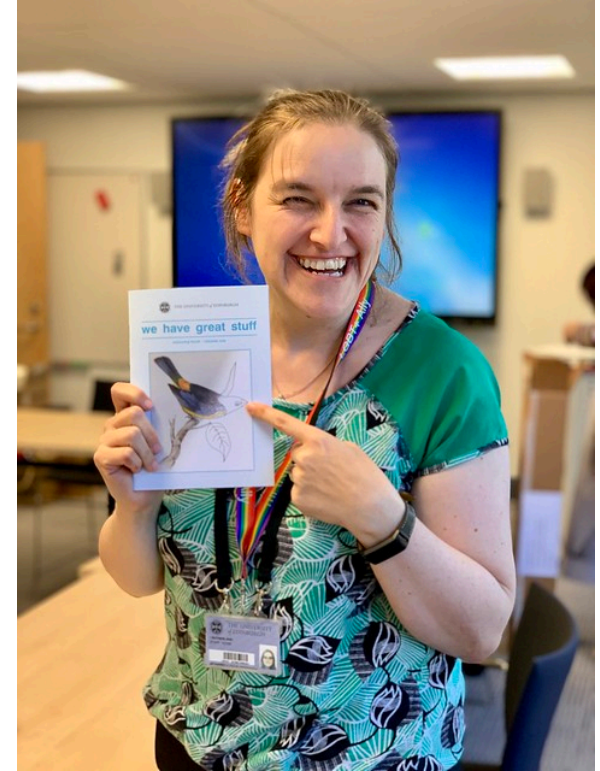
- Facilitate the development of playful innovators, researchers, and creators
- Promote creative, playful, and innovative use of technologies and tools in ISG services
- Utilise our world-class libraries and collections in innovative and engaging ways to enrich our services
- Support a healthy work life balance, and a positive and engaging work environment



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<https://thinking.is.ed.ac.uk/playful-engagement/>



'We have great stuff' colouring book –
edin.ac/colouring-book

Images © Stewart Lamb Cromar, Interactive Content (Flickr)
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[Jumping dinosaur GifltUp Giphy.com](#) – by **Federica Ferrarin**, Source materials: [Cactus](#), [Pear Cactus in Bloom](#) | Rijksmuseum, dinosaur "[Manual of Geology: treating of the principles of the science with special reference to American geological history ... Revised edition | British Library, [Study of Clouds over the Sound](#),



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Kapp, K.M., (2012), The Gamification of Learning and Instruction: Game based Methods and Strategies for Training and Education, John Wiley & Sons

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Salen, K., Zimmerman, E., (2003), Rules of Play: Game Design Fundamentals, MIT Press

Salen, K. & Zimmerman, E. (2004), Rules of Play: Game Design Fundamentals, The MIT Press, Cambridge, MA

Whitton, N. (2018). Playful learning: tools, techniques, and tactics. Research in Learning Technology, 26. <https://doi.org/10.25304/rlt.v26.2035>



Board Game Jam



Design and share a board game as an Open Education Resource!



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Create a board game to be shared as an open educational resource

- Game Name
- Theme and Setting
- End / Win conditions
- Set of rules / instructions.
- Attribution details for resources used
- Licensing and sharing your game!



Be mindful of the protections and licences that apply to any third-party materials you are using and how this may affect the distribution, re-use, and licensing of your own game.



Are you ready to play?



Image: Jumanji, via [Giphy.com](https://giphy.com)



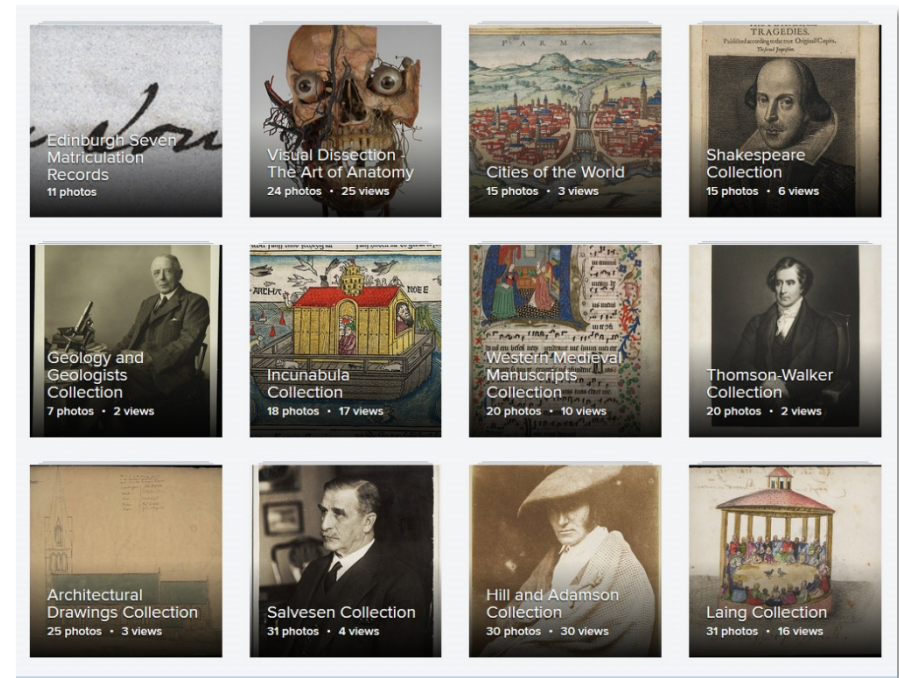
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Centre for Research Collections

(select at least 3 images as inspiration for your game – 3min)

The Centre for Research Collections' Flickr account is an example of an Open Educational Resource.

It contains several hundred images from our images database



<https://www.flickr.com/photos/crcedinburgh/albums>



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Theme and Setting (3min)

Theme – The underlying premise or set of assumptions describe what the players are doing in the game.

Setting – This can be the geographic location, time period, and/or imaginative environment where the game is taking place.



Mechanics (5min)

How is the game being played?

Select **at least** 2 mechanics from the list provided.

“These are the procedures and rules of your game...how players can and cannot try to achieve it, and what happens when they try.”

Jesse Schell, The Art of Game Design, A Book of Lenses



End Conditions (3min)

What are the end or win conditions for your game?

What objective or purpose are your players working towards (or to avoid)?



Gameplay / Rules (8min)

Write out a basic set of rules on a spare sheet of paper (NOT on your game document) to guide players through your game.

Consider what types of resources might you want to include in a game?

Digital? Audio? Physical? Where might you source these?



Gameplay / Rules (8 min)

Confirm your rules and write these down on your game document.

Have you listed all of the resources used to create your game? Including any you created yourself?



Licence your game (5 min)

Consider any third-party materials you've used. Does this affect how you will licence your game?

Have you attributed all of the resources used to create your game? Including any you created yourself?





[Rocket Head - Gif It Up on Giphy](#) – original image '[Self Portrait](#)' on [Europeana.eu](#),
Public Domain



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Congratulations!

You've made and licensed a
board game!

Let's share it!

Take a photo of your document
and any pieces you've made, and
share your game using the
#Icepops2019 hashtag

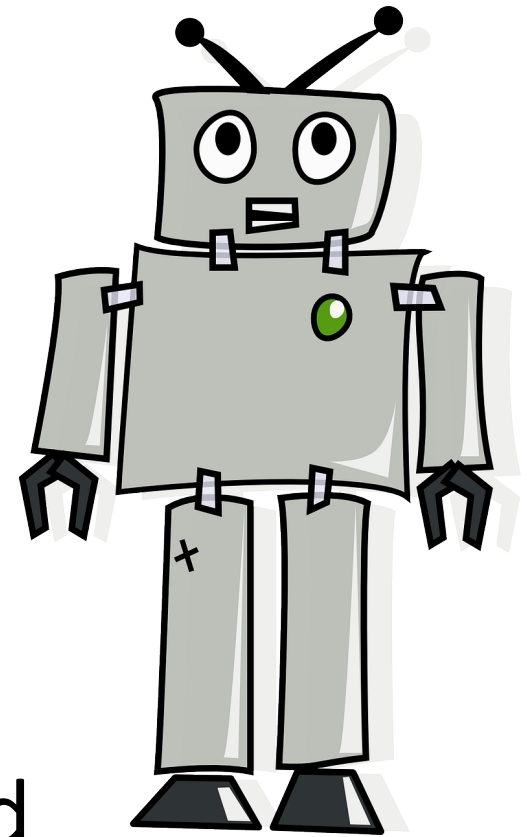
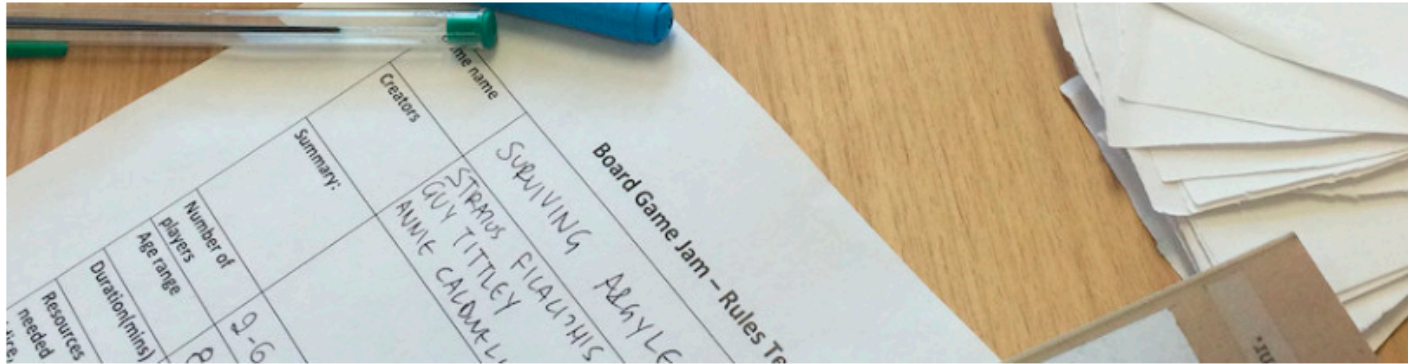


Image: Robot/Android by [OpenClipart-Vectors/23750](https://openclipart.org/vector/23750), [Pixabay](https://pixabay.com/), [CC0](https://creativecommons.org/licenses/by/4.0/)



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Thank you!

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