

Playful Learning Indicator Guide

A Weekly Handbook for Research Teams

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Overview

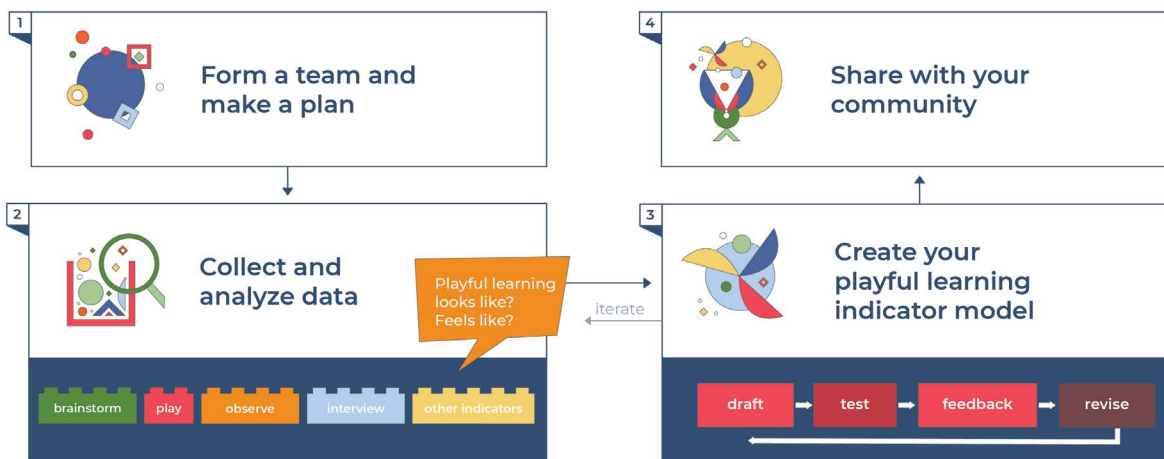
Now that you have read *Creating Playful Learning Indicators for Your School: A Research Guide for Educators* in the book [A Pedagogy of Play](#), you are ready to study playful learning in your school! How will you start? What will you do week-to-week? This *Weekly Handbook for Research Teams* is a companion to the research guide in the book. It starts with brief descriptions of the four steps for creating Playful Learning Indicators and then focuses on the nitty-gritty: what to discuss at team meetings, tips on doing the research tasks, topics for the team to reflect on after the tasks, and activities to keep the process playful and joyous.

This guide is written in the spirit that there is more than one way to conduct this research. You have “the license to hack,” and you are welcome to change the process at any point of the research to make it more meaningful to you and your team. We will share suggestions based on what worked well in the experiences of our research sites, but you should make decisions based on what works best for your school or organization.

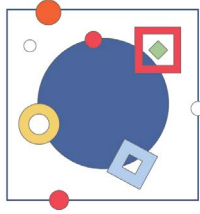
The four steps to creating your Playful Learning Indicators are:

1. Form a team and make a plan
2. Collect and analyze data: Brainstorm, play, observe, interview, and look at other indicators about playful learning
3. Create your Playful Learning Indicators: Draft, test, get feedback, and revise
4. Share your Playful Learning Indicators with your community

Overview of the Research Process



Next, you will find a brief review of each of the four research steps, followed by week-to-week, step-by-step descriptions of each research task: what to discuss at team meeting before the task, tips for conducting the task, and what to reflect on during team meeting after. Templates, samples, and examples from other educator researcher teams are also included.



Step 1: Form a Team and Make a Plan

The first step is to form a research team with interested and playful colleagues, and make a research plan that suits the time and resources of the team. There is only one task in this step: Gather for your first team meeting.

Task 1.1 Your First Team Meeting

Before Team Meeting

- ▷ Invite interested and playful colleagues and set a meeting date
- ▷ Get support from school leaders
- ▷ Read the research guide in the [book](#), entitled *Creating Playful Learning Indicators for Your School: A Research Guide for Educators*
- ▷ Make note of your questions, concerns, and what you look forward to trying

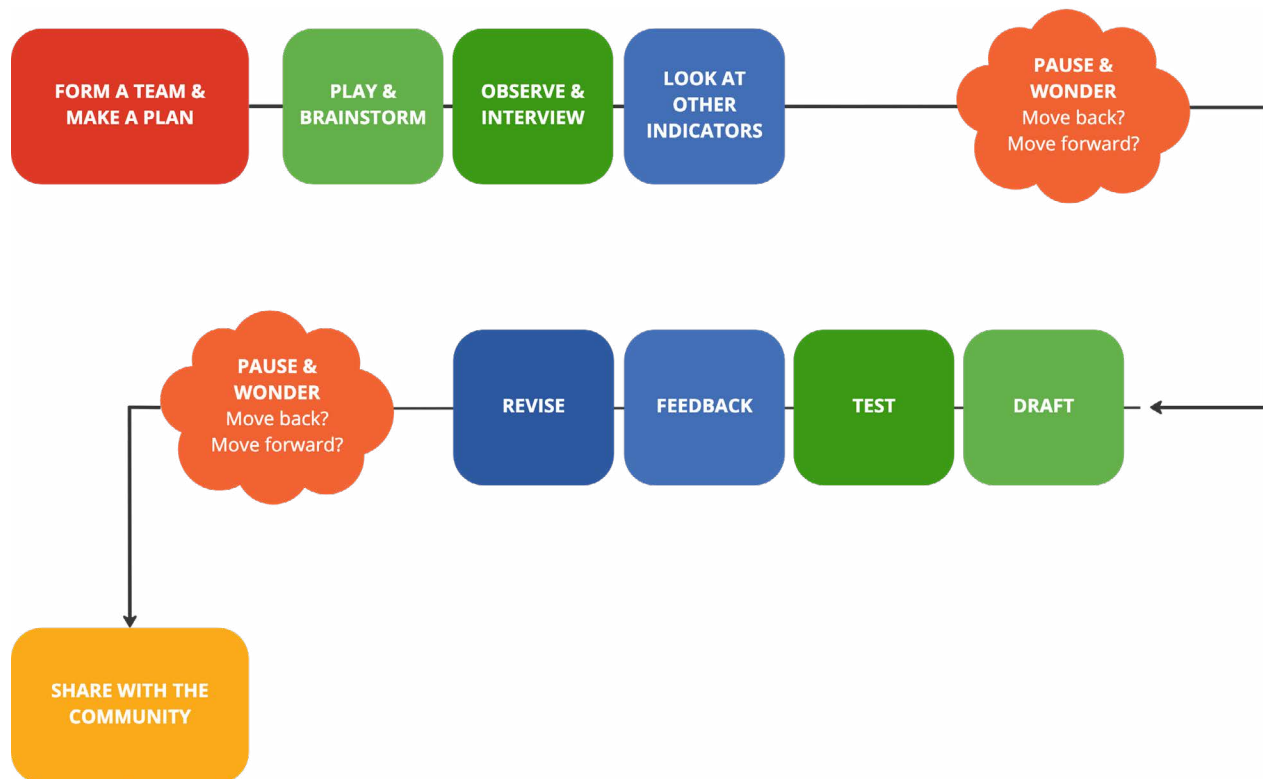
Team Meeting

- ▷ Choose a meeting facilitator, and a note-taker, and a manager to handle the logistics of gathering the team.
- ▷ Discuss the research guide:
 - ▽ Provide time to read at the meeting if needed
 - ▽ What do you appreciate in the guide? How might it help your professional development?
 - ▽ What are some questions about the guide that need clarification?
 - ▽ What are your concerns?
- ▷ Make a plan that suits the interest, time, and resources of your team. Know that you can always revise the plan later.
 - ▽ Decide how often to meet (every week or two?).
 - ▽ Discuss when, for how long, and where to meet.
 - ▽ Estimate how long the research will take and build in flexibility as best as you can.
 - ▽ Discuss the Sample Research Plans that follows. Can any of these plans serve as a starting point for your team's research plan?

Sample Research Plans

Here are three sample research plans. Your team can use any of the plans as is, or start with one and make modifications as you go. As always, you have the license to hack, so feel free to combine two plans, change plans to fit your time frame, or create a plan entirely your own.

Possibility One: A sequential picture of all the moving pieces



- Start by forming a team and making a plan.
- Next, implement the research plan by putting your research tasks in **Step Two: Collecting and Analyzing Data** in this order: Play and brainstorm, observe and interview, look at other indicators.
- Then as a team, Pause and Wonder: Would you like to go back to repeat any of the pieces? Maybe do more interviews or observations? Look at other indicators more closely? Or do another team brainstorm? Each team member can decide to take on different tasks to repeat.
- Once you are satisfied, move onto the research tasks in **Step Three: Creating Your Playful Indicators** in this order: draft, test, get feedback, and revise.
- Pause and Wonder again—which parts would you like to repeat? Perhaps you'd like to do more testing and revising of the indicators, or even go way back and do more observations. Again, team members can vary their tasks based on their interests.
- Once the team feels satisfied with your playful learning indicators, you are ready for the final step: share with the community!

Possibility Two: A Three-Month Plan

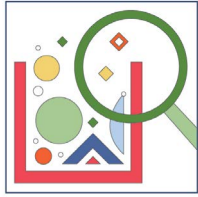
The next two possibilities have timeframes added into the plan. A research plan for a team that meets every two weeks and finishes in 12-13 weeks might look like this:

Step 1: Form a Team and Make a Plan	Week 1: 1 st meeting	<ul style="list-style-type: none"> ▷ Make a plan for Step 2 – Collecting and Analyzing Data: <i>Observe</i> ▷ <i>Brainstorm</i> ▷ <i>Interview</i> ▷ <i>Look at other indicators</i> ▷ <i>More observe and interview</i> ▷ <i>more brainstorm</i> ▷ Plan for observation task
	Week 2: 1 st tasks	<ul style="list-style-type: none"> ▷ Observe a playful learning moment, record (video or audio) or take notes
Step 2: Collect and Analyze Data	Week 3: 2 nd meeting	<ul style="list-style-type: none"> ▷ Share observation: video/audio clips or notes ▷ Brainstorm and Play ▷ Plan student interview
	Week 4: 2 nd task	<ul style="list-style-type: none"> ▷ Interview of students drawing/writing about playful learning
	Week 5: 3 rd meeting	<ul style="list-style-type: none"> ▷ Share interview notes and/or student work ▷ Look at other playful learning indicators ▷ Plan for more observation or interview
	Week 6: 3 rd task	<ul style="list-style-type: none"> ▷ More observing and interviewing
	Week 7: 4 th meeting	<ul style="list-style-type: none"> ▷ Share interview or observation recordings/notes ▷ More brainstorm, add to or revise based on observations, interviews, and looking at other indicators ▷ Discuss: Are we ready for Step 3?
	Week 8: 4 th task	<ul style="list-style-type: none"> ▷ Finish up tasks, select a task to repeat, or take a break
Step 3: Create Your Playful Learning Indicators	Week 9: 5 th meeting	<ul style="list-style-type: none"> ▷ Create the first draft of your indicators ▷ Plan for testing your indicators ▷ Plan for critical friends to give feedback in two weeks
	Week 10: 5 th task	<ul style="list-style-type: none"> ▷ Test your indicators
	Week 11: 6 th meeting	<ul style="list-style-type: none"> ▷ Share how testing went ▷ Get feedback from critical friends ▷ Revise ▷ Discuss: Do we want to repeat any part of the process?
	Week 12: 6 th task	<ul style="list-style-type: none"> ▷ Repeat chosen part of process, take a break, or skip ahead to the final meeting
	Week 13: final meeting	<ul style="list-style-type: none"> ▷ Finalize your indicators and create a visual representation ▷ Plan how to share with community ▷ Celebrate!

Possibility Three: A One-Month Plan

A one-month research plan for a team that meets weekly may look like this:

Step 1 (& Step 2): Form a Team and Make a Plan	Week 1	<ul style="list-style-type: none"> ▷ First meeting <ul style="list-style-type: none"> ▽ Make this research plan to work in subgroups: <i>Observe and Interview</i> ▷ <i>Brainstorm</i> ▷ <i>Look at other indicators</i> ▷ First research task <ul style="list-style-type: none"> ▽ Observe and interview in three subgroups, each choosing a different task.
Step 2: Collect and Analyze Data	Week 2	<ul style="list-style-type: none"> ▷ Second meeting <ul style="list-style-type: none"> ▽ Share observations/interviews ▽ Brainstorm and play ▷ Second research task <ul style="list-style-type: none"> ▽ Continue observing and interviewing with brainstormed ideas in mind ▽ Look at other indicators – each subgroup looks playful learning indicators from one PoP research site
Step 3: Create Your Playful Learning Indicators	Week 3	<ul style="list-style-type: none"> ▷ Third meeting <ul style="list-style-type: none"> ▽ Share observations/interviews ▽ Discuss other indicators ▽ First draft of indicators ▷ Third research task <ul style="list-style-type: none"> ▽ Test indicators
	Week 4	<ul style="list-style-type: none"> ▷ Fourth meeting <ul style="list-style-type: none"> ▽ Share how testing went ▽ Critical friends' feedback ▽ Revise and discuss if repeating any part of the process is needed ▷ Fourth task <ul style="list-style-type: none"> ▽ Repeat chosen part of the process
	Week 5	<ul style="list-style-type: none"> ▷ Final meeting <ul style="list-style-type: none"> ▽ Finalize your indicators and create a visual representation ▽ Plan how to share with community ▽ Celebrate!



Step 2: Collect and Analyze Data

In Step 2, you will collect data by brainstorming with your team about playful learning, playing as adults, observing playful learning, interviewing your students, and looking at other Playful Learning Indicators. Throughout the process, you will analyze your collected data by discussing them at team meetings: What does playful learning look like? What do students say it feels like?

Why make the distinction between looks and feels like? Play is a subjective experience; what is playful for one isn't playful for all. On one level, only the learner can say if an experience is playful by describing what it feels like to them. At the same time, there are actions that can be seen and conversations that can be heard during playful learning—these are what playful learning looks like to an observer. It is important to capture both in the research.



There are 5 research tasks in this step:

1. Brainstorming
2. Playful Learning for Adults
3. Observing Playful Learning
4. Interviewing Students
5. Hacking Other Playful Learning Indicators

Task 2.1 Brainstorming

Brainstorm what playful learning means to your team. These discussions can be ongoing, as your ideas might change as the research continues.

Brainstorm Questions

- ▷ What does playful learning mean to you?
- ▷ What role do you think playful learning can have in your learners' school experiences?
- ▷ What moments feel most playful to you as a teacher?
- ▷ Imagine a learning experience in which your learners are the most playful. What does this experience look and feel like?

Playful Tips

Choose one playful way to brainstorm from below. As always, you have a "license to hack."

- ▷ Set a timer for 3 minutes, and free-write or think and jot notes. For those who are visual thinkers, make a quick sketch of a playful learning moment. You can also use Post-it

Notes, free-write one word or idea on each piece of paper, and place on a whiteboard or wall to read each other's ideas. Move and group Post-its to see if patterns emerge.

- ▷ Pair up and talk for 3 minutes. Then regroup, and each person shares one thing they learned from their partner.
- ▷ Rapid-fire free association: Each person takes a turn saying the first word associated with playful learning that comes to mind. Do a few rounds so everyone shares a few ideas. No discussion or judgement.
- ▷ Word cloud: Using an online word cloud generator, each person types in their words. The final picture will reveal frequently used words and patterns among team members.
- ▷ Digital document: Record playful learning words in a digital document (such as Google Doc, DropBox, Jamboard, Miro, etc.), so everyone can add words and ideas to it throughout the project.

During Team Meeting

Step 1: Brainstorming

- ▷ Facilitator introduces the brainstorm questions
- ▷ Team decides how to proceed from the Playful Tips list
- ▷ Note-taker – please take detailed notes, as they will be research data.
- ▷ Everyone on the team: keep what you wrote and drew, as that will be data too.

Step 2: Analyzing – What does playful learning look like? What does it feel like?

- ▷ Look at all the words, pictures, and experiences you shared. Can you organize them into two groups: Looks Like and Feels Like?
- ▷ There might be outliers that fit in “both” or “neither.” Discuss these puzzles. Keep track of your discussions.

Task after Team Meeting

Save your list of what playful learning looks and feels like so you and your team can make changes throughout the research process.

Task 2.2 Playful Learning for Adults

Play as adults during team meeting to identify what learning looks and feels like for your team.

During Team Meeting: The Playful Learning Activity

The intention of this activity is for adults to collaborate in a small group on a task that is challenging yet playful. The following activity comes from the book *Visible Learners*¹.

The challenge: Come up with two different designs as a group for paper airplanes that can fly at least 3 meters, carrying at least 7 pennies.

- ▷ Materials
 - ▽ Paper
 - ▽ Scissors
 - ▽ Tape
 - ▽ Paper clips
 - ▽ Pennies
 - ▽ Pen
 - ▽ Coffee stirrers or straws
 - ▽ Ruler/tape measurer

- ▷ Roles
 - ▽ 3 learners who make two designs of paper airplanes together
 - ▽ 2 observers who observe with this question in mind: Where do you see playful learning? What makes you say that?
- ▷ Reflection and Discussion
 - ▽ Observers: What does playful learning look like?
 - ▽ Players: What does playful learning feel like?

After or during your discussion: Add words or phrases to your ongoing list of “What does playful learning look/feel like in our school?”

Other Playful Activities

Here are two other playful activities for adults:

- ▷ *The Marshmallow Challenge* from Tom Wujec
www.marshmallowchallenge.com/
- ▷ *Paper Bridge Challenge* from the Exploratorium
www.exploratorium.edu/structures/paperbridges.html

Task 2.3 Observing Playful Learning

Observe and record playful learning in action by collecting short video- or audio-recordings of playful learning moments or taking detailed notes.

Team Meeting Before the Task

These discussion questions can help the team prepare for observing and recording playful learning moments in your classrooms:

- ▷ When or where is playful learning most likely to occur? Do your students become playful more often during a particular subject area or time of day, or at a specific location (e.g., outdoors)?
- ▷ What tools will you use for recording – notebook, cameras, or video- or audio-recording functions on smart phones, tablets, or laptops? Choose a tool that you are comfortable using.
- ▷ Could another person, such as an assistant teacher, volunteer, or research team member, help you with recording? Depending on your students’ age and skills with technology, they might also be able to help record their own or others’ learning.
- ▷ Do you have concerns about wearing two hats (researcher and teacher) at once? Share them with your team, and help each other find solutions.

The Task

Observe a lesson, activity, or class period, for about 20-30 minutes (longer or shorter is okay). Record playful learning moments, either by video- or audio-recording or taking observational notes. Aim for the recording to be short, about 3 to 5 minutes, but shorter is fine as well.

During or right after the activity, ask the students:

- ▷ How did you feel in _____ (name the activity or lesson)?
- ▷ What did you learn?

Another possibility is to show your students video-clips of their playful learning moments, and then discuss how they felt and what they learned in those moments.

Team Meeting After the Task

Share one or two clips of the video/audio-recordings or observational notes with the team, including your students' responses. Discuss as a team:

1. What do we notice?
2. What did playful learning look like?
3. What did playful learning feel like?
4. What connections are we making to each other's observations?
5. What questions do we still have about playful learning, and what might we do next to answer these questions?

Task 2.4 Interviewing Students

Talk to students about what playful learning looks and feels like to them.

Team Meeting Before the Task

This interview has a long and a short version, both of which can be conducted with a whole class, in small groups, or individually. Discuss which version of the interview you plan to use and any questions or concerns you have. Plan to capture students' responses in a way that works for you, such as note-taking, audio-recording, or writing key words on a blackboard or chart paper.

The Task - Long Version: Draw or Write about Playful Learning

This interview can be conducted with small groups of students or the whole class as a writing or drawing prompt. Here's a *suggested script* with discussion prompts. Feel free to adapt it for your class.

Supplies

- ▷ 2 blank, white pieces of paper per participant
- ▷ Drawing/writing supplies—black markers or pencils

Time: 30 minutes

1. Drawing/writing playful learning memory (5 mins):

Think back to times in class when you were really curious about what was going on, you were really excited about what you were learning, and it was really enjoyable. Pick one of these times and write or draw a picture about what this moment looked, felt, and sounded like. You'll have about 5 minutes, so don't worry about how good your work looks. We just want to get a sense of what that experience was like. Let us know when you're done.

2. Conversation about playful learning memory (10 mins):

Let's go around and share a little about your work: What class was this in, when did it happen, what were you learning about, and why did you pick this moment?

Follow up question: *What were you feeling during this moment?* Probe for more detail.

3. Drawing/writing about ideal playful learning moment (5 mins)

Now use your imagination. Imagine what the most exciting class in school would be like for you—a class where you were really interested in what was going on, you were doing things because you wanted to, and you were really excited. Draw (or write about) that class—what it might look, feel, or sound like. Let us know when you're done.

4. Conversations about ideal moments (10 mins)

We are now going to go around and ask everyone to say a little about their work: what class did you imagine this was, what were you learning about, how were you feeling, and what made you feel this way?

The Task - Short Version: Sharing Memories of Playful Learning

- ▷ Close your eyes and remember a lesson or activity where learning was playful to you. Let's think about this quietly for one minute.
- ▷ What does this memory of playful learning look like?
- ▷ How did you feel when learning was playful?

Team Meeting After the Task

Select a few pieces of student work to share, and/or your notes or recording of what they talked about. Discuss as a team:

1. What do we notice?
2. What does playful learning look like?
3. What does playful learning feel like?
4. What connections are we making across interviews?
5. What questions do we still have about playful learning, and what might we do next to answer these questions?

Task 2.5 Hacking Other Playful Learning Indicators

Hack the Playful Learning Indicators from PoP research to create your own indicators.

Task before Team Meeting

Read chapter 3 of the book [A Pedagogy of Play](#).

Team Meeting

There are several ways to look at other playful learning indicators as a team:

- ▷ Everyone looks at the playful indicators of all four PoP research sites (Denmark, South Africa, the US, and Colombia) as well as the Cross-Cultural Indicators, and discusses at a team meeting.
- ▷ Break into small groups. Each group looks at the playful indicators of one research site and reports back at a team meeting.

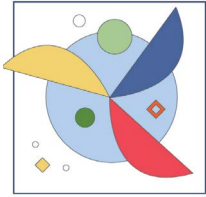
- Choose one or more research site to focus on, based on cultural similarity or your team's interest and curiosity.
- A combination of the above

After everyone has had time to look at various playful learning indicators, choose from the below questions for your discussion:

- What do you notice about the playful learning indicators from PoP research?
- What do you wonder about? Anything surprising, intriguing, or puzzling?
- What did playful learning look like and feel like in the various PoP research sites?
- How were the Markers organized into Indicators?
- How do the PoP playful learning indicators relate to playful learning in your classroom? What are similarities and differences?
- How might you use or hack these indicators?
- Other questions?

Task After Team Meeting (Optional)

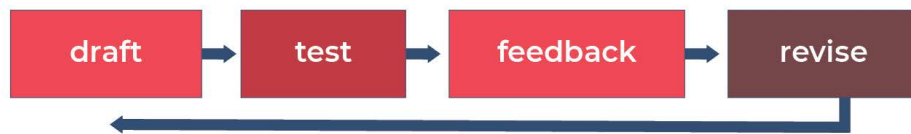
If ideas were shared about how to use or hack playful learning indicators from PoP research, follow up with action.



Step 3: Create Your Playful Learning Indicators

Step 3 is an iterative process. You will create a first draft of your Playful Learning Indicators, test it by using it in your classrooms, get critical feedback from colleagues, and revise. Your team will repeat the process until you feel ready to share your indicators with the community. There are 3 tasks in this step:

1. Drafting
2. Testing
3. Getting feedback



Task 3.1 Drafting

So far you have been asking, “What does playful learning look like and feel like?” Now your team will synthesize the data into Markers and Indicators, and create a visual representation.

Markers are words that describe what playful learning looks and feels like.

Examples from PoP research:

- ▷ *Looks like*: smiling and laughing; experimenting and investigating; making and changing rules; peer teaching
- ▷ *Feels like*: enjoyment, positive frustration, agency, belonging

Indicators are overarching concepts that encapsulate a group of Markers. Examples:

- ▷ Cross-cultural indicators: leading learning, exploring the unknown, and finding joy in learning
- ▷ Denmark: choice, wonder, and delight
- ▷ South Africa: ownership, curiosity, and enjoyment
- ▷ United States: empowering, meaningful, and joyful
- ▷ Colombia: autonomy, curiosity, and joy

This task can be done in three team meetings, and don’t be surprised if you end up needing more time.

First Team Meeting: Look for Markers

- ▷ Gather video or audio-recordings, interview transcripts, observation notes, brainstorm meeting minutes, and look for terms that describe what playful learning looks or feels like. What stands out as frequently used words or phrases?
- ▷ Write each frequently-used word/phrase on a small piece of paper (such as Post-it Notes or index cards), and look at them together. Digital whiteboard tools such as Jamboard or Miro can serve a similar function.
- ▷ Notice, compare, move the pieces of paper around, and form groups that have similar meaning. Discuss patterns that emerge, but also keep track of puzzles that do not seem to fit.
- ▷ The goal is to come up with two lists of Markers – *looks like* (based on observation) and *feels like* (based on what learners said, wrote, or drew).
- ▷ How many Markers is the right amount? It depends on your findings, but to give you a ball-park sense - in the PoP research, we typically identified 30 to 40 Markers. Your list may be longer or shorter, and it is perfectly acceptable to add or change Markers later.

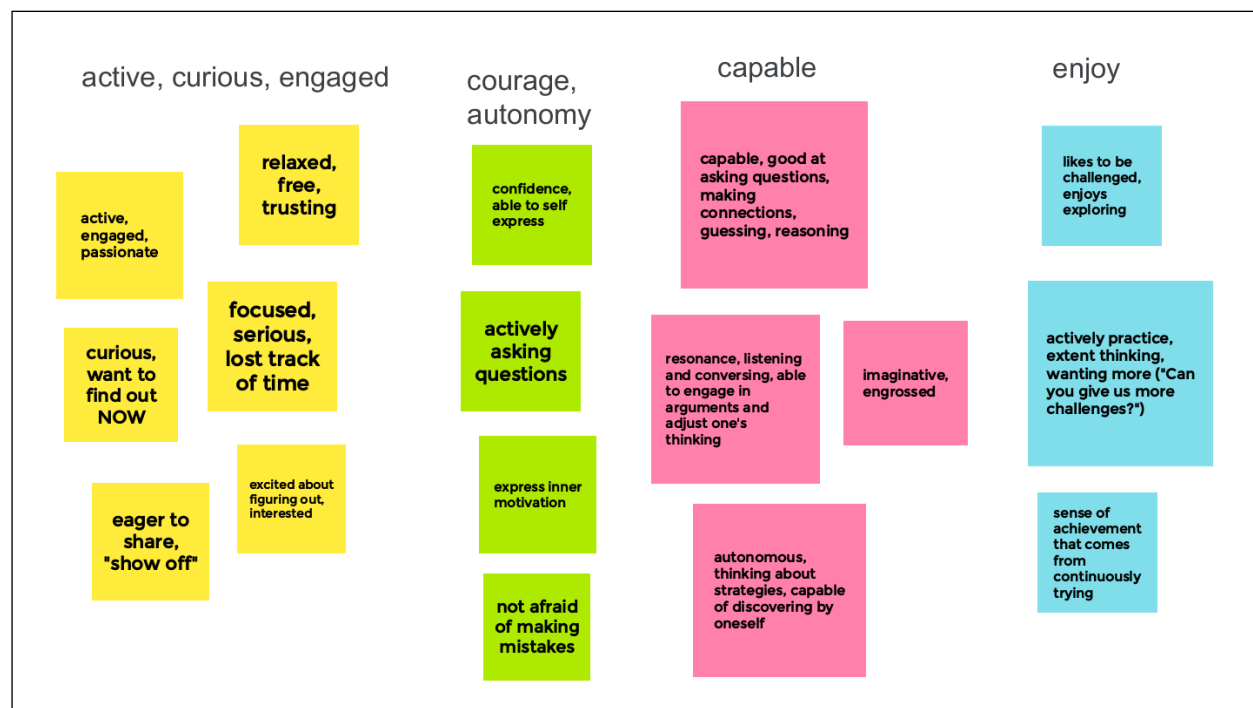
Here is an example of work-in-progress from a team of educators in Taiwan. They used Jamboard to organize frequently-used phrases in look like, and typed phrases they see as similar or connected in the same square. For example, “relaxed, free, trusting” were three phrases that were seen as belonging together. Please note that this is translated from a screenshot taken in the process of drafting by one team that met online. More markers were generated by another team that met in person.



Second Team Meeting: Create Indicators

After you have the lists of *looks like* and *feels like* Markers, notice themes that arise, and create Indicators. There are two basic ways you can go about this.

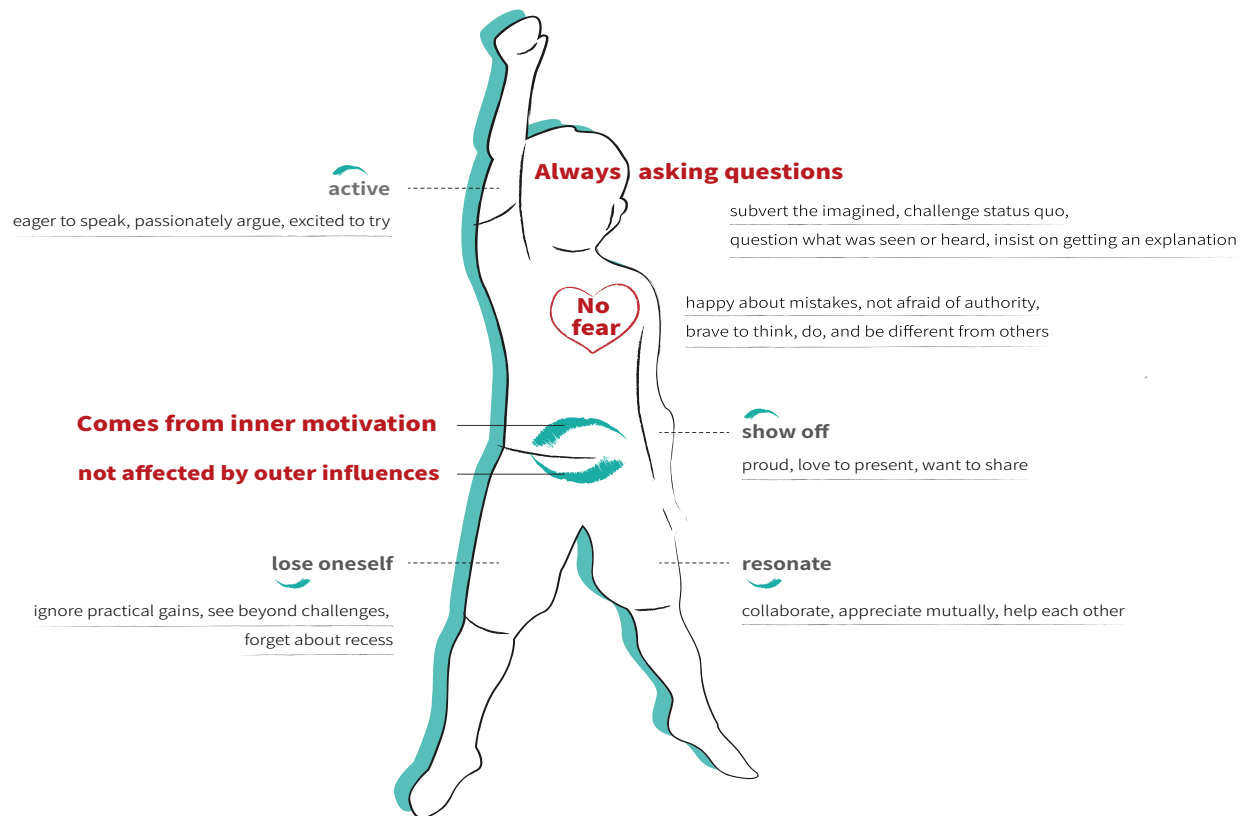
1. Use the Cross-cultural Indicators to help you identify three general Indicators—one involving *leading learning*, a second involving *exploring the unknown*, and a third involving *finding joy in learning*.
 - ▽ Name your Indicators to fit your context: Feel free to use words from the four PoP research sites as inspiration.
 - ▽ Once you have your Indicators, organize your Markers, placing each in the right Indicator “bucket.” For some Markers, this will be clear (e.g., in Denmark, the marker “smiling” clearly belonged in the “delight” Indicator bucket). For other Markers it will be harder to choose, with two or even more options seeming reasonable. Don’t stress here—what is most important is that the Marker is included.
 - ▽ Building from scratch: Organize your Markers, look for emerging patterns, and create Indicators that capture general themes. You might have two, three, four or more Indicators. Here is a screenshot of Jamboard as the Taiwanese educators group their Markers into four categories, changed the colors of the squares accordingly, and played with words that describe each category. Please note that these categories were their first attempt in creating “buckets” for the Markers, and not yet the finalized Indicators.



How many indicators is the right amount? It depends on your research. One way to test if you have created strong indicators is that all your markers fit comfortably into at least one bucket.

Third Team Meeting: Create a Visual Representation

Once your team has agreed on a set of Indicators, create a visual representation. You can use the Playful Learning Indicator template (see next page), especially if your indicators were built on PoP Cross Cultural Indicators. Here are two visual representation examples of Playful Learning Indicators built from scratch:

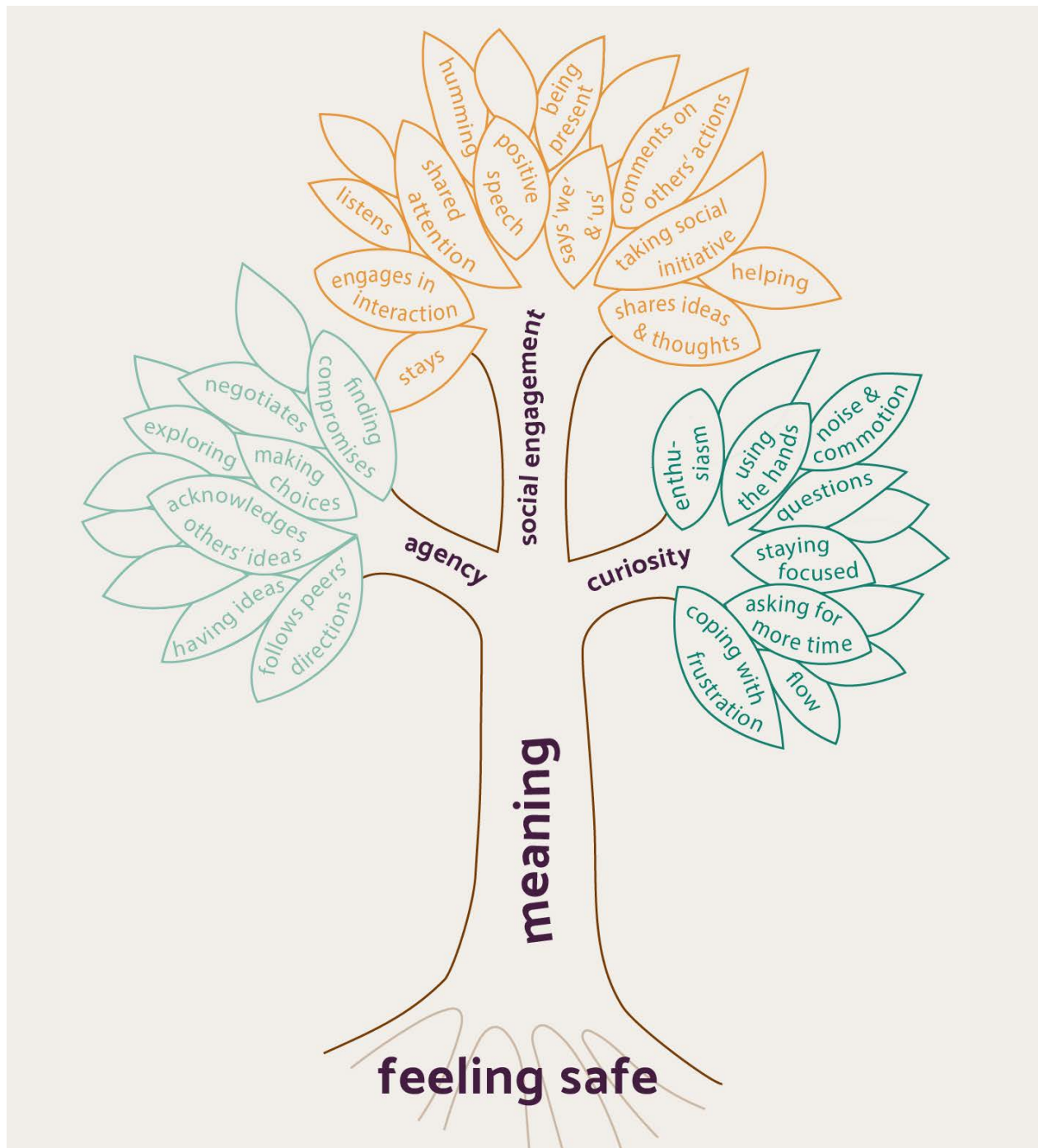


Humanistic Education Foundation in Taiwan:

After much deliberation, the Taiwanese educators organized seven “buckets” of Markers into 3 main Indicators (in red) and 4 sub-Indicators (in gray):

1. Always asking questions
2. No fear
3. Comes from inner motivation, not affected by outer influences
 - ▽ Show off
 - ▽ Active
 - ▽ Resonate
 - ▽ Lose oneself

The image chosen is a child raising their hand confidently and enthusiastically, a visual representation of playful learning in action.



Langagerskolen School in Denmark:

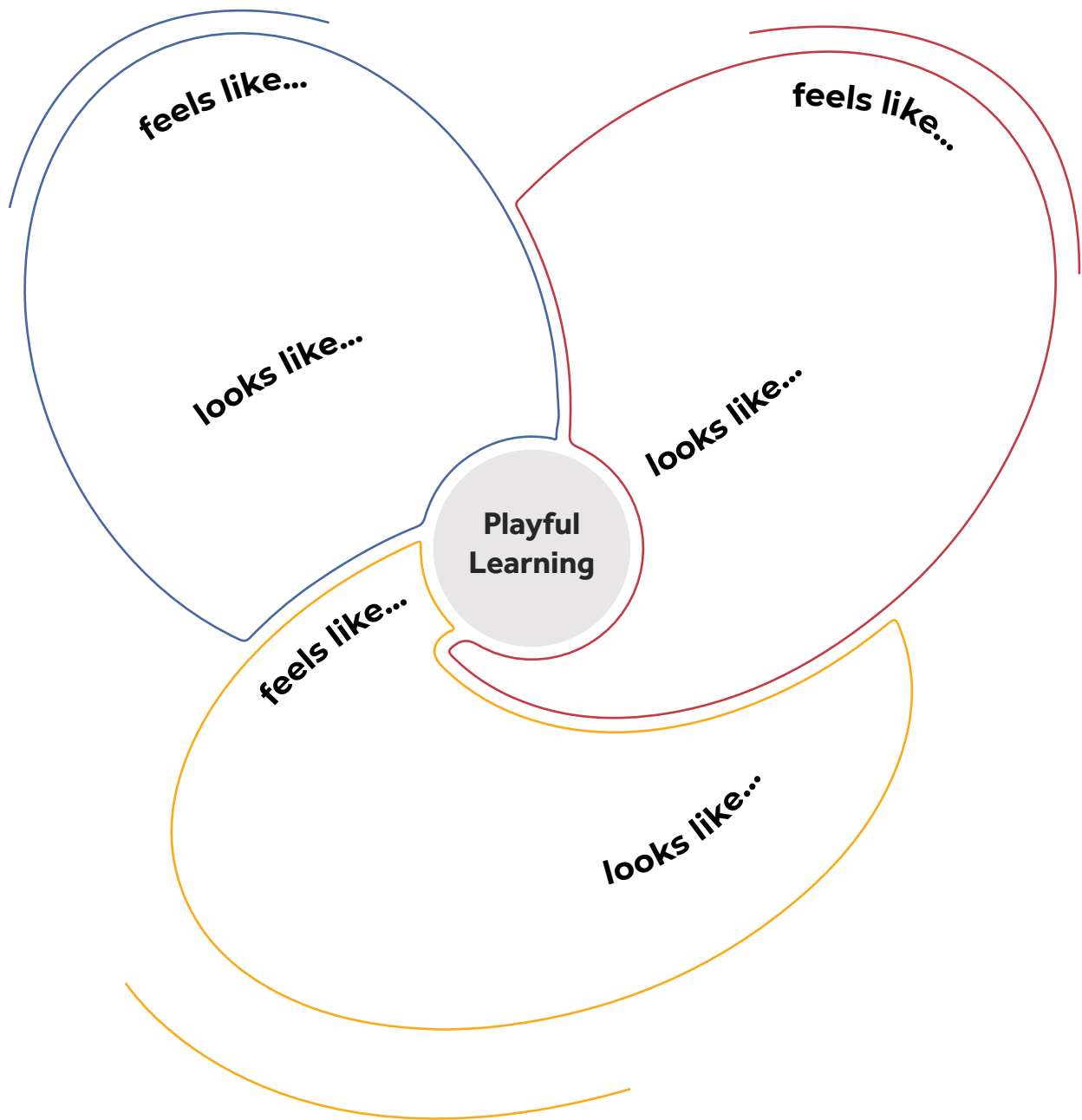
The educators in Langagerskolen School who work with students in the autism spectrum developed the visual representation of a tree for their playful markers and indicators. The leaves represent the Markers, which grow out of the Indicators *agency*, *social engagement*, *curiosity* as branches, stemming from *meaning*, and rooted in *feeling safe*.

Available at www.collabolearn.dk/en/indicators-for-playful-learning/

Playful Learning Indicator Template

Use this template to create a visual representation of your playful learning indicators.

My/Our Indicators of Playful Learning



Task 3.2 Testing

Now that your team has created a draft of Playful Learning Indicators for your school, take it out for a test drive! There are two ways to use this tool: 1) pair up with a colleague and observe each other; 2) use it as a self-reflection tool after a lesson/activity.

Team Meeting Before the Task

- Finalize a draft of the Playful Learning Indicators for your school, knowing that you can come back and revise later if needed.
- When is playful learning likely to happen in your classrooms? Share with each other.
- If you are pairing up to observe in each other's classroom, plan logistics.

The Task

- Print out your playful learning indicator draft with Indicators and Markers.
- Observe a lesson or activity for about 15-30 minutes. Use the draft to look for moments of playful learning.
- As you observe, circle “feels like” or “looks like” words or phrases that you believe characterize your observations.
- If possible, take short videos (1-2 mins) or photos of moments that you believe reflect the feels/looks like words you have circled to share at your research team meeting.

Team Meeting After the Task

Share your experiences of using the draft indicators. If you took short videos or photos, share them as well. Discuss:

- What are the looks/feels like Marker words you observed?
- Which Marker words were not observed?
- What connections do you make across observations of Marker words in each other's classrooms?
- What changes might we make to our Indicators? Is there anything missing?

Task 3.3 Getting Feedback

Share your Playful Learning Indicators to get feedback for revising. The Ladder of Feedback can help guide your discussion.

Before Team Meeting

Invite Critical Friends to your meeting. Critical Friends are supportive people who can offer critical, constructive feedback to help improve your Playful Learning Indicators, such as colleagues or leaders in your school who were not on the research team, parents and families interested in playful learning, or educators in other schools who have experience creating playful learning indicators. If possible, send them a copy of your indicators to review before the meeting.

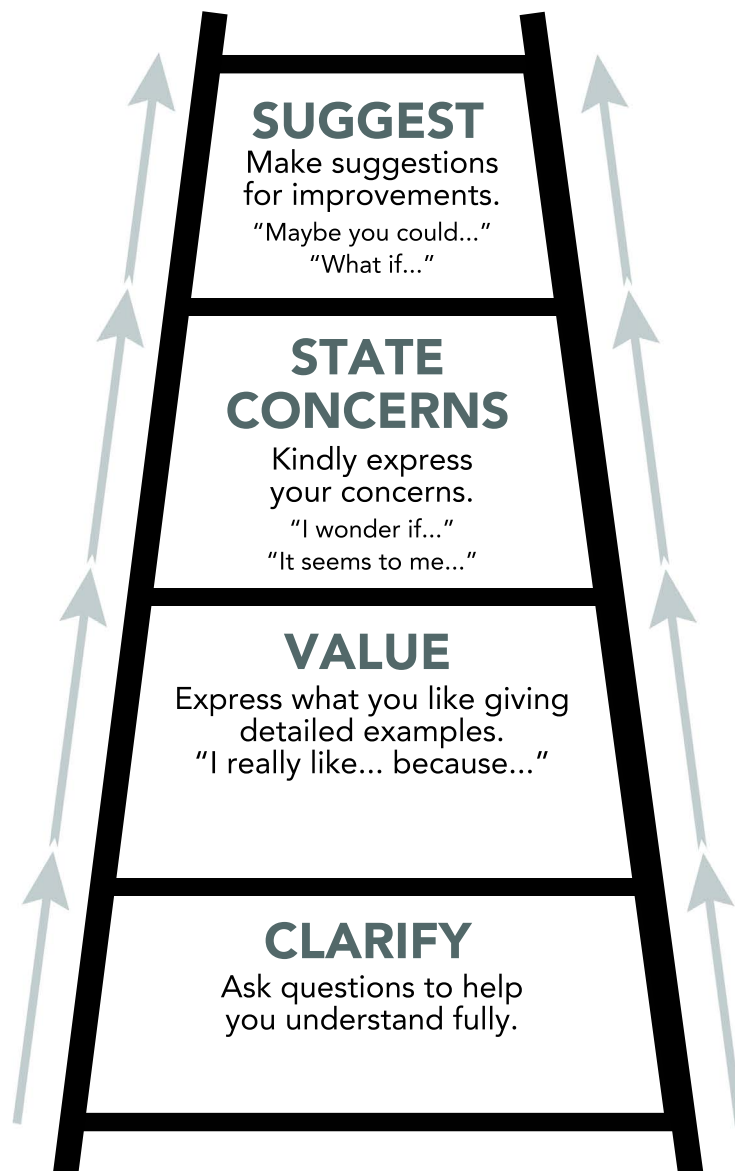
Team Meeting

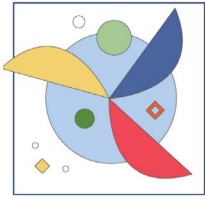
[Ladder of Feedback](#) is a tool developed by Project Zero. It includes 4 steps to guide your discussion: Clarify, value, state concerns, and suggest.

After Team Meeting

Review the feedback from your Critical Friends, and revise your playful learning indicators.

THE LADDER OF FEEDBACK





Step 4: Share Your Playful Learning Indicators with Your Community

This last step can be big or small depending on your purpose and audience. Your Playful Learning Indicators can be used for various purposes, including:

- ▷ Planning playful learning
- ▷ Reflecting on and assessing playful learning
- ▷ Revising or adding to your school's mission/vision statement
- ▷ Interview questions and “look-fors” in hiring new teachers
- ▷ Professional development workshop topics
- ▷ Interacting with families—presenting at curriculum night and open house events
- ▷ Presentations at educational conferences
- ▷ Advocating for changes in curriculum standard frameworks and educational policy

Here are some examples of schools sharing their Playful Learning Indicator research:



Taiwan

In Taiwan, a two-day workshop was offered to the public in Taipei, where teacher-researchers from the Forest School and Math Thinking program shared their Playful Learning Indicators, documentation of the children's playful learning, and reflection on their teaching. The well-received workshop was attended by almost 80 participants. Here is a photo of all the presenters at the workshop.

Denmark

At the International School at Billund, Denmark, after creating their Playful Learning Indicators in classrooms, the school leaders worked on bringing more *choice*, *wonder*, and *delight* (their indicators) into whole-staff meeting. This picture of practice, [an ISB Staff Meeting: The Influences on Playful Learning for Adults](#), offers a close look at the decisions that went into the planning and facilitation of this meeting, and how the meeting created feelings of choice, wonder, and delight for teachers and staff.

Continue to Refine

As the playful learning in your school and learning community continues to develop and grow, so will your Playful Learning Indicators. Continue to refine, revise, update, and share.

Notes

- 1 Krechevsky, Mara, Ben Mardell, Melissa Rivard, and Daniel G. Wilson. 2013. *Visible Learners: Promoting Reggio-Inspired Approaches in All Schools*. San Francisco, CA: Jossey-Bass.