

Play in College: Shifting Perspectives and Creative Problem-Based Play

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Abstract : This study is a design narrative that discusses researchers' new learning based on changes made in pedagogies and learning opportunities in the context of a Cognitive Psychology and an Art History undergraduate course. The purpose of this study was to investigate how to encourage creative problem-based play in tertiary education engaging instructors and student-teachers in designing educational games. Course instructors modified content to encourage flexible thinking during game design problem-solving. Qualitative analyses of data sources indicated that Thinking Birds' questions could encourage flexible thinking as instructors engaged in creative problem-based play. However, student-teachers demonstrated weakness in adopting flexible thinking during game design problem solving. Further studies of student-teachers' shifting perspectives during different instructional design tasks would provide insights for developing the Thinking Birds' questions as tools for creative problem solving.

Keywords : creative problem-based play, educational games, flexible thinking, tertiary education

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