

促進幼稚園教師遊戲化思維

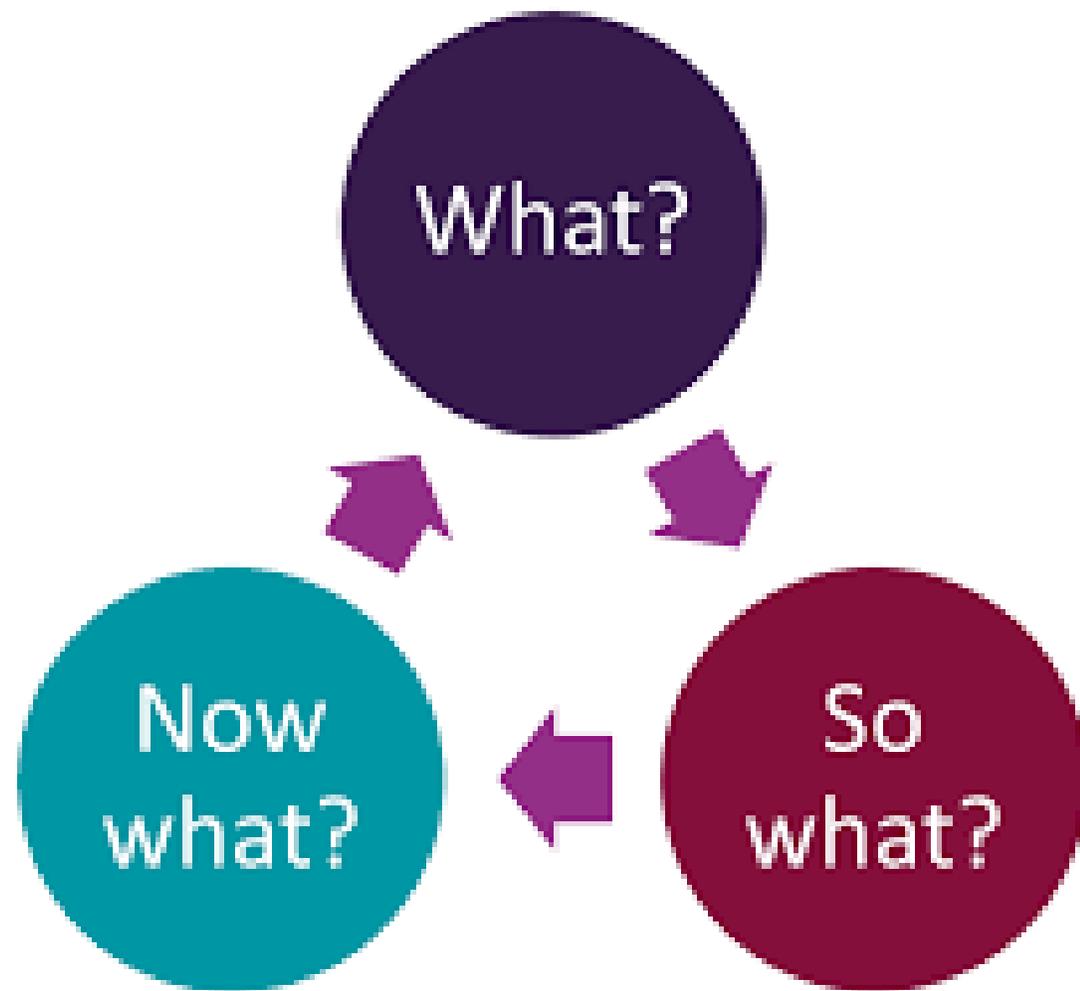
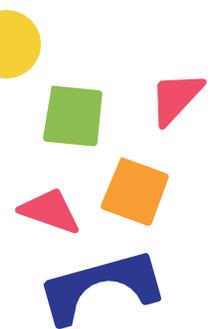
陳寶蓮博士

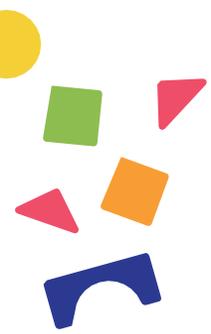
Dr. Chan Po Lin, Pauline

香港教育大學 幼兒教育學系副系主任

策劃及捐助

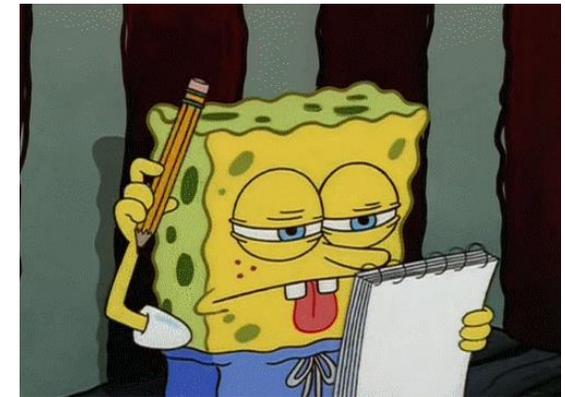
聯合策動





WHAT

- 如何建立一個好玩的課室環境？
- 如何令自己成為具遊戲力的老師？
- 如何令幼兒真正懂得玩？
- 環境是如何與幼兒互動？





PLAY vs PLAYFUL



何謂真正的遊戲？ (REAL PLAY)

根據英國學者Karen McInnes對遊戲的研究，研究人員分別邀請成人和幼兒區分「遊戲」與「非遊戲」，研究發現成人和幼兒對「遊戲」的看法大有不同。

Play through the eyes of the child

Challenging adult assumptions about play

Karen McInnes PhD, Dr. Nicola Birdsey | November 2016

區分「遊戲」和「非遊戲」的因素

1. 成人的存在

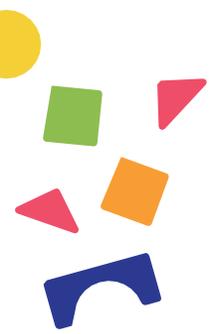
當成人在場時，兒童更不太可能將活動視為遊戲。而成年人對於遊戲的看法並不受到成人的存在與否的影響。

2. 活動的位置

如果活動發生在地板上，兒童更有可能將其視為遊戲。活動發生在桌子上時，兒童則較不認為它是遊戲。

真正的遊戲，
應從**兒童的角度**出發，
而非由成人的角度出發。





真正的遊戲.....

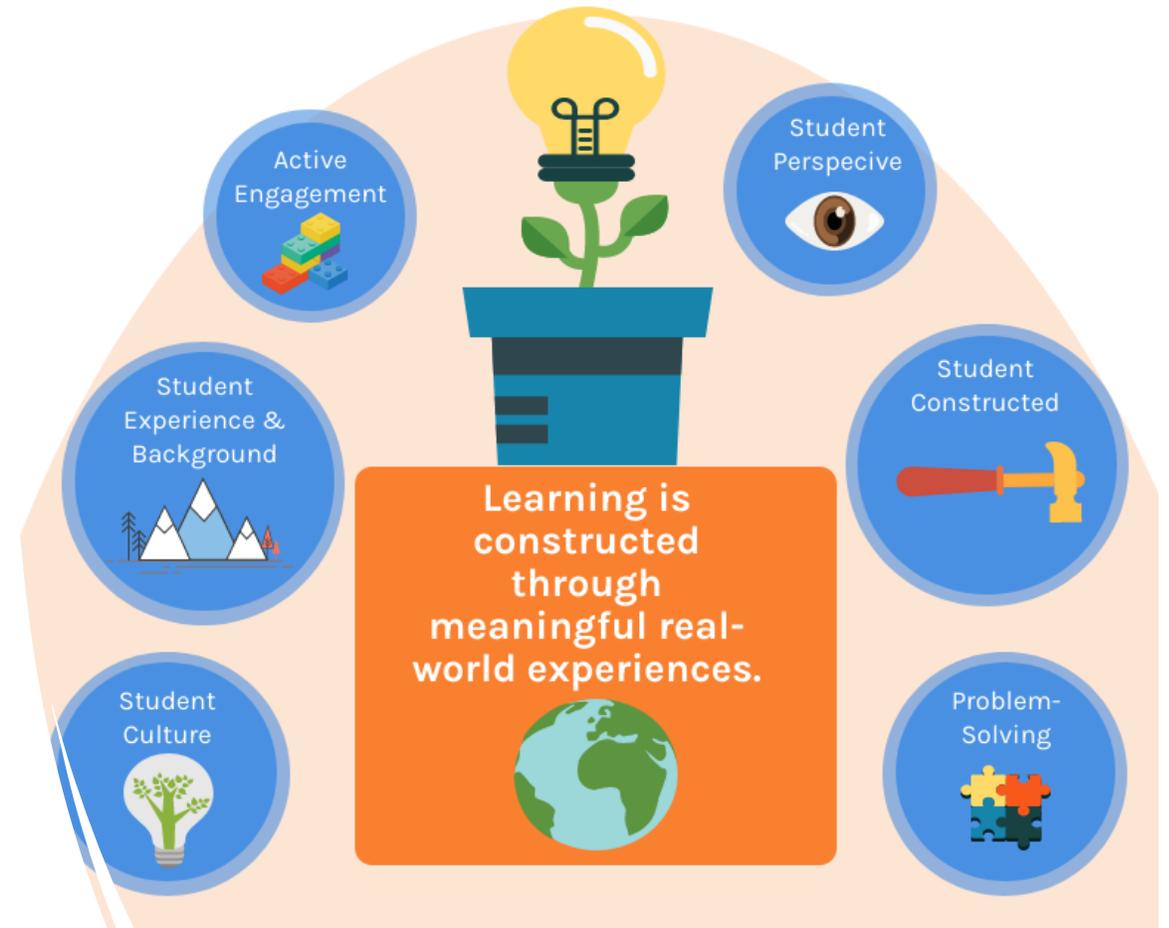
✓	✗
可以選擇 Choices	成人的期望和規限 Adult rules or expectations
自由 Freedom	特定預期目標和結果 Predetermined goal or outcome
自我探索 Self - exploration	
想像力 Imagination	

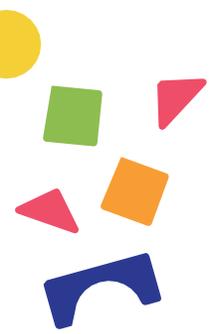
遊戲重要嗎？

- 建構主義

Instructional Coaches Corner. (2023).
Constructivism. Instructional Coaches Corner.
Retrieved from
<https://www.instructionalcoaches.com/portfolio/constructivism/>

CONSTRUCTIVISM



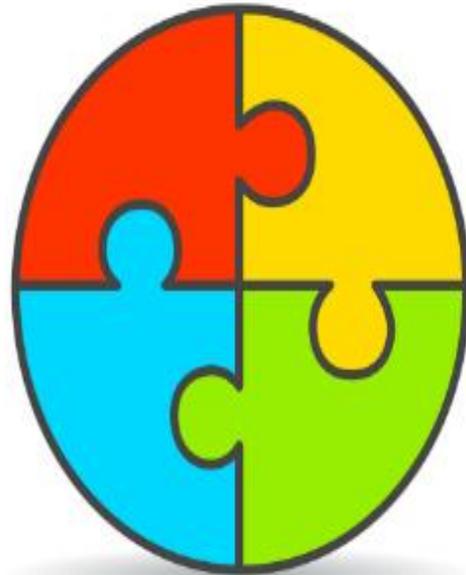


The Resilience Model: Part 2

Mental/Emotional
Emotions

Relational/Social
Expression

Spiritual
Experience



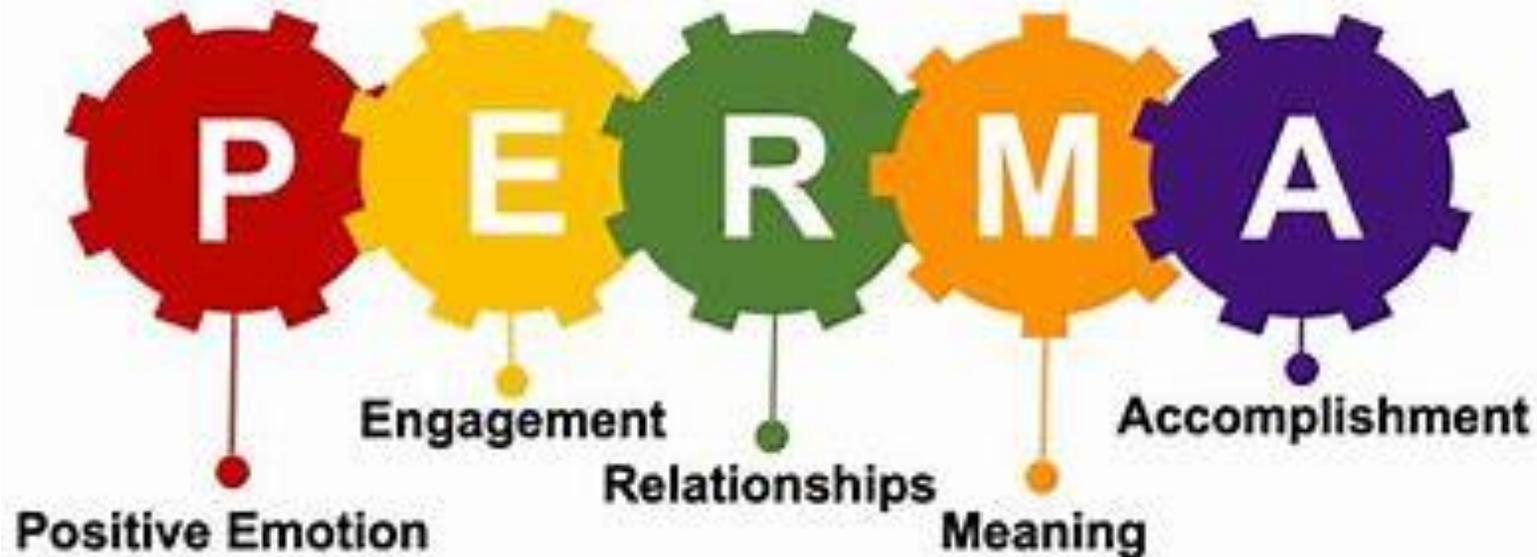
Physical
Energy

遊戲重要嗎？

Story, R. (2018). The Resilience Model Part 2: Experience. Ria Story: Speaker, Trainer, Coach | Leadership & Life skills for Women. Retrieved from <https://riastory.com/the-resilience-model-part-2-experience/>

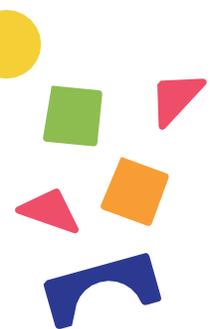


Positive Psychology

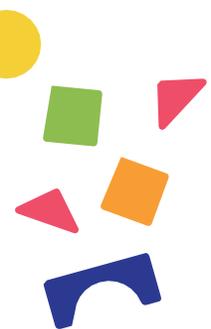


遊戲重要嗎？

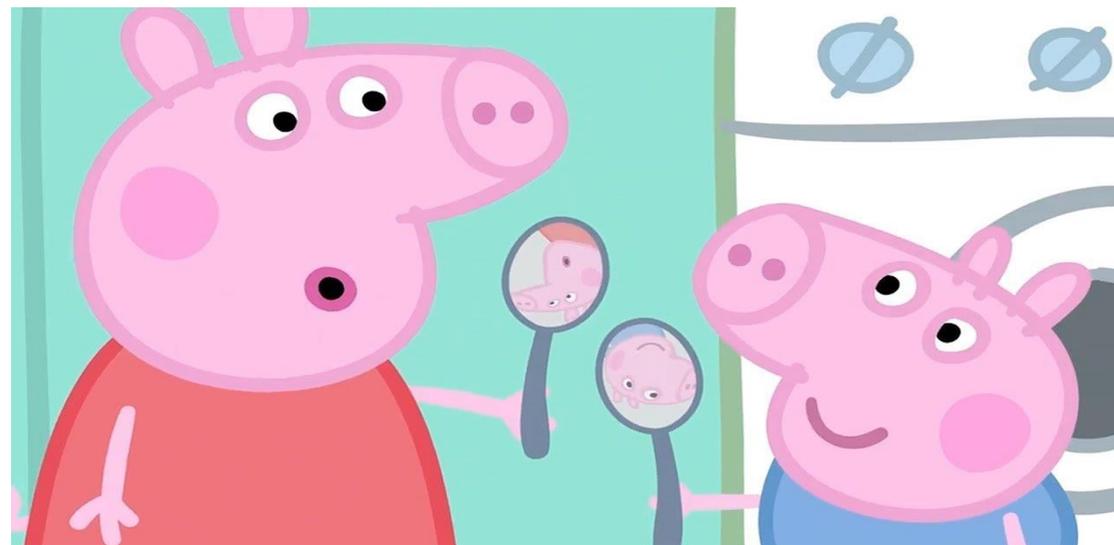
Propulo Consulting. Positive Psychology and Covid Re-Entry. Retrieved from <https://www.propulo.com/positive-psychology-and-covid-re-entry/>

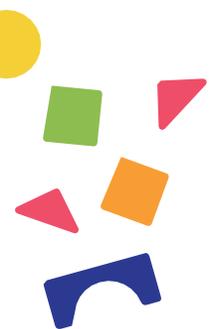


sowHat



從成人開始





遊戲環境的分類

自然環境

包括在戶外進行的非結構性及開放性的活動，包括爬樹、搭建堡壘、挖掘土壤、探索自然棲息地等

人製造的環境

外在環境

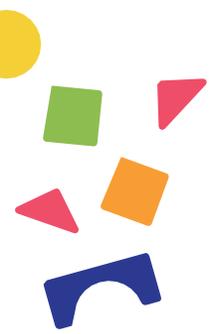
充滿刺激的設計

內在環境

文化

溫暖關係

從環境設計開始



刺激的重要性 (Stimulation)

刺激對兒童的發育很重要，父母和其他照顧者可以通過各種活動來提供刺激，這些活動可以激發兒童的觸覺、嗅覺、味覺、視覺、運動和聽覺

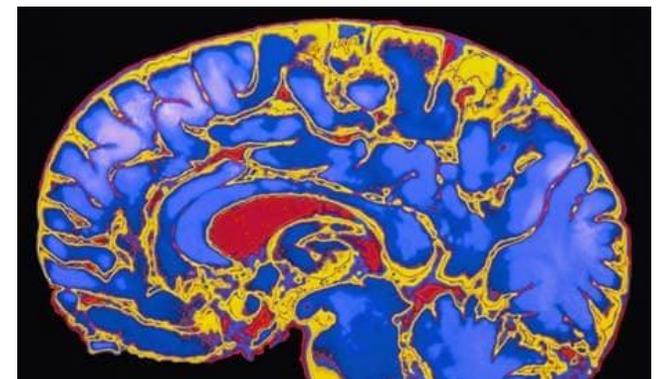
Martha J. Farah, PhD (2012, October 14). Childhood stimulation key to brain development, study finds. The Guardian. Retrieved from <https://www.theguardian.com/science/2012/oct/14/childhood-stimulation-key-brain-development>



Farah對**64名參與者**的家庭生活調查和腦部掃描中獲取數據。她的研究結果表明:

年歲	影響
在四歲時，如果兒童獲得父母培育及認知刺激	在未來幾十年中，他們大腦中負責語言和認知的區域將更發達。
在八歲時	對大腦發展並無影響

敏感期的存在

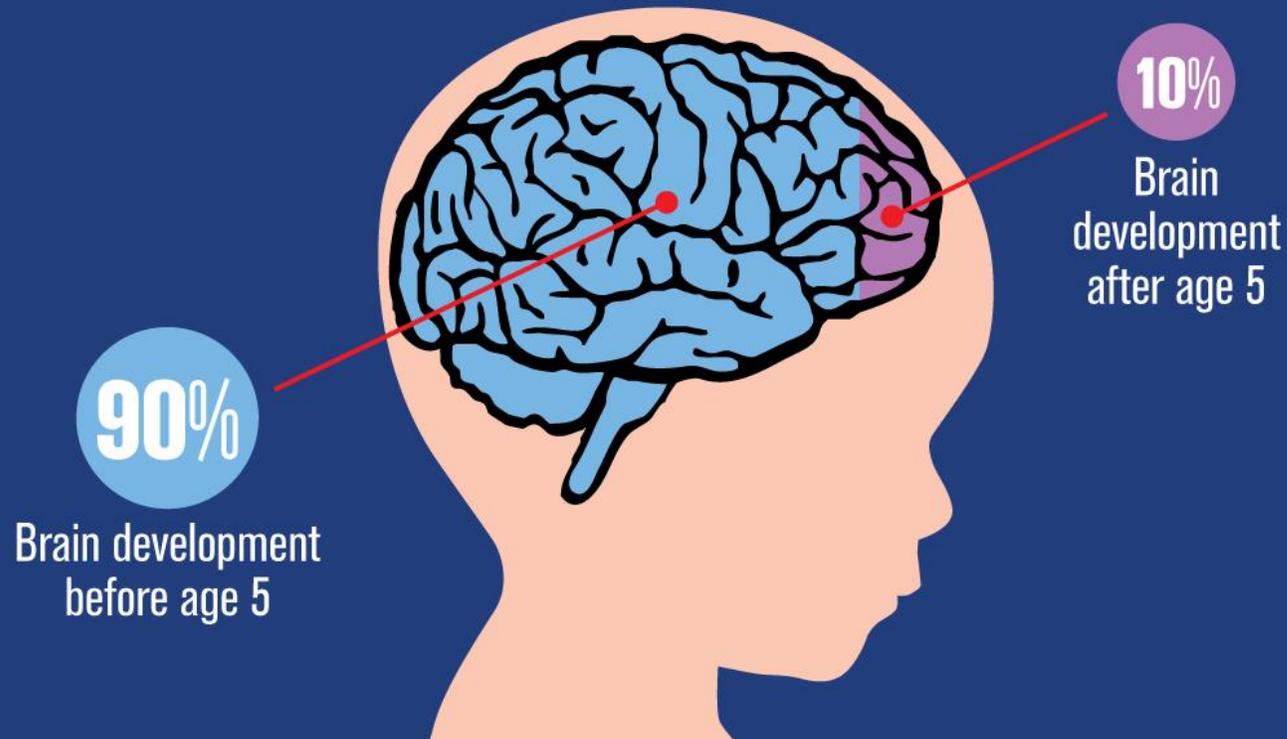


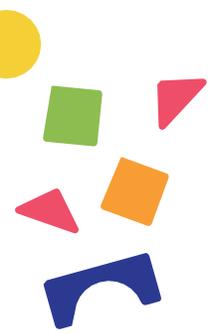
研究者藉著家訪探究**家庭環境是否能提供足夠的刺激**，例如圖書的數量、顏色、數字、字母等玩具的數量。



Before age 5

90% of a child's brain development happens



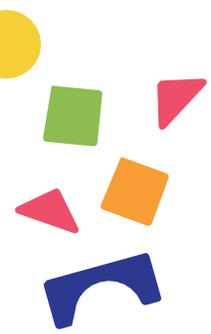


神經可塑性 (Neuroplasticity)

- 是指大腦中負責學習和記憶的細胞之間建立新連接的能力。神經可塑性對兒童的發展很重要，因為它可以幫助他們獲得新的技能和知識，適應不同的情況，並從損傷中恢復過來。

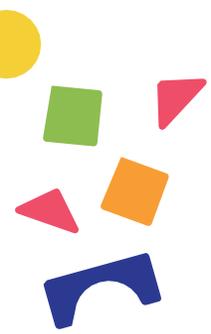
<https://www.youtube.com/watch?v=ELpfYCZa87g>





從相信開始

- 以兒童為「中心」
- 相信幼兒能夠調節、作出決定、自我控制
- Trail and error反覆試驗並從錯誤中學習



要成為一位「具遊戲力」的老師

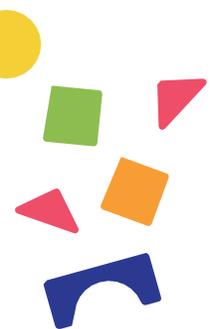


要認識和了解你的幼兒



要掌握遊戲化思維





遊戲遊戲化思維五大關鍵技能 (Anthoy T. 2019)



想像力
Imagination



幽默力
Humor



驚奇力
Wonder



自我動力
Self-motivated



社交能力
Social
intelligence

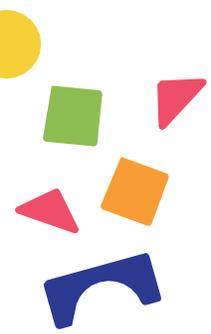
想像力Imagination

- 重新框架/重新定義(Reframe)
- 透過經驗、觀察，把物件的模式(patterns)、關係(relationship)和規則(rules)改變。
- 對世界充滿好奇心
- 利用新的角度演譯





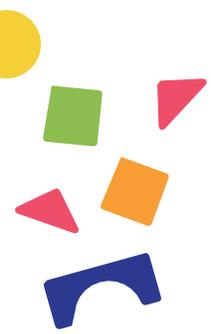
想像力可以不斷加強

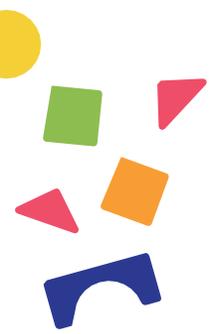


幽默力Humor

- 一個人利用語言或動作讓人產生會心的愉悅就是「幽默」
- 「有趣」(fun)、「令人發笑」(laugh)就是「幽默」
- 將事物內涵改變/放大/縮小/誇張或進行模彷，透過豐富經驗和觀察，重新演譯，達至「幽默」



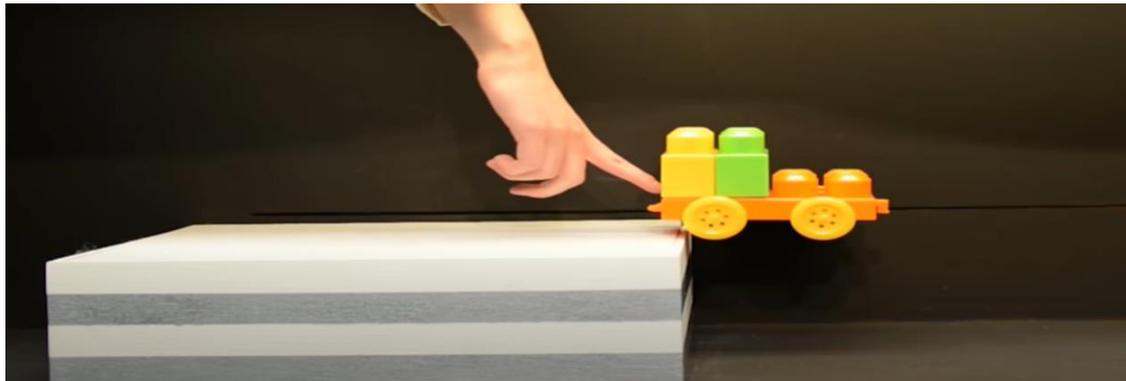




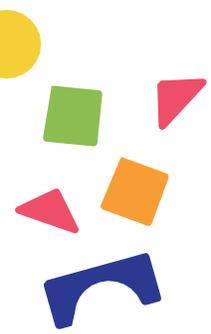
驚奇力Wonder

- 研究發現：驚奇會讓幼兒更愛學習

- 根據Johns Hopkins University 的研究人員發現，嬰兒對世界具有先天的知識，當他們的期望被打破時，他們學習得最好。
- 在《Science》期刊的一篇論文中，認知心理學家Aimee E. Stahl和Lisa Feigenson首次證明了嬰兒通過利用他們天生具備的核心信息來學習新事物。當某個物體讓嬰兒感到驚奇，例如物體的行為與嬰兒的預期不符，嬰兒不僅會專注於該物體，而且最終對該物體的了解比對一個類似但可預測的物體更深入。

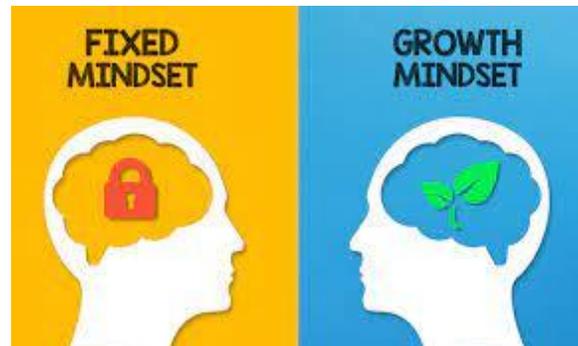


- 幼兒會有意識地、積極地深入探究，重覆反思。
- 4W(WHAT、WHERE、WHY、WHO) 1H(HOW)



自我動力 Self - motivated

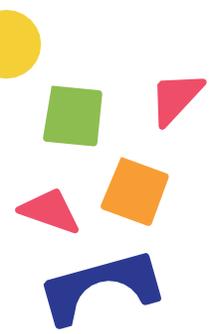
- 自我動力是指用於衡量個體本身對完成任務和達成目標能力的信念的程度或強度
- 對任務和目標清晰
- 具向前的動力



GRIT

THE POWER of PASSION
and PERSEVERANCE

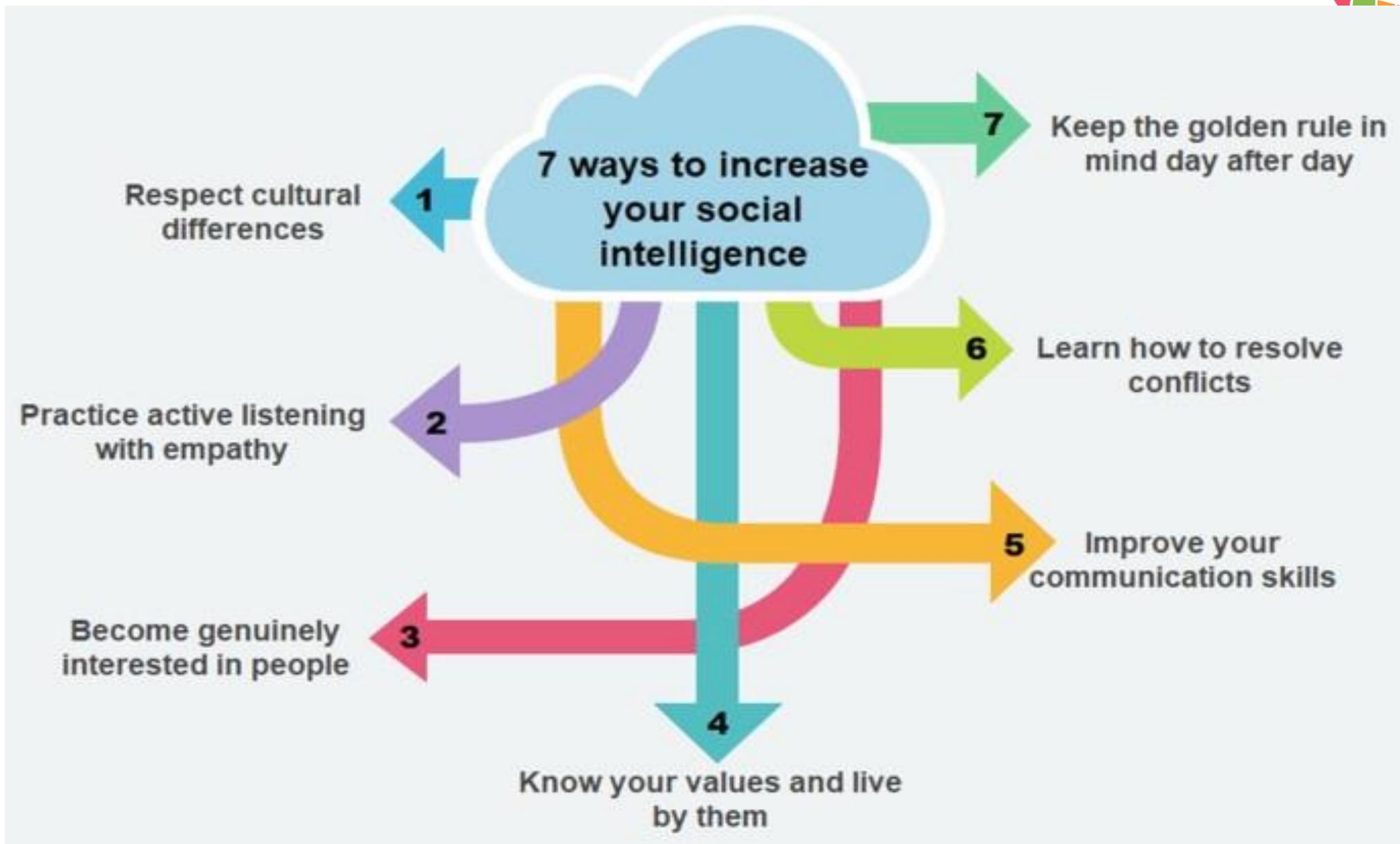




社交能力 Social Intelligence

- 兒童遊戲 — 不止一人玩
- 兒童要在當中利用社交能力，與他人溝通並建立關係







遊戲遊戲化思維五大關鍵技能 (Anthony T. 2019)



想像力
Imagination



幽默力
Humor



驚奇力
Wonder



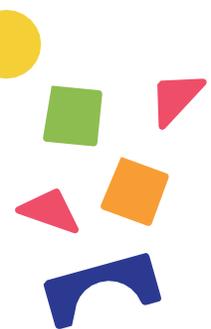
自我動力
Self-motivated



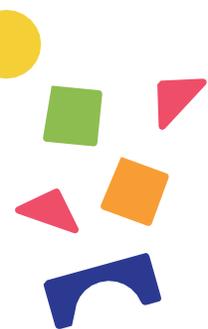
社交能力
Social
intelligence

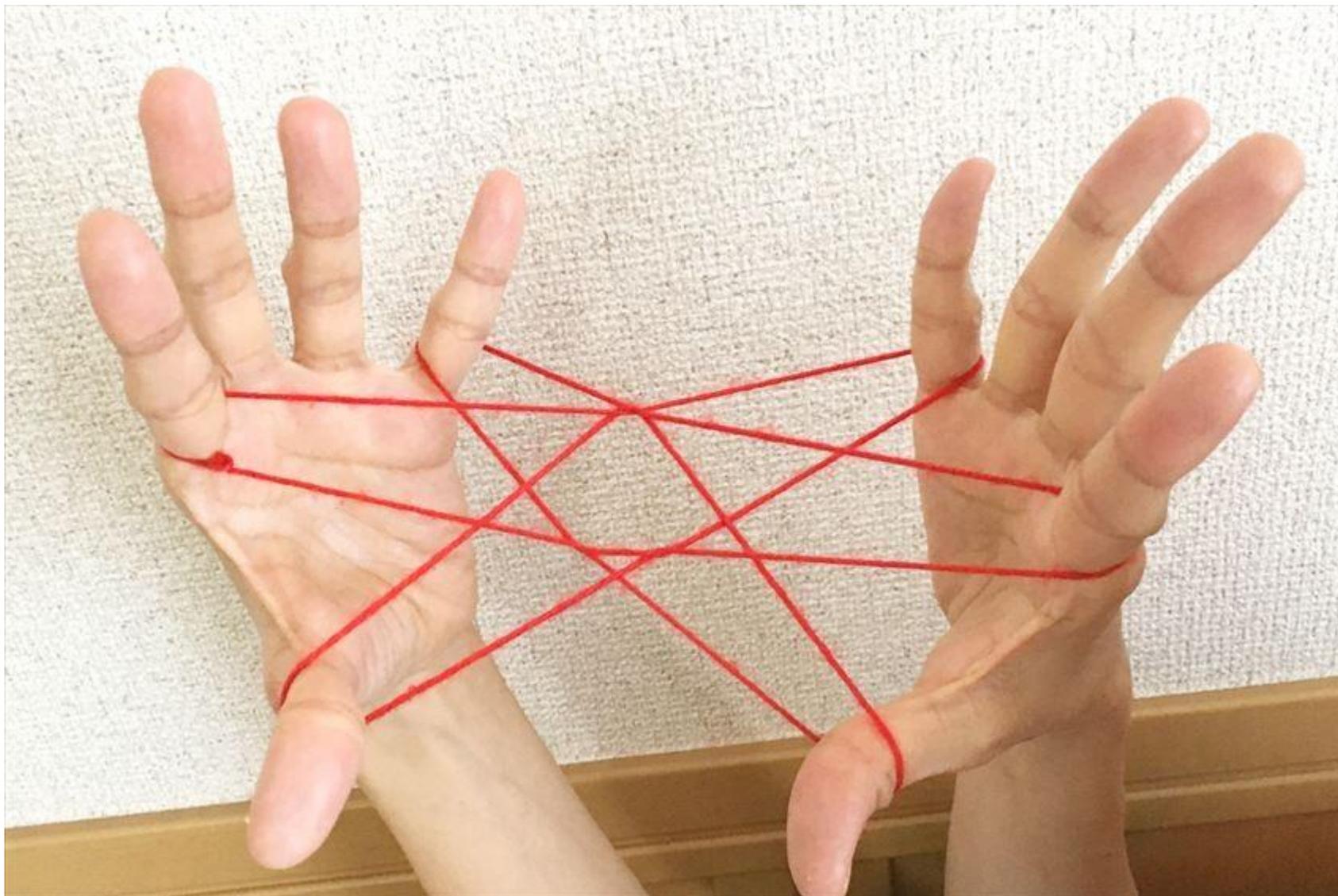
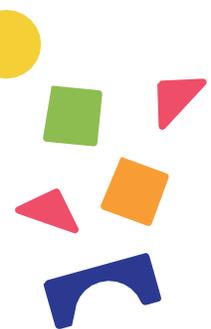
A close-up photograph of a board game board. The board is green with a pattern of colorful circles in shades of grey, white, yellow, orange, purple, and black. Several wooden pieces are scattered across the board: a green piece on the left, a yellow piece in the lower-left, a light-colored wooden piece in the center, and a black piece in the lower-center. A red die with white pips is positioned on the right side. In the background, a yellow piece is visible at the top, and a black piece is on the right. A small white card with some text is partially visible in the center background. The text "PLAY TIME" is overlaid in the center of the image.

PLAY TIME

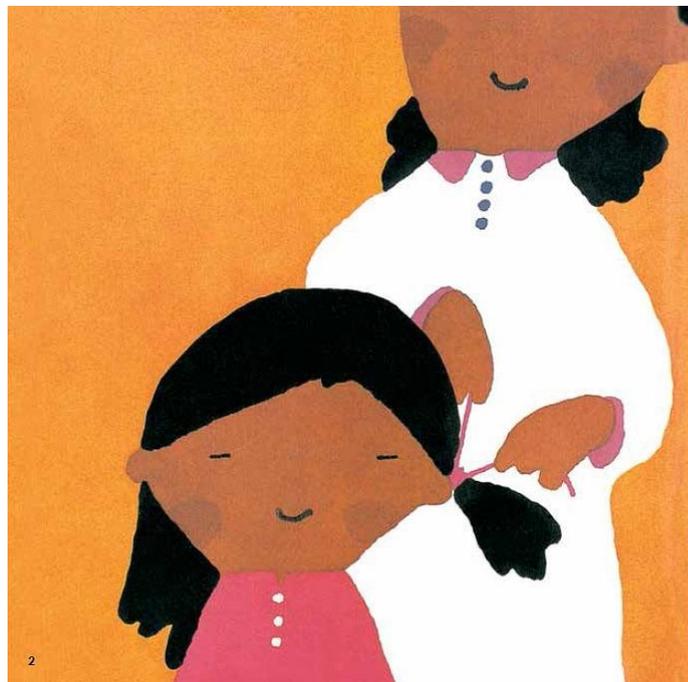
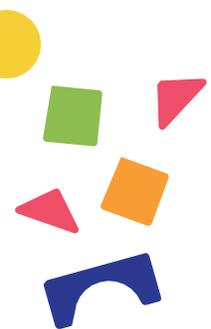


一條繩子的用途？



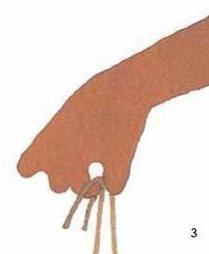


繩子與創意



2

這是一條綁得
整齊的繩子。



3

這也是繩子。



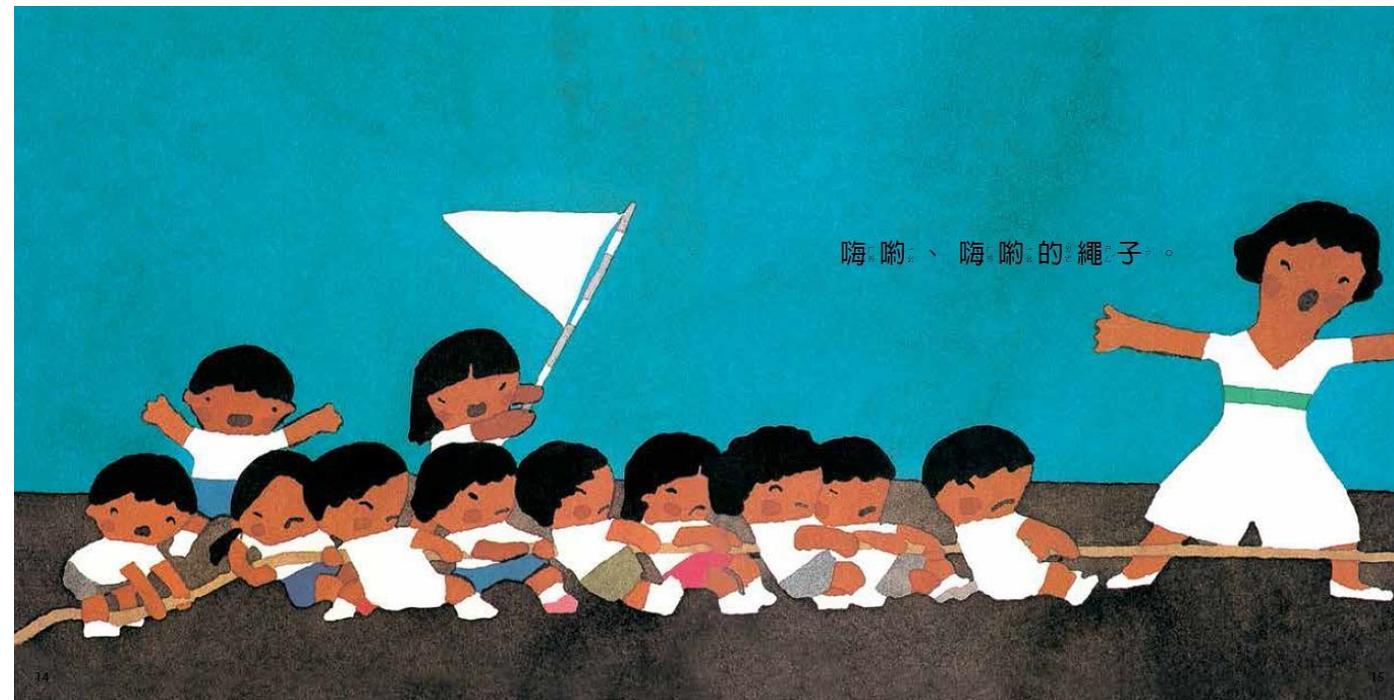
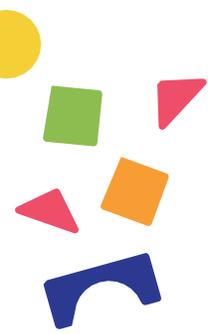
這是
繩子

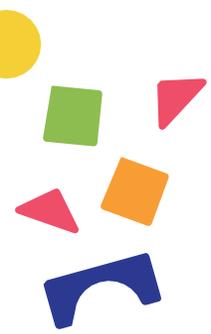
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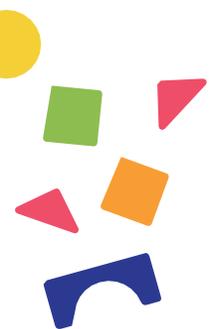


這是什麼繩子？

7







一個具遊戲力的課室

A playful classroom



以兒童想法為主
Child-agency



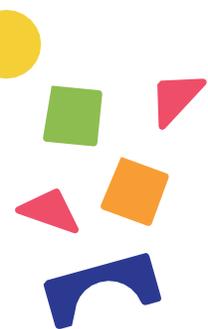
容易參與
easy to participate



充滿趣味
Fun



安全
Safe







東華三院
Tung Wah Group of Hospitals



大肌肉區



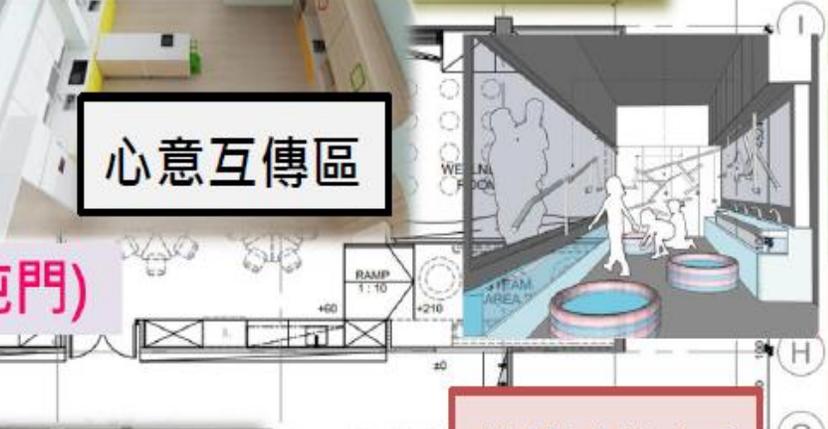
建構區



心意互傳區



童你玩



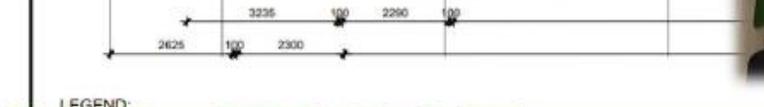
童亮館(屯門)



台階 - 大肌肉區



美術創意區



樹屋 - 假想區



大自然區

PROPOSED LAYOUT PLAN
APPOX. AREA : 336.8m²

LEGEND:



1,069

Views

3

CrossRef
citations to date

20

Altmetric

Articles

Playful provocations and playful mindsets: teacher learning and identity shifts through playful participatory research

Megina Baker & Jen Ryan

Pages 6-24 | Published online: 22 Feb 2021

“ Cite this article <https://doi.org/10.1080/21594937.2021.1878770>



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ABSTRACT

Play is a core resource for how children learn. Yet current efforts to bring playful learning into schools often neglect the role adults play in embracing and modeling playfulness. This paper presents findings from a collaboration between the International School of Billund, Denmark, and Project Zero, a research organization at Harvard Graduate School of Education. The study examined Playful Participatory Research (PPR), an emergent qualitative methodology that is both teacher research and a professional development (PD) approach. Drawing on interviews with 21 teachers across the school, we found that PPR positively affects: attitudes towards PD; teachers' self-perception and identity; incorporation of play into teaching; and overall school culture. Implications suggest that school leaders who aspire to support learning through play in schools should design adult learning environments that mirror the playful learning environments they desire for children, by providing time, resources, and encouragement for playful teacher research and PD.

KEYWORDS: [Teacher research](#) [learning through play](#) [teacher professional development](#) [practitioner inquiry](#) [adult learners](#)

Disclosure statement

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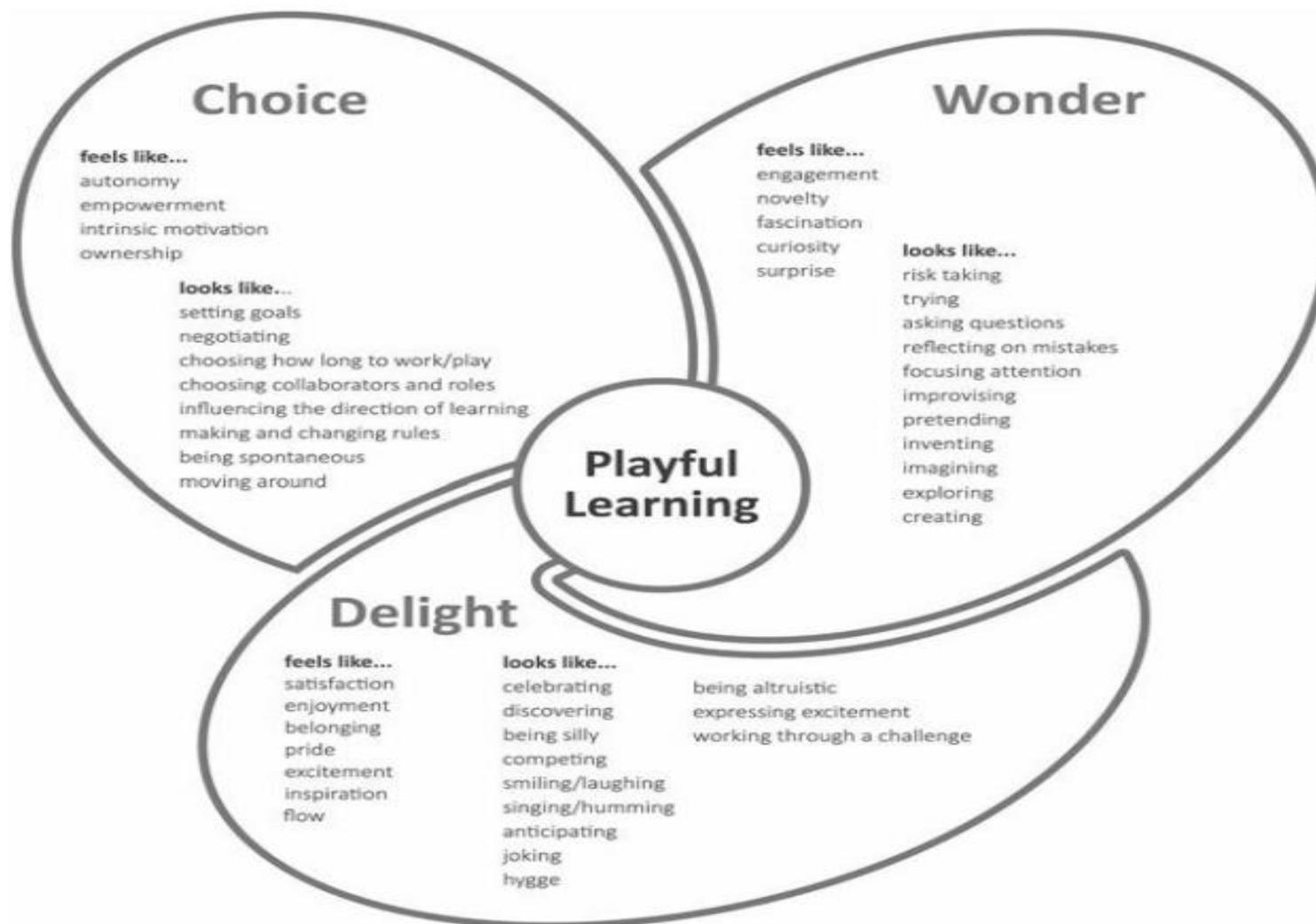
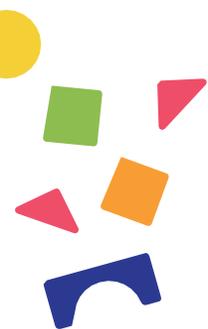
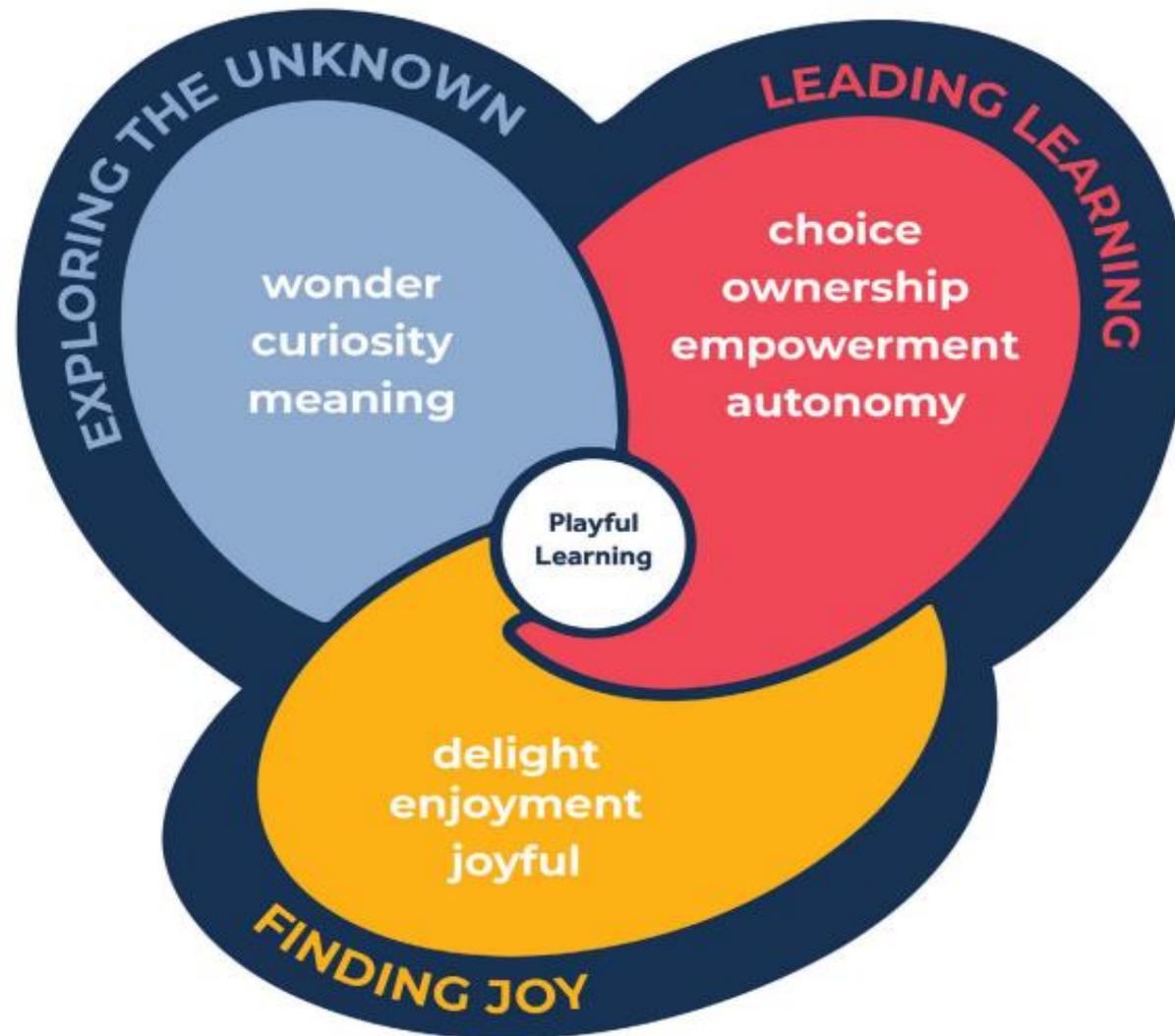
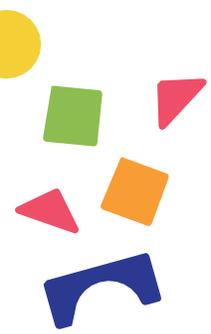
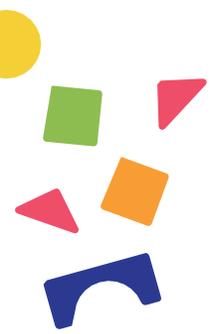


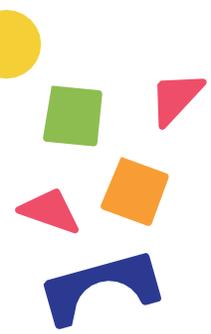
Figure 1. ISB Indicators of Playful Learning.





以兒童想法為主 Child-agency

- 賦權予兒童帶領自己的遊戲，並從中學習。
- 容讓兒童自己進行決策
- 令兒童的遊戲透明度高(包括檢討、繪畫、錄影、扮演等)
- 物料具開放性，能激發兒童有意想不到的發現

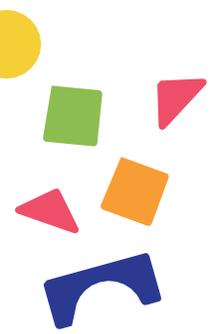


容易參與 easy to participate

<https://www.youtube.com/watch?v=EpmNXbkLu6c>



The Dot by Peter H Reynolds : a wonderful story about art and creativity for kids

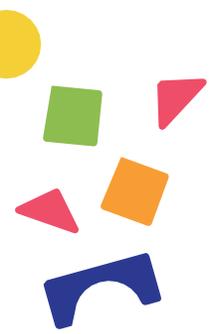


一個容易參與的課室是 Easy to participate classroom is

<https://www.youtube.com/watch?v=ymDTeu8fN84>

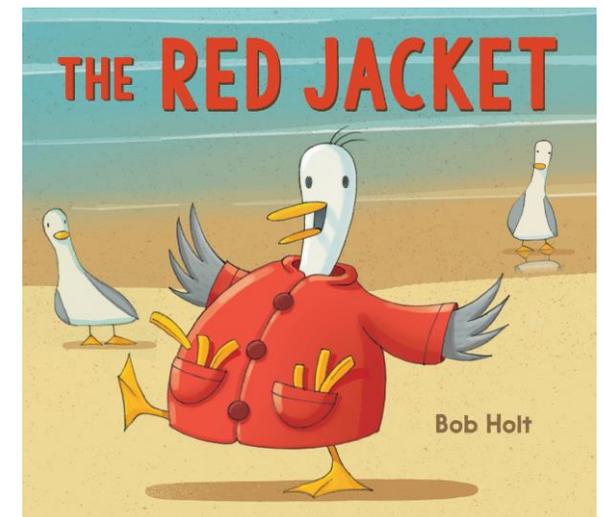
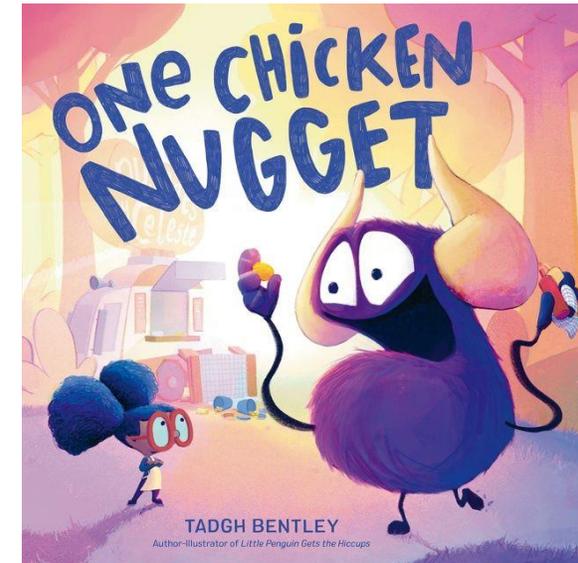
- 建立明確的參與期望和規範
- 提供選擇權與自主權給兒童
- 為兒童提供正面且具建設性的回饋

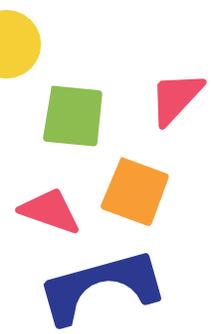




充滿趣味 Fun

- 一個正面且具鼓勵性的氛圍，能令學生感到舒服，並有自信地參與和協作
- 新穎、具刺激性、挑戰性和回報
- THE RED JACKET <https://youtu.be/0j2jGRrSDCU>
- ONE CHICKEN NUGGET <https://youtu.be/lIp-3dszIXo>





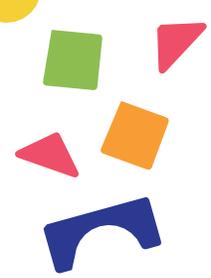
一個有風險但又安全的課室 Risky but safe classroom

- 鼓勵學生承擔合理的風險，同時確保他們的安全和福祉
- 一個有風險但安全的教室可以幫助學生培養韌性、信心、解決問題和決策能力，還可以培養學生的冒險精神、好奇心和樂趣



BEST CLASSROOM PETS

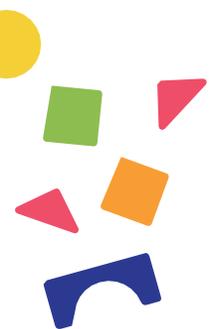




課室文化

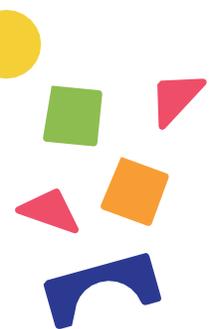
Classroom Culture

- 重視好奇心、想像力和喜樂
- 學生在學習活動中能有自決和選擇權
- 利用開放式提問來激發學生的興趣和探究
- 鼓勵學生分享自己的想法並從他人的對話和回應中學習
- 支持學生回顧及反思學習過程和成果
- 共同慶祝學生的努力和成就，並非單單他們的製成品



好玩的教室環境





好玩的環境 Playful environment

安全

讓幼兒在探索的過程中能自由地進行遊戲，不會受到傷害

舒適

刺激

環境中能提供不同的物料，讓幼兒可以創建、操作和轉換

社交互動

促進兒童與同儕、成人和環境的互動，並促進他們的分享、協商和協作的的能力



靈活性

允許兒童作出選擇他們想玩什麼、如何玩以及與誰一起玩，並能靈活地回應他們不斷變化的喜好和能力

