PLAYING, GAMING, AND LEARNING
EDITORS: Josie Roberts and Rachel Bolstad (guest editor)

Long before there were schools, people across cultures learned through play and games. Games and play are still part of children's learning, including in their earliest years. However, opportunities to learn through games and play may reduce as learners spend more of their time focussed on "serious" work.

Play has always been an important component of early childhood education, and there is growing interest in play-based learning in the junior primary years. However, play within "learning time" does not necessarily flow into senior primary or secondary schooling. What does the research say about play in children's development and learning? Can students continue to learn through play as they engage with a more complex curriculum? And what is the role of play in an increasingly digital environment?

While many young people enjoy games and gaming, some games - particularly digital games - provoke a range of adult anxieties, including concerns that digital games are distracting, time-wasting, addictive, or promote unsavoury content. On the other hand, some educators see games and game design as a gateway for building learners' digital fluency. Recognising the power of games to engage players and sustain their attention, some educators have become interested in "gamifying" learning. What do educators need to know about games, gamification, and game design in order to use their affordances effectively in the classroom?

SUBMISSION DETAILS

This Special Issue invites contributions that bring fresh and diverse perspectives to the conversation about play and/or games in learning.

Contributions should:

- be written in a style that is engaging, accessible and motivating for *set's* audience (teachers, school leaders, and other educators)
- be supported by a strong platform of research and theory
- enhance readers' understanding of current research knowledge in areas related to play and games in learning
- raise critical questions and highlight key ideas that engage and empower readers to think about their own practice.

Formats in set include, but are not restricted to:

- Articles based on a research project or programme (2000-4500 words)
- Think pieces or informed commentaries (2000-4500 words)[1]
- Teacher inquiries and/or practice reflections (1000-2000 words)[2]
- Book review (1000-2000 words)[3]
- Q&A (1000-2000 words)[4]

Please send an extended abstract of up to 800 words outlining the proposal, research approach and key findings or arguments by *April 20, 2018* to josie.roberts@nzcer.org.nz. The editors will correspond with authors about the proposed articles and the editorial process. Full manuscripts will be due on *June 15, 2018*. Please see *set's* writer's guidelines[5] and tips for success[6].

POSSIBLE SUBTHEMES

Play-based learning and game-based learning in practice

How can teachers create play-based learning or game-based learning opportunities in the classroom, and what impact does this have for learners/learning?

How do teachers learn to use games and/or play to support learning?

What challenges do teachers face regarding the use of play and games in their practice?

Games and play across the curriculum

How can games or play be used to support the intentions of *The New Zealand Curriculum, Te Whariki, and Te Marautanga o Aotearoa?*

Where do games fit into the goal of developing students' digital fluency and knowledge "about" digital technologies?

Play, games and culture

How do games and play connect with learners' cultures and subcultures?

How can play and games support the expression and exploration of cultural knowledge and values?

Gamification, gaming and game design

What is gamification, and what can it look like in a learning environment?

What theories and evidence support gamification?

What can students and teachers learn through the design of games?

What might educators be wary of, and why?

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1 Examples: http://www.nzcer.org.nz/nzcerpress/set/articles/blue-sky-high and http://www.nzcer.org.nz/nzcerpress/set/articles/towards-culturally-responsive-and-place-conscious-theory-history-teaching

2 Examples: http://www.nzcer.org.nz/nzcerpress/set/articles/inspiring-young-people-connect-and-contribute-their-city and http://www.nzcer.org.nz/nzcerpress/set/articles/improving-engagement-and-achievement-year-11-m-ori-and-pasifika-students

3 Examples: http://www.nzcer.org.nz/nzcerpress/set/articles/timely-and-urgent and http://www.nzcer.org.nz/nzcerpress/set/articles/book-review

4 Example: http://www.nzcer.org.nz/nzcerpress/set/articles/computational-thinking-more-about-humans-computers

5 http://www.nzcer.org.nz/system/files/set%20-%20submission%20guidelines_0.pdf

6 http://www.nzcer.org.nz/system/files/Set%20tips%20for%20success_0.pdf