

Chapter 16

Creation of Playful Learning Indicators and Their Application in Cooperation–Opposition Motor Games

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ABSTRACT

Game is considered a key element in education for the teaching-learning process of children regarding all grades, from pre-school to primary education. This chapter inquired the relevance of using the game in primary education through programs carried out in 2nd and 3rd grades. A systematic review has been carried out about the game and playful learning, especially in Physical Education, with the aim of developing a list of indicators. These indicators are divided into four fields: enjoyment, curiosity, autonomy, and competence. Indicators are used to create a questionnaire and a rubric of evaluation of playful learning in pupils. The questionnaire and the rubric have been reviewed following the guidelines of Delphi's method. Once validated, the questionnaire was done by pupils of 2nd and 3rd grade. The rubric was fulfilled by a 2nd grade teacher, and the results demonstrate the positive effects of using games for the teaching-learning process.

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INTRODUCTION

The author focuses on researching the levels of playful learning, especially by using games in the area of Physical Education. The research is based on knowing the Primary Education pupils' opinions and ideas related with games and learning. The author has done a systematic review to gather information about the different ways of evaluating pupils' learning during the previous years to elaborate a questionnaire. Thanks to the information gathered through the questionnaire, is possible to elaborate a new questionnaire and a rubric which are used as data collecting tools. The rubric is based on Likert's scale. It contains closed answers valued from 1 to 5 (1 never, 2 little, 3 sometimes, usually and 5 always) and two qualitative questions, used by pupils to express their own opinions and beliefs about the topic.

The questionnaire and the rubric have been created by four physical education teachers and a university professor after a systematic review and validation made by using Delphi's method. Subsequently, the questionnaire was distributed to pupils from 2nd and 3rd grade from *CEIP Nuestra Señora del Rosario (Hellín, Albacete)* to obtain enough information for proving and comparing pupils' opinions about playful learning. The 2nd grade teacher had to complete the rubric of evaluation.

The author referred to the *Decree 54/2014 (D.O.C.M., 2014)* which establishes the Primary Education legal framework in the region of *Castilla-La Mancha*. This document considers game as a motivational element and a reference tool for pupils. In the area of Physical Education games are essential to acquire basic elements of Primary Education curriculum such as motor skills, social relationships and creativity. Piaget (2019) considered game a tool that helped pupils to interact with the reality of their environment and to develop themselves.

Game develops meaningful and playful learning on pupils and affects its development positively. By the use of game, pupils are able to internalise the contents explained during the lessons. The contents are related with their emotions and feelings, acquiring a meaningful learning during the teaching-learning process (Gil-Madrona y Contreras-Jordán, 2003). For this reason, this chapter focuses on using the game as a key element of pupils' development and it the importance of applying games in the classroom as a learning tool (Mardell et al., 2021).

According to different authors, the most important features of a game are the following (Rael-Fuster, 2009):

- A playful and delightful activity by itself.
- It has a purpose on itself.
- An essential activity for all cultures and epochs.
- It has stimulant and relaxing effects and improves learning and development.
- Knowledge and skills that the child possessed previously are involved in the game.

Due to the previous features and relating game with playful learning, the following characteristics arise:

- Enjoyment.
- Curiosity.
- Autonomy.
- Competence.

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