Playful Learning & Education

PRME Pedagogy Webinar Series; September 2025

PRME an initiative of the United Nations Global Compact
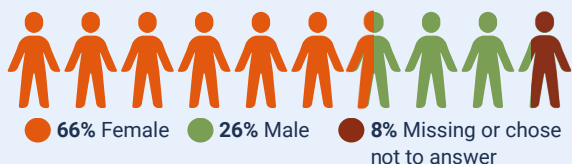**INDEED VERTIGO**

Workshop summary

In September, we planted seeds of playful learning by exploring frameworks to design impactful experiences. We cultivated curiosity through hands-on activities, reflecting together on how to grow these methods in our own teaching and learning journeys. We explored three playful education frameworks including the characteristics of PRME Pedagogy, the Holistic Skills framework, and the Connect-Explore-Transform framework.

We hope that these seeds have started to sprout in your own teaching or facilitation.
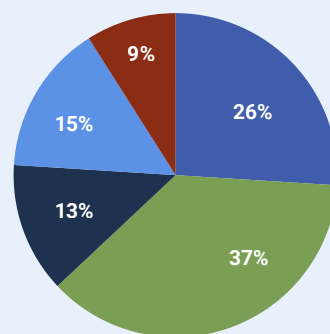
Who participated?

Career Stages
37% Lecturer **26%** Professor **15%** Dean/Admin
13% Chose not to answer **9%** Other academic

76 survey participants

Residing in at least **23** countries and at **44** universities

66% Female **26% Male** **8% Missing or chose not to answer**

Pie chart values: 9%, 26%, 37%, 13%, 15%

Jobs of the future

We were buzzing about the **interconnectedness** of **empathy**, **wellbeing**, **sustainability**, and **technology** in shaping future educational practices and roles. There was a **call for continuous improvement** and **adaptation** to **prepare learners for the evolving job market**.

> Yes, even though it is not my discipline, "health", but in the future this will be important.

> Ultimately, shows that we need to be aware of ever changing roles and opportunities

> I am always trying to figure things out and [have] continuous improvement

> Yes, there is going to need a combination of competencies and discipline knowledge in the dynamic contexts

The change we want to see

These strategies we outlined in this activity aim to shape a learning environment that is **engaging**, **empowering**, and **transformative**. By centering **critical thinking**, **emotional engagement**, and **proactive learning**, they invite learners to **think deeply**, **feel fully**, and **act with purpose**. This approach inspires growth, builds confidence, and prepares us to thrive in a world that's constantly evolving.

Game of Assumptions

Exploring **sustainability** and **profitability** becomes more meaningful through **diverse perspectives** and **critical thinking**. By engaging with a range of viewpoints, we begin to see the **complexities**, **tensions**, and **possibilities** within these interconnected ideas—deepening our understanding and expanding our capacity to lead with insight and intention.

Connect-Explore-Transform

By integrating these strategies, educators can support students in **connecting** with, **exploring**, and **transforming** their understanding of the world. This approach not only **enhances learning outcomes** but also **empowers students to take ownership of their educational journey**.
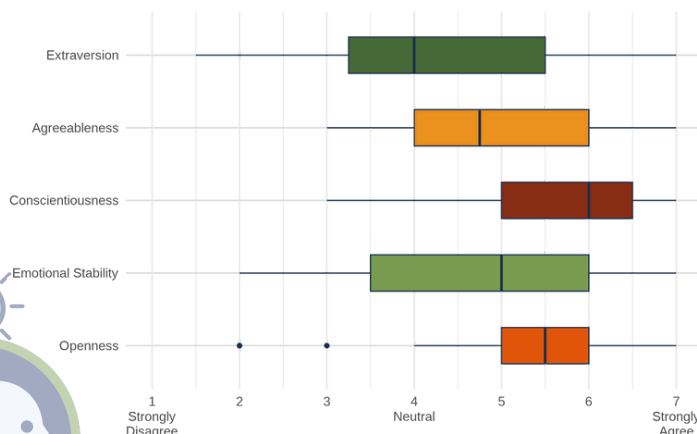
Connect: Getting students to start with their experiences of a phenomenon, before then facilitating the theoretical/conceptual exploration of it

Explore: Allowing students to personalize a project or make a decision around it

Transform: Encouraging them to take small action to see small changes, as each change is a transformation
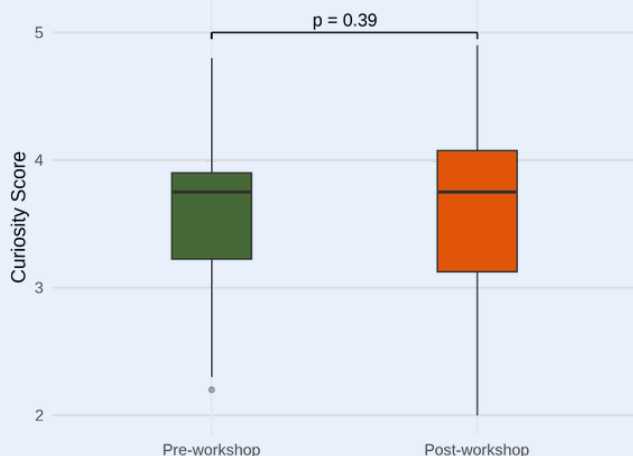
How do we see ourselves?

When it came to personality, our participants revealed a wide range of strengths and styles. **Conscientiousness** (average = 5.70) and **openness** (average = 5.55) stood out, reflecting a group that values curiosity, thoughtfulness, and follow-through. **Emotional stability** and **agreeableness** followed closely, suggesting a generally empathetic and grounded community. **Extraversion** (average = 4.33) showed the most variation —some energized by interaction, others more reflective. Across the board, the diversity of responses reminded us that every voice adds something valuable.

Steady, quiet curiosity

Curiosity played a **steady role** in our workshop journey. While the **average curiosity score** remained nearly **unchanged**—from 3.58 to 3.61—this stability tells its own story. The *p*-value (0.39) and effect size (*d* = 0.04) suggest no measurable shift, reminding us that **not all growth is immediate or easily quantified**. Technical challenges may have limited participants' ability to fully engage with the workshop.

Still, the consistency across participants reflects a **shared baseline of interest and openness**—solid ground on which deeper curiosity can continue to grow. Sometimes, it's not about sparking something new, but nurturing what's already there.

Curiosity before and after the workshop
Scores range from 1 (strongly disagree) to 7 (strongly agree)

p = 0.39

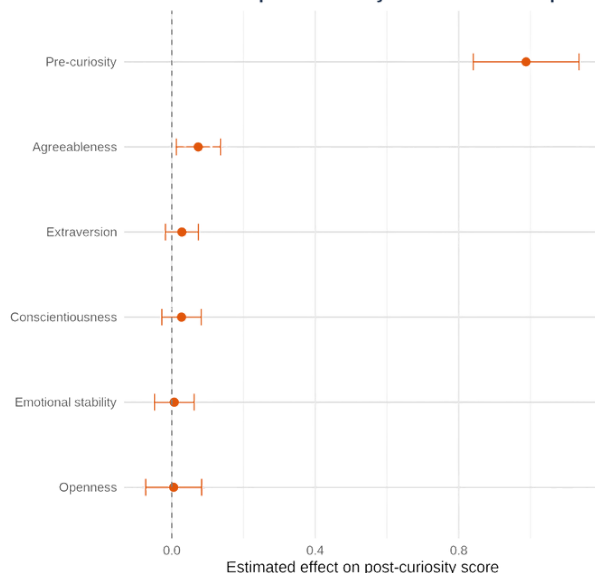# What influenced curiosity at the end of the workshop?

To understand what might shape curiosity after the workshop, we looked at participants' personality traits.

- Unsurprisingly, those who **started out more curious** tended to **stay that way**—pre-workshop curiosity was by far the strongest predictor.
- One trait stood out: those who were **more agreeable** showed a small but noticeable increase in curiosity after the workshop.
- Other traits like extraversion, conscientiousness, emotional stability, and openness did not show strong effects in this model.

An **agreeable** personality, reflected in a readiness to engage with others and embrace diverse ideas, is closely linked to growth in **curiosity**.

Which traits explain curiosity after the workshop?

Note: lines that do not cross zero show clearer results.