



# 6th Philosophy at Play Conference

## Postcolonial Approaches to Play Theories and Practices

3-5 June 2024

**COMPLUTENSE UNIVERSITY OF MADRID**

*Faculty of Education*

Spain

### ORGANISING COMMITTEE

Gonzalo Jover  
*Complutense University of Madrid*

Laura Camas  
*Complutense University of Madrid*

Prado Martín-Ondarza  
*Complutense University of Madrid*

Silvia Sánchez-Serrano  
*Complutense University of Madrid*

Víctor León  
*Complutense University of Madrid*

### ACADEMIC COMMITTEE

Beck Pitt  
*The Open University (UK)*

Jeff Fry  
*Ball State University (USA)*

Malcolm MacLean  
*University of Wales Trinity Saint David (UK);  
University of Queensland (AU)*

Núria S. Miras-Boronat  
*Universitat de Barcelona (ES)*

Mechtild Nagel,  
*State University of New York College at Cortland  
(USA)*

Wendy Russell  
*University of Gloucestershire (UK)*



INSTITUTO SUPERIOR MADRILEÑO  
DE INNOVACIÓN EDUCATIVA

## CONTENS

WELCOME .....	3
ON THE HISTORY OF OUR FACULTY .....	5
DEAN'S WELCOME .....	6
WIFI ACCESS .....	7
DIFFERENT TYPES OF SESSIONS IN PAPC.....	9
CONFERENCE EXTRA (fringe events) .....	10
Programme – MONDAY 3 JUNE 2024 .....	11
Programme – TUESDAY 4 JUNE 2024.....	12
Programme – wednesday 5 JUNE 2024 .....	13
KEYNOTE SPEAKERS.....	14
Dr. Aaron Trammell.....	14
Dr. Núria Sara Miras-Boronat.....	15
Dr. Martini Miller-Pānapa .....	16
LIST OF PAPERS AND WORKSHOPS BY AUTHOR .....	17
Abstracts.....	19
Notes .....	45
Notes .....	46
Notes .....	47
Notes .....	48
Fringe Events .....	49
Word Search.....	50
An artist's impression.....	51
Big word bingo .....	52

## WELCOME

A warm welcome to you from The Complutense University of Madrid!

This is our sixth Philosophy at Play conference. We are anticipating three full days of philosophical enquiry, playfulness and wonder; new relationships being formed and old ones strengthened; and lots of fun and hard thinking. Through drawing together researchers, scholars and practitioners from a variety of disciplines and traditions we will undoubtedly create new combinations and connections, and new insights into the complexities of play and games in all of their forms.

This year's conference includes a wide range of philosophical and educational scholarship that reaches far beyond the narrower set of topics suggested by the theme. It is exciting to be able to welcome delegates from many parts of the world: Aotearoa New Zealand, Australia, Brazil, Canada, Honduras, Japan, Kenya, Nigeria, South Africa, United Kingdom, USA Venezuela, and many European countries (Republic of Ireland, Germany, Netherlands, Greece, Finland, Sweden, and Spain). We are certain that you will find sessions that advance and stretch your thinking!

Considering the topic that brings us together here, and the hosting country, two languages have been established as accepted languages in this meeting: English and Spanish. Also, although the main conference language is English, please remember that for more than half the delegates, English is not their first language and they will be working hard to listen and contribute - we encourage you to write in your name badges the languages you know!. We hope you will all be very comfortable during your stay with us in Madrid and enjoy the diverse discussions and debates that will undoubtedly take place.

### Conference theme

For some time, we have been discussing questions of power and marginalization and of a relative absence to date in the Philosophy at Play conferences regarding the philosophical perspectives of the disempowered. This Conference therefore aims to offer a space for dialogue around and across relations of oppression, marginalization and erasure that we hope can get us beyond the dangers of appropriation and exploitation. We hope this conference can be the beginning of a process to change this. Although there has been some engagement with majority world philosophical perspectives and with critiques of exclusionary practices, notions both of play and of its philosophical understanding remain contained within minority world approaches. We are alert to the risks of appropriation and extraction and therefore to the need for philosophical and scholarly humility in these discussions. In recognition of this, we also hope to create a safe space for open and constructive dialogue that can help bring about change.

We invite participants to collectively discuss these thought-provoking questions:

- To what extent and in what ways have hierarchies of dominance shaped hegemonic philosophies of play and playfulness?
- To what extent and in what ways has the power of legitimation claimed by and granted to hegemonic institutions and scholarship influenced the adoption/adaptation/rejection of dominant philosophies of play and playfulness by the oppressed/erased/marginalized?
- Have there historically been resistance and counterculture movements that have rejected and denounced this bias?
- Has research in recent decades moved towards the decolonization of play?

- Has there been any space or literature from which the marginalized and excluded have offered alternative notions of play?
- What characterizes the colonizer and the oppressed in a playful situation? Is it possible to be oppressor and oppressed at the same time in the play?
- In the case of assuming the thesis on the need to decolonize play studies, what does it mean and what implications does it have? There is a tension over who has the legitimacy and validity to decolonize play. Is it possible to contribute to the decolonization of play studies in philosophical perspective from our deconstructed position of privileged and dominant? And, if so, in what way or to what extent can we support and contribute to decolonizing theses on play?

We hope to continue the conversations and discussions from this week on X. Delegates are encouraged to follow the @philosophyplay account, and include the hashtag #philatplay24 in their messages. Some sections of the event will be video recorded and will be accessible to our staff and students. We will also be taking photographs. If you do not want to be photographed, please contact one of the conference organisers.

#### **A note about refreshments**

As you know, this conference is not sponsored and is financed exclusively by registration fees. 80% of the budget has been earmarked to subsidise travel, accommodation and keynotes. For this reason, only some refreshments could be provided free of charge. The conference programme specifies when refreshment and lunch breaks will take place. When "Coffee break" is listed, it means that the coffee and other hot drinks will be provided by the conference funds. If only "Break" or "Play break" is indicated, it means a break without provided refreshments. However, the faculty has its own cafeteria and vending machines where you can buy drinks, food and snacks. The cafeteria is located on the ground floor of the faculty.

If you require any assistance or have any questions about the programme or the venue, please speak to one of the organising team at the registration/help desk.

Yours playfully,

Academic and Organising Committees

\* \* \*

Finally, the Philosophy at Play conference has been planned and organised by the Faculty of Education at the Complutense University of Madrid (UCM by their Spanish abbreviation) and our esteemed colleagues on the academic committee. Our thanks also go to all of the conference contributors and our colleagues across the University who have supported us in planning and running the event.

**For further information, please contact us at: [philplay@ucm.es](mailto:philplay@ucm.es)**

Join us on Facebook at <https://www.facebook.com/groups/philosophyatplay/>

Follow up on X (was Twitter) at Philosophy at Play @philosophyplay

## ON THE HISTORY OF OUR FACULTY

The Complutense University of Madrid is a public research university located in Madrid. Founded in Alcalá in 1293 (before relocating to Madrid in 1836), it is one of the oldest operating universities in the world. It enrolls over 86,000 students, making it the eighth largest non-distance European university by enrollment. Currently, the Complutense University is the largest university in Spain. UCM is a public university with more than 6,000 professors covering the fields of Arts and Humanities, Sciences, Health Sciences, Social and Legal Sciences and Engineering. The university currently offers nearly 80 possible majors, 230 individual degrees, and 221 doctorate programs. The university has over 30 libraries, with over 2 million works in print, a particularly rich archive of over 90,000 historical documents, and one of the most extensive film collections in Europe.



Our faculty is a space steeped in history where different initiatives and educational projects have been carried out for more than ninety years. During its history, the faculty building has been home to orphaned children during the second Spanish republic, a training centre for women in nursing and education during the dictatorship and finally a faculty of education where various degrees are taught to the present day ranging from Pedagogy, Early Childhood and Primary Education, Social Education plus double degrees and postgraduate courses. The Faculty of Education of the UCM is one of the faculties that receives the most students in our university. Currently, there are around 6000 students studying in the faculty. A more detailed exhibition on the history of the building can be found in the hall on the first floor of the building. The exhibition includes original photographs and material from the archives of the Complutense University of Madrid. If you are interested in finding out more about the history of the building, do not hesitate to consult our conference staff.



## DEAN'S WELCOME

Dr. Gonzalo Jover

Dean of the Faculty and *Philosophy at Play Conference Team*



Dear Delegates,

As Dean of the Faculty of Education at the Complutense University of Madrid, it is my honour to welcome you to the 6th Philosophy at Play Conference: Postcolonial Approaches to Play Theories and Practices. I wish to extend my gratitude to the promoters for entrusting us with the organization of this significant event. I also want to thank the organizing team comprised of Professors Silvia Martínez, Silvia Sánchez, Prado Martín-Ondarza, and Víctor Leon, with special thanks to our Coordinator, Professor Laura Camas.

This Conference aims to provide a space for dialogue around and across relations of oppression, marginalization, and erasure. We hope this will help us move beyond the dangers of appropriation and exploitation. The central question we pose at this conference is: To what extent and in what ways have hierarchies of dominance shaped hegemonic philosophies of play and playfulness? We hope this space will be enriching enough to help us seek perspectives that deepen our understanding of social realities.

In addition to the traditional academic discussion spaces, the organizing team has aimed to create playful spaces where participants can interact in a more light-hearted manner. At the end of your printed programme, you will find some games that you can play during the conference. The conference schedule also includes collective games, which we encourage you to participate in.

Last but not least, alongside the conference, we have organized an exhibition titled "La imaginación en juego" -"Imagination at Play,"- featuring antique Spanish toys from the late 19th and early 20th centuries. This exhibition, made possible with the collaboration of the Madrid Higher Institute of Educational Innovation, echoes the works of Walter Benjamin: "A child wants to pull something, and so he becomes a horse; he wants to play with sand, and so he turns into a baker; he wants to hide, and so he turns into a robber or a policeman."

Finally, we extend our heartfelt gratitude to the Observatorio del Juego Infantil -Spanish Children's Play Observatory- for their invaluable support. Their contributions have been instrumental in the successful organization of this conference.

We thank you for your visit and hope you have an enjoyable stay in Madrid and at our University.

Sincerely yours,

## WIFI ACCESS



The Complutense University of Madrid (UCM by their Spanish abbreviation) is a member of the JANET Roaming Service (JRS) which provides the international roaming service eduroam (<https://eduroam.org/>). All users must abide by the terms of the JANET Roaming Policy and the University Acceptable Network Usage Policy (<https://ssii.ucm.es/eduroam>).

Access to this wireless network is available to those:

- UCM users who have an institutional email account for PAS, PDI or Students. It is important to remember that the full email address must be used as the user code.
- Visitors from other JRS member institutions can access eduroam using their usual login details.
- Other visitors have an open UCM network. Please consult one of our congress staff to facilitate internet access.



Don't forget to post on X, using the hashtag #philatplay24 and follow us @philosophyplay !

## WHERE TO EAT



See the MAP section (last page of the programme) in order to locate easily places where to eat and their price!

## DIFFERENT TYPES OF SESSIONS IN PAPC

There are several different types of sessions on the PAPC programme:

- **Keynote Speech:** These are guest lectures invited by the academic committee. They consist of a lecture of about one hour with half an hour of open questions to PAPC participants.
- **Regular Paper:** These are 20-minute presentations that follow a more academic format. They have been organised by themes that could invite conversations in similar directions. Each paper is given 5-10 minutes for discussion.
- **No Paper:** These are 20-minute oral communications that do not necessarily follow an academic format. They have been organised by themes that could invite conversations in similar directions. Each paper is given 5-10 minutes for discussion.
- **Workshops:** These sessions are interactive and playful, where participants can think together about a specific topic. They are led by a facilitator.
- **Panel:** These are 90-minute sessions on a specific topic, with between 2 and 3 speakers. The time distribution is usually 1h of presentation by the panel together with about 30 minutes of discussion, approximately 10-15 minutes perspeaker.
- **Plenary sessions:** The aim of these sessions is to carry out an exercise of collective reflection that will help us to continue thinking about the subject that brings us together, both at conference and beyond. For the plenary session on Tuesday afternoon, we will be asking what themes and issues have been coming up for you and what you would like to see explored further. There will be a box in \*\*\*\* for you to post your thoughts. Please do this by the end of lunchtime on Tuesday, so we have some time to organise your feedback). For the final conference plenary session, we will again discuss what the next steps might be for future work on decolonizing play scholarship and practice, as well as opening a discussion on hosting the 7th Philosophy at Play conference in 2026.

## CONFERENCE EXTRAS (FRINGE EVENTS)

**Throughout** the conference, the cafeteria and the cafeteria patio will be a general social space where refreshments will be available. For the coffees included in the conference, the first floor hall (where the main conference rooms are located) will be available for coffee breaks.

### **Rest room**

Room 1525 (Main Hall on the first floor) has been set up for delegates who wish to take a break during the congress. Please feel free to use the room. The room will remain open and unsupervised, so please do not leave your personal belongings there.

### **Special temporary exhibition: "La imaginación en juego" - "Imagination at Play,"**

This exhibition features antique Spanish toys from the late 19th and early 20th centuries. The collection has been temporarily loaned by the "Instituto Superior Madrileño de Innovación Educativa" (ISMIE) especially for the conference. It echoes the works of Walter Benjamin: "A child wants to pull something, and so he becomes a horse; he wants to play with sand, and so he turns into a baker; he wants to hide, and so he turns into a robber or a policeman". The exhibition will be located in the Rafael Carballo Room on the second floor (the green room opposite the reception room). Feel free to have a look during the coffee breaks or at some point during the conference.

**PROGRAMME – MONDAY 3 JUNE 2024**

Monday, June 3			
8:30 - 9:30	<i>Registration</i> <i>Room: Sala Rafael Carballo (2<sup>nd</sup> floor)</i>		
9:30 – 10:30	<b>Welcome session</b> Gonzalo Jover, <i>Dean of the Faculty of Education</i> Malcolm MacLean, <i>Philosophy at Play Conference Team</i> <i>Room: Sala de conferencias (2<sup>nd</sup> floor)</i>		
10:30 – 11:30	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #ffffcc; width: 50%; vertical-align: top;"> <b>Parallel session 1</b>  <b>Decoloniality and care</b>  <i>The Epimethean Dimension of Play: an Analysis from a Decolonial Perspective</i>, Jon Igelmo Zaldívar and Patricia Quiroga Uceda   <i>Decolonizing Play and Creating a Culture of Care</i>, Margaret Gichuru, Mechthild Nagel and Tracy Hudson                       Chair: Laura Camas  <i>Room: Hiperaula H1 (2<sup>nd</sup> floor)</i> </td> <td style="background-color: #ffffcc; width: 50%; vertical-align: top;"> <b>Parallel session 2</b>  <b>El juego y sus ambivalencias</b>  <i>Las cosas que no se tocan</i>, Daniel R. Esparza and Oswaldo Marchionda   <i>Jugando con el pensamiento crítico y el ‘epistemocentrismo’: ¿cómo evitar posibles trampas?</i>, Paloma Castillo                       Chair: Silvia Sánchez  <i>Room: Hiperaula H2 (2<sup>nd</sup> floor)</i> </td> </tr> </table>	<b>Parallel session 1</b> <b>Decoloniality and care</b> <i>The Epimethean Dimension of Play: an Analysis from a Decolonial Perspective</i> , Jon Igelmo Zaldívar and Patricia Quiroga Uceda  <i>Decolonizing Play and Creating a Culture of Care</i> , Margaret Gichuru, Mechthild Nagel and Tracy Hudson  Chair: Laura Camas <i>Room: Hiperaula H1 (2<sup>nd</sup> floor)</i>	<b>Parallel session 2</b> <b>El juego y sus ambivalencias</b> <i>Las cosas que no se tocan</i> , Daniel R. Esparza and Oswaldo Marchionda  <i>Jugando con el pensamiento crítico y el ‘epistemocentrismo’: ¿cómo evitar posibles trampas?</i> , Paloma Castillo  Chair: Silvia Sánchez <i>Room: Hiperaula H2 (2<sup>nd</sup> floor)</i>
<b>Parallel session 1</b> <b>Decoloniality and care</b> <i>The Epimethean Dimension of Play: an Analysis from a Decolonial Perspective</i> , Jon Igelmo Zaldívar and Patricia Quiroga Uceda  <i>Decolonizing Play and Creating a Culture of Care</i> , Margaret Gichuru, Mechthild Nagel and Tracy Hudson  Chair: Laura Camas <i>Room: Hiperaula H1 (2<sup>nd</sup> floor)</i>	<b>Parallel session 2</b> <b>El juego y sus ambivalencias</b> <i>Las cosas que no se tocan</i> , Daniel R. Esparza and Oswaldo Marchionda  <i>Jugando con el pensamiento crítico y el ‘epistemocentrismo’: ¿cómo evitar posibles trampas?</i> , Paloma Castillo  Chair: Silvia Sánchez <i>Room: Hiperaula H2 (2<sup>nd</sup> floor)</i>		
11:30- 11:50	<i>COFFEE BREAK (Second Floor Hall)</i>		
11:50 - 13:10	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #ffe4c4; width: 50%; vertical-align: top;"> <b>Workshop 1</b>  <i>Duchamp’s Suitcase and the Philosophy of Mimesis</i>, Imara Felkers   <i>Room: Hiperaula H1(2<sup>nd</sup> floor)</i> </td> <td style="background-color: #d8bfd8; width: 50%; vertical-align: top;"> <b>Panel</b>  <i>Exploring Radical Play: An Inquiry into Resistance, Liberation, and Necessity</i>                      Haeny Yoon, Lalitha Vasudevan, Lucius Von Joo                      Chair: Laura Camas  <i>Room Hiperaula H2(2<sup>nd</sup> floor)</i> </td> </tr> </table>	<b>Workshop 1</b> <i>Duchamp’s Suitcase and the Philosophy of Mimesis</i> , Imara Felkers  <i>Room: Hiperaula H1(2<sup>nd</sup> floor)</i>	<b>Panel</b> <i>Exploring Radical Play: An Inquiry into Resistance, Liberation, and Necessity</i> Haeny Yoon, Lalitha Vasudevan, Lucius Von Joo Chair: Laura Camas <i>Room Hiperaula H2(2<sup>nd</sup> floor)</i>
<b>Workshop 1</b> <i>Duchamp’s Suitcase and the Philosophy of Mimesis</i> , Imara Felkers  <i>Room: Hiperaula H1(2<sup>nd</sup> floor)</i>	<b>Panel</b> <i>Exploring Radical Play: An Inquiry into Resistance, Liberation, and Necessity</i> Haeny Yoon, Lalitha Vasudevan, Lucius Von Joo Chair: Laura Camas <i>Room Hiperaula H2(2<sup>nd</sup> floor)</i>		
13:10 – 14:25	<i>LUNCH (available for purchase in the cafeteria)</i>		
14:30 – 16:00	<b>Keynote session</b> <b><i>Repairing Play: A Critical Playlist</i></b> Aaron Trammell   Chair: Wendy Russell (this keynote will be delivered online) <i>Room: Sala de conferencias (2<sup>nd</sup> floor)</i>		
16:00 – 16:20	<i>PLAY BREAK (refreshments available for purchase in the cafeteria)</i>		
16:20 – 17:20	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #ffffcc; width: 50%; vertical-align: top;"> <b>Parallel Session 3</b>  <b>Games and postdigital play</b>  <i>‘I feel free and strong’: Exploring Early Girlhood Experiences of Playing Console Games in China</i>, Yunfei Li   <i>Postdigital Play and Global Education</i>, Karin Murriss                       Chair: Malcolm MacLean  <i>Room Hiperaula H1(2<sup>nd</sup> floor)</i> </td> <td style="background-color: #ffffcc; width: 50%; vertical-align: top;"> <b>Parallel session 4</b>  <b>Childhood and play</b>  <i>Decolonizing Early Childhood Play Pedagogies: Animating Playful Ontologies</i>, Jane Hewes and Pam Whitty   <i>Diversity in Unity: Nurturing De/colonial Habits in Play through Froebelian Pedagogies</i>, Shaddai Tembo and Simon Bateson                       Chair: Beatriz Galvez  <i>Room Hiperaula H2(2<sup>nd</sup> floor)</i> </td> </tr> </table>	<b>Parallel Session 3</b> <b>Games and postdigital play</b> <i>‘I feel free and strong’: Exploring Early Girlhood Experiences of Playing Console Games in China</i> , Yunfei Li  <i>Postdigital Play and Global Education</i> , Karin Murriss  Chair: Malcolm MacLean <i>Room Hiperaula H1(2<sup>nd</sup> floor)</i>	<b>Parallel session 4</b> <b>Childhood and play</b> <i>Decolonizing Early Childhood Play Pedagogies: Animating Playful Ontologies</i> , Jane Hewes and Pam Whitty  <i>Diversity in Unity: Nurturing De/colonial Habits in Play through Froebelian Pedagogies</i> , Shaddai Tembo and Simon Bateson  Chair: Beatriz Galvez <i>Room Hiperaula H2(2<sup>nd</sup> floor)</i>
<b>Parallel Session 3</b> <b>Games and postdigital play</b> <i>‘I feel free and strong’: Exploring Early Girlhood Experiences of Playing Console Games in China</i> , Yunfei Li  <i>Postdigital Play and Global Education</i> , Karin Murriss  Chair: Malcolm MacLean <i>Room Hiperaula H1(2<sup>nd</sup> floor)</i>	<b>Parallel session 4</b> <b>Childhood and play</b> <i>Decolonizing Early Childhood Play Pedagogies: Animating Playful Ontologies</i> , Jane Hewes and Pam Whitty  <i>Diversity in Unity: Nurturing De/colonial Habits in Play through Froebelian Pedagogies</i> , Shaddai Tembo and Simon Bateson  Chair: Beatriz Galvez <i>Room Hiperaula H2(2<sup>nd</sup> floor)</i>		
17:30	Close		

PROGRAMME – TUESDAY 4 JUNE 2024

Tuesday, June 4			
9:00 - 10:30	<b>Keynote session</b> <i>Privilege Walk: An Educational Tool to Address Racism, Sexism and Ableism in the Classroom</i> Núria S. Miras-Boronat   Chair: Laura Camas   Room: Sala de conferencias (2 <sup>nd</sup> floor)		
10:30 – 11:30	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Parallel session 5</b>  <b>Plurality and Inclusivity in making play spaces</b>  <i>“Everyone plays different here”: Plural Ways of Playing in a Forgotten community</i>, Silvia Veiga-Seijo, Jeanne Jackson and Sarah Kantartzis   <i>Reimagining the Cost of Play: An Analysis of Adventure Playgrounds as Making Spaces</i>, Lucius Von Joo                       Chair: Wendy Russell                      Room Hiperaula H1(2<sup>nd</sup> floor)                 </td> <td style="width: 50%; vertical-align: top;"> <b>Parallel session 6</b>  <b>Literature and drama</b>  <i>Korona-ere: A Dramatic Play of Colonizer and The Oppressed Child</i>, Faith Ibarakumo   <i>Postcolonial Reading Inside “I’m a Cat” of Natsume Souseki</i>, Héctor Uclés*   <i>Examining Child-DJs’ Play(giarism) in Child-Radio Productions</i>                      Cassie J. Brownell                       Chair: Vannesa Hortal de Lucas                      Room Hiperaula H2(2<sup>nd</sup> floor)                      *Online presentation                 </td> </tr> </table>	<b>Parallel session 5</b> <b>Plurality and Inclusivity in making play spaces</b> <i>“Everyone plays different here”: Plural Ways of Playing in a Forgotten community</i> , Silvia Veiga-Seijo, Jeanne Jackson and Sarah Kantartzis  <i>Reimagining the Cost of Play: An Analysis of Adventure Playgrounds as Making Spaces</i> , Lucius Von Joo  Chair: Wendy Russell Room Hiperaula H1(2 <sup>nd</sup> floor)	<b>Parallel session 6</b> <b>Literature and drama</b> <i>Korona-ere: A Dramatic Play of Colonizer and The Oppressed Child</i> , Faith Ibarakumo  <i>Postcolonial Reading Inside “I’m a Cat” of Natsume Souseki</i> , Héctor Uclés*  <i>Examining Child-DJs’ Play(giarism) in Child-Radio Productions</i> Cassie J. Brownell  Chair: Vannesa Hortal de Lucas Room Hiperaula H2(2 <sup>nd</sup> floor) *Online presentation
<b>Parallel session 5</b> <b>Plurality and Inclusivity in making play spaces</b> <i>“Everyone plays different here”: Plural Ways of Playing in a Forgotten community</i> , Silvia Veiga-Seijo, Jeanne Jackson and Sarah Kantartzis  <i>Reimagining the Cost of Play: An Analysis of Adventure Playgrounds as Making Spaces</i> , Lucius Von Joo  Chair: Wendy Russell Room Hiperaula H1(2 <sup>nd</sup> floor)	<b>Parallel session 6</b> <b>Literature and drama</b> <i>Korona-ere: A Dramatic Play of Colonizer and The Oppressed Child</i> , Faith Ibarakumo  <i>Postcolonial Reading Inside “I’m a Cat” of Natsume Souseki</i> , Héctor Uclés*  <i>Examining Child-DJs’ Play(giarism) in Child-Radio Productions</i> Cassie J. Brownell  Chair: Vannesa Hortal de Lucas Room Hiperaula H2(2 <sup>nd</sup> floor) *Online presentation		
11: 30 – 11:45	COFFEE BREAK (Sencnd Floor Hall)		
11:45 - 13:15	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Parallel session 7</b>  <b>Challenges at the playground</b>  <i>The co-design of a decolonial play aesthetic</i>, Kitengela Kenya                      Marie Williams   <i>Challenging American homogenization processes through play: the case of Jane Addams and the Hull-House children</i>, Laura Camas   <i>Children, Culture and Identity Formation on an Inner-City Adventure Playground</i>, Libby Truscott                       Chair: Wendy Russell                      Room Hiperaula H1(2<sup>nd</sup> floor)                 </td> <td style="width: 50%; vertical-align: top;"> <b>Parallel session 8</b>  <b>Espacios de juego en perspectiva decolonial</b>  <i>Implicaciones del espacio y el cuerpo en la construcción de la identidad adolescente. Análisis interseccional del patio como lugar de aprendizaje</i>, Silvia Martínez, Cristina Guerrero y Beatriz Rada   <i>Ideología y (des)colonización de los parques infantiles</i>, Sabina Reyes de las Casas, Alejandra Pacheco-Costa y Concepción Torres Begines   <i>El mundo como terreno de juego: ¿dilema o desafío para la educación?</i>, Alicia García*                       Chair: Victor Leon                      Room Hiperaula H2(2<sup>nd</sup> floor)                      *Online presentation                 </td> </tr> </table>	<b>Parallel session 7</b> <b>Challenges at the playground</b> <i>The co-design of a decolonial play aesthetic</i> , Kitengela Kenya Marie Williams  <i>Challenging American homogenization processes through play: the case of Jane Addams and the Hull-House children</i> , Laura Camas  <i>Children, Culture and Identity Formation on an Inner-City Adventure Playground</i> , Libby Truscott  Chair: Wendy Russell Room Hiperaula H1(2 <sup>nd</sup> floor)	<b>Parallel session 8</b> <b>Espacios de juego en perspectiva decolonial</b> <i>Implicaciones del espacio y el cuerpo en la construcción de la identidad adolescente. Análisis interseccional del patio como lugar de aprendizaje</i> , Silvia Martínez, Cristina Guerrero y Beatriz Rada  <i>Ideología y (des)colonización de los parques infantiles</i> , Sabina Reyes de las Casas, Alejandra Pacheco-Costa y Concepción Torres Begines  <i>El mundo como terreno de juego: ¿dilema o desafío para la educación?</i> , Alicia García*  Chair: Victor Leon Room Hiperaula H2(2 <sup>nd</sup> floor) *Online presentation
<b>Parallel session 7</b> <b>Challenges at the playground</b> <i>The co-design of a decolonial play aesthetic</i> , Kitengela Kenya Marie Williams  <i>Challenging American homogenization processes through play: the case of Jane Addams and the Hull-House children</i> , Laura Camas  <i>Children, Culture and Identity Formation on an Inner-City Adventure Playground</i> , Libby Truscott  Chair: Wendy Russell Room Hiperaula H1(2 <sup>nd</sup> floor)	<b>Parallel session 8</b> <b>Espacios de juego en perspectiva decolonial</b> <i>Implicaciones del espacio y el cuerpo en la construcción de la identidad adolescente. Análisis interseccional del patio como lugar de aprendizaje</i> , Silvia Martínez, Cristina Guerrero y Beatriz Rada  <i>Ideología y (des)colonización de los parques infantiles</i> , Sabina Reyes de las Casas, Alejandra Pacheco-Costa y Concepción Torres Begines  <i>El mundo como terreno de juego: ¿dilema o desafío para la educación?</i> , Alicia García*  Chair: Victor Leon Room Hiperaula H2(2 <sup>nd</sup> floor) *Online presentation		
13:15 - 14:45	LUNCH (available for purchase in the cafeteria)		
14:45 – 16:15	<b>Workshop 2</b> <i>Laying a Path for Praxis</i> , Danielle Tulchinsky Room Hiperaula H1(2 <sup>nd</sup> floor)		
16:15 – 16:45	PLAY BREAK (refreshments available for purchase in the cafeteria)		

16:45 – 17:45	<b>Plenary session</b> <i>All PAPC participants – please make sure you have posted your thoughts on themes and issues arising from discussions so far in the box in room ****</i>
18:00	Close
20:00	<b>CONFERENCE DINNER</b>

**PROGRAMME – WEDNESDAY 5 JUNE 2024**

<b>Wednesday, June 5</b>			
9:30 – 11:00	<b>Keynote session</b> <i>The Trickster Archetype: Enabling Indigenous Play Restoration, Reclamation and Revitalisation in Aotearoa New Zealand</i> Martini Miller-Pānapa   Chair: Malcolm MacLean   Room: Sala de conferencias		
11:00 – 11:20	<b>COFFEE BREAK (Second Floor Hall)</b>		
11:20 - 12:50	<table border="1"> <tr> <td><b>Parallel session 9</b> <b>Transgression, transformation and play</b> <i>Opacity, Interiority, and Camp: Disruptive Pleasures of Pop Culture Play</i>, Whitney Blaisdell and Emily Ashton  <i>“Finding the play”- Decolonizing Play in the Postcolonial Island on Western Shore</i>, Michelle Bergin  <i>The Role of Occupational Therapy on Children’s Play in Playgrounds: Challenges and Opportunities</i>, Konstantinos Fragkotsinos and Aikaterini Katsiana  Chair: Jon Igelmo <i>Room Hiperaula H1(2<sup>nd</sup> floor)</i></td> <td><b>Workshop 3</b>  <i>Playwork: A counter culture movement or a continuation of Dominant Structures</i>, Libby Truscott  <i>Room Hiperaula H2(2<sup>nd</sup> floor)</i></td> </tr> </table>	<b>Parallel session 9</b> <b>Transgression, transformation and play</b> <i>Opacity, Interiority, and Camp: Disruptive Pleasures of Pop Culture Play</i> , Whitney Blaisdell and Emily Ashton  <i>“Finding the play”- Decolonizing Play in the Postcolonial Island on Western Shore</i> , Michelle Bergin  <i>The Role of Occupational Therapy on Children’s Play in Playgrounds: Challenges and Opportunities</i> , Konstantinos Fragkotsinos and Aikaterini Katsiana  Chair: Jon Igelmo <i>Room Hiperaula H1(2<sup>nd</sup> floor)</i>	<b>Workshop 3</b>  <i>Playwork: A counter culture movement or a continuation of Dominant Structures</i> , Libby Truscott  <i>Room Hiperaula H2(2<sup>nd</sup> floor)</i>
<b>Parallel session 9</b> <b>Transgression, transformation and play</b> <i>Opacity, Interiority, and Camp: Disruptive Pleasures of Pop Culture Play</i> , Whitney Blaisdell and Emily Ashton  <i>“Finding the play”- Decolonizing Play in the Postcolonial Island on Western Shore</i> , Michelle Bergin  <i>The Role of Occupational Therapy on Children’s Play in Playgrounds: Challenges and Opportunities</i> , Konstantinos Fragkotsinos and Aikaterini Katsiana  Chair: Jon Igelmo <i>Room Hiperaula H1(2<sup>nd</sup> floor)</i>	<b>Workshop 3</b>  <i>Playwork: A counter culture movement or a continuation of Dominant Structures</i> , Libby Truscott  <i>Room Hiperaula H2(2<sup>nd</sup> floor)</i>		
12:50 - 14:00	<b>LUNCH (available for purchase in the cafeteria)</b>		
14:00 – 15:30	<table border="1"> <tr> <td><b>Workshop 4</b> <i>Dilemmas as Play - Environment/Migration in a Global Perspective</i>, André Baier  <i>Room Hiperaula H1(2<sup>nd</sup> floor)</i></td> <td><b>Panel</b> <i>Mesa redonda del Observatorio del juego infantil</i>, Maite Francés, José Luis Linaza, Silvia Sánchez, Prado Martín-Ondarza, Victor León y Laura Camas  <i>Room Hiperaula H2(2<sup>nd</sup> floor)</i></td> </tr> </table>	<b>Workshop 4</b> <i>Dilemmas as Play - Environment/Migration in a Global Perspective</i> , André Baier  <i>Room Hiperaula H1(2<sup>nd</sup> floor)</i>	<b>Panel</b> <i>Mesa redonda del Observatorio del juego infantil</i> , Maite Francés, José Luis Linaza, Silvia Sánchez, Prado Martín-Ondarza, Victor León y Laura Camas  <i>Room Hiperaula H2(2<sup>nd</sup> floor)</i>
<b>Workshop 4</b> <i>Dilemmas as Play - Environment/Migration in a Global Perspective</i> , André Baier  <i>Room Hiperaula H1(2<sup>nd</sup> floor)</i>	<b>Panel</b> <i>Mesa redonda del Observatorio del juego infantil</i> , Maite Francés, José Luis Linaza, Silvia Sánchez, Prado Martín-Ondarza, Victor León y Laura Camas  <i>Room Hiperaula H2(2<sup>nd</sup> floor)</i>		
15:30 – 16:00	<b>PLAY BREAK (refreshments available for purchase in the cafeteria)</b>		
16:00 – 17:00	<table border="1"> <tr> <td><b>Plenary session</b> <i>All PAPC participants: taking the work forward and plans for PAPC 2026</i></td> </tr> <tr> <td><b>Closing ceremony</b> <i>Philosophy at Play Conference Team</i></td> </tr> </table>	<b>Plenary session</b> <i>All PAPC participants: taking the work forward and plans for PAPC 2026</i>	<b>Closing ceremony</b> <i>Philosophy at Play Conference Team</i>
<b>Plenary session</b> <i>All PAPC participants: taking the work forward and plans for PAPC 2026</i>			
<b>Closing ceremony</b> <i>Philosophy at Play Conference Team</i>			

## KEYNOTE SPEAKERS

DR. AARON TRAMMELL

### *Repairing Play: A Critical Playlist*

I will present a number of readings from *Repairing Play* as juxtaposed against music from the book. My intent with this performance will be to draw attention to how the topics covered in *Repairing Play* have been discussed long before the book's publication within the black community through sound and music as art. Just as *Repairing Play* aims to unsettle centuries of discourse around play as it has been theorized within the European tradition, this presentation aims to reify the validity of alternative forms of knowledge and also draw attention to the importance of dance, performance, and song as it relates to play beyond games.

Aaron Trammell is an Associate Professor of Informatics at UC Irvine. He is interested in how tabletop games further values of white privilege and hegemonic masculinity in geek culture. He is the Editor-in-Chief of the journal *Analog Game Studies*, Multimedia Editor at *Sounding Out!* and the co-editor for the *Tabletop Gaming* series at University of Michigan Press. He has two published books and a third that is in press *Repairing Play* (2023 MIT Press) is a theory of play that centers BIPOC people and *The Privilege of Play* (2023 NYU Press) is a history of games and race in the 20th Century. His third book is called *Designing Dragons: Quantifying Fantasy in Dungeons & Dragons*, it will be available late 2025 on Duke University Press.



*Privilege Walk: An Educational Tool to Address Racism, Sexism and Ableism in the Classroom*

"Privilege walk" is a group dynamics designed by Peggy MacIntosh to address racism in the classroom. Its underlying assumptions are: (a) that privilege and oppression are relational and context-dependent phenomena; (b) that the privileged are reluctant to accept their social advantage because it has been internalized as normal and natural. It is crucial to address privilege as an "invisible backpack" and to discuss meritocracy in the classroom to take into account how our students' lives are crossed by different axes of discrimination. The group dynamics may give rise to some extreme feelings and criticisms: some guidance is also provided in order to use this tool adequately.

**Núria Sara Miras Boronat** is an Associate Professor in Moral and Political Philosophy at the University of Barcelona. Her research interests focus on feminism, pragmatism, and contemporary theories of injustice and oppression.

She has published on play, games, phenomenology, and hermeneutics. She has written and published essays in several volumes on the philosophy of play, such as: "Eugen Fink's phenomenology and ontology of play and its relation to Hans-Georg Gadamer hermeneutics" (in *Phenomenology of Play: Introduction to Eugen Phink*, edited by Steven Sakland for Bloomsbury, 2004), "Jane Addams on Play, Education and Ethical Teaching" (in *The Oxford Handbook of Jane Addams*, edited by Patricia Shield, Maurice Hamington and Joseph Soethers for Oxford University Press, 2023) or "Playing Your Self: Modern Rhetorics of Play and Subjectivity" (in *Philosophy of Play as Life* edited by Emily Ryall, Malcolm MacLeand and Wendy Russell for Routledge, 2018). Her most recent book is *Filòsofes de la contemporaneïtat* (*Women Philosophers for Our Times*, 2023).



*The Trickster Archetype: Enabling Indigenous Play Restoration, Reclamation and Revitalisation in Aotearoa New Zealand*

This presentation explores how tākaro Māori (indigenous play) in Aotearoa (New Zealand), viewed through a Kaupapa Māori lens (principles-based Māori approach) and critical theory, is being revitalised, restored, and reclaimed.

This presentation is centred on indigenous perspectives and champions the self-legitimizing nature of indigenous knowledge. It discusses the historical and cultural context of Aotearoa to understand the resurgence of Māori play within a government framework, through Sport New Zealand Ihi Aotearoa.

Presented by the lead of Sport New Zealand's 'Local Play Workforce Project: Tākaro Māori', the presentation acknowledges the indigenous influence on Sport New Zealand's innovative bi-cultural play approach. Focusing on using pūrākau (traditional cultural narratives), particularly those involving the trickster and mythical being, Māui, to connect the past, present, and future of the revitalisation of Tākaro Māori

**Martini Miller-Pānapa.** Kia ora (hello), my name is Martini Miller-Pānapa and I am a tangata whenua (indigenous) academic living in Aotearoa New Zealand. I am currently working within the New Zealand government in the Tākaro Māori (traditional Māori play) space through Sport New Zealand. Prior to this I was working in rights advocacy at our National Human Rights Institution for Children's Rights. I have a Masters in Childhood Studies and Children's Rights with a special interest in indigenous constructions of rights and decolonising methodologies. In addition to this I am a long-time practitioner of Parkour (having been actively involved in the development of our national community for over 15 years) and am the Australasian representative for global sporting phenomenon World Chase Tag. But most importantly I am the father of a beautiful, inquisitive and mischievous three-year-old daughter.



## LIST OF PAPERS AND WORKSHOPS BY AUTHOR

	<b>Author</b>	<b>Title</b>
1	André Baier	<i>Dilemmas as Play - Environment/Migration in a Global Perspective</i>
2	Michelle Bergin	<i>"Finding the play"- Decolonizing play in the postcolonial island on Western shores</i>
3	Whitney Blaisdell and Emily Ashton	<i>Opacity, Interiority, and Camp: Disruptive Pleasures of Pop Culture Play</i>
4	Cassie Brownell	<i>Examining Child-DJs' Play(giarism) in Child-Radio Productions</i>
5	Laura Camas	<i>Challenging American homogenization processes through play: the case of Jane Addams and the Hull-House children</i>
6	Paloma Castillo Labrada	<i>Jugando con el pensamiento crítico y el 'epistemocentrismo': ¿cómo evitar posibles trampas?</i>
7	Daniel R. Esparza and Oswaldo Marchionda	<i>Las cosas no se tocan</i>
8	Imara Felkers	<i>Duchamp's Suitcase and the Philosophy of Mimesis</i>
9	Konstantinos Fragkotsinos and Aikaterini Katsiana	<i>The role of occupational therapy on children's play in playgrounds: challenges and opportunities</i>
10	Alicia García	<i>El mundo como terreno de juego: ¿dilema o desafío para la educación?</i>
11	Margaret Gichuru, Mechthild Nagel and Tracy Hudson	<i>Decolonizing Play and Creating a Culture of Care</i>
12	Jane Hewes and Pam Whitty	<i>Decolonizing Early Childhood Play Pedagogies: Animating Playful Ontologies</i>
13	Faith Ibarakumo	<i>Korona-ere: A Dramatic Play of Colonizer and The Oppressed Child</i>
14	Jon Igelmo Zaldívar and Patricia Quiroga Uceda	<i>The Epimethean dimension of play: an analysis from a decolonial perspective</i>
15	Yunfei Li	<i>'I feel free and strong': exploring early girlhood experiences of playing console games in China</i>
16	Silvia Martínez Cano, Cristina Guerrero y Beatriz Rada	<i>Implicaciones del espacio y el cuerpo en la construcción de la identidad adolescente. Análisis interseccional del patio como lugar de aprendizaje.</i>
17	Karin Murriss	<i>Postdigital Play and Global Education</i>
18	Sabina Reyes de las Casas, Alejandra Pacheco-Costa and Concepción Torres Begines	<i>Ideología y (des)colonización de los parques infantiles</i>
19	Shaddai Tembo and Simon Bateson	<i>Diversity in Unity: nurturing de/colonial habits in play through Froebelian pedagogies</i>

<b>20</b>	Libby Truscott	<i>Playwork: A counter culture movement or a continuation of Dominant Structures</i> <i>Children, Culture and Identity Formation on an Inner-City Adventure Playground</i>
<b>21</b>	Danielle Tulchinsky	<i>Laying a Path for Praxis</i>
<b>22</b>	Héctor Uclés	<i>Postcolonial reading inside "I'm a Cat" of Natsume Souseki</i>
<b>23</b>	Silvia Veiga-Seijo, Jeanne Jackson and Sarah Kantartzis	<i>"Everyone plays different here": Plural ways of playing in a forgotten community. Contesting hegemonic notions of children's play</i>
<b>24</b>	Lucius Von Joo	<i>Reimagining the Cost of Play: An Analysis of Adventure Playgrounds as Making Spaces</i>
<b>25</b>	Haeny Yoon, Lalitha Vasudevan, Lucius Von Joo	<i>Exploring Radical Play: An Inquiry into Resistance, Liberation, and Necessity</i>
<b>26</b>	Marie Williams	<i>The co-design of a decolonial play aesthetic, Kitengela Kenya</i>

*André Baier*

### **Dilemmas as Play - Environment/Migration in a Global Perspective**

Betzavta is a pedagogy for democracy with over 250 playful/experiential activities which take everyday situations into focus. Through the unique facilitation method, the participants experience arising conflicts within the activities as dilemmas, thus they themselves realize how they are acting as oppressor and oppressed at the same time when taking a decision and considering its effects.

The “Environment/Migration Game” is conducted in a 90 minute workshop. Here the participants simultaneously explore themselves as the ones that overuse/overprotect nature as well as the ones that migrate/receive immigrants. Thus, they explore a double dilemma in order to deal with the given situation. After playing the game, the activity is reflected upon in ways that help participants to analyze their own approach to teaching/learning as well as the actual situation in our world. The workshop concludes with a presentation of how Betzavta is implemented at the Technical University (TU) Berlin.

### *Biography*

**André Baier** is a philosopher and democracy educator. He has a Masters Degree in Philosophy from TU Berlin as well as from Université Rennes 1. His dissertation was on Education for Sustainable Development within the engineering sciences. He is a lecturer at TU Berlin on two courses, Critical Sustainability and Democratizing Sustainability. He is vice chair of the Sustainability Council of TU Berlin. He is a teaching fellow for excellence in higher education at the Stifterverband für die Deutsche Wissenschaft and has been a visiting scholar at Aalborg University, University of Cape Town, TU Delft and Sharif University of Technology Tehran.

*Cassie Brownell*

## **Examining Child-DJs' Play(giarism) in Child-Radio Productions**

Literacies researchers have reported on the complex ways children incorporate superheroes (Dyson, 2003), Disney princesses (Wohlwend, 2009), and Star Wars (Yoon, 2016) into school-based writing, while post-secondary scholars have highlighted remix as a rhetorical tool (Edwards, 2016). Yet, authors remain expected to generate only “original” messages to avoid a seemingly persistent nemesis – “plagiarism” (Johnson-Eilola & Selber, 2007). Particularly since “writing is now no longer the central mode of representation” (Bezemer & Kress, 2008, p. 166), such changes are critical (Syverson, 1999). In this paper, I consider how middle-grade child-DJs engaged in play(giarism) in radio segments produced for a local FM station. In doing so, I examine their techniques to make intertextual tracings (Prior, 2004) across their compositions while invoking personal style through play(giarism) (Brownell, 2018). Further, I identify how digital radio production afforded child-DJs new opportunities to engage in play, even when discussing serious social issues.

### *Biography*

Cassie J. Brownell is an Assistant Professor of Curriculum, Teaching, and Learning at the Ontario Institute for Studies in Education of the University of Toronto. Her research takes up issues of educational justice and equity in early childhood.

*Michelle Bergin*

## **"Finding the play"- Decolonizing play in the postcolonial island on Western shores**

Considering play through a decolonial lens in an Irish context highlights the diverse contextualized experiences of coloniality. This paper draws on a multi study inquiry that conceptualizes play within Irish schoolyards as situated and examines how the privileging of certain ways of play as normative is constitutive with the (re)production of inequities. The positioning of children as marginalized interrelated with culturist assumptions and a denial of racism as the primary barrier to play, particularly for indigenous ethnic minoritized children. Anti racist praxis in an Irish context however is enmeshed with a reluctance to examine coloniality including the racialization of "Irish" as white and ascendancy through colonial mechanisms. Furthermore, decolonial scholarship calls to reconnect with "Irish" ancestral way of doing risks replacing one dominant ideology with another that restricts children's freedom to construct plural social identities within play. Harnessing the transformative potential within play is proposed to raise collective consciousness on equitable and just conditions for plural ways of sharing space.

### *Biography*

My social identities include being an Irish citizen, racialised white, now middle-class, heterosexual woman, married with four children, working as an occupational therapist and community development worker in different countries and contexts over the past twenty years.

I am an occupational therapist, co-registered with Luleå University of Technology, Sweden and University College Cork, Ireland as a PhD student on the European P4Play program ([www.p4play.eu](http://www.p4play.eu)). This research has explored with children, teachers and occupational therapists play and practices in Irish schoolyards. Situating this research in the place I live and work is an important dimension of my attempts to engage in decolonial praxis. The relationships I have had the opportunity to develop with indigenous and critical scholars have highlighted the shared vulnerable spaces that exist within shared vulnerable realities. I am learning of the importance of moving from advocacy to creating space for people to shape their own narratives.

I recognize the importance of positionality to support an understanding of the limitations of my understandings of the world.

<https://orcid.org/0000-0002-1605-2644>

*Whitney Blaisdell and Emily Ashton*

## **Opacity, Interiority, and Camp: Disruptive Pleasures of Pop Culture Play**

In this presentation, we explore how two seemingly disparate texts of mainstream media offer unique perspectives on queering childhoods, thereby challenging traditional hierarchies of play rooted in whiteness and human exceptionalism. Our analysis pairs a Canadian public television children's classic, *Mr. Dressup*, and the global blockbuster film, *Barbie*. This unique combination offers a rich terrain for a posthuman examination, showcasing the multifaceted ways in which internal, external, spatial, temporal, and material dimensions of play are philosophically constructed and contested. Central to this inquiry is Glissant's (2010) assertion that "a person has the right to be opaque," a postcolonial ontological stance that emphasizes a desire and ability to remain immeasurable, nonidentifiable, and unintelligible (Britton, 1999, Coombes, 2014; Glissant & Diawara, 2011), and extends, in our argument, to a diverse range of beings, including puppets and dolls, and a playfulness of being that is possible when children engage with them.

### *Biographies*

**Emily Ashton** (PhD) is an Assistant Professor in the Faculty of Education at the University of Regina (Saskatchewan, Canada) in the subject area of Early Childhood Education. Her book, *Anthropocene Childhoods: Speculative Fiction, Racialization, and Climate Crisis*, is part of the Bloomsbury Feminist Thought in Childhood Research series and available [open access](#). Emily's research engages critical postfoundational and feminist perspectives in childhood studies, including how figurations of children and childhood are mobilized in scholarly and popular discourses of the future/futurity.

**Whitney Blaisdell** is a former public school teacher and current doctoral student in the Faculty of Education at the University of Regina with a specific focus on play. Her arts-based research uses pragmatist feminism and posthumanism to co-imagine and create reconceptualized, ecocritical child-friendliness in urban centres. Her master's thesis, *(Re)Claiming Play: An Individual and Community Movement Towards Playfulness*, informed the co-creation of the community-based organization [Project Play YQR](#).

*Laura Camas*

## **Challenging American homogenization processes through play: the case of Jane Addams and the Hull-House children**

Most postcolonial approaches tend to conceptualize pragmatism as a neoliberal and colonial perspective. However, the most current studies are beginning to include figures who have inhabited the margins of society and who were also part of the founding impulse such as Jane Addams, a lesbian woman. In this paper, I will review some anecdotes that occurred at the Hull-House settlement playground founded by Addams. My interpretations suggest that by playing at the "pleasure ground", the Hull-House playground, children and adolescents not only disarticulated the militaristic and nationalistic patriotism but also challenged the process of American homogenization and reconstructed their identity and culture in the impulse of cultivating a cosmopolitan citizenship. Cosmopolitanism is posited as an educational possibility that could cultivate plural and diverse imaginaries and realities. The purpose is not to pink wash the settlement movement or pragmatism, which undoubtedly provided a theoretical and practical framework for the colonialist approach. Rather, what I intend is to delve into the plurality of pragmatism from its margins through Jane Addams' philosophy of education. Addams' pragmatism, while marginal, may not be framed as a decolonial or postcolonial argument, but there is a potential in her notion of cosmopolitanism, plurality and variety that is worth considering.

### **Biography**

**Laura Camas Garrido**, PhD in Education and Assistant Professor at Universidad Complutense de Madrid. Her main lines of research focus on the study of the intersection between education, play, aesthetic experience, democracy and cosmopolitanism in a pragmatist perspective from the works of Jane Addams (1860-1935) and Neva Boyd (1876-1963). She has been a visiting researcher at the Faculty of Education at Queen's University (Ontario, Canada), at Teachers College, Columbia University (New York, USA), and at the University of Barcelona (Spain). She has published in journals such as *International Journal of Play*, *European Journal of Pragmatism* and *American Philosophy* or in publishing houses such as Springer.

*Paloma Castillo Labrada*

## **Jugando con el pensamiento crítico y el ‘epistemocentrismo’: ¿cómo evitar posibles trampas?**

La presente ponencia tiene como propósito articular algunas de las posibles trampas que subyacen de pensar críticamente sobre la educación en aras de la sujeción ideológica de la epistemología. Para ello, se ofrecerán algunas razones destinadas a justificar problemas vinculados con: a) poner el foco en un ‘epistemocentrismo’; 2) evitar el ‘epistemocentrismo’. En este sentido, se pretende realizar una doble crítica tanto a las teorías de la descolonización que huyen de la normatividad y de cualquier criterio que posibilite pensar críticamente como a la sucesión referencia – evidencia – verdad. Al respecto, se analizarán varias metáforas y lemas educacionales que planteó el precursor de la filosofía analítica de la educación, Israel Scheffler, y se estudiará la relación entre referencia y juego según este autor. La conclusión a la que se pretende llegar es la diferencia entre la apariencia de los símbolos, lo simbolizado, las creencias, la evidencia y la verdad. El doble juego que deriva de lo anterior es que sin ‘epistemocentrismo’, el pensamiento crítico desaparecería; con ‘epistemocentrismo’, este también podría peligrar.

### *Biografía*

**Paloma Castillo** ha recibido el Premio Extraordinario de Fin de Grado y el Premio del Consejo Social para Jóvenes Investigadores en reconocimiento de su trayectoria académica. En la actualidad estudia un Doctorado en Educación en la Universidad Complutense de Madrid con un contrato de Formación del Profesorado Universitario (FPU) del Ministerio de Universidades. Es miembro del grupo de investigación Cultura Cívica y Políticas Educativas (@CCyPE\_UCM). Sus áreas de conocimiento ocupan los dominios de la teoría de la educación, la filosofía de la educación y las ciencias cognitivas.

*Daniel R. Esparza and Oswaldo Marchionda*

## **Las cosas no se tocan**

Las cosas que no se tocan nos resultan a la vez familiares y extrañas. Nuestra relación con ellas es siempre ambivalente. Lo que no se toca tiene usualmente el carácter de lo que, en literatura psicoanalítica, se ha dado por llamar *lo siniestro –Das Unheimliche*. Estos objetos, que forman parte de nuestra cotidianidad pero que no logran integrarse enteramente en ella, nos obligan a percibir lo no familiar en lo familiar, lo extraño en lo ordinario, la distancia en la cercanía. Se trata de una experiencia más compleja que la del miedo o el asco –es una experiencia *religiosa*, en tanto acerca lo estrictamente antropológico a aquello que parece rebasar (o, al menos, confundir) el horizonte humano. La mayoría de estas cosas, sin embargo, se pueden tocar en circunstancias excepcionales: el tabú que las define se levanta, temporal y parcialmente, en el momento de la fiesta (litúrgica o no) –esto es, *cuando se juega con aquello que no se debe tocar*. Nuestro diálogo público procura revisar una serie de casos de estudio en los que el tabú del contacto con *las cosas que no se tocan* se levanta, así sea parcialmente, para formar comunidad. Nuestra hipótesis de trabajo es relativamente sencilla: el contacto (más o menos transgresor, pero más o menos permitido) con lo ambivalente es condición de posibilidad de la comunidad. Las consecuencias políticas de esta idea fundamental serán, necesariamente, también exploradas en nuestro diálogo-ponencia.

### *Biografías*

**Daniel R. Esparza** es doctor en Religión (Columbia University, NYC), M.A en filosofía (New School for Social Research, NYC), y Licenciado en Historia del Arte (Universidad Central de Venezuela). Ha publicado numerosos artículos académicos a nivel internacional, y sus contribuciones han sido incluidas en varios libros. Actualmente es profesor asociado de la Universidad Ramon Llull (Barcelona) y prepara la publicación de su primer libro, *Broken Engagements: A study of forgiveness* con DeGruyter.

**Oswaldo Marchionda** es artista escénico, investigador, docente y gestor cultural. Antropólogo con postgrado en Gestión Cultural y Cooperación Internacional. Aspirante al Doctorado de Artes y Culturas del Sur. Docente asociado de UNEARTE (Caracas, Venezuela). Maestro Honorario de UNEARTE (2020) por su trayectoria como docente, creador, intelectual y vinculador social. Fue miembro del grupo de gestión de la Red Sudamericana de Danza. El ritual y la improvisación son los territorios de su pensamiento-creación.

*Imara Felkers*

### **Duchamp's Suitcase and the Philosophy of Mimesis**

Spariosu (1989) focuses on male philosophers who discuss the philosophy of play; however, in practice, none of these men embodies the philosophy of play. This workshop aims to assess the value of embodiment in philosophy, where the philosophical notion of mimesis as a playful element is considered a subaltern knowledge (Mignolo 2000). We introduce 'Duchamp's Suitcase,' referring to the artwork 'Box-in-a-suitcase.' This artwork contributes to the philosophical debate on 'original' work. Our workshop enables participants to create miniature 'suitcases' inspired by Duchamp, now with a focus on mimesis as an embodied experience of knowledge. Participants iterate their presentations to become objects that fit inside these 'suitcases.' By combining Socratic dialogue with the productive process of mimesis (Fink 2016), we will discuss the suitcases that participants have created during the workshop and explore their philosophical implications. Consequently, our proposal provides an interactive and profound contribution to the conference.

### *Biography*

**Imara Felkers** is a senior lecturer teaching philosophy at the Utrecht School of the Arts (HKU) in the Netherlands. She has recently completed her Ph.D. at the University of Gloucestershire, UK. The dissertation explores the concept of playing as a philosophical framework, drawing inspiration from Eugen Fink's ideas. Emphasizing the role of playing as an embodied act in understanding Western philosophy and phenomenology challenges the traditional Western and colonial methods of merely reading and writing in philosophy as hegemonic means of acquiring (philosophical) insights and knowledge. The workshop she intends to present at this conference is an outcome of this dissertation.

*Konstantinos Fragkotsinos and Aikaterini Katsiana*

## **The role of occupational therapy on children's play in playgrounds: challenges and opportunities**

Play is a fundamental occupation for all children. From an occupational therapy perspective, play offers opportunities in developing essential motor and social skills that enable active participation, and it facilitates a sense of belonging (Moore et al., 2022).

Respectively, public playgrounds are the places where play occurs and opportunities of social interactions arise (Veiga et al., 2017). However, recent research indicates that the lack of accessibility and inclusivity in playgrounds raise questions about the lack of children's opportunities for play and fun (Wenger et al., 2021). Also, the questions focused on occupational justice and equality in play activities (Lynch et al., 2020).

This presentation aims to discuss the benefits of inclusive play in public playgrounds. Also, it highlights the challenges that emerge for disabled children during their efforts to access playgrounds and the possible consequences of occupational marginalization.

### *Biographies*

**Konstantinos Fragkotsinos** is a PhD student at the Department of Occupational Therapy, in University of Western Macedonia (UWM), Ptolemaida, Greece. Additionally, he is working in pediatric therapeutic services in Veria. He is an occupational therapist with specialization in sensory integration and ergonomics. Also, he is teaching undergraduate modules on Ergonomics and Occupational Science at the Department of Occupational Therapy, in UWM. He graduated from the Department of Occupational Therapy, Faculty of Health and Caring Professions of Athens, while he completed his postgraduate education at the Department of Occupational Therapy, School of Health and Society in University of Salford, Manchester, United Kingdom.

**Aikaterini Katsiana** is an Assistant Professor at the Department of Occupational Therapy, in University of Western Macedonia, Greece. She is an occupational therapist and PhD holder of the Department of Psychology in Panteion University of Social and Political Sciences, Athens, Greece. She graduated from the Department of Occupational Therapy, Faculty of Health and Caring Professions, Technological Educational Institute (TEI) of Athens and from the School of Early Childhood Education Department, Faculty of Education, Aristotle University of Thessaloniki. She has participated in international and national conferences, and she is co-author of 17 papers publications at international journals with reviewers.

*Alicia García*

## **El mundo como terreno de juego: ¿dilema o desafío para la educación?**

La escuela es un lugar de encuentro entre adultos y niños o adolescentes con diferentes orígenes y expectativas. Consciente o inconscientemente, nuestras acciones son nuestros valores, la moral o la ética de cada uno impacta en los intercambios de comunicación que se operan determinando la calidad de la relación y la transmisión educativas. El objetivo de esta comunicación es reflexionar y comprender desde una perspectiva filosófica las posibilidades del juego como perspectiva educativa que puede complementar los estudios de corte feminista, decolonialistas y postcolonialistas. Para ello se movilizan los planteamientos de Donald Winnicott y Nel Noddings sobre el juego. Finalmente planteamos la cuestión de si la perspectiva epistemológica que abre el juego debe suponer un dilema o más bien un desafío para la relación y la transmisión educativas.

### *Biografía*

**Alicia García** enseña filosofía de la educación en la Universidad Católica de París. Miembro de la Sociedad Francesa de Historia de la Medicina y colaboradora externa del Grupo de Investigación Cultura Cívica y Políticas Educativas de la Universidad Complutense de Madrid. Maestra de educación especial, doctora en Filosofía y doctora en Educación, sus trabajos de investigación se centran en temas relacionados con las políticas educativas, la educación inclusiva y las dimensiones ética y epistemológica de la educación. Ha enseñado también en la Universidad Paris-Est Créteil y en la Universidad de Lorena en las áreas de ingeniería y ciencias de la salud.

*Margaret Gichuru, Mechthild Nagel and Tracy Hudson*  
**Decolonizing Play and Creating a Culture of Care**

This presentation showcases "Sophia's Garden," a program which integrates applied learning, philosophy, and play as a framework to teaching. The program enrolls undergraduate students who volunteer and grow "wisdom" through learning how children make sense of their surroundings. One of the program's foci involves decolonization of play and philosophy to uncover power dynamics at play in forming children's identities and roles depicted in children's story books. Some books lead to conversations about peace studies and Afrocentric education in a post colony. Ludic Ubuntu is explored and its recognition of shared humanity and use of peace-creating language and perspective and introducing it into an American individualistic, competitive school system. As practitioners we seek to understand dynamics of power and privilege that shape children's play and philosophy to create more inclusive and equitable play. We are inspired by philosophical perspectives rooted in concept of nested care that is core to culture of care.

*Biographies*

**Dr. Margaret Gichuru** is an Assistant Professor at SUNY-Cortland (New York, USA) and a board member of Sophia's Garden program. She has taught both graduate and undergraduate courses in Early Childhood and Inclusive Early Childhood Education programs. In higher education, she has coordinated inclusive early childhood education programs. Her research interests and publications are in philosophical inquiry using children's literature, culturally responsive teaching, inclusive education, and teacher preparation programs. She has been a keynote speaker and presenter at regional, national, and international education conferences. She is a member of professional organizations in education.

**Dr. Mechthild Nagel**, Professor of Philosophy and Africana Studies, is Director of the Center for Ethics, Peace, and Social Justice at SUNY Cortland (New York, USA) and Founding Editor of *Wagadu: A Journal of Transnational Women's and Gender Studies*. Author of *Masking the Abject: A Genealogy of Play* (Lexington, 2002) and *Ludic Ubuntu Ethics: Decolonizing Justice* (Routledge, 2023), she co-edited 7 anthologies. She is interested in Indigenous justice studies, global feminisms, and critical race theory. She is founder of Sophia's Garden, a partnership with area Cortland schools, where college students explore philosophy with children, from toddlers to teens.

**Dr. Tracy Hudson** is an Assistant Professor in the Physical Education department at SUNY Cortland (New York, USA) and a facilitator of Sophia's Garden. Her research focuses on empowering teachers to create a culture of care for all students. With her wealth of knowledge, research-backed strategies, and innovative teaching methods, Dr. Hudson has created the groundbreaking Empowering I-CORT Agents of Change project. This project reflects her unwavering belief in the principles of Intentionality, Intersectionality, Care, Optimism, Respect, and Trust (I-CORT) as catalysts for student growth and success. Dr. Hudson was honored with the SUNY Cortland's 2023 Distinguished Alumni Educator Award.

*Jane Hewes and Pam Whitty*

## **Decolonizing Early Childhood Play Pedagogies: Animating Playful Ontologies**

On Turtle Island, now called Canada, theories and practices of education have been systematically colonized since European Contact. Mi'kmaq scholar Marie Battiste names this as cognitive imperialism; Papaschase Cree Dwayne Donald as imperial geography. The calls to action in the *Truth and Reconciliation Commission of Canada Report* (2015) galvanized a broad, nation-wide commitment to decolonizing work in the education sector, including places, spaces and pedagogies of early childhood care and education.

As two white settler early childhood educators and researchers, we use this talk to revisit selected pedagogical encounters with Indigenous children's literature and traditional Indigenous play and games to better understand embedded onto-epistemological thinking that might help to transform Western theoretical conceptualizations and pedagogic practices of play. Drawing on Sto:lo and St'at'imc scholar Jo-ann Archibald's storywork theorizing, we suggest storying as a starting point for animating playful ontologies with young children, ones interwoven with everyday living.

### *Biographies*

Dr. Jane Hewes, Adjunct Professor. Thompson Rivers University, Kamloops, BC  
[jhewes@tru.ca](mailto:jhewes@tru.ca)

**Jane Hewes** has been fascinated by the study of children's play for over 50 years. She lives on the traditional and unceded territory of the Tk'emlúps te Secwépemc peoples in the nation of Secwepemcúl'ecw, in western Canada. Her early career involved animating play at community events and included the design of large-scale participatory play programs at the Vancouver Children's Festival and Canada's Folklife Pavilion at Expo 86. Jane has over 20 years' experience teaching early learning and childcare. In the last decade she has thoroughly enjoyed researching and writing collaboratively with Pam about early childhood curriculum.

Dr. Pam Whitty, Professor Emerita. University of New Brunswick, Fredericton, NB  
[whitty@unb.ca](mailto:whitty@unb.ca)

**Pam Whitty** has had the privilege of working in Early Childhood Education for nearly 50 years. She lives on the unceded, unsurrendered homelands of the Wolastoqey People, on the Atlantic coast of Canada. She began as a childcare educator, worked in kindergarten, first grade, and special education, and for 30 years as professor of Early Childhood & Critical Studies. Her thinking-practice in curriculum studies and cultural constructions of childhood is grounded within a critical action research approach. What she loves about her work is how deeply practice can inform theory.

*Faith Ibarakumo*

### **Korona-ere: A Dramatic Play of Colonizer and The Oppressed Child**

Play is the manifestation of the natural creative impulses that drive our imaginations and it is abandoned by society in terms of what is practical and what is possible. This paper examines Korona-ere, a dramatic play that characterizes the colonizer and the oppressed in a playful situation. The theoretical framework will leverage on the phenomenon “psychology of oppression” of a child in the aforementioned drama as it affects social oppression and the psychological complement of the victim that contributes to her confusion. A descriptive construct is adopted as a methodological approach in analyzing the play Korona-ere in order to integrate psychology and society as two sides of the same coin of the heroine Korona-ere, is a paradox, her name in some way removed her from “real” or “serious” life existence through stigmatization, oppression and colonization. This dramatic piece exposes the possibilities of the oppressor to be oppressed as a way of understanding psychological encumbrances.

### *Biography*

**Faith Ibarakumo Ken-Aminikpo** is a Professor of Theatre and Media Arts in Education with the University of Port Harcourt, Department of Theatre and Film Studies, Nigeria. She specializes in Theatre in Education (TIE) with focus on Children’s Theatre and Drama and has successfully sustained this fielded area in scholarship and creative expressions and performances. Her contributions to knowledge are evident in her numerous research works that are published in reputable local and foreign journals. She belongs to the following professional bodies namely: Society of Nigeria Theatre Artiste (SONTA), West Africa Association of Commonwealth Literature and Languages Study (WAACLALS), Africa Theatre Association (AfTA) and Educational Theatre Association (EdTA).

*Jon Igelmo Zaldívar and Patricia Quiroga*

## **The Epimethean Dimension of Play: An Analysis from a Decolonial Perspective**

In our paper we begin by taking as reference two well-known characters from Greek mythology: the brothers Epimetheus and Prometheus. The titan Prometheus was the one who challenged and stole fire from the gods to give it to mortal humans. His feat has placed him as a myth of the progress of colonial modernity. Epimetheus, on the other hand, is the careless and incautious brother. Following the analysis of Les Amis in the book *Commemorating Epimetheus* (2009), an Epimethean vision of the human condition involves highlighting qualities such as the feeling of fragility, the experience of care, the desire for the common good or the practice of love. In tune with this Epimethean existential dimension, in this communication we analyze the possibility of (re)constructing an “embedded philosophy of play” based on notions of decolonial thought. A philosophy that faces the process of disembedding that play experiences in the technician-digitalized context of colonial modernity. For this purpose, we return to ideas inserted in the work of Charles Taylor, Byung-Chul Han and Ivan Illich.

### *Biographies*

**Jon Igelmo Zaldívar**, Ph.D., is an associate professor at the Complutense University of Madrid (UCM, Spain). From 2013 to 2014 he was a postdoctoral fellow at Queen's University (Kingston, Canada) with financial support of the Basque Country Government Postdoctoral Program (Spain). From 2015 to 2017 he was a postdoctoral fellow at the University of Deusto (Bilbao). He is member of the research group Cultura Cívica y Políticas Educativas (UCM). Since 2013, he is the assistant to the coordinators of the Theory and History of Education International Research Group (Queen's University). His papers have been published in relevant and well indexed journals of the field of history and theory of education such as: *Educational Theory* and *The Journal of Ecclesiastical History*. He has also authored books edited in *Enclave de Libros* (2016), *Síntesis* (2021) and University of Toronto Press (2017, 2022, 2023)

**Patricia Quiroga Uceda** is an Assistant Professor at Universidad Complutense de Madrid. She was Postdoctoral Fellow Juan de la Cierva-Formación at Universidad Nacional de Educación a Distancia (Spain) from 2018. She holds a Ph.D. in Pedagogy. Her thesis entitled “The reception of Waldorf education in Spain”, defended at the Complutense University of Madrid (Spain) (2015), has been awarded with the Extraordinary Doctoral Award in 2016. She has been a visiting research student at the Pädagogische Hochschule Ludwigsburg (Germany), Roehampton University (England) and Queen's University (Canada). She is an associate member of the Theory and History of Education International Research Group (THEIRG) (Queen's University) and an external member of the research group Cultura Cívica y Políticas Educativas (Universidad Complutense de Madrid).

*Yunfei Li*

### **'I feel free and strong': exploring early girlhood experiences of playing console games in China**

This paper will explore the videogame playing experiences of girls from 4 to 10 years old from mainland China. By utilising a phenomenological approach via a set of mixed interactions with the young participants incorporating in-depth interview, observation, and participant generated drawing, the research uncovers a conflict between the increasingly active participation of young girls on this digital playground and the continued marginalisation of this emerging group of players in China where playing video games is still commonly perceived as a “boy thing”. Through an exploration of what the girls like and think about the video games they have engaged with, this research has identified several significant themes including self-concept, parental dynamics at play, ideological negotiation on games within family, gender awareness and empowerment, among others. These findings will be employed to investigate the reasons young girls would have to encounter the certain difficulties and explore potential improvements for the situation.

#### *Biography*

**Yunfei Li** is a current PhD candidate based in Faculty of Media and Communication, Bournemouth University, UK. As an aspiring scholar who has recently revived her academic journey, she has been developing a diverse range of research interests on girlhood studies, gender studies, game studies, postcolonial research, and popular culture studies. She is dedicated to exploring the intersections of these fields, seeking to unravel the complexities of girls' identity, representation, and power dynamics in contemporary society in urban China. Prior to pursuing her study abroad, Yunfei was a senior editor at a leading news company in China based in Beijing.

*Silvia Martínez Cano, Cristina Guerrero y Beatriz Rada*

## **Implicaciones del espacio y el cuerpo en la construcción de la identidad adolescente. Análisis interseccional del patio como lugar de aprendizaje**

El juego es una expresión simbólica de la vida, una forma metafórica que da forma y expresión a los sistemas de creencias y a la praxis cultural. En el juego se entrelazan aspectos fundamentales de la ordenación social, tales como el género, la edad o la procedencia geográfica. Desde estas categorías, la identidad de los participantes se pone a prueba, con el fin de irse construyendo poco a poco. No es un trabajo carente de valor, al contrario, reorganiza de forma impercible las jerarquías de dominación de la realidad: hombre sobre mujer, grande sobre pequeño, nativo sobre extranjero. En esta comunicación queremos presentar un estudio interseccional topográfico, antropológico y pedagógico sobre las relaciones de estas categorías con el espacio y el cuerpo de los adolescentes. Existen estudios de este tipo realizados en Ed. Primaria (Subirach 2004), pero no se han aplicado casi a una etapa tan importante para la construcción de la identidad como los primeros años de la adolescencia, coincidentes con la etapa de Ed. Secundaria. En este estudio se ha realizado un trabajo de campo sobre alumnos y alumnas de Ed. Secundaria de un instituto del sur de la ciudad de Madrid. El análisis se ha realizado en el espacio del patio escolar, lugar de relaciones y encuentros entre el alumnado y donde el juego es el organizador de estas relaciones. Con ello se ha pretendido responder a dos preguntas: primero, cuáles son las relaciones entre juego, género, edad, procedencia y espacio (patio escolar) y las implicaciones corporales que tienen estas relaciones en mujeres y hombres. Segundo, a veinte años de distancia con algunos estudios sobre el patio escolar, ¿sigue siendo el patio un lugar pedagógico donde educar las relaciones sociales para atenuar las jerarquías de dominación entre personas?

### *Biografías*

**Silvia Martínez Cano** es Doctora en Educación por la Universidad, Máster en Artes Visuales y Educación, Conservadora y Restauradora de Bienes Culturales, Arquitecto Técnico por la Universidad Politécnica de Madrid. Es profesora en la facultad de Educación (UCM). Pertenece al grupo de Investigación Cultura Cívica y Políticas Educativas (UCM) y a la Escuela de Arquitectura Educativa (UAM). [silviamcano@ucm.es](mailto:silviamcano@ucm.es)

**María Cristina Guerrero-García** es doctora en Filología: Estudios Lingüísticos y Literarios: Teoría y Aplicaciones por la UNED, Máster en Enseñanza del Inglés a través de la Literatura por la Universidad de Alcalá, Diploma de Estudios Avanzados en Estudios Literarios y Culturales de Países de Habla Inglesa por el Departamento de Filología II (Literatura de los Países de Habla Inglesa) de la Universidad Complutense de Madrid y Experta Universitaria en Traducción por la UCM. Es profesora de Inglés, de Lengua Castellana y Literatura en Ed. Secundaria.

**Beatriz Rada Gómez** es Licenciada en Filosofía por la UCM, Máster en Psicoanálisis y Teoría de la Cultura por la misma Universidad y Experta en Psicología positiva por la Universidad La Salle.. Actualmente es docente en Salesianos Beato Miguel Rúa y formadora de docentes en TBL. Cursa el doctorado en la UCM con una tesis orientada al estudio de los procesos de identidad y subjetividad en la adolescencia. Es miembro del equipo de investigación de la Facultad de Filosofía de la UCM, Neurodiversidad, Filosofía y Sociedad. Sus líneas de interés están centradas en la relación existente entre el desarrollo identitario en la adolescencia, las propuestas metodológicas actuales y la inclusión en la enseñanza universitaria.

*Karin Murriss*

## **Postdigital Play and Global Education**

In my presentation I talk to a book that will be published in the Spring of 2024 (Autumn in the South) by Routledge called *Postdigital Play and Global Education: Reconfiguring Research*. Co-authored with Kerryn Dixon, Theresa Giorza, Joanne Peers and Chanique Lawrence, the book returns to the South African data of the international research project *Children, Technology and Play* (2019-2020) funded by the LEGO Foundation. I focus on the ontological shift in postqualitative research and some of the key concepts mobilised in the book that help reconfigure child agency and creativity, as well as humanist notions of play, working instead with the relational concept of postdigital play. Through a detailed analysis of a vignette of Zuko's playful encounter with one of the researchers, I will argue for a decolonising shift in play research through a radically different philosophy of identity and difference.

### *Biography*

**Karin Murriss** (PhD) is Professor of Early Childhood Education at the University of Oulu (Finland) and Emerita Professor of Pedagogy and Philosophy, University of Cape Town (South Africa). Grounded in academic philosophy, her main research interests are in philosophy of education, child studies, ethics, democratic postdevelopmental pedagogies, children's literature and digital play. Karin has extensive experience of undertaking a wide range of funded research by national governments, charities, and industry, including *Small Matters: An Educational Community Project about Multispecies Death and Dying* (2023-2027), *Responsible Innovation with Technology and Ethics for Children* (RITEC), *The Post-Qualitative Research in Higher Education Collective*; *Children, Technology and Play* (CTAP) and *Decolonising Early Childhood Discourses: Critical Posthumanism in Higher Education*.

*Sabina Reyes de las Casas, Alejandra Pacheco-Costa and Concepción Torres Begines*

## **Ideología y (des)colonización de los parques infantiles**

Los parques infantiles urbanos normalmente coinciden con lo que Rasmussen (2004) denomina “places for children”, espacios diseñados por adultos para el uso de los niños, frente a los “children’s spaces”, espacios que los niños crean. El parque como espacio acotado y seguro para los niños forma parte de una ideología que deriva de la lógica capitalista (Pascoe, 2017) y considera al niño como un ser inferior al adulto, peligroso y en peligro (Murriss, 2016). Frente a esta visión colonizada del espacio de juego, diseñado desde la óptica adulta, la concepción posthumana plantea la superación del binarismo adulto/niño y la descolonización del espacio de juego, considerando al niño como co-creador de realidades en su intra-acción con los agentes humanos y más-que-humanos (Woods y Jeffries, 2021). En nuestra comunicación proponemos una lectura de un evento con niños de 5 años, en la que analizamos el espacio de juego desde esta óptica (des)colonizadora.

### *Biografías*

**Sabina Reyes de las Casas** es investigadora posdoctoral Juan de la Cierva en la Universidad de las Palmas de Gran Canaria. Ha sido profesora del Departamento de Didáctica de la Lengua y la Literatura de la Universidad de Sevilla y ha realizado estancias de investigación y docencia en la Universidad de Puerto Rico, la Universidad de Toulouse y la Universidad de Calabria. Forma parte del proyecto I+D+i Mejora de la Alfabetización Multimodal en la Infancia (3-8 Años): Desarrollo de un Modelo Integrador en Zonas con Necesidades de Transformación Social.

**Alejandra Pacheco-Costa** es profesora de Didáctica de la Expresión Musical en el Departamento de Educación Artística de la Universidad de Sevilla. Ha desarrollado su investigación sobre los aprendizajes informales en música, música y alfabetización, y educación musical. Es miembro del Lancaster Literacy Research Centre y ha publicado estudios en editoriales como Reichenberger, Franz Steiner Verlag, Pirámide, Octaedro o Tirant lo Blanch, y en revistas científicas como History of Education, Journal of Early Childhood Literacy o Music Education Research. Ha formado parte, como investigadora y como responsable, de diversos proyectos de investigación sobre alfabetización.

**Concepción Torres Begines** es profesora en el Departamento de Didáctica de la Lengua y la Literatura de la Universidad de Sevilla. Ha desarrollado su labor docente en la Universidad de Carolina del Norte, la Universidad de Málaga, la Universidad de Huelva, la Escuela Universitaria de Osuna y la Universidad Isabel I. Ha publicado artículos en revistas nacionales e internacionales y ha participado en diversos congresos internacionales, proyectos de innovación docente y cooperación al desarrollo. Su campo de investigación actual abarca la alfabetización en la infancia y la inclusión de temas de carácter social en el ámbito de la Educación Superior.

*Shaddai Tembo and Simon Bateson*

## **Diversity in Unity: nurturing de/colonial habits in play through Froebelian pedagogies**

The role of anti-racism in early childhood remains a salient concern for educators. Yet, being focused primarily on behavioural acts of interpersonal discrimination, there are opportunities to consider how these are first enabled by broader colonial habits that prefigure racialisation. The presentation will present findings from an ethnographic research project, funded by The Froebel Trust, on de/colonial affects in children's play in Froebelian pedagogies. This presentation is split into three sections. Initially, the authors consider the processual nature of coming together as Black and "white" (sic) researchers on race (Tembo and Bateson, 2022). Secondly, we share findings from our literature review intended to evaluate the research and policy context in Scotland and England around anti-racism in early childhood (Tembo and Bateson, 2023, under review). Finally, we share data from an ethnography by proxy research project utilising de/colonial play habits informed through the work of Jones and Okun (2001).

### *Biographies*

**Dr Shaddai Tembo** is a lecturer in early childhood studies (UK and China) at Bath Spa University and an associate lecturer at the Open University. He is a trustee for the Fatherhood Institute and an independent speaker, trainer and consultant through Critical Early Years.

**Simon Bateson** (attendance TBC) is a Co-director of Froebelian Futures, an international training and research programme which aims to develop and deepen Froebelian pedagogy and leadership in Scotland and beyond. He also teaches on the Froebel and Social Justice MSc at The University of Edinburgh. Additionally, Simon works as a senior practitioner with young children at Cowgate Under 5s in Edinburgh. He has a diverse leadership background in the arts, social justice and environmental sectors in Scotland and has served on a number of third sector boards. Simon is the founder of the Scottish social change charity, Take One Action.

*Libby Truscott*

## **Playwork: A counter culture movement or a continuation of Dominant Structures**

The innocence of Playwork as a profession, set on supporting children to achieve their rights under article 31 of the UNCRC, can easily be lost as it sits nestled within a capitalist society set on maintaining colonial control under the guise of multiculturalism.

This discussion session aims to unpick some of the commodification of children's Play, thinking specifically about how Eurocentric approaches to play are exported to the Global Majority, this is a space for challenging and difficult conversations. A facilitated discussion around how and if the Playwork Principles might apply to the Global Majority, and how different they might look if they were created through non-western, non-colonial and non-capitalist perspectives. Is there even a need for Playwork to exist outside of a Global Minority perspective? What alternatives already exist and how can we learn from them?

## **Children, Culture and Identity Formation on an Inner-City Adventure Playground**

In a post Brexit, Globalised Britain, it can be difficult to find a place to fit in. This is especially poignant with the introduction of political policy that seeks to remove the right to asylum in England. For children of the majority world, living in a society that seeks to remove your cultural identity must be unimaginably difficult.

There is very little research into children's perceptions of identity, and the importance of play in developing a sense of culture and belonging. Inspired by the Post-Colonial greats of Spivak, Said and Bahbah, this presentation seeks to begin a conversation on the development of cultural identity, and the fight of children to retain an authentic attachment to their heritage. Together we will explore the relationships between British Caribbean, British African and Irish Traveller identifying children and the ways in which marginalisation and oppression play out between the groups.

### *Biography*

**Libby Truscott** has spent 20 years working with children and young people, the last 10 have been working across London in adventure play. During her time at the University of Gloucestershire, an enthusiasm for children's rights and cultural difference has led her to research children's play through a post-colonial lens. She has been a trustee for Play England and is currently serving as a trustee for the International Play Association England. Over the years, Libby has been privileged to have worked as part of the Children's Play Policy Forum, Play Safety Forum and the National Occupational Standards Consortium.

*Danielle Tulchinsky*

### **Laying a Path for Praxis**

Colonialist ideas have been addressed in games since their inception, but often with a Western and colonial bias. Games which have attempted to counter this bias with counter-hegemonic contestations have faced economic, political, and social push back. This workshop will invite attendees to brainstorm approaches to increasing the likelihood of a positive reception of games that dismantle colonialist ideas. The workshop will invite attendees to look at case studies of games that opposed the status quo with varying levels of success and ideate alternative release and/or design strategies. The final goal of this workshop is to devise a framework for positive change in the prevalence of games that challenge colonialist ideas and in their reception.

### *Biography*

**Danielle Tulchinsky** is a second-year Master's candidate at Columbia University (New York USA) studying the Design and Development of Digital Games and she is deeply curious about which, why, and how ideas in academic spheres are adopted into practice. She is interested in generating a formula, so to speak, for successful grassroots efforts. She has undergraduate degrees in Economics and Theoretical Mathematics and employs herself as a freelance artist, designer, and consultant.

*Héctor Uclés*

## **Postcolonial reading inside “I’m a Cat” of Natsume Souseki**

Represented in the work of Natsume Souseki “I’m a cat”, a game becomes an exercise of warfare. The child’s game, baseball pitching, portrayed as cannon warfare, intrudes the reclusive habitat of a professor who unknowingly disrespected the dignity of a rich man’s wife. This game inside a fiction allows itself to be categorized by Spivak’s conceptual framework of Postcolonial Theory. Using Spivak’s concepts a postcolonial reflection will be elucidated, her practice in literary criticism allows a reading of the concept of fiction, as imagined realities that are open to different readings, contradicting the colonial rhetoric of a universal history. As it portrays the role of capital attacking those who refuse to bow to it, with members that reflect the fluidity of the dynamics of power, which offer a passive resistance in face of assimilation. Keywords: Postcoloniality, play, Spivak, Souseki, fiction

### *Biography*

**Héctor Benjamín Uclés Flores** is a Honduran National, and currently a MEXT scholarship recipient by The Government of Japan. He is a PhD Scholar in the field of Philosophy by Osaka University-Japan on the topic of Postcolonial Theory with an emphasis on Spivak. He has a Magister Artium in Philosophy by The University Francisco Marroquín de Guatemala, Master thesis on the topic of biopolitics with an emphasis on the work of Peter Sloterdijk. His undergraduate studies were in Philosophy by The National Autonomous University of Honduras. Héctor is a Lecturer on study leave in his home university, “The National Autonomous University of Honduras”.

*Silvia Veiga-Seijo, Jeanne Jackson and Sarah Kantartzis*

**“Everyone plays different here”: Plural ways of playing in a forgotten community. Contesting hegemonic notions of children’s play**

This research aimed to understand children’s and community members’ perspectives on developing a play-friendly community in a neighbourhood labelled as deprived in Scotland. Drawing upon a socio-critical paradigm, a children and community-based ethnographic participatory study was conducted, where children were co-researchers in a process of “co-living together.” The study employs the decolonial theories of *corazonar* and *sentipensar*, along with the principles of decolonial childhoods. “Everyone plays different” conveys children’s plural ways of being, doing, knowing, and living play in their forgotten or marginalized community. Thus, the present research questions dominant, hegemonic, and universal notions of play and childhood. Informed by children living in a village perceived as “socially excluded”, the study aims to expand understandings of play by blurring categories or types of play; and moving towards alternative notions of play that hold diversity. Ultimately, the presentation hopes to dismantle dichotomic understandings of play deprivation.

*Biographies*

**Silvia Veiga-Seijo** is an occupational therapist (BSc, MSc, University of A Coruña, Spain). Silvia is a PhD student at Queen Margaret University and University College Cork within the P4PLAY programme.

**Dr. Jeanne Jackson** is Professor Emerita at the Dept. of Occupational Science & Occupational Therapy at University College Cork (2011-2023). She is a principal investigator on P4PLAY Horizon2020 EJD.

**Dr. Sarah Kantartzis** (DipCOT, MSC, PhD) is a Senior Lecturer in the Occupational Therapy & Arts Therapies Division and member of the Centre for Applied Social Sciences at the Queen Margaret University. Sarah Kantartzis is a researcher and supervisor within the P4PLAY programme.

*Lucius Von Joo*

## **Reimagining the Cost of Play: An Analysis of Adventure Playgrounds as Making Spaces**

"Reimagining the Cost of Play" critiques the prevailing patriarchal and neoliberal frameworks of makerspaces, underscoring the transformative potential of repurposing waste materials. The research analyzes adventure playgrounds in five global locales: New York, Chiba, Tokyo, Berkeley, and Sacramento. These playgrounds, distinct in their ethos, exemplify counter-normative creativity. Even with their imperfections, they champion interactions with inorganic and organic waste through speculative play. Unlike traditional makerspaces that focus on commodified outcomes, these adventure playgrounds cultivate an environment of inclusivity and sustainable exploration. Drawing on insights from these playgrounds, the study suggests a visionary path for maker spaces, urging them to shed entrenched biases and embrace a more holistic, collaborative approach to innovation.

### *Biography*

**Lucius Von Joo** is a doctoral candidate in the Department of Communication and Education at Teachers College (TC), Columbia University (New York, USA). He is an instructor of multimodal methodology and communication history and a curator for the Digital Futures Institute. He has teaching experience in deaf education, elementary and tertiary education, and EFL/ESL in California, Japan, and New York. His dissertation research utilizes multimodal participatory dialogue on play and learning that happens outside the classroom in the living, breathing middens of adventure playgrounds.

*Marie Williams*

### **The co-design of a decolonial play aesthetic, Kitengela, Kenya**

The design and aesthetics of outdoor play has repeatedly confirmed euro-centric notions of what outdoor play should include and provide. Consequently, children in previous colonies within Africa have been denied the access to play spaces, as playgrounds continue to propagate a colonial, formal outdoor playground, generated with the materials that are difficult to obtain and costly. Moreover these standardised play spaces do not account for local material culture or ways of playing. Participatory research took place between 2020-2023 in urban Kitengela, Kenya, that sought to suggest alternative play taxonomies and outdoor play spaces solutions. Co-design principles were critically adopted in collaboration with citizen scientists and primary children, to design features to cultivate outdoor play based on children's experiences and how children engaged in play through negotiating with the natural and physical elements in their environment. This research seeks to deconstruct what a play space constitutes and contributes towards the decolonisation of play space design, through amplifying local African play culture and the co-production of knowledge in play theory.

**Marie Williams** is a playful chartered engineer, design lecturer, TedX speaker and CEO of Dream Networks. Her design practice Dream Networks is situated in community lead design and focuses on designing in a circular, regenerative, and culturally resilient manner. She is an advocate for children's right to change the spaces they inhabit through play and design practices that prioritise the needs of the community and the environment. Through her Ph.D. at the UCL Institute of Global Prosperity within the Bartlett School of Architecture, she has developed a critical blueprint for cultivating sustainable outdoor play spaces in urban poor communities through co-design and a deep understanding of place and materiality. She has lectured at renowned Universities in the UK, Kenya, and the USA.

*Haeny Yoon, Lalitha Vasudevan and Lucius Von Joo*

### **Exploring Radical Play: An Inquiry into Resistance, Liberation, and Necessity**

Radical play, grounded in bell hooks' vision of resistance, underscores the fundamental human necessity of play for survival and well-being. Just as hooks views love as a practice of freedom, radical play can be seen as a tool for sorting through hegemonic middens, envisaging novel futures, and collective liberation. Our presentation delves into this perspective via three case studies. First, an inquiry into early childhood education where play emerges as a language, enabling children to confront societal norms. Second, an examination of marginalized adolescents using digital platforms to weave narratives, contest dominant paradigms, and restore agency. Lastly, an exploration of playgrounds in diverse cultures that elevate child-driven creativity and risk over prescriptive safety. These cases collectively highlight radical play's depth as a catalyst for resilience, introspection, and societal reflection. Presented by three researchers, each case study represents their dedicated inquiry into the multifaceted domains of radical play.

#### *Biographies*

**Haeny Yoon** is an Associate Professor and Program Director of Early Childhood at Teachers College, Columbia University (New York, USA). Her work explores the ways teachers and children negotiate spaces of play as pedagogical, curricular, and intellectual practice. She is the co-host of a Digital Futures produced podcast, *Pop and Play*, holding serious and playful conversations with researchers, educators, designers, children, and media-makers about the role of play and creativity in their personal and professional lives.

**Lalitha Vasudevan** is Professor of Technology and Education, Vice Dean for Digital Innovation and Managing Director of the Teachers College Digital Futures Institute, and Director of the Media and Social Change Lab, Columbia University (New York, USA). Her work examines communication and new media, adolescents' literacies and multimodal play, youth media and multimodal storytelling in community-based settings.

**Lucius Von Joo** is a doctoral candidate in the Department of Communication and Education at Teachers College (TC), Columbia University (New York, USA). He is an instructor of multimodal methodology and communication history and a curator for the Digital Futures Institute. He has teaching experience in deaf education, elementary and tertiary education, and EFL/ESL in California, Japan, and New York. His dissertation research utilizes multimodal participatory dialogue on play and learning that happens outside the classroom in the living, breathing middens of adventure playgrounds.

## NOTES

**NOTES**

## NOTES

## NOTES

## FRINGE EVENTS

Have fun with our selection of word play and philosophy themed fringe events. These games will be available during the three days of the PAPC in the different rooms. We will have two types of games. Firstly, we will have games that are scheduled within the congress programme. Each day there will be a time when we will play a game collectively - check and mark the time when these games will take place! Secondly, there are a number of games taking place throughout the conference that you will be able to play individually. Here's what they are:

- **Magnetic essay**

Use the magnetic words to create an essay on the title below. But beware, your essay may become a Wiki; that is, it may be 'edited' by others. Similarly, you can edit the essay too. Creativity, thinking outside of the box and cheating are actively encouraged.

The title for the essay is: What a load of nonsense: beyond rational, logical and colonial play theories and practices

- **An Artist's Impression**

Fun for the avid doodlers at the conference; use the 'Artist's Impression' sheet at the back of your pack to doodle your own artist's impression of the conference or one of the sessions. Display your artwork at the Artist's Impression gallery in the social space.

- **Big word bingo**

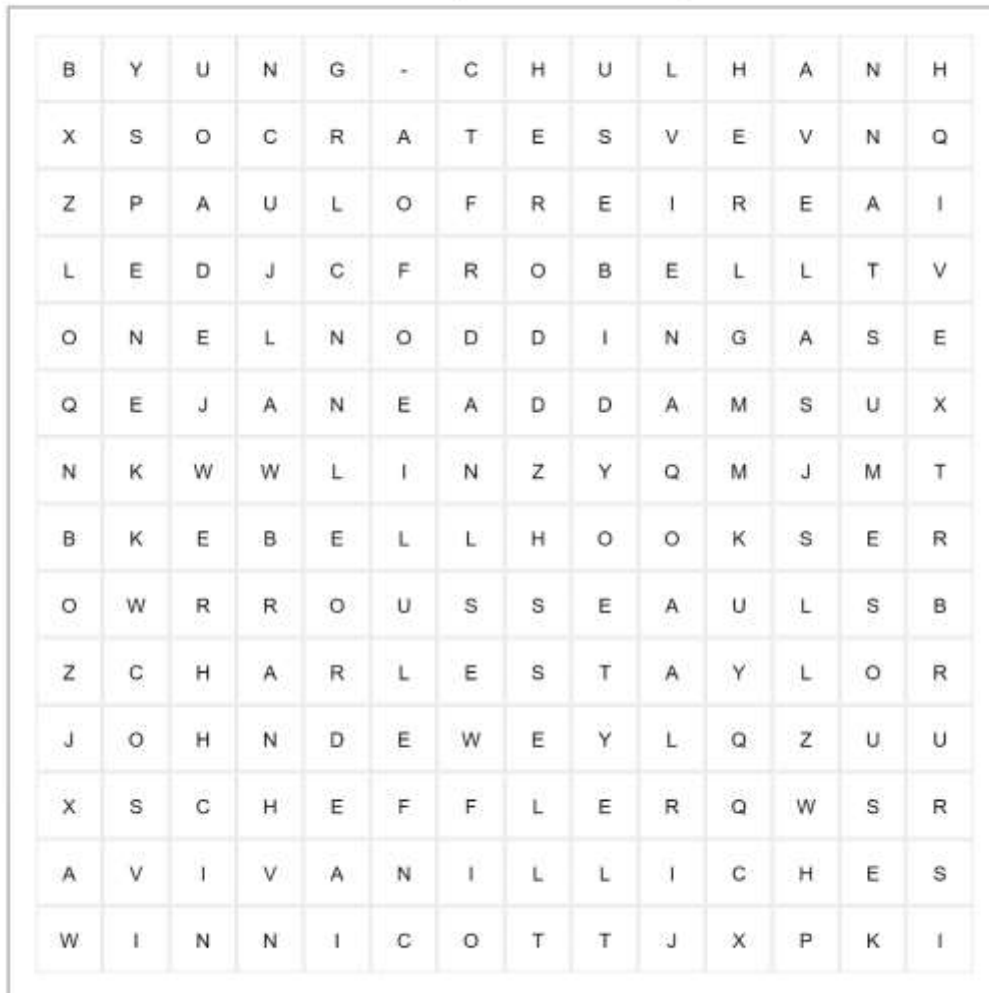
Join in the fun by listening out for those big philosophy words and marking them off on your **Big word bingo** sheet that can be found in the back of this pack.

**\* Terms and conditions**

The rules are that there are no fixed rules. The organisers reserve the right to make up, amend, change and/or adapt any rules as they see fit in order to make things harder, functional, more fun and/or more playful.

## WORD SEARCH

### Philosophers at Play



Find 14 philosophers, all of whom are mentioned in the programme for this conference

## AN ARTISIT'S IMPRESSION

**BIG WORD BINGO**

	<p><b>TRAMPA</b></p> <p>Speaker: Time:</p>		<p><b>PHENOMENOLOGY</b></p> <p>Speaker: Time:</p>		<p><b>PRIVILEGIO</b></p> <p>Speaker: Time:</p>
<p><b>AESTHETIC</b></p> <p>Speaker: Time:</p>		<p><b>HEGEMONIC</b></p> <p>Speaker: Time:</p>		<p><b>JUEGO</b></p> <p>Speaker: Time:</p>	
	<p><b>FANTASY</b></p> <p>Speaker: Time:</p>		<p><b>LUDIC</b></p> <p>Speaker: Time:</p>		<p><b>REPRESENTATION</b></p> <p>Speaker: Time:</p>
<p><b>UBUNTU</b></p> <p>Speaker: Time:</p>		<p><b>NARRATIVE</b></p> <p>Speaker: Time:</p>		<p><b>CONTRACULTURAL</b></p> <p>Speaker: Time:</p>	
	<p><b>ROLE</b></p> <p>Speaker: Time:</p>		<p><b>SERIOUS</b></p> <p>Speaker: Time:</p>		<p><b>CARE</b></p> <p>Speaker: Time:</p>
<p><b>JERARQUÍA</b></p> <p>Speaker: Time:</p>		<p><b>COVID-19</b></p> <p>Speaker: Time:</p>		<p><b>ETHICS</b></p> <p>Speaker: Time:</p>	

## MAP OF PLACES TO EAT

