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Abstract

Almost 3000 years ago, play, education, and leadership were linked together in Plato's manifesto to develop leaders to govern a just city. Inherent in *The Republic* were the concepts of *Paidzontas* (play) and *Paideia* (education). The interaction between play and education can provide an aesthetic pedagogical method to educate those who govern the just citizens. Plato was also mindful of the idea that children (*paidas*), as the future agents of a just citizenry, are best educated through play rather than force. In the intervening years since Plato, a significant body of scholarly literature now exists on the role and nature of play in education, and especially its impact on learning and knowledge in children. Plato advocated the importance of play for children but his writing was more or less imperturbable towards play in adults. For adults, Plato advocated a form of intellectual or philosophical playfulness and no more; the serious play was for children. Today 'serious play' is used as a novel description of play oriented towards adults especially in engendering creativity. Improv is one way one can engage in playful engagement with other adults. Play in adults does not have to be qualitatively different to play in children. Presenters will highlight core concepts underpinning creative play and design thinking in the classroom and in executive education to bring about transformation. Discussion will include how bringing together the idea of possibility thinking, play and design thinking and integrating these ideas with artificial intelligence (AI) can generate greater impetus for successful collaborative work and in crafting strategic responses to wicked problems. This includes innovative ways for addressing the breakdown and fragmentation of relations in society based upon notions of in-group and out-group identity and stereotype, as well as innovations in dealing with aging through AI and play

Bio

Tyrone Pitsis is a Professor of Strategy at the University of Leeds and a professional doctoral student (EdD) in the Faculty of Education at the University of Cambridge. His work focuses on collaborative approaches to the design and execution of strategy and innovation using design thinking and creative approaches to problem solving.

Kenneth Waldron Ph.D. (Stanford), D.Eng. (University of Sydney), is Emeritus Professor of the Mechanical Engineering Design group. He is an expert mechanical designer and has

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Manjula Waldron, PhD (Stanford), is Consulting Professor in the Stanford Prevention Research Center, and affiliate of Mechanical Engineering Design. For over 40 years she has taught and researched life-cycle design, design for disability, cognitive and wellbeing engineering and design. She created the Center for Integrated Design.