

THE ART AND SCIENCE OF
PLAY
PHI THETA KAPPA
HONOR SOCIETY
HONORS PROGRAM GUIDE
2022 - 2023

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HONORS PROGRAM GUIDE

JANUARY 1, 2022 - DECEMBER 31, 2023



HONORS IN ACTION

THE PHI THETA KAPPA EXPERIENCE:
HONORING SCHOLARS,
BUILDING LEADERS



PHI THETA KAPPA
HONOR SOCIETY

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Phi Theta Kappa is the premier honor society recognizing the academic achievement of college students and helping them to grow as scholars and leaders. The Society is made up of more than 3.8 million members and nearly 1,300 chapters in 10 nations.

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Contents

Honors in Action Learning Outcomes2
How to Use This Guide3
Honors in Action At-A-Glance.....4
Jumble.....5
Honors Study Topic Essay: The Art and Science of Play6

----- **THEME 1: ESSENCE OF PLAY 10**
----- **THEME 2: ECONOMICS OF PLAY..... 12**
----- **THEME 3: SYSTEMS OF PLAY 14**
----- **THEME 4: ARCHITECTURE AND DESIGN OF PLAY 16**
----- **THEME 5: SOUL OF PLAY 18**
----- **THEME 6: NOSTALGIA AS PLAY20**
----- **THEME 7: PLAY IT FORWARD22**

Honors in Action Planning Rubric24
Developing a Research Question.....27
Crossword Puzzle.....28
Identifying and Analyzing Academic Sources.....29
Cryptogram.....34
Word Scramble35
Honors in Action Journal36
Honors in Action Resources.....38
Phi Theta Kappa Honors Program Council39
Phi Theta Kappa Honors Study Topics.....40
Answer Key.....41

Phi Theta Kappa Honors in Action

OUR HONORS PROGRAM: *HONORS IN ACTION*

Phi Theta Kappa features a remarkable program called *Honors in Action*, designed to engage students in informed, intentional action meant to foster student success and help the organization fulfill its mission of providing college students opportunities to grow as scholars and leaders.

By engaging in the academic research process from the beginning, setting research objectives, developing a research question, compiling academic research into the Honors Study Topic, and presenting the project to a wider audience via the Hallmark Award entry process, students gain valuable research and service learning experience. Students' engagement does not stop at academic investigation. Through the Honors in Action process, they will take lessons gleaned from analysis of their research to create an action-oriented project element to provide tangible support to their communities.

Through these experiences, students build practical and academic skills. By working closely with both their peers as well as campus and community leaders, students will learn not only how to research an issue, but also how to utilize resources and build professional relationships.

HONORS IN ACTION LEARNING OUTCOMES

Participation in **Honors in Action** contributes to personal, academic, and career development. It affords students opportunities to have an impact on their campuses and in their communities by addressing challenges related to their Honors Study Topic research. Members who participate in the development and implementation of an Honors in Action project will be able to:

1. create awareness of the importance of seeking out multiple perspectives to augment understanding of a real-world, complex, interdisciplinary topic and improve decision making,
2. demonstrate analytical and critical thinking skills to draw research conclusions,
3. initiate real-world problem-solving by developing an in-depth, action-oriented solution to make a difference for a challenge related to their Honors Study Topic research,
4. plan and set goals for each step of the Honors in Action process,
5. develop capacities to lead, manage, and motivate self and others, to perform in complicated environments and accomplish goals,
6. collaborate and create effective teams to enhance project impact, and
7. cultivate reflective skills and aptitudes to assess progress, adjust to circumstances, and measure results quantitatively and qualitatively.

Achievement of these learning outcomes builds the analytic and collaborative problem-solving and leadership skills necessary and valued in advanced academic pursuits, workplaces, and communities.

How to Use This Honors Program Guide

Explore the Guide to Gain an Understanding of the 2022/2023 Honors Study Topic and its Themes

- Read the Honors Study Topic essay for an overview of the 2022/2023 topic (pages 6-9). Check out the seven Honors Study Topic Themes, that each serve as a lens through which you study the overall Honors Study Topic, for more detail about each Theme (pages 10-23).
- Read the overarching question located below the Theme title to help guide your selection of an Honors Study Topic Theme.
- Read the introduction to the Theme.
- Check out the sources in the “Discover More About...” section.

Read and Analyze the Honors in Action Planning Rubric (pages 24-26)

- Look at the detail for each section of the HIA rubric: Academic Investigation, Action (with collaboration), and Impact. The rubric will guide your Honors in Action team to set research, action, and collaboration objectives. Be sure all elements of a strong HIA project are included in your planning and implementation.
- Remember, this is the same rubric that Hallmark Award judges use to score Honors in Action award entries after they are submitted.

Examine How to Identify and Analyze Academic Sources (pages 29-33)

- Investigating academic sources related to the Honors Study Topic is the cornerstone of Honors in Action. Learn how to determine whether a source is a credible academic one.

Discover How to Develop a Research Question (page 27)

- After you set academic research objectives and select one of the seven Honors Study Topic Themes, your Honors in Action team will develop a research question. Learn the steps to take to ensure you have a robust question guiding your Honors Study Topic research.

Learn How to Create Your Team’s HIA Journal (pages 36-37)

- Not sure how to create an effective HIA Journal? Explore the suggestions, including questions to ask yourselves, about how to create your team’s journal.

Introduction

Honors in Action (HIA) projects require substantive academic investigation of a theme related to the Society's current Honors Study Topic. The theme you select should be the lens through which you explore the Honors Study Topic, and it should directly connect to and provide supporting evidence for the development of the action component of your project. Honors in Action Projects require you to address a need in your community that was discovered through your research and analysis into the Society's current Honors Study Topic.

INVESTIGATE AND ANALYZE



Review the Honors Program Guide. Explore each theme, noting which topics resonate with your team.



Develop research objectives to guide your research into a specific theme.



Investigate academic sources with varied viewpoints related to your research question.



Reflect on and analyze your research to develop research conclusions.

1

ACT AND COLLABORATE



Consider how your research findings manifest locally, identify a real-world problem related to your academic research that requires action, and brainstorm possible solutions.

2



Develop action objectives to address the local problem identified by your research findings.



Set collaboration objectives and develop a communication plan that includes members of your Honors in Action team and your collaborators.



Identify collaborators on campus and in your community.



Execute your plan of action and your communication plan.

3

ASSESS AND REFLECT



Reflect on and evaluate your academic research, action, and project collaboration.



Assess teamwork and how members grew as scholars and leaders throughout the process.



Check the HIA Planning Rubric to be sure you address all components of the HIA Hallmark Award entry.



Write, edit, and submit your team's HIA Hallmark Award entry.



Celebrate your success!

Jumble

Unscramble the letters in each word below to complete the sentence. These HIA-related words do not include words that are offensive, obscure, hyphenated, or proper nouns.

For added fun, how many words (four letters or more) can you create from the letter combinations below? Can you identify a word that uses all the letters in each of the words?

EIEATSRTGZ

NOIACT

ALLOCETBORA

OBTIVESECJ

VICSEER

ADLE

Compete this sentence using the unscrambled words (use every letter) from above to complete this sentence.

_____ to create _____ to
_____ and _____ a research-based
_____ project.

This sentence defines the Honors In Action Project and can be used to describe your project to chapter members, faculty, college administrators, and college and community collaborators.

For answers, go to page 41

THE ART AND SCIENCE OF PLAY

BY SUSAN EDWARDS

Associate Vice President, Honors Programming and Undergraduate Research
Phi Theta Kappa Honor Society

“Life moves pretty fast. If you don’t stop and look around once in a while, you could miss it.”

– FERRIS BUELLER

In the film *Ferris Bueller’s Day Off* (1986), Bueller demonstrates the art of play throughout his daylong romp through Chicago with his two best friends. Free-spirited wandering and play are, according to philosopher Phyllis Mazzocchi, ubiquitous themes found in the works ascribed to Chinese philosopher Chuang Tzu (369-298 B.C.E.). While Bueller was not overtly following the teachings of Chuang Tzu, Chuang’s concepts of physical and metaphorical

“How would you spend your days differently if you didn’t care so much about seeing your actions reach fruition?” Burkeman is not encouraging people to be lazy. Instead, he writes that how we spend our time matters, and, even at play, we should avoid “existential overload.” He offers several tips to shake us out of complacency and encourage us to play.

Like Ferris Bueller, we can seek out novelty in the mundane. We can cultivate generosity, and we can practice doing nothing. Professor Stuart Lester, who advocates for the right of all children worldwide to play, recommends engaging in play the way children do. They rarely walk in straight lines. Instead, children tend to meander to where the things that catch their attention take them.

Stuart Brown, physician and founder of the National Institute for Play, maintains that play, is “preconscious and preverbal – it arises out of ancient biological structures that existed before our consciousness or our ability to speak.” Brown has been repeatedly asked to define play. Instead, he has determined seven properties of play. It is apparently done for its own sake, meaning that play for humans does not seem to involve survival value. Play is voluntary. Play is fun. When we fully engage, play provides freedom from time. Play diminishes self-consciousness and has the potential for improvisation. Once involved, we often want to keep playing.

The desire to play, Brown argues, is found in all animals. Animal play behaviorist Robert Fagen studies myriad beings from bears to aardvarks to sparrows. When Brown met Fagen, Fagen was studying grizzly bears in Alaska with the support of the National Geographic Society. Fagen explained his work in Alaska, “In a world continuously presenting unique challenges and ambiguity, play prepares these bears for an evolving planet.” Social mammals and smart birds, such as leopards, wolves, dogs, cats, hyenas, and rats, have been observed play fighting. Scientists have also observed adult ravens deliberately sliding down snowy slopes, bison sliding

wandering fit Bueller’s activities. Chuang’s thoughts about wandering go beyond the physical, though, to wandering as a state of mind. Mazzocchi argues that Chuang’s parables “may be regarded as the clever creation of a game” designed to shake humans out of complacency and place us “in the greater gameplay of the universe.”

Author Oliver Burkeman might applaud Bueller’s ability to embrace the finitude of his senior year of high school through the art of play. By finitude, Burkeman means that we have limited time and limited control over our time. If we live to age 80, he argues, we have 4,000 weeks to work and play and create meaning in our lives. He asks the question,



on frozen lakes, and hippos doing back flips in water. Octopi manipulate objects, some fish blow bubbles apparently as play, and goats scale treacherous mountain cliffs.

Brown postulates that animals play for several reasons. Play allows animals to practice skills needed in the future in a penalty-free environment. Play can help animals develop emotional intelligence by allowing them to rehearse “normal give-and-take” that is necessary to thrive in social groups. Taking time from other activities to play benefits animals. In fact, Fagen’s statistical data over time shows that “animals who play the most were the ones who survived best.”

Greek philosopher Aristotle said that humans are by nature social animals. Sharing the experience of play releases endorphins, which counteracts the stress hormone cortisol. Scientific data show that while play benefits animals and children, author and TCK Publishing editor Kate Sullivan argues that there are scientific reasons adults should play more. Play reduces stress. It increases energy, brain function, and language ability. Play promotes better sleep and improves confidence. Play seems to boost humans’ goalsetting. Play can even foster better relationships. Play builds trust and increases the level of connection among people. Finally, play increases creativity.

Scott Eberle, intellectual historian of play, Vice President of Play Studies and Editor of the *American Journal of Play* at the Strong National Museum of Play in Buffalo, New York, determined a six-step process of play.

Anticipation is the first step during which people think about what to expect, sometimes with a bit of anxiety and curiosity about whether they will be able to achieve what they hope to through play. Anticipation is followed by surprise, pleasure, understanding, strength, and poise. The **surprise** can be a discovery, a new idea or a shift in perspective through play. **Pleasure** is the fun and good feelings people feel through play. **Understanding** is the acquisition and synthesis of new knowledge. **Strength** and **self-confidence** come from mastery through play. **Poise** is a sense of balance, grace, and contentment. Eberle illustrates the six steps of play as a



wheel. He argues that the process of play is not linear. “Play changes,” he writes, “with time and place and as culture changes.”

If play changes with time, place, and culture, in what ways does a person’s role, identity, and access influence the experience of play? Franklin Foer believes that soccer (fútbol) explains the world. It is the world’s most popular sport. In 200 nations from all regions of the world, 250 million people play soccer. Even more people, an estimated 3.5 billion, watch and follow soccer in person, on television, and via social media. Foer explains that soccer transcends a person’s role in the world. All that is needed to play is some open space, a ball, and two goal posts.

While soccer fans are fervently loyal to their chosen teams, soccer mirrors globalization. Foer argues that during the 1990s, coaches and teams began to move around and thereby seemingly erase national borders and identities. Foer mentions, as example, that Basque teams were suddenly trained by Welsh coaches who signed Dutch and Turkish players. Skilled players now regularly compete against one another in transnational tournaments. And, both men’s and women’s teams are followed worldwide, though women are still working to gain equity with men in terms of salaries, benefits, and other resources.

Soccer is the most popular sport in the world, but it is followed by cricket, with 2.5 billion followers, basketball with 2.3 billion followers, ice and field hockey, with 2 billion followers, and tennis, with 1 billion followers.

Tennis provides a prime example of the financial, physical, and psychological costs and benefits of play. Swiss tennis pro Roger Federer’s biographer Christopher Clarey calls Federer “the master.” Clarey compares John McEnroe, whom he considers an artist on the tennis court, with Jackson Pollack, “spattering paint in an attempt to express





some internal struggle.” On the other hand, Federer is compared to Peter Paul Rubens, “prolific, well-adjusted, enduring, and perfectly accessible.” Federer has worked hard, of course, to become one of the greatest tennis players of all time, and he has amassed a vast fortune through strategic play of tournaments and endorsements. He has endured serious physical ailments as a result of the training it has taken over many years to reach the top of the tennis world.

Hakuho Sho, whom journalist Stephen Stromberg calls the Roger Federer, Rafael Nadal, and Novak Djokovic combined in one person, has been, until his 2021 retirement, the greatest sumo wrestler of all time. He achieved the sport’s top rank for 14 years—something no other sumo wrestler has come close to accomplishing. At age 36, Hakuho came back from a bout with COVID and varied injuries to capture his final tournament win. Stromberg mused about his sadness, as he watched the Hakuho era come to an end. Stromberg realized that he cared because “sports are delightfully unpredictable”—a hallmark of the art of play.

Naomi Osaka, Japan’s phenomenal tennis champion, has amassed a fortune playing tennis and is popular worldwide. She has been open about the psychological struggles

she has faced as a result of the public interest in her and the expectations of tour officials and members of the press. Gymnast Simone Biles and swimmer Michael Phelps have also been open about the cost of play to their mental health. While Biles and Phelps have achieved global fame and great wealth through extraordinary success as Olympians, not all athletes amass a fortune from their work and play.

The ideals of the Olympics and their motto, *Citius, Altius, Fortius—Communiter* (Faster, Higher, Stronger – Together) are embodied in athletes like Indian weightlifter and 2020 silver medalist Mirabai Chanu, Tunisian swimmer and gold medalist Oussama Mellouli, and USA shot-putter and silver medalist, Raven Saunders. Chanu, Mellouli, and Saunders worked hard to achieve Olympic dreams, but they have done so in sports that are less popular worldwide than those of marquee athletes. Saunders, who is openly gay and who has experienced poverty, depression, and loss, has wondered aloud if the Olympics, which claim to celebrate diversity, has a spot for people like her. When she won her 2021 silver medal, Saunders stepped off the podium and raised her arms in an “X” formation. She was asked why she did it, a question to which Saunders replied, “It’s the intersection of where all people who are oppressed meet.”

Title IX in the United States opened avenues for female athletes like Saunders to play sports. Tennis legend and 1996 USA Olympic tennis coach Billie Jean King argues that women were “supposed to be happy with the crumbs” and to be grateful with those crumbs. But, she explained, “We want the cake, the icing, and the cherry on top.” Twenty-five years after Title IX was enacted, its effect was seen in the success of the USA Olympic women’s gymnastics, softball, basketball, and soccer teams. Softball player and 1996 gold medalist Dot Richardson explained the overwhelming feelings she had while standing on the Olympic podium, “I realized we were living the dream for so many who were not given the opportunity.”



She also appreciated that she and her teammates were opening doors for young girls to “not only dream about it but to live it.”

While the conceptual and legal structure of Title IX has had a profound effect on women’s play, physical architecture and design have also had an impact on play. Steven Johnson, host and co-creator of the Public Broadcasting Service’s *How We Got to Now*, tells the story of Madinat al-Salam, Arabic for “city of peace.” Madinat al-Salam was a city planned circa 760 C. E. by the new leader of the Abbasid Dynasty Abu Ja’far al-Mansur and built on the eastern edge of Mesopotamia. The city was built around the older settlement known as Baghdad. al-Mansur was inspired by Greek mathematician Euclid’s work, and the leader enlisted engineers and city planners to build an exemplary metropolis comprised of nested concentric circles that were ringed by brick walls. It was considered by many a center of learning and leisure and the most civilized urban environment in the world. Madinat al-Salam included outdoor spaces, such as regularly swept streets, parks, and gardens, where people could play. A vast square was built in front of the Imperial Palace where events such as tournaments, reviews, and races were held. At night the square was lighted so city inhabitants could gather and play. Within 100 years, Baghdad had a population of more than one million, and its outdoor spaces influenced other urban centers to create places city dwellers could play.

One of the measures of great contemporary cities is the access people have there to the arts. For many people, the arts represent play. The Museum of Contemporary Art Shanghai; Museum of Contemporary Art Tokyo; Uffizi Gallery in Florence, Italy; the Inhotim Museum in Brumadinho, Brazil; and the Smithsonian’s Hirshhorn Museum and Sculpture Garden in Washington, D. C. are all considered among the top “chests of knowledge” and are collectively visited by millions of art lovers annually. The world’s greatest art museums not only purchase, house, preserve, and display valuable paintings, sculptures, and artifacts, they offer must-see special exhibits, interactive installations and technology; provide serene places to dine; and marvelous places to shop. They offer classes and programs for people of all ages and often offer free admission to people who live in the cities where the museums are located.

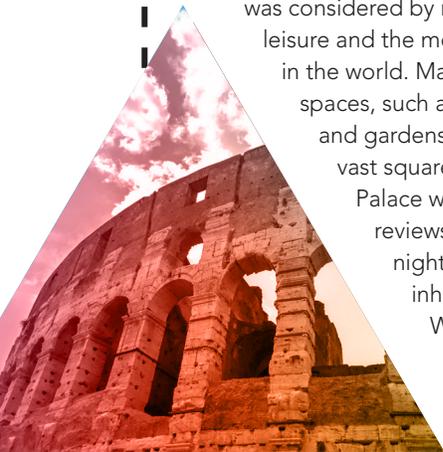
Architect Frank Gehry, a classical music devotee, designed the Walt Disney Concert Hall for the Los Angeles Philharmonic and has devoted years to his

work with the Youth Orchestra Los Angeles (YOLA). Based on a program developed in Venezuela that provided L.A. Philharmonic conductor Gustavo Dudamel opportunities to learn and play music, YOLA provides free instruments, musical training, and academic support to approximately 1,300 students who otherwise would not be able to afford these services or play in an orchestra. Gehry created a space in Inglewood, California, that has optimal reverberation, acoustics, and dimensions that are the same as the Walt Disney Concert Hall. “As an architect,” Gehry said during an interview with *Architectural Digest*, “this is what I can do to show these kids that they are intrinsically worthy of the best our society can offer.”

Play can serve as muse to evoke artistry and craftsmanship. Some of the most creative and renowned people on Earth take time to play. Anthropologist David Graeber and archaeologist David Wengrow began work on *The Dawn of Everything: A New History of Humanity* (2021) as play “in the spirit of mild defiance towards their more ‘serious’ academic responsibilities.”

Rapper Bad Bunny mixes work and play. Music is his work, his play, and his way of relaxing. Soccer great David Beckham plays with Legos. Actress Meryl Streep knits. The Dalai Lama meditates daily, gardens, and repairs watches. His friend and fellow Nobel Peace Prize winner, Archbishop Desmond Tutu, read. Beyoncé plays Tetris. Former British Prime Minister David Cameron plays Angry Birds. Rihanna fishes. Actress and LGBTQIA+ activist Laverne Cox loves karaoke and watching HGTV’s *Fixer Upper* and *Property Brothers*. Publisher and editor Karen Rinaldi surfs. Alicia Keys and Swizz Beatz entertain friends. Taylor Swift cooks and bakes. Hugh Jackman plays backgammon. Singer Olivia Rodrigo loves dancing and traveling. Sir Rod Stewart has spent the last 20 years building a model railway layout of a 1940s city.

However we choose to engage, play has the ability to evoke memories that challenge, inspire, traumatize, and heal. It is a harbinger of epiphanies, inventions, and innovations. Taking time, as Ferris Bueller recommends, to stop and play can counteract the fast-moving nature of contemporary life. Think about the experiences throughout your life that have brought you joy. Stuart Brown offers the following advice. Open yourself to play and to being a beginner who looks at the world with fresh perspectives. Develop an active lifestyle and those interests that are fun for you. Foster your playfulness and cultivate the activities and relationships with people who nourish your soul. Like Bueller, be at play in the world. Play on!



THEME 1: ESSENCE OF PLAY

What are the natural and philosophical foundations of play?

BY DR. ROSIE L. BANKS AND PROF. KISMET A. LOFTIN-BELL

Honors Program Council
Phi Theta Kappa Honor Society

Plato, Socrates, Aristotle, and Xenophanes believed that play explained human expression, rooted in spiritualism and religious practices and beliefs. In Greek society, play was an interaction about or between the gods. The human experience was understood through agon, mimesis, and chaos. Agon, conflict, was where the gods created challenges for humans through disagreements, politics, wars, etc. to determine whether a particular individual/group was favored by the gods. Favoritism by the gods was seen in those who won in conflict and in sporting events, i.e., footraces and archery. Mimesis, the mimicking of the gods, could look like theater, rituals, and other dramatic or symbolic depictions. Finally, chaos, the "order or disorder of nature," led humans to make sense of the world by throwing bones on the ground, drawing lots, or exposing images to determine someone's fate. Similar practices can be seen in cultures around the world. Storytelling, theatrical experiences, sporting events, and religious rituals share common structures, purposes, and outcomes through acting, music, and dance.

The Enlightenment brought the study of play. John Locke's approach disconnected play from the spiritual world. He believed that humans are born as a blank slate and that experiences shape our thoughts. In his writing *Some Thoughts Concerning Education* (1693), Locke wrote "Recreation is as necessary as labour or food [sic]." For Locke, children play naturally, and it develops their "attitude, aptitude, and physical well-being."

Immanuel Kant expanded the concepts from Greek society into imaginary thought. Kant believed that it was imagination that helps humans pursue knowledge and have a better understanding of spiritual/moral matters. For Kant, play was an activity of the mind. In the late 18th century, philosopher Friedrich von Schiller believed that the energy that is left after work can be used for play, to explore creative and physical activities that help humans to "transcend their conditions." And play returned to "higher-level spiritual thought" through the



arts. Schiller influenced Swiss educator Johann Pestalozzi and German educator Friedrich Froebel. Pestalozzi believed that children learned by doing and by interacting with objects within their environments. Froebel connected Schiller's and Pestalozzi's ideas to create natural environments and curricula that allowed children to play with objects that would lead to insights. For Froebel, play activities allowed children to interact with "nature, knowledge, and beauty that would reveal the Divine Unity of the world and humans' place in that unity." He believed that play between a mother and a child—particularly play that reflected cultural experiences and norms—were symbolic, developmental, and necessary for children.





Froebel's prescriptive nature of play shifts play from nature to nurture.

Charles Darwin transitioned the study of play from a philosophical approach to a scientific approach with *On the Origin of Species* (1859). Just as Froebel found that children learned through play with objects within their environment, scholars have argued that scientists have found that non-human primates utilize objects within their environments to play. Recent research in child and human development and animal biology show that play

is both innate and learned. Johan Huizinga's *Homo Ludens* (1938) stated that "[p]lay is older than culture, for culture...presupposes human society, and animals have not waited for man to teach them their playing." The work of Dorothy and Jerome Singer, by contrast, uses the work of Jean Piaget and Sigmund Freud to argue that play supports social learning and development. They conceptualized that "[w]hen individuals play, they bring these concerns to the dramas they create and inhabit."

Contemporary play studies integrate child development, the arts, philosophy, and more to explore both the essential and developmental nature of play. Mihai Spinosu's (1989) *Dionysus Reborn* explores how play shows up naturally in the sciences and in scientific research. Play studies also intersects in interesting ways with leisure studies. We are learning ever more about the natural and philosophical foundations of play.

DISCOVER MORE ABOUT ESSENCE OF PLAY

Frost, J. L., Wortham, S. C., & Reifel, S. (2012). *Play and child development* (4th ed.). Pearson.

Frost et al. created a textbook for students who are interested in understanding the history and science of children's play.

Henricks, T. S. (2020). Play studies: A brief history. *American Journal of Play*, 12(2), 117-155. <https://files.eric.ed.gov/fulltext/EJ1255272.pdf>

Henricks provided a review on the history of play ranging from philosophy to science. He also explained the varying definitions and experiences of play.

Huizinga, J. (1944/1949). *Homo ludens: A study of the play-element in culture*. Routledge & Kegan Paul Ltd.

Huizinga offered an analysis on the influence of play on culture, from civilization and law to art.

Spinosu, M. (1989). *Dionysus reborn: Play and the aesthetic dimension in modern philosophical and scientific discourse*. Cornell University Press. <https://archive.org/details/dionysusrebornpl00spar/page/n11/mode/2up>

Spinosu wrote a comprehensive analysis of play from a philosophical and scientific view. He provided both a historic and modern (at the time) view of play and its role in life.

Tanner, J. E., & Byrne, R. W. (2010). Triadic and collaborative play by gorillas in social games with objects. *Animal Cognition*, 13(4), 591-607. <https://doi:10.1007/s10071-009-0308-y>

This article discussed play among gorillas and their use of objects while playing. It provided a comparative analysis with human children and other non-human primates, specifically bonobos.

THEME 2: ECONOMICS OF PLAY

What are the financial, physical, and psychological costs and benefits of play?

BY PROF. GIGI DELK AND PROF. RAHUL KANE
Honors Program Council
Phi Theta Kappa Honor Society



Organisms from humans to artificial intelligence systems use forms of play to explore potential choices and the consequences of those choices. The exploratory nature of play promotes innovation, flexibility, enhanced problem-solving, teamwork, and adaptation. In the animal kingdom, an adolescent's ability to master the skills learned through play affects their ability to hunt effectively, protect themselves, and coexist successfully as members of their species. Animals learn the skills of group dynamics and prey-predator interactions through play; similar interactions even create phylogenetic changes in organisms.

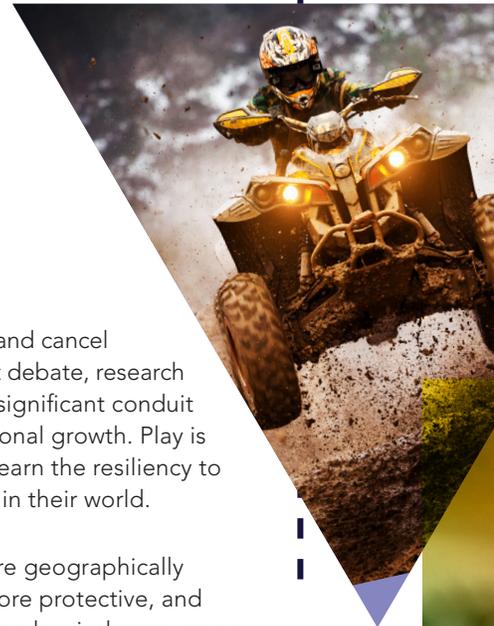
For human children, play allows an exploration of imagination, creativity, physical dexterity, and cognitive development in a controlled environment that allows for learning through failure without life-threatening consequences. Play has been shown to foster empathy and self-regulation. In contemporary society, where

resilience, emotional maturity, and cancel culture are subjects of frequent debate, research continues to support play as a significant conduit to mental, physical, and emotional growth. Play is how members of any species learn the resiliency to adapt and successfully survive in their world.

Today, as families become more geographically separated, parents become more protective, and the world moves at an ever more hurried pace, some implications result from a shift towards adult-centered, structured play versus free play. Although play evolved as an evolutionary adaptation to create agile minds and bodies, over-protective parents are unwilling to risk the potential for (minor) injuries during unsupervised play, contributing to the expansion of "safe" screen time versus physical activity.

Multiplayer games, from hand-held to massively multiplayer online role-playing games (MMORPG), have improved students' social interaction skills, engagement, and learning process. However, gaming addiction has been known to cause depression, social isolation, anxiety, aggression, and violence, with negative academic and occupational consequences. Free play allows children to learn at their natural pace, enabling personal satisfaction and a level of mastery of the skill in private. Nearly everyone can share a traumatic childhood experience where being unable to perform some skill resulted in

ridicule or bullying. Does failure help build resilience in an organism? How do socialization skills learned through play improve the chance of success for an organism or, ultimately, the species?



The financial implications of play extend far beyond the home or workplace. Play has been used in occupational therapy to practice specific motor skills, promote sensory processing and perception, and enhance cognitive development. Organized sporting events

have a huge financial impact on people, corporations, and communities, from massive stadiums to merchandise endorsements and sports memorabilia. The politicization of Title IX, expansion of collegiate sports programs, competitive performance scholarships, and negotiations between competitive conferences represent a multi-billion-dollar industry of students, media, and colleges. This industry has grown to include cheating scandals and a dangerous win-at-all-costs mentality in both academia and sports. College admission scandals rocked the nation while science

decries the physical trauma of many sports due to implications for traumatic brain injuries and adverse quality of life after injury.

The rapid growth of virtual sporting events contributes to the significant financial impact of the play. Immersive and hands-on learning implementations like Makerspace and Hackerspace are re-introducing collaborative, hands-on, and play-based learning back into academia through modern woodshops, 3D printing and modeling, coding, robotics, and innovative media, while play-based learning—employing play with intentional teaching practices—has become prominent in all levels of education curriculum throughout the world. Immersive learning and gamification of education have opened new avenues of teaching and learning as well. The tech-savvy, adaptive students of today will become the creative workforce that fuels the economy of the future.



DISCOVER MORE ABOUT **ECONOMICS OF PLAY**

Branch, T. (2011). *The cartel: Inside the rise and imminent fall of the NCAA*. Byliner.

Branch explored the debate about whether college athletes should be paid for their work. He began his scholarly journey believing in the idea of the scholar athlete and then came to the conclusion that college athletes should be paid.

Foer, F. (2006). *How soccer explains the world: An unlikely theory of globalization*. Harper Perennial.

Foer discussed the financial, physical, and psychological costs and benefits of fútbol (soccer) and its connection to globalization and global cultures.

Fourie, L., Els, C., & de Beer, L. T. (2020). A play at work intervention: What are the benefits? *South African Journal of Economic and Management Sciences*, 23(1), 1-11. https://www.researchgate.net/publication/341698763_A_play-at-work_intervention_What_are_the_benefits

The authors analyzed data from their longitudinal study and determined that opportunities to play within the workplace positively impact team performance.

Ginsburg, K. R., Committee on Communications, & Committee on Psychosocial Aspects of Child and Family Health (2007). The importance of play in promoting healthy child development and maintaining strong parent-child bonds. *Pediatrics*, 119(1), 182-191. <https://doi.org/10.1542/peds.2006-2697>

The authors argued that play is a vital part of humans' cognitive, physical, social, and emotional development. They discussed how free play is important for young people and how unscheduled play has diminished as humans have created increasingly hectic, scheduled lives, and they offer ideas for helping people balance their schedules for free play.

THEME 3: SYSTEMS OF PLAY

In what ways do one's role, identity, and access influence the experience of play?

BY DR. INHYE PETERSON AND DR. JOHANNAH B. WILLIAMS
Honors Program Council
Phi Theta Kappa Honor Society



In his 1891 essay, "The Decay of Lying," Oscar Wilde wrote that life imitates art. Comparably, it seems that life also imitates play. The popular phrase "life is a game" gives meaning to the similarities between living and playing. Whether one is on a baseball field, basketball court, in a classroom, or a corporate office, there is some aspect of "playing the game" involved.

The roles that we champion, whether in competitive or cooperative environments, not only define who we are but influence our experiences and the experiences of those around us. Was it Nick Saban's role as head football coach of the University of Alabama football team that earned him the most national championships in football history? Or was it the role of the team recruiters who scouted the athletic talent he needed for that success?

How does one's role as a spectator impact the experience of athletes on the field? Research shows that "home field advantage" is more than just a phrase. Cooperation among members of a team help accomplish goals that individuals may not achieve alone. Michael Jordan played through severe illness to help his team win a crucial game, while Simone Biles chose not to play to give her team an edge in the 2020 Olympics. Each respective member of a team plays a role that could lead to the success or failure of all the others.

In many popular video games and all forms of athletics, the role of each participant has an impact on the outcome of the game. In a direct reflection of that, the roles we play in our individual worlds can have a tremendous impact on the larger world around us. Jeff Bezos' role as an entrepreneur transformed the way we shop, read, and ingest media. Steve Jobs' role as an innovator changed the way we communicate

and allowed us to carry an immense amount of information around in our pockets. Marva Collins' role as an educator improved the lives of thousands of children in Chicago schools.

As life imitates play, we might find that identity, be it race, gender, socio-economic status, sexual orientation, age, or any of the other characteristics that make us unique, influences our experiences and impacts access to playing fields. Does a family who lives below the poverty line have equal access to tennis courts? Is the young boy who learned to play football on an insufficient field at a disadvantage when college recruiters are watching?

In March 2021, the National Collegiate Athletic Association (NCAA) issued a public apology when its



women's basketball team revealed that their tournament weight room was significantly inferior to that of the men's. Arizona State University's Amira Davis explained that we continue to invest in sports that are disproportionately more accessible to the middle class, thus growing the sport while stalling diversity. An Aspen Institute study found that children from low-income families are 50 percent less likely to participate in sports due to associated costs.

When Southeastern Conference (SEC) football star and National Football League (NFL) hopeful Michael Sam came out as gay, the public frenzy that followed led many to question if his rejection by NFL teams was because of his LGBTQA+ identity. What are the individual and societal consequences when identity prevents an important player from accessing the game? Are we equally as affected by the roles a player doesn't get to play as we are by the roles that they do? How does your identity and role in the systems of play influence your experience and the experiences of those around you?



DISCOVER MORE ABOUT **SYSTEMS OF PLAY**

Ferguson, S. (2019). *Race, gender, sexuality, and social class: Dimensions of inequality and identity*. Sage Publications.

This book described how social statuses shape our experiences and impact our life chances. The author described how race, class, gender, and sexuality intersect with one another to produce social inequalities and form the bases of our identities in society.

Hyde, E., Omura, J., Fulton, J., Lee, S., Piercy, K., & Carlson, S. (2020). Disparities in youth sports participation in the U.S., 2017-2018. *American Journal of Preventative Medicine*, 59(5), 207-210. <https://doi.org/10.1016/j.amepre.2020.05.011>

This study provided national estimates of U.S. youth aged 6–17 years who participated in sports and examined the differences in participation by demographic characteristics.

Chappetta, K. C., & Barth, J. M. (2020). Gaming roles versus gender roles in online gameplay. *Information, Communication & Society*. <https://doi.org/10.1080/1369118X.2020.1764608>

Using social role theory and role congruity theory as theoretical frameworks, the authors proposed that attitudes and beliefs related to traditional gender roles account for differences in the way that games are played and experienced by women compared to men.

Manning, A., & Hartmann, D. (2016). Kids of color in the American sporting landscape: Limited, concentrated, and controlled. In Messner, M., & Musto, M. (Eds). *Child's Play*, 43-60. <https://doi.org/10.36019/9780813571478>

Manning and Hartmann argued that while opportunities for fun, fitness, socialization, development, and mobility in and through sports exist for American children of color, they also faced challenges of access and issues of treatment that are unique, uneven, and unequal.

Zeigler, C. (2016). *Fair play: How LGBT athletes are claiming their rightful place in sports*. Edge of Sports.

This book provided a discussion of the advancements that LGBTQ athletes have made in sports, and how current developments will impact LGBTQ athletes in the future.

THEME 4: ARCHITECTURE AND DESIGN OF PLAY

In what ways do the design and structure of abstract and physical environments impact play?

BY PROF. STEVEN J. FRITTS, DR. KELLY KENNEDY-EVERETT,
AND DR. TERRI SMITH RUCKEL
Honors Program Council
Phi Theta Kappa Honor Society



The environments within which we experience the world are vital to our lives. Take a moment and look around. Do our physical environments inspire us to explore, create, and play? The playgrounds we grew up on, the



workspaces we utilize every day, and the habitats we create impact our capacity to play.

Now, take a moment and consider the abstract. The programming of *Zelda*, the immersive worlds created by Meow Wolf, and the jazz improvisations of Charlie Parker, these environments impact our humanity. The point of architecture and design can be objective, functional, economic, socio-cultural, and aesthetic. Must they only serve their purpose, or should their structure and design evoke a sense of wonder and ignite our playful spirit? Consider the virtual worlds of video games that cannot exist without the architecture created by the programmer, the artistic beauty created by the designer, and the ambient skills orchestrated by the composer. Collaborative efforts like these immerse us in a virtual world of play by blending the abstract and the physical.

Consider captivating environments like Immersive Van Gogh and cutting-edge nursing simulations. These are spaces created to explore creativity, inspire wonder, and master skills. Go a step further. Turn the world into a game. Applications such as REXplorer and Pokémon GO create play in an abstract world that utilizes the physical environment for exploration. Even the business world is on board. In the Wizarding World of Harry Potter, for example, customers must purchase a wand and play the in-store game to fully experience an environment created for economic gain as well as the joy of fans.

Natural and constructed habitats critically impact play. Constructed habitats often consider the play of humans while disregarding the play of animals. Visualize the habitat

of a captured animal like the one constructed for the orca Shamu. Do you picture a space smaller than the wingspan of an airplane, the size of a football field, or the distance from home plate to first base? It would be like asking a human being to exist in a space the size of a bathtub. People for the Ethical Treatment of Animals (PETA) pointed out that this is Shamu's reality. In the wild, orcas hunt and teach their young with vocalizations, repeated behaviors, and teamwork, all in the form of play. They often play with their food for the purposes of socialization and entertainment. Like Shamu at SeaWorld, animals in zoos or theme parks must perform tricks for people's amusement, but often they do not have opportunities for natural play.

Regarded as a design masterpiece, Central Park in New York City offers residents of all ages a place to gather and refresh from the hustle and bustle of their demanding lives. In 1858, the landscape designers Frederick Law Olmsted and Calvert Vaux created the park with play in mind. Imaginations are engaged while taking in a Shakespeare in the Park show, playing tag on the soft grass, or rowing a boat across a pond. These types of opportunities open us up to play in our daily lives. The Japanese American artist and designer Isamu Noguchi embraced play, and in 1986 for the Venice

Biennial, created his work *Slide Mantra*. Noguchi's architectural design invited people to "come play" and now resides in Bayfront Park in Miami, Florida.

In today's world, play is an important consideration in workplaces. Ben & Jerry's, Google, and Shutterstock have mastered the art of fun in the corporate environment. These companies believe that designing environments for play is beneficial for employees as well as their companies. They have created an atmosphere of play by adorning the walls with bright colors and developing unique spaces for team meetings. Without sacrificing the results of the work itself, these companies prioritize play and self-care for employees. With these examples in mind, once again look around and consider these questions. How do our environments encourage or restrict play? In what ways do the architecture and design of play impact our lives?



DISCOVER MORE ABOUT ARCHITECTURE AND DESIGN OF PLAY

Abulrub, A. H. G., Attridge, A. N., & Williams, M. A. (2011). Virtual reality in engineering education: The future of creative learning. In *2011 IEEE global engineering education conference (EDUCON)*, 751-757. IEEE. <https://doi.org/10.1109/EDUCON.2011.5773223>

The authors explored the benefits of using virtual reality to teach engineering students who come to higher education with advanced levels of technology skills and the need for a creative space to learn.

Burford, C., & Schutten, J. (2017). Internatural activists and the "Blackfish effect": Contemplating captive orcas' protest rhetoric through a coherence frame. *Frontiers in Communication*, 1, 16. <https://doi.org/10.3389/fcomm.2016.00016>

The authors examined the Blackfish Effect by documenting how captive orcas do not "play" as their human captors desire. Instead, they rebel against the architecture and design of their tanks and training.

Larsen, S. Parkour: (2021). Playing the modern, accelerated city. *Journal of the Philosophy of Sport*, 48(1), 26-44. <https://doi.org/10.1080/00948705.2020.1834862>

The author examined the human experience and how urban spaces are converted to places of play through sportification. Larsen also explored how the players connect with their environments.

Ruengtam, P. (2017). Factor analysis of built environment design and management of residential communities for enhancing the wellbeing of elderly people. *Procedia Engineering*, 180, 966-974. <https://jneuroengrehab.biomedcentral.com/articles/10.1186/1743-0003-11-156>

With the number of people over the age of 60 reaching two billion by 2050, the author examines the needs of this population as they relate to the architecture and design of senior residential areas.

Ugolini, F., Sanesi, G., Steidle, A., & Pearlmutter, D. (2018). Speaking "green": A worldwide survey on collaboration among stakeholders in urban park design and management. *Forests*, 9(8), 458. <https://doi.org/10.3390/f9080458>

The authors discussed the importance of thinking about the environment and collaborating with varied stakeholders to design and develop the architecture of public parks.



THEME 5: SOUL OF PLAY

To what extent does play serve as muse to evoke artistry and craftsmanship?

BY PROF. STEVEN J. FRITTS, DR. KELLY KENNEDY-EVERETT, AND DR. TERRI SMITH RUCKEL

Honors Program Council
Phi Theta Kappa Honor Society

"Sing in me, Muse, and through me tell the story," chants the poet in the opening line of *The Odyssey*. Homeric Greeks imagined that poets and artists gained inspiration from the Muses, goddesses who represented and empowered the arts. The Greeks also gave us our word, "music," along with the idea that the creative arts express the soul—an inner voice, vision, or passion unhindered by the rules of this world or of work. For them, play that "turned the eye of the soul" became the source of creativity.

Mythology and Plato aside, to what extent do creativity and play "work" together, and what role might play "play" in the process of evoking artistry and craftsmanship, including the visual, graphic, plastic, decorative, and performing arts, as well as music, literature, film, and interactive arts? In what ways does play inspire the dancer and the designer, the poet and the painter, the graphic artist and the game maker? How does play lead to storytelling, jewelry making, body art, costume play, and the like?

Norwegian Professor of Musicology, Jon-Roar Bjørkvold, maintains that this creative connection is so strong it is difficult to see the division between music and play. According to his research, the young make music and play in synthesis, not saying "this is playing" or "this is musicking." They simply feel a need to play and evoke the muse within, a natural tendency to "music as *muse-ical beings*."

In *One Writer's Beginnings* (1984), Eudora Welty references the voice inside her head that encouraged her lifelong passion for language and storytelling. From earliest memories of playing with alphabet blocks to her mother reading *Little Golden Books* to her, until later when writing short stories and novels earning her a reputation as one of America's most gifted writers, Welty experienced an inner voice reading every word "silently."

"It isn't my mother's voice, or the voice of any person I can identify. It is human, but inward, and it is inwardly that I listen to it. It is to me the voice of the story or poem

itself." Welty said the "reader voice" gave her the desire to write, and at age 75, she recalled childhood experiences, seeing the playful artwork in the oversized first letters of the children's books.

One of the most influential artists of the 20th century, Jean-Michel Basquiat produced uncomplicated works delivering compelling cultural critique. Basquiat's artistic career began in his childhood with his mother's encouragement to draw cartoons. He was drawing his favorite superheroes at the tender age of 3. In a rare interview in 1981, the 21-year-old Basquiat was asked where "the poetic smattering of words scrawled on his canvases came from." Basquiat pointed to the spontaneity of his technique: "When I'm [painting], I hear them, you know, and I just throw them down."

In a parallel (corporate) world, the success of the e-commerce giant Etsy attests to the power of play in artistry. The company's slogan, "Buy directly from someone who put their heart and soul into making something special," connects thousands of hobbyists-turned-artisans with customers all over the world. Another global phenomenon, "role-playing" games such as Dungeons and Dragons create opportunities for organized group storytelling. Massively

multi-player online role-playing games (MMORPG) such as Final Fantasy and Halo have connected millions of people worldwide with collaborative play that in turn inspired cosplay, a novel, global artform.

Considering these and numerous other examples, exploring the creative relationship between "play" and "art," between the impulse to "have fun" and the yearning to produce something of aesthetic value, leads to a deeper understanding of play's significance. How is "play" the "soul" of artistry and craftsmanship, the animating force that inspires a "work of art" or a "handiwork?" To what extent does play lead us to artistic expression—our highest level of humanity?



DISCOVER MORE ABOUT SOUL OF PLAY

Bjørkvold, J. R. (2005). W. H. (Halvorsen, W. H., Trans). *The muse within: Creativity and communication, song and play from childhood through maturity*. Peer Gynt Press.

Bjørkvold located the human capacity for creativity in expressions of play. He challenged current educational practices that focus on rules in support of spontaneous activities that allow humans from childhood through adulthood to access the music within more freely.

Crawford, G., & Hancock, D. (2019). *Cosplay and the art of play: Exploring sub-culture through art*. Palgrave Macmillan.

Crawford and Hancock provided a study of Cosplay culture as a contemporary urban subculture and expanded our understanding of play. The authors used "play" as their research methodology to introduce readers to the art expressed through designing costumes, identities, and performances.

Elliott, D., Silverman, M., & Bowman, W. (Eds.). (2016). *Artistic citizenship: Artistry, social responsibility, and ethical praxis*. Oxford University Press.

Elliott et al. examined how artists and art educators can use play and the arts to transform individuals and societies through the positive contributions that they provide.

Liboriussen, B. (2013). Craft, creativity, computer games: The fusion of play and material consciousness. *Philosophy & Technology*, 26(3), 273-282.

Liboriussen hypothesized that the playing of video games is more than just play—that it is an extension of culture and craftsmanship and contributes to our well-being.

Riede, F., Johanse, N., Hogberg, A., Nowell, A., & Lombard, M. (2018). The role of play objects and object play in human cognitive evolution and innovation. *Evolutionary Anthropology: Issues*, 27(1), 46-59. <https://doi.org/10.1002/evan.21555>

Riede et al. examined the role of object play and the materials of play in human evolution. They address the role of innovative play in cultural development.



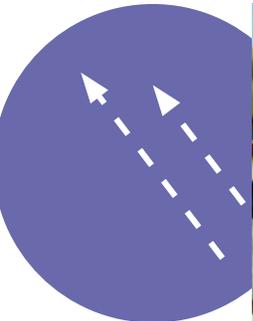
THEME 6: NOSTALGIA AS PLAY

How might play evoke memories that challenge, inspire, traumatize, and heal?

BY DR. ROSIE L. BANKS, DR. KARI KAHLER, AND DR. JO MARSHALL
Honors Program Council
Phi Theta Kappa Honor Society

In Simona Livescu's 2003 review of play theories, early theorists, from Plato to Kant to Johan Huizinga, saw play as innate and cellular. If we remember play at a cellular level, perhaps play helps us to remember in ways that challenge, inspire, traumatize, and heal.

Collective play, such as historical re-enactments and history-themed fairs, unify through shared narratives of the past. Beginning as experiential learning exercises to understand the Shakespearean/Elizabethan era, Renaissance



fares are now popular consumer affairs. Participants and organizers use Renaissance faires to support people who feel challenged by mainstream ideals by recreating the Elizabethan era as both hierarchical and inclusive: Everyone has a home. The Renaissance faires' narratives feed nostalgia — an ache for a perceived past home or golden era.

Video games can do similar work. Trent Cruz recounts the nostalgia evoked by *Call of Duty 2*, which recreates the 1940s narrative of World War II era as a golden era of democracy and freedom that starkly distinguished the good guys from the bad. Cruz connects this play to Stephen Brown's "retroscape" and to Fredric Jameson's

"pastiche." Brown defines "retrosapes" as "commercialized environments that either recreate a historical setting (such as historical theme parks) or contain elements of some version of the past (e.g. themed restaurants or Las Vegas casinos)." Jameson's "pastiche" are stylized versions of the past that help us deal with present traumas. In short, our playing with the past helps us to cope today. As Marcel Proust wrote, in *Remembrance of Things Past: Volume I*, (1913). "We are all of us obliged, if we are to make reality endurable, to nurse a few little follies in ourselves." Yet, when does playing to cope harm us? And when does it inspire or heal?

Individual play with memories as cosplay or adult play with childhood toys and games may use nostalgia to build community. Adult players of LEGO build complex structures, collect and exchange rare LEGO pieces, and form fan clubs and communities around a beloved childhood toy. Cosplayers also engage with several communities — crafters, conventions, and other cosplayers. Yet, the challenges of excessive time, money, and energy expenditure as well as community dynamics



may reduce the cosplayers' enjoyment and threaten to drive them away from the communities they once loved.

We use play as therapeutic recreation. Play as recreation may improve us physically, emotionally, occupationally, spiritually, and socially. Following World War II, therapeutic recreation began with hospital workers offering programs to rehabilitate returning veterans. The field widened to include therapeutic art, music, drama, and dance.

Current brain research supports a relationship between play and health. If the left hemisphere of the brain houses logic and language and the right hemisphere

stores images and negative unconscious emotions, perhaps changing images through play can change the logic and language we associate with trauma. Studies have shown that animals use their memories to make decisions. Likewise, our brains respond to remembered play, and playing games like Pokémon GO can support us in avoiding or slowing the onset of dementia and Alzheimer's disease. To improve our health, we can revisit our childhood and play!

DISCOVER MORE ABOUT **NOSTALGIA AS PLAY**

Cruz, T. (2006, July 26-August 5). "It's almost too intense": Nostalgia and authenticity in *Call of Duty 2* [Paper Presentation]. Proceedings of the CGSA 2006 Symposium Canadian Games Study Association, Montréal.

Cruz presented a highly theorized reflection on how play in video games reinforces narratives of the past that may differ from historical truth. The author explained that such narratives work because they feel authentic.

Dustin, D. L., & Schwab, K. A. (2017). You say "recreational therapy" and we say "therapeutic recreation." *Annual in Therapeutic Recreation*, 24, 51-58. <https://www.thefreelibrary.com/You+Say+%22Recreational+Therapy%22+and+We+Say+%22Therapeutic+Recreation%22.-a0561398873>

Dustin and Schwab discussed the origins of Recreational Therapy and Therapeutic Recreation and whether the two phrases mean the same thing.

Korol-Evans, K. T. (2009). *Renaissance festivals: Merrying the past and present*. McFarland & Company, Inc.

Korol-Evans focused on the Maryland Renaissance Festival to analyze how people living in the 21st century play 16th-century characters and enjoy a version of 16th-century culture.

Livescu, S. (2003). From Plato to Derrida and theories of play. *CLCWeb: Comparative Literature and Culture*, 5(4), 1-7. <https://doi.org/10.7771/1481-4374.1201>

Livescu offered a comprehensive and historical view of theories of play. The author evaluated varied interpretations of play from Ancient Greeks to poststructuralists.

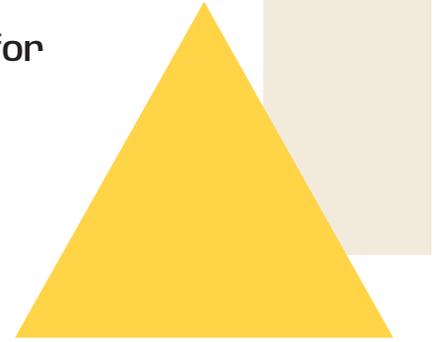
Perryman, K., Blisard, P., & Moss, R. (2019). Using creative arts in trauma therapy: The neuroscience of healing. *Journal of Mental Health Counseling*, 41(1), 80-94. <https://doi.org/10.17744/mehc.41.1.07>

The authors offered a scientific explanation about how creative art therapies support healing from trauma.

THEME 7: PLAY IT FORWARD

How can the experience of play serve as a catalyst for epiphanies, innovations, and inventions?

BY DR. ROSIE L. BANKS, DR. KARI KAHLER, AND DR. JO MARSHALL
Honors Program Council
Phi Theta Kappa Honor Society



If indeed, as Eleanor Roosevelt stated, “The future belongs to those who believe in the beauty of their dreams,” we should allow ourselves the opportunity to continue to dream, create, and play. As David Gauntlett argued in his report on the future of LEGO, “To play is to engage. When we play, we pick up objects, ideas, or themes and turn them upside down, experiment with them, often arriving at something inspiring and amazing; yet we don’t play for the outcome, but for its own sake.” How might our present joy in play lead to future creativity, insights, and growth? How is play speculative? How does play support us in making meaning of the future?

Psychologist Carol Dweck stated, “Picture your brain forming new connections as you meet the challenge and learn.” Learners of all types whether they are in the classroom or the corporation can benefit from developing their growth

mindset. With a growth mindset, a belief that we can grow through dedication and hard work, people develop a love of learning that leads to resilience and creativity.

An epiphany often culminates when we are in a state of flow, that state when we are so immersed in an activity that nothing else seems to matter. Psychologists Mihaly Csikszentmihályi believes that the flow state is the optimal state for intrinsic motivation when we do something not for reward, but for joy.

Play not only brings joy, but it also poses creative challenges to the core of reality: time, space, thought, and identity. In play, we move beyond linear time. The power of role-play is that it makes us more aware of our freedom to choose our paths in play. Begoña Ivárs-Nicolas and Francisco Julian Martinez-Cano illustrated



this concept in *Black Mirror: Bandersnatch* (2019) with an interactive fiction episode with multiple endings, some hidden until one plays the game. Postmodern storytelling



also pushes readers beyond linear frames with multiple voices, shifting time frames, and alternative universes.

New technologies allow us to move towards a more responsible future. Video replay in sports allows us to review a play to see if a rule is violated. Likewise, the

news videos recorded by citizens, journalist Melissa Wall argued, help us to capture and expose violations in real life.

That which would have been written off as joking can now be exposed for the violence that it is. Instant replay has future repercussions.

Play, according to Professor Ulrike Altenmüller-Lewis (2017), allows us to move beyond our current conceptions of space. Schools as well have moved beyond the physical building to the outdoors or even the virtual to accommodate the neurodivergent learner. New sensory rooms, pathways, and other technologies support children that struggle with ADHD in expending excess energy so that they can be more focused in the classroom.

How might new expressions of gender, sexuality, and personhood challenge our future sense of play? For instance, how do we address questions of trans-rights in sports fairly and equitably? In the game of life, how does play help us navigate our future? How is play a harbinger of epiphanies, inventions, and innovations?

DISCOVER MORE ABOUT **PLAY IT FORWARD**

Altenmüller-Lewis, U. (2017). Designing schools for students on the spectrum. *The Design Journal*, 20(sup1), S2215-S2229. DOI: 10.1080/14606925.2017.1352738

Altenmüller-Lewis explored current research on designing educational spaces for learners across the autism spectrum.

Dhai, S. M. A. (2019). Global injustice in sport: The Caster Semenya ordeal – prejudice, discrimination and racial bias - medicine and the law. *South African Medical Journal*, 109(8), 548-551. <https://doi.org/10.7196/SAMJ.2019.v109i8.14152>

Dhai discussed natural testosterone levels and eligibility for Olympic competition for Caster Semenya and other biologically female athletes. The author contended that such tests and those female athletes that seem to be targeted by them present a sad example of injustice in international sports.

Johnson, S. (2016). *Wonderland: How play made the modern world*. Riverhead Books.

Johnson analyzed why humans are fascinated with play. To make his case, the author examined music, taste, shopping, public spaces, such as Disney theme parks, games, and illusion to explain the world.

Loland, S. (2020, July 20). Caster Semenya, athlete classification, and fair equality of opportunity in sport. *Journal of Medical Ethics*, 46(9), 584-590. <https://jme.bmj.com/content/medethics/46/9/584.full.pdf>

Loland examined the Caster Semenya case and argued that athletes' eligibility based on their testosterone levels, given the impact of testosterone on physical performance, allows for fair competition.



Honors in Action Planning and Judging Rubric



ACADEMIC RIGOR OF RESEARCH – 34 POINTS

Research Question

5

POINTS

The chapter developed a thoughtful, answerable research question to guide its academic investigation of the Honors Study Topic through one of the themes in the 2022/2023 Honors Program Guide.

Research Objectives

5

POINTS

Research objectives clearly emphasized the importance of intentional research as the cornerstone of the Honors in Action Project.

NOTE: Research objectives are related to your Honors Study Topic academic research and include, but are not limited to, things such as the development of your Honors in Action (HIA) team, the number of sources to review (this can certainly be more than eight, but you choose the eight most impactful sources to include in your Hallmark Award entry), how the team will determine research conclusions, the team's reflection objectives, the project timeline, and other objectives you hope to accomplish with your HIA Project.

Academic Research

5

POINTS

The entry clearly conveys in-depth academic research into the Honors Study Topic through one of the Themes in the current Honors Program Guide.

Research Conclusions

5

POINTS

The in-depth academic research clearly provided substantial material for the chapter to carefully weigh and consider in determining an action component to implement that clearly addressed a finding and is directly connected to their research conclusions. Clear, compelling evidence shows the research activities allowed participants to strengthen critical thinking skills.

NOTE: Research conclusions are what you learned and can articulate from your substantive academic research into PTK's Honors Study Topic. Hallmark Award judges should see evidence of members' critical thinking and research skills strengthened as a result of the chapter's academic research. The research conclusions lead you directly to your chapter's action – be sure to make it clear WHY your research conclusions led to your specific plan of action.

Bibliography/Citations

3

POINTS

Academic Sources

The chapter's research included eight sources that were clearly academic publications or academic interviews with expert sources conducted in the past year by the chapter team.

3

POINTS

Sources' Range of Viewpoints

Expert sources are clearly wide ranging and clearly represent different points of view about the Honors Study Topic and the Theme selected by the chapter from the current Honors Program Guide.

Citations

3

POINTS

APA Citations Structure

The citations are written in formal, full, and consistent APA style and structure.

3

POINTS

Bibliographic Annotations

Bibliographic annotations of academic sources provide robust evidence supporting why the source was significant to the chapter's research and how the evidence clearly related to the chapter's research conclusions.

Spelling and Grammar

2

POINTS

Spelling and grammar are faultless. Entry is well written and easy to follow.



SERVICE/ACTION – 33 POINTS

Action Objectives

5
POINTS

Project objectives were clearly measurable and clearly emphasized the importance of taking action or serving AND emphasized the clearly defined proposed scope of the project.

Action's Connection to PTK's Honors Study Topic

6
POINTS

The chapter clearly shows with specific evidence how the action was developed from the chapter's Honors Study Topic research conclusions.



Outreach/Collaboration

5
POINTS

The chapter's project (Academic Investigation and/or Action) reached a variety of audiences including BOTH the college and the community, and the role(s) played by collaborators were substantive and stemmed from the chapter's research conclusions.

Communication

5
POINTS

There is clear and compelling evidence that communication among the participating individuals and/or organizations was effective and efficient and that they explicitly shared common objectives.

Heightened Awareness of Self and Community in Relation to Global Issues

5
POINTS

Solid, specific evidence is given that chapter, college, and community participants heightened their awareness of self and community in relation to global issues.

Increased Appreciation for Value of Informed Action as Lifelong Endeavor

5
POINTS

The entry provided clear, strong, and specific evidence that participants increased their appreciation for the value of informed action/service as a lifelong endeavor.

Spelling and Grammar

2
POINTS

Spelling and grammar are faultless. Entry is well-written and easy to follow.

Honors in Action

Planning and Judging Rubric *cont.*

IMPACT – 33 POINTS

Contribution to Understanding of the Honors Study Topic

6

POINTS

Without question, the project made substantial, specific contributions to participants' understanding of a Theme as it relates to the current Honors Study Topic.

Contribution to Understanding of the Importance of Lifelong Intentional Service

5

POINTS

Without question, the action piece of the project made a substantial, specific, and measurable contribution to improving an issue determined from the chapter's Honors Study Topic research conclusions and within the clearly defined proposed scope.

Contribution to Improving an Issue within the Clearly Defined Proposed Scope

5

POINTS

Without question, the project had significant, specific, short-term impact and clear potential for long-term impact.

Research Quantitative and Qualitative Outcomes

5

POINTS

Without question, the project's research outcomes were exceptional and specific for the Honors in Action time frame, addressed the chapter's objectives, and were both quantitative and qualitative.

NOTE: Research outcomes are related to your Honors Study Topic academic research and research objectives and include, but are not limited to, things such as the development of your Honors in Action (HIA) team, the number of sources reviewed (this can certainly be more than eight, but you choose the eight most impactful sources to include in your Hallmark Award entry), how the team determined its research conclusions, how the team reflected throughout the research part of the project, how the team met its project timeline, and how the chapter met its other research-related objectives. Finally, how did the team determine whether members grew as scholars and leaders?

Action Quantitative and Qualitative Outcomes

5

POINTS

Without question, the project's action outcomes were exceptional and specific for the Honors in Action time frame, addressed the chapter's objectives, and were both quantitative and qualitative.

Reflection

5

POINTS

Without question the chapter assessed in an intentional, consistent, and reflective way throughout the project what they learned, how they grew as scholars and leaders, and how they met their proposed project objectives.

Spelling and Grammar

2

POINTS

Spelling and grammar are faultless. Entry is well-written and easy to follow.

SEE THE LATEST VERSION OF THE HONORS IN ACTION HALLMARK AWARD QUESTIONS AND JUDGING RUBRIC

<https://portal.ptk.org/Programs/HallmarkAwards/HallmarkAwardCategories>

LOOKING FOR EXAMPLES OF HONORS IN ACTION PROJECTS AND HALLMARK AWARD ENTRIES?

Check out the latest edition of *Civic Scholar: Phi Theta Kappa Journal of Undergraduate Research* at <https://www.ptk.org/Programs/HonorsinAction/CivicScholar.aspx>



Read and review the seven Themes and their introductions beginning on page 10.

Consider Themes that trigger your chapter's curiosity and passions.

Discuss possible issues relevant to the Themes that genuinely interest your team and consider how those issues relate to your campus and community.

Explore what's current in the national and international news, on your campus, and in your community. You are building contextual knowledge that will direct your team toward a Theme and help you develop a question that will direct your initial research.



Read and reflect on introductory essay on pages 6-9.



Start exploration of the Honors Study Topic with a broad examination of The Art and Science of Play.

Developing a Research Question



Sample Research Question:

What are the financial, physical, and psychological costs and benefits of paying athletes to play for college and university sports teams?

(Theme 2)

Remember, when you answer research question(s), two important developments can happen that are normal parts of the process:

The scope and nature of your question can change.

Your Theme may change based on what your team finds.

Explore issues within the Themes as they relate to the overall Honors Study Topic. Remember, not all issues are specifically stated in the Theme, as this is an intellectual framework and a guide to provoke discussion. As you choose a Theme, consider which Theme seems most relevant to the intellectual curiosities of your chapter members.

Make sure the pursuit of your intellectual curiosity is interdisciplinary and global. Though your chapter will likely work at the local level, be sure to initially consider your theme through an international lens.



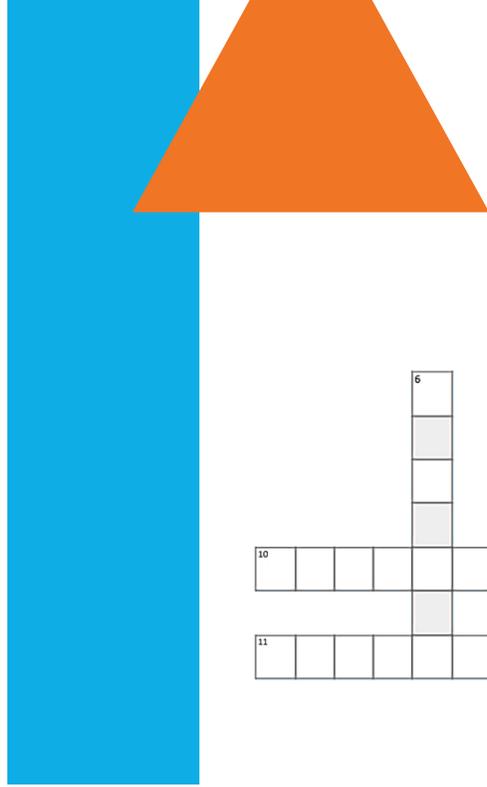
From your team's observations, begin developing research questions by asking:

What do we want to find out about our research topic?

What research have scholars conducted already?

What remains undiscovered about this topic?

What are the relevant and credible sources, and how readily available are they?



Crossword Puzzle

Developing a research question can be a puzzling task! Use the clues below to fill in the words above. Remember, words can go across or down. Letters are shared when the words intersect.

ACROSS

1. Enter the Honors _____ Study Challenge to reflect on your research.
7. Read the _____ essay as an overview of the Honors Study Topic.
10. Organize _____ as search terms for your research.
11. How do these _____ relate to your campus community?
13. Make sure your research is _____.
15. Start with a _____ examination of the topic and then narrow your focus.
16. Collaborate with your campus _____ to access the most relevant sources.
18. Sources should be _____.
21. What _____ spark your curiosity and passion?

DOWN

2. Think about your question as an _____.
3. Don't let your research be completely based on personal _____.
4. What remains _____ about this topic?
5. Who are the key _____ in this area?
6. _____ both sides of your question.
8. Think _____. Act locally.
9. What research have _____ already conducted on this topic?
12. Be sure to consider your theme through an _____ lens.
14. Be prepared to _____ your theme as you delve into your research.
17. Sources should also be _____.
19. Which Edge program will help you begin the process of working on your Honors in Action project?
20. Think about the how and _____ questions around your issue.

For answers, go to page 41



Identifying and Analyzing Academic Sources

A SCREENING PROCESS

Phi Theta Kappans require an efficient and effective method for identifying great academic sources for informed action. Given that not all academic sources are created equal, here are two preliminary searches and questions for identifying and evaluating sources for HIA Projects.

PRELIMINARIES

After determining the chapter's research question and theme, the question may be organized into appropriate search terms and key words.

EXAMPLE

Theme 4: Architecture and Design of Play

How does the design and structure of fitness centers influence the experience of exercise as play?

Possible Initial Search Terms:

gym design
fitness center layout
home and commercial gyms
sport exercise and play

These terms can be searched via your library's databases and other available resources, such as Google Scholar. It is important to remember that the research librarians on your campus can assist you as you search for your academic sources. In the example provided above, students might also look for specific fitness center designs and designers who have conducted research on this particular phenomenon.

FIRST SEARCH: TYPE AND RELEVANCY

The first search will use the initial search terms identified and can be reviewed for both the types of texts found and their relevance. However, remember that you are seeking academic sources. Academic or scholarly sources are well-researched texts that add to the body of knowledge within a given field of study and have been vetted by other experts in that field (University of Illinois, 2020). Usually, such sources have the following qualities:

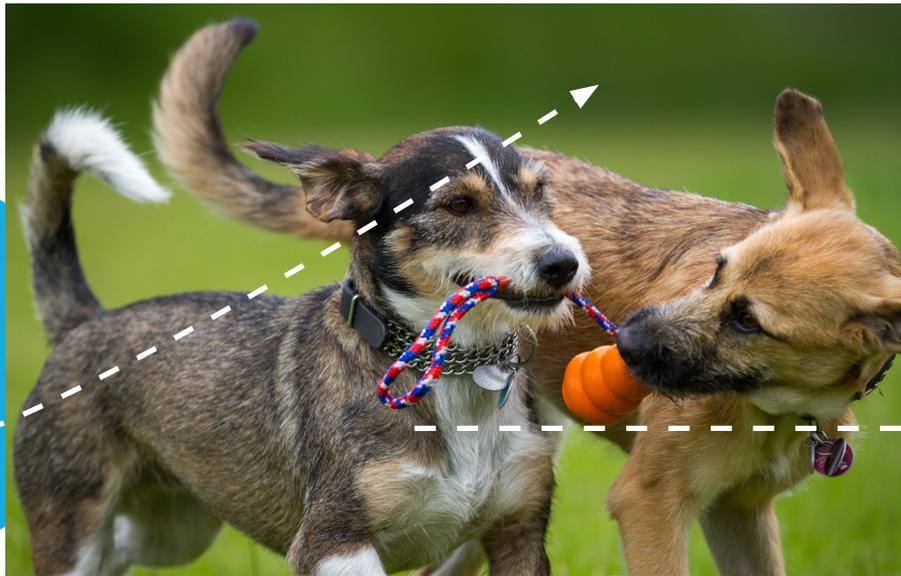
1. Clear and accurate reference to and appropriate citation of the work of other researchers and scholars ("What are the publication dates?")
2. Located in a peer-reviewed journal or collection, and
3. Clear identification of the author as a researcher/scholar along with their credentials.

TYPE OF SOURCES

Within that definition, academic sources today can be primary or secondary and can be presented in different learning modes.

Primary academic sources may include interviews with the researcher/scholar on a subject within their expertise, poster presentations or peer-reviewed published articles of research conducted, etc. In short, a primary academic source is one in which the researcher responsible for knowledge creation is presenting the research.

Secondary academic sources may include literature reviews on a given subject, discussions/analyses of research done by others, etc. In short, a secondary academic source is one in which the discussion concerns a secondhand review of others' research.



What is Multimodality?

Multimodality is a theory of communication and learning that organizes knowledge into five distinct learning modes (semiotic groups): textual (gestural), aural, linguistic, spatial, and visual. Multimodal educators and researchers may use two or more modes in conducting research or in teaching and learning processes. Such use is more inclusive of cultural, linguistic, communicative, and technological diversity in the world. As communication practices have changed drastically over the past 20 years, it is no longer possible to think of using only written materials for academic research purposes. Progressively, there is a need to both compose and reference materials in formats that are accessible to all learning styles.

You may note that the references provided both online and in the Honors Program Guide include several different modes.

The remaining discussion applies generally to all types of texts. When we are referring to specific considerations for specific texts, we will state that explicitly.

Textual
Written words as in books, articles, novels, advertisements

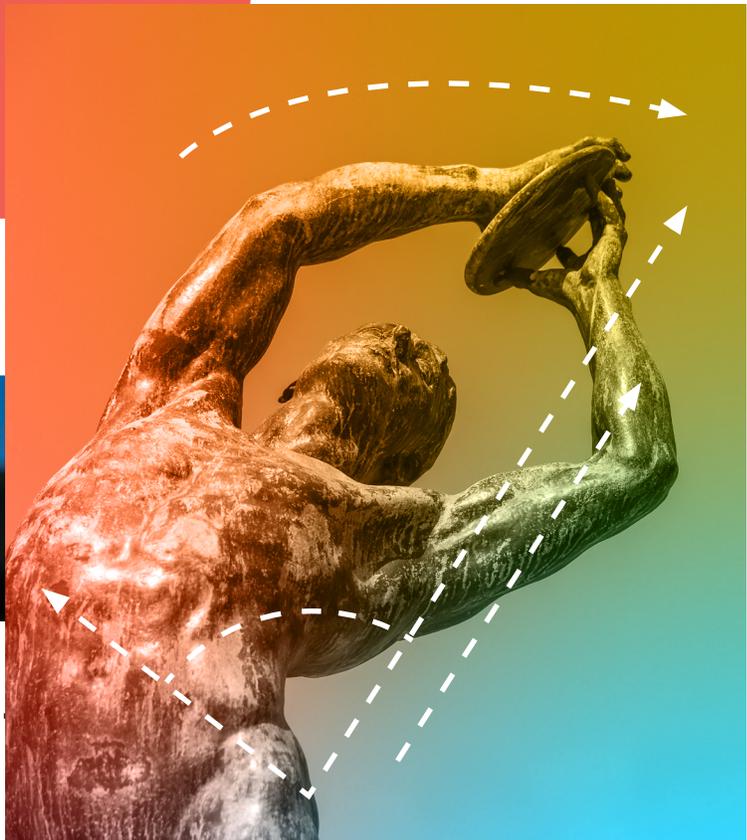
Aural
Speeches, podcasts, videos, audiobooks, music, storytelling

Linguistic
Interviews, focus groups, spoken word, speeches, books

Spatial
Dance, storytelling (gestures), graphic novels, posters

Visual
Images, media, maps, documentaries, live performances, animation





RELEVANCY

“Data is inherently dumb,” proclaimed Peter Sondergaard, head of research at Gartner. “It doesn’t actually do anything unless you know how to use it; how to act with it...”

Aside from type, your first search should review the sources found for relevance because breaking down the question into potential search terms may still not yield the most focused and useful results.

So, what are you looking for?

First, take time to determine which types of multimodal sources might be relevant to your project. For example, if you are researching the hidden voices of young adults in an urban setting, then perhaps spoken word performances may be an excellent multimodal research tool to consider. On the other hand, if your research is about incarceration rates in urban environments, it is highly likely that spoken word performances may not be credible nor reliable. As another example, you may have interesting conversations with a friend regarding the Korean War; however, these conversations would not be considered reliable research about the war. Interviewing a veteran who had firsthand

experience of the war through service would be much more credible and reliable.

Second, review your potential sources to see whether they are useful to you. That is, what information would the source provide you that you need. By examining titles and abstracts, you can easily determine if the source will provide useful historical or theoretical information regarding your topic. Perhaps the source contains an answer to your research question with a rationale for that answer. Or perhaps your source surveys a number of potential responses to your question so that you can easily see how scholars have discussed your research question thus far.

Third, to the extent possible, try to determine what the author’s purpose, overall project, or thesis is so that you do not use the author’s work out of context or unfairly.

Last, once you have determined that a source is relevant, you should scan the references to see if there are seminal sources (works that are classic or essential to the field) listed and scan the document to see if there are any additional keywords that will support you in revising and focusing your search.

SECOND SEARCH: CURRENCY AND CREDIBILITY/ETHOS

Currency

Your second search should utilize the more focused keywords and authors that you found in your first pass in the databases and/or Google Scholar. However, this time, do not review the list right away. Instead, filter it so that you only search within the last five years, unless you are dealing with seminal works. Occasionally, you will encounter a topic or question that no one has researched in the last five years. Then, of course, you want to find whatever is the most current research available and figure out why no one has worked on this topic in some time.

Credibility/Ethos

Once you have filtered your list for currency, sort for credibility. The credibility of a source depends on the type of source used. Consider the following rules of thumb:

BOOKS

Generally speaking, self-published books are not considered as credible as books published by commercial publishers and/or university presses. In terms of credibility, university press published books rank the highest because they tend to receive much more scrutiny from experts in a given field.

PERIODICALS/JOURNALS

We are entering an era when academic knowledge building is being increasingly democratized and digitized, which is great. Nevertheless, greater accessibility of information may belie its credibility. If you decide to use open access resources, review them carefully to ensure that the information has been properly vetted by experts in the field. Peer-reviewed research is simply more credible.

INTERNET DOMAINS

Researchers are encouraged to stick closely to the domains of educational institutions (.edu) and the government (.gov) or the military (.mil). This does not mean that the other domains—.net, .com, .org—are useless. They, however, require more scrutiny and review.

FURTHER REVIEW

After two distinct searches, you are now ready to read more deeply the works that are left before you. What you are now looking for are logical, grammatical, and intellectual errors that may reduce a writer's credibility even if the work passed the tests for relevance and currency. Some areas of review include the following:

1. Bias – We are all biased, but when does one's bias override one's credibility? One notorious example of this is a site about Rev. Dr. Martin Luther King, Jr. that was hosted by NeoNazis (See Heldt, n.d. for further discussion of this.). Again, "data is dumb" (Oliver, 2015, para 4). While specific facts may be accurate, the overall interpretation may be misleading.
2. Logical Fallacies – You can find a number of websites online that discuss common logical fallacies, such as ad hominem (to attack a person rather than the person's argument) or straw man (to distort an argument so as to more easily rebut it). Your English instructor or a librarian or a logician can easily assist you in sorting through articles for logical fallacies.
3. Grammatical Errors and Typos – If the author has not effectively edited the document, the argument(s) proposed may not be very sound. Researchers are encouraged to pay close attention to such details.
4. Factual Errors – If the author's facts are incorrect, this may mean that their overall argument or thesis is also incorrect or ill-informed.





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Cryptogram

Sometimes research can seem like a CRYPTIC activity! Solve this cryptogram to help you identify and evaluate potential sources. Read "Identifying and Evaluating Sources" (page 29) for valuable hints. What characteristics should you look for to determine whether a source is academic?

Each letter in the phrase has been replaced with a random number. Decode the message.



The Decoder

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	

The Cryptogram

$\frac{16}{}$ $\frac{26}{}$ $\frac{21}{}$ $\frac{13}{}$ $\frac{8}{}$, $\frac{13}{}$ $\frac{14}{}$ $\frac{19}{}$ $\frac{21}{}$ $\frac{11}{}$ $\frac{22}{}$ $\frac{16}{}$ $\frac{6}{}$ $\frac{21}{}$ $\frac{8}{}$ $\frac{10}{}$ $\frac{1}{}$ $\frac{14}{}$ $\frac{19}{}$ $\frac{7}{}$ $\frac{23}{}$
 $\frac{21}{}$ $\frac{14}{}$ $\frac{9}{}$ $\frac{14}{}$ $\frac{3}{}$ $\frac{19}{}$ $\frac{7}{}$ $\frac{11}{}$ $\frac{10}{}$; $\frac{13}{}$ $\frac{14}{}$ $\frac{11}{}$ $\frac{6}{}$ $\frac{7}{}$ $\frac{23}{}$, $\frac{11}{}$ $\frac{12}{}$ $\frac{21}{}$ $\frac{21}{}$ $\frac{14}{}$ $\frac{7}{}$ $\frac{11}{}$ $\frac{10}{}$
 $\frac{19}{}$ $\frac{7}{}$ $\frac{23}{}$ $\frac{11}{}$ $\frac{21}{}$ $\frac{14}{}$ $\frac{23}{}$ $\frac{26}{}$ $\frac{24}{}$ $\frac{26}{}$ $\frac{9}{}$ $\frac{26}{}$ $\frac{8}{}$ $\frac{10}{}$

For answers, go to page 41

Word Scramble

What do investigators do to solve mysteries? The same reasoning strategies apply when you are conducting research. To play this game, unscramble the words listed. Then, use the numbered letters in their appropriate place in the coded message below to answer: What do the best investigators do?

TRFELEG

_____ 26 _____ 11 _____

ANLZYEA

3 _____ 8 _____ 17 _____ 16 _____ 14

NDIF

_____ 18 _____ 9

EEINTMDER

20 _____ 25 _____ 24 _____ 1 _____ 7 _____ 21

HREESRAC

_____ 2 _____ 23 _____

SNNCIOSOCLU

_____ 5 _____ 15 _____ 10 _____ 13 _____ 6 _____ 4

WHAT DO THE BEST INVESTIGATORS DO?

_____ V _____

1 2 3 4 5 6 7 8 9 10 11 24 13 _____ 14 15 16

_____ V _____

17 18 9 20 21 9 10 23 24 7 _____ 25 26 16

For answers, go to page 41



Honors in Action Journal

Keeping a journal throughout the HIA Project is an important tool to track what you learned, how you grew as scholars and leaders, and how you met your proposed project objectives. Reflection is a significant part of the HIA Project rubric.

- Everyone on the HIA team should keep a journal.
- Journaling can be accomplished on paper or online (check out Google Docs, Glimpses, Memento, etc.)
- Consider setting deadlines for reflections as part of your project timeline.



GET READY; GET SET; GO!

- Congratulations on being a part of your Phi Theta Kappa chapter's Honors in Action Team! How did your chapter choose the team, and how do you think you might grow individually as a leader and a scholar during the process?
- What were your research objectives for the project?
- Which Themes in the Honors Program Guide were most interesting to you and why?
- How did your group choose your Theme related to the Honors Study Topic?
- Does the Theme address a real-life issue in your community?
- What are your deadlines?

IF YOU WANT GOOD ANSWERS, ASK THE RIGHT QUESTIONS, AND SET THE RIGHT OBJECTIVES.

- What are your research objectives? How did you develop them?
- What is your research question? Is your question thoughtful and answerable?
- Is your question directly related to one of the Themes AND the overall Honors Study Topic in the 2022/2023 Honors Program Guide?
- By what process did you develop your research question?
- Who (faculty, advisors, librarians, experts) engaged in the research and development that led to your research question?
- What different disciplines can you connect to your Theme as it relates to the Honors Study Topic?
- What are the varied perspectives and points of view to explore?
- What sources can you identify that represent the varied points of view about your Theme as it relates to the Honors Study Topic?
- What are the details of your research plan (number and type of sources, deadlines for reporting, etc.)?

WHAT DID YOU LEARN? WHAT CONCLUSIONS DID YOUR TEAM DRAW?

- What academic sources did each researcher consult? What were the three most meaningful things each researcher learned from each source that informed your understanding of the chosen Theme as it relates to the Honors Study Topic?
- What are the APA 7th Edition citations for the eight academic sources you will use for your Honors in Action Hallmark Award entry?
- What did you learn from analyzing and synthesizing your team's research?
- What are your research conclusions?
- What obstacles did you face while conducting research? How did you overcome them?
- What are the quantitative and qualitative outcomes of your research?
- How were your critical thinking and research skills strengthened as a result of the chapter's academic research? How can you provide any evidence of this growth?
- How did your academic research into the Honors Study Topic help you better understand the world?
- How have you shared the studies, research, analysis, and conclusions with chapter members, people on campus, and/or community members?
- What specific plan of action did your research conclusions lead you to choose? Explain how and why.

HOW DID YOUR ANSWERS CHANGE YOUR QUESTIONS?

- In what ways was your Honors in Action research personally challenging?
- How did your answers change your questions?
- What pre-conceived ideas held by members of your team were challenged and/or changed through the research process?

WHAT WILL YOU DO WITH YOUR NEWFOUND KNOWLEDGE?

- What did you learn during the academic research phase of your HIA Project that led you to identify an action that tied directly to your team's research on the Honors Study Topic?

- Whom will you serve? (demographics, numbers, location, etc.)
- How will your project serve your campus? How will your project serve your community?
- What organizations exist locally that are engaged in actions (service, awareness, advocacy) similar to what you aim to do? What can you learn from their work?
- What organizations exist in the world that are engaged in actions similar to what you aim to do? How does their work inform yours?
- What is the specific impact you intend to make?
- What are the details of your strategies and plans?
- How are you going to measure the impact (quantitative measures and qualitative measures)?

REFLECT ON HOW KNOWING MORE HELPED TO CHANGE YOU, YOUR MEMBERS, YOUR COMMUNITY, AND THE WORLD.

- What are the specific results and impacts of your research, growth as scholars and leaders, and the resulting action?
- What contributions to understanding the Honors Study Topic did you make by developing and implementing your Honors in Action Project?
- In what ways did your team emphasize intentional research?
- What are the reactions and feedback from the people and organizations with whom you collaborated?
- What contributions did your team make to understanding the importance of lifelong, intentional service?
- What is necessary for your service/action project to be sustained and grow?
- With whom did you collaborate to complete your project? 1) People on campus? 2) Community members? How and why did you select your collaborators? How did you communicate with them, and how did you collectively reflect on your HIA Project?
- Did you meet your chapter's initial objectives?
- How did you heighten awareness of self and community in relation to global issues as a result of your Honors in Action Project?
- In what ways did you increase your appreciation for value of informed action as a lifelong endeavor as a result of your Honors in Action Project?



ADDITIONAL **HONORS IN ACTION RESOURCES**, INCLUDING AN
HONORS IN ACTION WORKBOOK

<https://www.ptk.org/benefits/honors-program/>

FOR **MORE HONORS-RELATED RESOURCES**

Research Edge

<https://www.ptk.org/benefits/professional-development-courses/>

Civic Scholar: Phi Theta Kappa Journal of Undergraduate Research

<https://www.ptk.org/benefits/honors-program/civic-scholar-journal/>

Honors Case Study Challenge

<https://www.ptk.org/benefits/honors-program/honors-case-study-challenge/>

Honors Institute

<https://www.ptk.org/events/honors-institute/>

Leadership Development Studies

<https://www.ptk.org/benefits/leadership-development-studies/>

Phi Theta Kappa Honors Program Council



The Phi Theta Kappa Honors Program Council is responsible for making recommendations to Headquarters staff about the new Honors Study Topic and Honors in Action and for assisting with the writing and compilation of the Honors Program Guide. The Council also serves on the Editorial Board of *Civic Scholar: Phi Theta Kappa Journal of Undergraduate Research*. Made up of Phi Theta Kappa chapter advisors, Headquarters staff, and consultants, the Honors Program Council is selected for its broad knowledge of the Honors Study Topic, Phi Theta Kappa's integrated approach to scholarship, leadership, service, and scholarly fellowship, and its balance in academic disciplines.



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Phi Theta Kappa Honors Study Topics

Established in 1968, Phi Theta Kappa's Honors Study Topic is the cornerstone of Honors in Action and the Honors Case Study Challenge as well as the focus of the Society's annual Honors Institute. The following is a list of past Honors Study Topics.

1968	Our Cultural Heritage: 1800-1860	1994	Science, Humanity, and Technology: Shaping a New Creation
1969	The Changing Nature of American Society: A Challenge to Government	1995	Rights, Privileges, and Responsibilities: An Indelicate Balance
1970	A Study of Twentieth-Century Drama	1996	The Arts: Landscape of Our Time
1971	Man, A Part of Nature/Man, Apart from Nature	1997	Family: Myth, Metaphor, and Reality
1972	The State of Our Nation: Toward Responsible Contributory Citizenship	1998	The Pursuit of Happiness: Conflicting Visions and Values
1973	Voices of Human Experience, I	1999	The New Millennium: The Past As Prologue
1974	Voices of Human Experience, II	2000	In the Midst of Water: Origin and Destiny of Life
1975	Franklin and Jefferson: Apostles in '76	2001	Customs, Traditions, and Celebrations: The Human Drive for Community
1976	William Faulkner: The Man, His Land, His Legend	2002/2003	Dimensions and Directions of Health: Choices in the Maze
1977	Music: The Listener's Art	2004/2005	Popular Culture: Shaping and Reflecting Who We Are
1978	Man Alive: Can He Survive?	2006/2007	Gold, Gods, and Glory: The Global Dynamics of Power
1979	The Brilliant Future of Man: Problem Solving Time	2008/2009	The Paradox of Affluence: Choices, Challenges, and Consequences
1980	A Time for Truth	2010/2011	The Democratization of Information: Power, Peril, and Promise
1981	Man in Crisis: A Quest for Values	2012/2013	The Culture of Competition
1982	The Short Story: Mirror of Humanity	2014/2015	Frontiers and the Spirit of Exploration
1983	Signed by the Masters	2016/2017	How the World Works: Global Perspectives
1984	America, A World-Class Citizen: Image and Reality	2018/2019	Transformations: Acknowledging, Assessing, and Achieving Change
1985	Ethics and Today's Media: An Endangered Alliance?	2020/2021	To the Seventh Generation: Inheritance and Legacy
1986	The American Dream: Past, Present, and Future	2022/2023	The Art and Science of Play
1987	The U.S. Constitution: Assuring Continuity Through Controversy		
1988	The Character and Climate of Leadership: Old Frontiers and New Frontiers		
1989	The Americas: Distant Neighbors Building Bridges		
1990	Civilization at Risk: Challenge of the 90s		
1991	The Paradox of Freedom: A Global Dilemma		
1992	1492-1992: The Dynamics of Discovery		
1993	Our Complex World: Balancing Unity and Diversity		

Answer Key

Word Pangram (page 5)

STRATEGIZE to create OBJECTIVES to COLLABORATE and LEAD a research-based SERVICE project.

Crossword Puzzle (page 28)

ACROSS

1. Enter the **CASE** Study Challenge to reflect on your research.
7. Read the **INTRODUCTORY** essay as an overview of the Honors Study Topic.
10. Organize **KEYWORDS** as search terms for your research.
11. How do these **ISSUES** relate to your campus community?
13. Make sure your research is **INTERDISCIPLINARY**.
15. Start with a **BROAD** examination of the topic and then narrow your focus.
16. Collaborate with your campus **LIBRARIANS** to access the most relevant sources.
18. Sources should be **CREDIBLE**.
21. What **THEMES** spark your curiosity and passion?

DOWN

2. Think about your question as an **ARGUMENT**.
3. Don't let your research be completely based on personal **INTERVIEWS**.
4. What remains **UNDISCOVERED** about this topic?
5. Who are the key **AUTHORS** in this area?
6. **EXPLORE** both sides of your question.
8. Think **GLOBALLY**. Act locally.
9. What research have **SCHOLARS** already conducted on this topic?
12. Be sure to consider your theme through an **INTERNATIONAL** lens.
14. Be prepared to **CHANGE** your theme as you delve into your research.
17. Sources should also be **RELEVANT**.
19. Which Edge program will help you begin the process of working on your Honors in Action project? **RESEARCH**
20. Think about the how and **WHY** questions around your issue.

Cryptogram (page 34)

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
19	24	11	23	14	16	5	22	26	4	15	9	2	7	6	1	25	21	13	8	12	3	17	18	10	20

$\frac{F}{16} \frac{I}{26} \frac{R}{21} \frac{S}{13} \frac{T}{8}, \frac{S}{13} \frac{E}{14} \frac{A}{19} \frac{R}{21} \frac{C}{11} \frac{H}{22} \frac{F}{16} \frac{O}{6} \frac{R}{21} \frac{T}{8} \frac{Y}{10} \frac{P}{1} \frac{E}{14} \frac{A}{19} \frac{N}{7} \frac{D}{23}$
 $\frac{R}{21} \frac{E}{14} \frac{L}{9} \frac{E}{14} \frac{V}{3} \frac{A}{19} \frac{N}{7} \frac{C}{11} \frac{Y}{10}; \frac{S}{13} \frac{E}{14} \frac{C}{11} \frac{O}{6} \frac{N}{7} \frac{D}{23}, \frac{C}{11} \frac{U}{12} \frac{R}{21} \frac{R}{21} \frac{E}{14} \frac{N}{7} \frac{C}{11} \frac{Y}{10}$
 $\frac{A}{19} \frac{N}{7} \frac{D}{23} \frac{C}{11} \frac{R}{21} \frac{E}{14} \frac{D}{23} \frac{E}{26} \frac{N}{24} \frac{T}{26} \frac{I}{9} \frac{A}{26} \frac{L}{8} \frac{S}{10}$

Word Scramble (page 35)

$\frac{R}{1} \frac{E}{2} \frac{A}{3} \frac{S}{4} \frac{O}{5} \frac{N}{6} \frac{I}{7} \frac{N}{8} \frac{D}{9} \frac{U}{10} \frac{C}{11} \frac{T}{12} \frac{I}{13} \frac{V}{14} \frac{E}{15} \frac{L}{16}$
 $\frac{A}{17} \frac{N}{18} \frac{D}{9} \frac{D}{20} \frac{E}{21} \frac{D}{9} \frac{U}{10} \frac{C}{23} \frac{T}{24} \frac{I}{7} \frac{V}{25} \frac{E}{26} \frac{L}{16}$



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