

# Using Lego to encourage student participation and reflection

- **The context:**

- 2 first-year UG modules: Intercultural Organisational Management (IOM) and German 2.

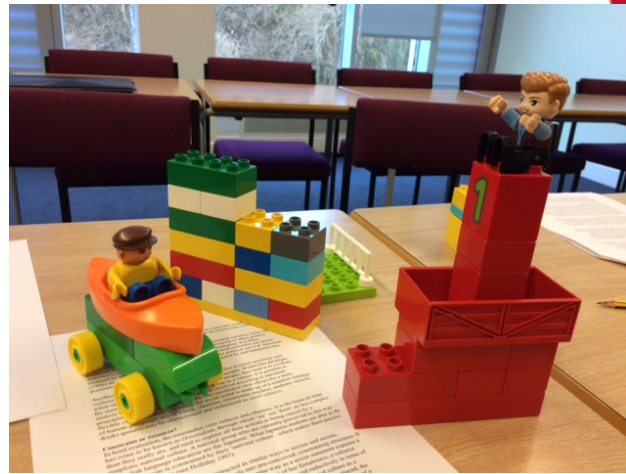
- **The aim(s):**

- To **encourage** student **participation** and **interaction** in seminars.
- In IOM – to **enhance learning** of new theoretical concepts.
- In German 2 – to **encourage** more **spontaneous** and **creative** use of target language.

- **The rationale**

- **Building** and **creating** appeals to **different learner types** (**visual** and **kinaesthetic**).
- Focus on **co-construction** and **co-creation** encourages students to talk to each other.
- Element of **'fun'** breaks monotony and **reduces inhibitions**.
- **Creating visual, 3D representations** and **explaining** them to others fosters **deeper learning**.





## My initial reflections

- Students participated and learned because they were having fun.
- Element of 'play' both reduced inhibitions *and* fostered deeper learning.
- Inclusive and participatory learning.
- Positive atmosphere – laughter and movement!
- Resistance from small number of participants due to embarrassment, uncertainty as to what was expected, skepticism.

## Links with Lego Serious Play® Method

- Post-rationalized with reference to Lego Serious Play®!
  - 'The method involves posing a question, **building** a response, **sharing** that response and then **reflecting** on the discussion and the insights' (James and Nerantzi 2019: 240)
  - playful', 'exploratory', 'creative'
  - 'Co-creation'
  - 'democratic' and 'non-hierarchical'
  - 3D learning – 'thinking with fingers' / 'hand knowledge',
  - 'deep attention' and 'deep learning' / understanding
- (refs: Dann 2018; Barton and James 2017; James 2013, 2015, 2018, 2019)