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)