Title: **Thinking in 3D: using the methodologies of constructionism and *Lego Serious Play* (LSP) for educational development**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- understand how basic principles of metaphorical modelling can be applied to educational development;

- create simple metaphorical models;

- discuss the use of *LSP* at the London College of Fashion at all levels of provision and for different purposes;

- explore how metaphorical modelling might apply to their own educational development interests

Session Outline

Key issues to be addressed are:

Motivating learning - boosting engagement - maximising inclusion - creative thinking

Lego Serious Play originated approximately 15 years ago as a more productive, inclusive means of exploring complex organisational issues and an alternative to brainstorming sessions involving flipcharts and pens. Its creators Johan Roos and Bart Victor found that by building three dimensional expressions of problems and thoughts through specific techniques and visualising metaphorically, deeper insights were engendered and thinking/problem solving became richer and more creative. The process is also highly democratic – everyone builds, everyone shares, everyone speaks – thereby avoiding what became known as The Problem Of The Lonely Guy – or the team member (in our terms student, teacher, colleague) who tended to sit quietly and not contribute.

Since its inception *LSP* has been used globally by a variety of big corporations (Nasa, Sony, EBay, Google) but increasingly too in many more varied contexts and on a much smaller scale (right down to the one-to-one context of PhD supervision). At LCF I have been using *LSP* as a means of exploring, planning and reflecting on provision, as a teaching and learning tool, for personal and professional development with students and for staff/educational development, to examine team working, as a trigger for conceptualising research questions and to

understand what motivating learning and teaching looks like. I have even used it when writing a book on creative reflection with Professor Stephen Brookfield (Jossey-Bass forthcoming) – using *LSP* as a means of communicating with Stephen across continents.

To be understood and engaged with most usefully, *LSP* is a process which requires much more than 90 minutes (half a day to a day minimum) however having had my own learning imagination energised by it, and as an accredited *LSP* facilitator I believe any opportunity to share its potential is to be welcomed!

Session Activities and Approximate Timings

This workshop will mix the hands on and discursive, interspersed with visuals, building and stories, as well as other activities (time permitting).

Background: what is *Lego Serious Play* and why was it created?
How I came to *LSP* via pedagogic research (10 mins)

Hands on activities: introducing the basics of metaphorical modelling
How I am using *LSP* currently with staff and students for teaching, staff and educational development and research at all levels of provision: case study (60 mins)

Discussion: What *LSP* can do for you
While I teach across creative arts disciplines I also belong to a network of practitioners working in very different fields, whose experiences of *LSP* are also relevant to educational development. In this part of the session there will be the opportunity to ask questions and to explore where participants feel *LSP* might be useful in their institutions and contexts (20 mins)

References

These texts have not been mentioned explicitly in the above outline but I will refer to them in the course of the workshop and therefore listing them here may be useful

Gauntlett D, (2007) *Creative Explorations: New Approaches to Identities and Audiences*. Routledge.

Gauntlett D, (2008) *Media, Gender & Identity: An introduction*. Abingdon. Routledge.

Gauntlett D (2011) *Making is connecting: the social meaning of creativity, from DIY and knitting to Youtube and Web 2.0*. Cambridge UK/Malden USA. Polity.

James A and Brookfield S (2013 forthcoming) *Engaging Imagination: helping students to become creative and reflective thinkers*. California. Jossey Bass.

Nolan S (2009) chapter in Technology-supported Environments for Personalized Learning: Methods and Case Studies http://www.amazon.co.uk/Technology-supported-Environments-Personalized-Learning-Reference/dp/1605668842/ref=sr_1_2?ie=UTF8&qid=1294340361&sr=8-2 *(apologies for incomplete citation, details can follow if accepted)*

Papert S Materials on his theory of constructionism available at
http://www.papert.org/articles/SituatingConstructionism.html last accessed May 3 2013

Roos J and Victor B (1998) "In search of some original strategies: how about some serious play?" IMD International, 56.15