

The LEGO® Serious Play® method: applications in education

15.02.2022 15:15-16:00

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Stefano Tardini, Branislava Trifkovic

USI eLab – eLearning Lab

www.elearninglab.org / www.seriousplay.ch

Agenda

15.15-15.25: What is the LEGO® Serious Play® (LSP) method?

15.25-15.40: Applications at USI:

- **URL – User Requirements with LEGO®**
- **LLED – LEGO® Learning Experience Design**
- **LSP for team building**
- **LSP in specific disciplines**

15.45-16.00: Time for questions

What is LEGO® Serious Play® method?

The LSP method in a nutshell

«The LEGO® Serious Play® method (LSP) is a facilitated thinking, communication and problem-solving technique for organizations, teams and individuals. It draws on extensive research from the fields of business, organizational development, psychology and learning, and is based on the concept of ‘hand knowledge’»¹

Principles

- Everyone can/should contribute to the discussion («Everyone has a voice» – no hierarchy)
- Think with your hands!
- Solutions emerge from the group
- There is not ONE right answer

CORE PROCESS

Step 1
The facilitator sets the challenge

Step 2
Participants build a model and assign meaning to it

Step 3
Participants share their stories

Step 4
The group reflects

What is the power of unlocking the unknown?

By Robert Rasmussen and Per
Kristiansen from the
Association of Master
Trainers in LEGO® Serious
Play® method



The URL model - application

URL is an application of LSP, which helps to elicit **user requirements** for **online communication applications**

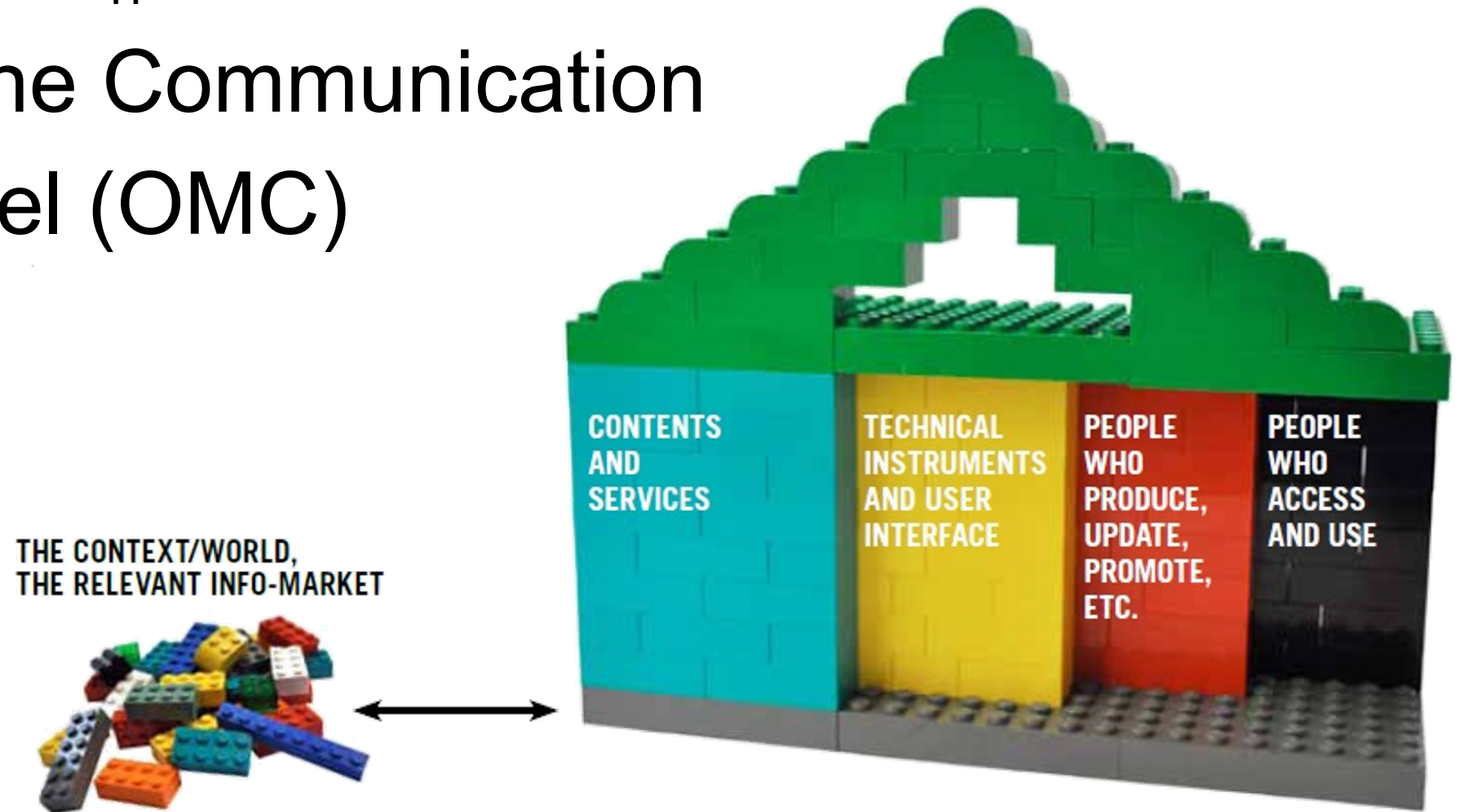
LSP in user requirements elicitation for:

1. capturing, understanding and consistently expressing the requirements for the design of online communication applications;
2. having different stakeholders in an organization develop a shared and agreed expectation of how the web application should work and look like;
3. making tacit knowledge surface and challenge false assumptions.



The URL model - application

Online Communication Model (OMC)

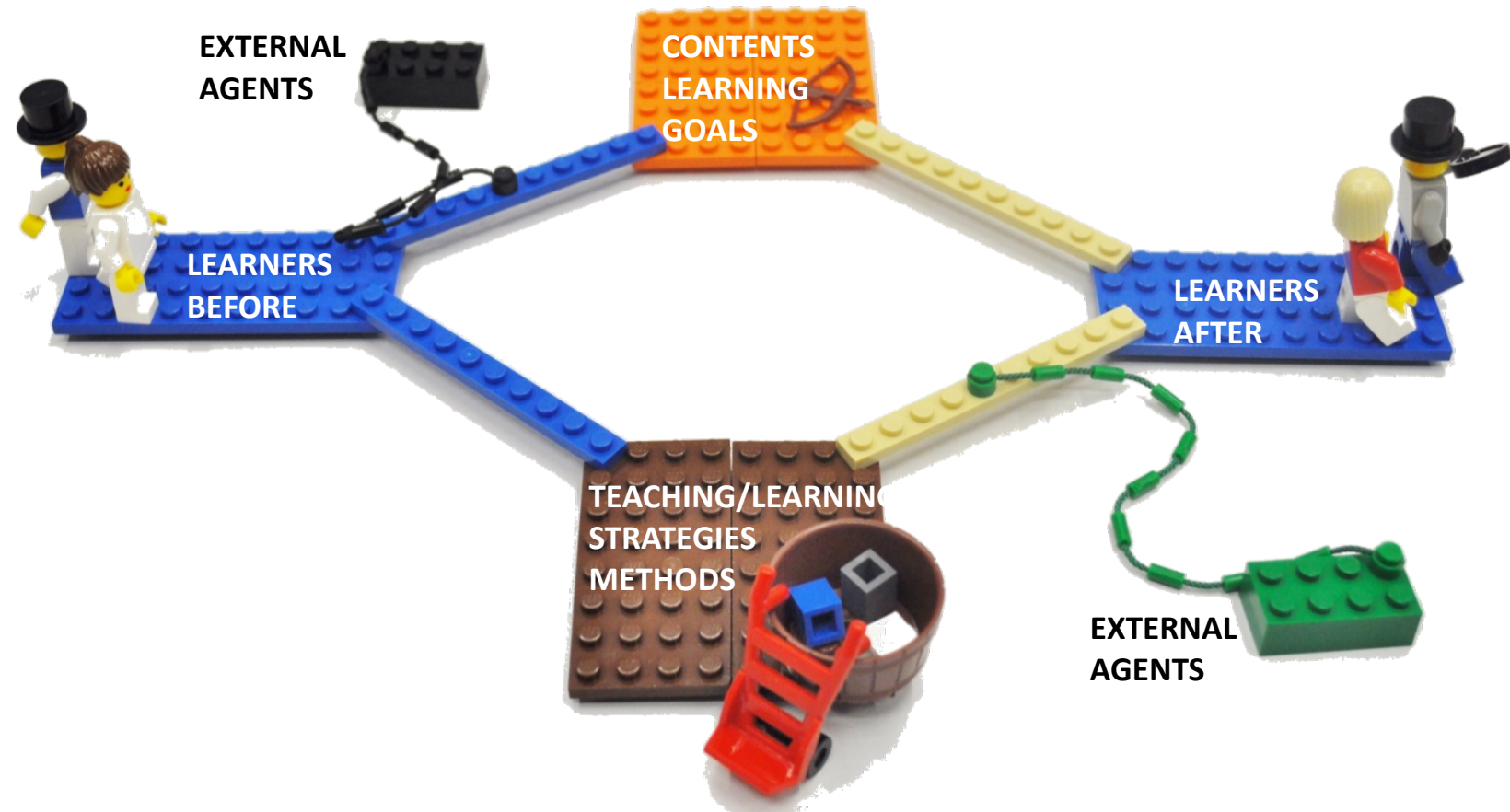


The URL model - application



LLED – LEGO® Learning Experience Design

LLED is an application of LSP, which supports instructional designers in the design of a learning experience (a course, a program, a whole curriculum, etc.), involving all the stakeholders of the project.



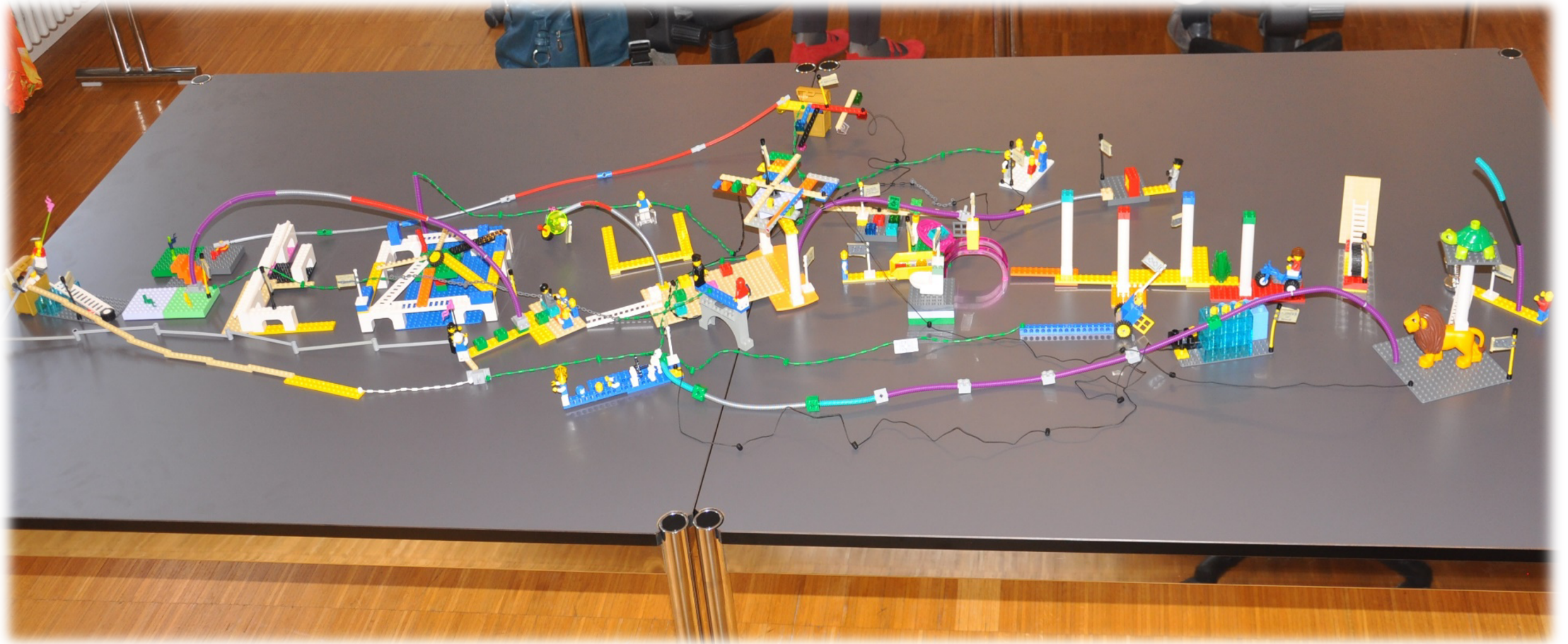
LLED – LEGO® Learning Experience Design



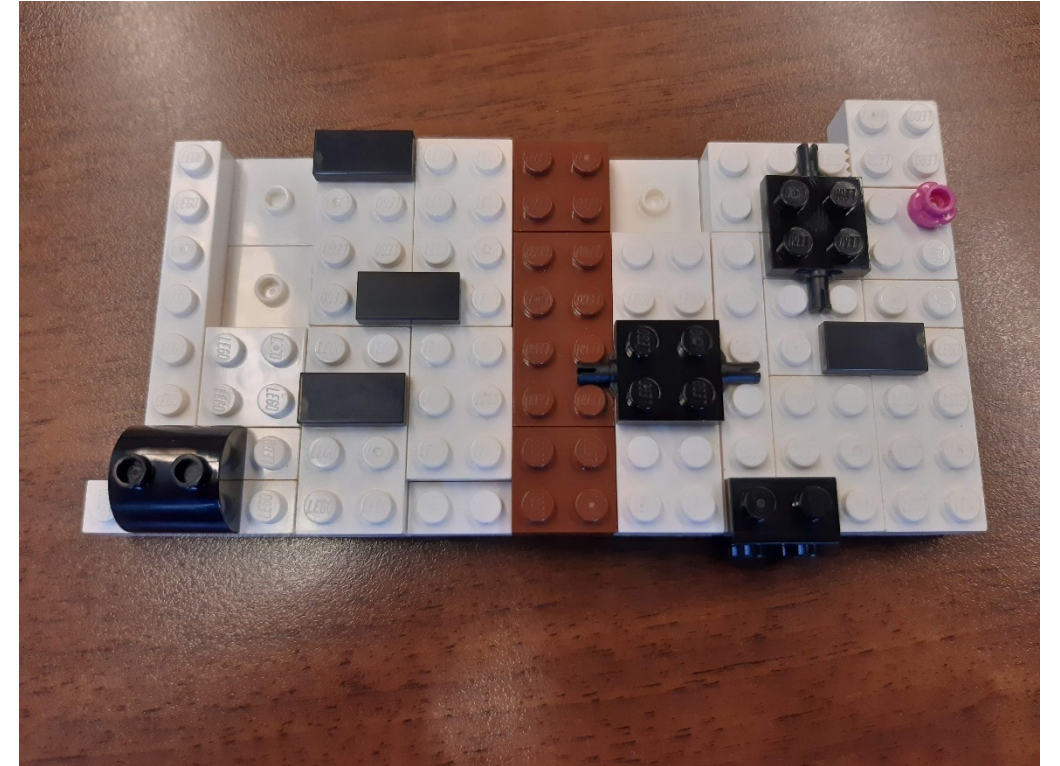
LLED – LEGO® Learning Experience Design




LLED – LEGO® Learning Experience Design










LSP for team building





















LSP for team building

 Gruppo B

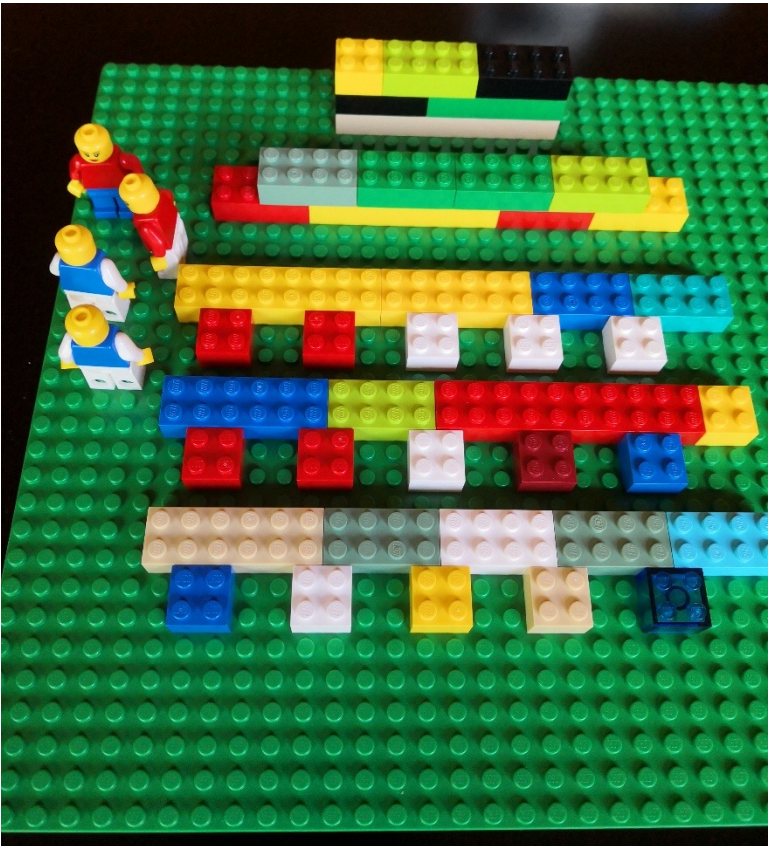
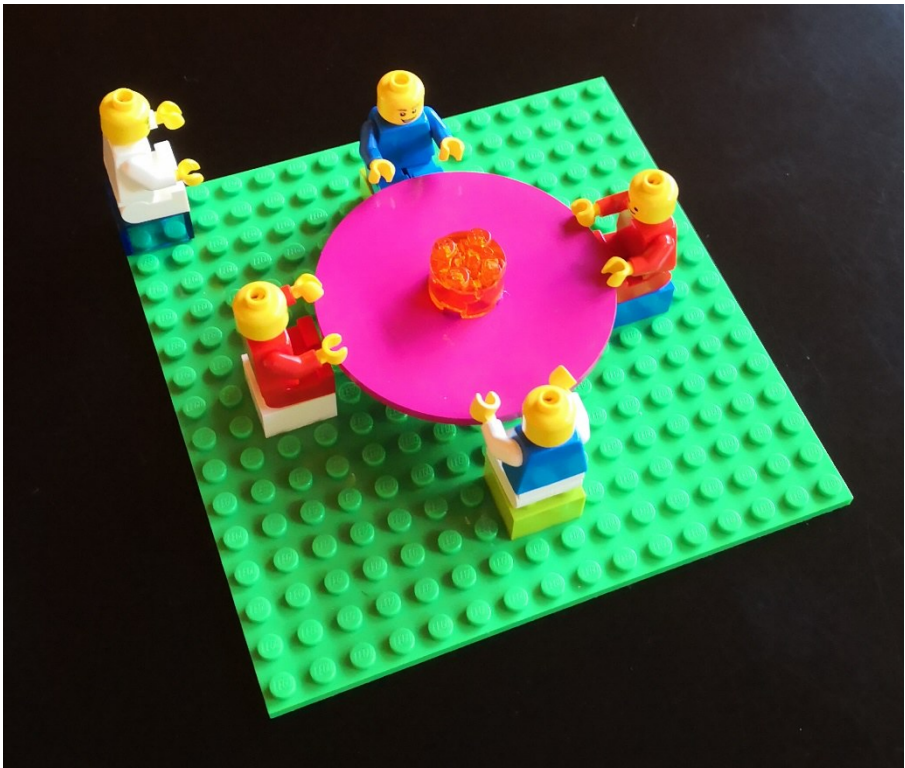
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La passione fa spesso pazzi gli uomini più abili, e abili i più sciocchi.
Cit.François de La Rochefoucauld

LSP for specific disciplines



Università della Svizzera italiana

Scuola di Scienze della Comunicazione

Istituto di Argomentazione, Linguistica e Semiotica

Sara Greco*, Rebecca Schär*, Stefano Tardini**
(sara.greco, rebecca.schaer, stefano.tardini)@usi.ch

*Institute of Argumentation, Linguistics and Semiotics (IALS)
**eLab – eLearning Lab USI
USI Università della Svizzera italiana

LEARNING ARGUMENTATION WHILE PLAYING WITH LEGO®? AN EXPERIMENTAL PROJECT

LEGO® SERIOUS PLAY® (LSP)

- LSP is a facilitated workshop where participants respond to tasks by building symbolic and metaphorical models with LEGO® bricks and present them to the other participants (Kristiansen & Rasmussen 2014)
- LSP builds on a set of basic values:
 - The answer is in the system.
 - Everyone has to express his/her reflections.
 - There is no ONE right answer.
- The LSP Core Process is based on four essential steps:
 - The facilitator poses a challenge.
 - Participants build their answers using LEGO® bricks.
 - Participants share their answers with other participants.
 - Participants reflect on what they have seen and heard.

ARGUMENTATION

- Argumentation as a dialogical interaction: Resolving disagreement (a "difference of opinion", van Eemeren & Grootendorst 2004) by means of reasonable dialogue or "critical discussion"
- Ideally, argumentation promotes knowledge co-construction and cognitive development (Carugati & Perret-Clermont 2015)

ADVANTAGES OF AN INTEGRATION: WHAT DO WE LEARN BY USING LEGO® IN ARGUMENTATIVE DISCUSSIONS

Finding out arguments (*inventio*) is stimulated

Participants have a **material support for thinking** and "materialize" their arguments. Two possibilities:

- (a) each participant is invited to put forward an argument pro and against an "issue"
- (b) Participants are divided into groups who have to support different arguments

A **dialogical attitude** is favoured

Everyone is equally invited to participate in the discussion. Seeing the others' arguments "materialized" helps the process of **decentration** (Muller Mirza et al. 2009). **Memory** is equally helped because the materialized arguments remain available "on the table" for the whole discussion. This helps make a final decision taking into account all aspects emerged and stimulates critical dialogue about how the different arguments could be integrated

EXPERIMENTING WITH LEGO® SERIOUS PLAY® IN AN ARGUMENTATION CLASS

"Should the Swiss Confederation organize a 'Multilingual week' for the promotion of multilingualism for its citizens?"

Students have been asked to present arguments on both sides of this issue

Setting: "Argumentation in Public Communication" class held at USI on October 14, 2015

Participants: Students of the Master in Public Management and Policy and PhD Students

1 Presenting and discussing arguments

2 All the pro and contra arguments "on the table"

3 Examples of arguments in favour of the Multilingual week

3.1 Multilingualism as an engine that keeps Switzerland going.

3.2 Multilingualism unites the different parts / cultures of the country

3.3 Multilingualism builds a bridge between the different regions in Switzerland

REFERENCES

Carugati, F., and Perret-Clermont, A.-N. (2015). Learning and Instruction: Social-Cognitive Perspectives. In *International Encyclopedia of the Social & Behavioral Sciences* (2nd edition), Editor-in-chief James D. Wright, Vol 13 (pp. 670-676). Oxford: Elsevier.

Eemeren, F. H., van, and Grootendorst, R. (2004). *A Systematic Theory of Argumentation: The Pragma-Dialectical Account*. Cambridge: Cambridge University Press.

Kristiansen, P., and Rasmussen, R. (2014). *Building a better business using the LEGO® SERIOUS PLAY® method*. Hoboken (NJ): Wiley.

Muller Mirza, N., et al. (2009). Psychosocial processes in argumentation. In N. Muller Mirza and A.-N. Perret-Clermont (Eds.), *Argumentation and education: Theoretical foundations and practices* (pp. 67-90). New York: Springer.

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You can check our LSP activities at:

<https://www.seriousplay.ch/>

Contacts

stefano.tardini@usi.ch

branislava.trifkovic@usi.ch

Thank you for your attention!