

Construction as a tool for reflection – A LEGO workshop

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ABSTRACT: Reflection is of vital importance for both practice and development (Schön, 1983). Developing reflective teachers has been identified as a key strategy for facilitating change in undergraduate educational practice (Henderson, Beach & Finkelstein, 2011). Courses and workshops for both students and instructors aimed at increasing awareness about educational issues generally include reflection as an important element. However, in our experience most participants are helped by concrete tools and methods to facilitate this reflection, especially when it comes to abstract concepts, such as educational culture and power relations.

This workshop will familiarize participants to one such method for reflection – LEGO Serious Play. The method was originally developed in the 1990's to facilitate playfulness, creativity and engagement at development meetings. It uses blocks and other building materials to visualize, represent and discuss different issues. The method has since been adapted for teaching and learning use, such as improving student learning (James & Brookfield, 2014) and enhancing participatory development communication (Hinthorne & Schneider, 2012).

We have utilized the method in a number of projects facilitating reflection and enhancing development for academic staff and students (Andersson & Andersson Chronholm, 2016). These include training for student mentors involved in reception activities for new students, identification of problematic factors in university teacher practice and exploring the professional identities of training and in-service science teachers. This workshop builds on experiences from these previous activities.

During the workshop, participants will use LEGO Serious Play to explore issues within the context of the Scholarship of Teaching and Learning. This will also, at the same time, provide a practical demonstration of how the method can be used in practice to enable and enhance reflection and facilitate educational insights. The workshop will conclude with a discussion on how participants can work with this and similar methods in their own practice. During this, we will present examples from previous activities to illustrate how the method can be used in various higher education contexts.



"There's this gap between me and my students"



"Many teachers feel threatened..."

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