



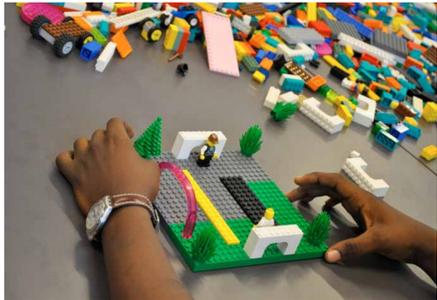
LEGO Learning Experience Design

a methodology to design learning experiences with hands

Elisabetta Frick, Stefano Tardini, Lorenzo Cantoni

eLab / NewMinE Lab, USI, Lugano, Switzerland {elisabetta.frick | stefano.tardini | lorenzo.cantoni}@usi.ch

LEGO® SERIOUS PLAY® (LSP)



The Core of LSP PROCESS	
Step 1	Pose the question
Step 2	Construction
Step 3	Sharing
Step 4	Reflection

The LSP Application Techniques	
1	Building Individual Models
2	Building Shared Models
3	Creating a Landscape
4	Making Connections
5	Building a System
6	Playing Emergence and Decisions
7	Extracting Simple Guiding Principles



«Better learning will not come from finding better ways for the teacher to instruct, but from giving the learner better opportunities to construct.»

Seymour Papert

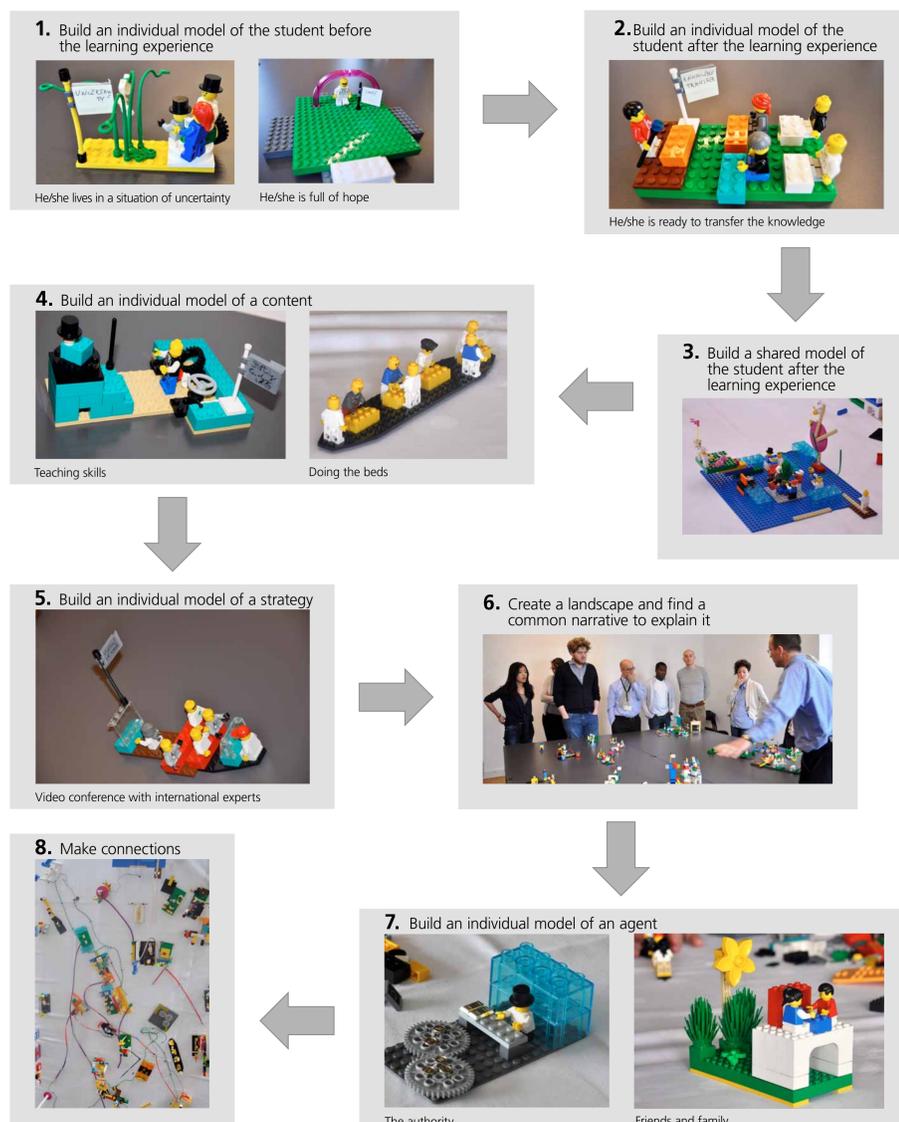
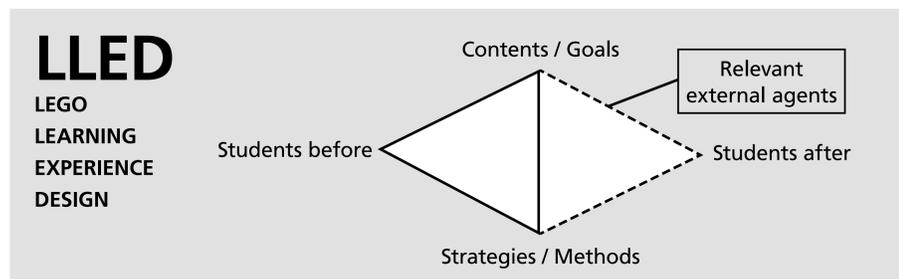
«LEGO® SERIOUS PLAY® (LSP) is a facilitated workshop, where participants are asked different questions in relation to an ongoing project, task or strategy. The participants answer these questions by building symbolic and metaphorical models of their insights in LEGO bricks and present these to each other.»

Kristiansen, Hansen & Nielsen

LEGO Learning Experience Design (LLED)

LLED is a methodology that allows teams to design learning experiences creatively, collaboratively and involving all the stakeholders of the project (co-design / participatory design).

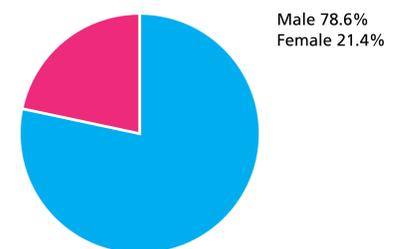
LLED is a specific application of LEGO® SERIOUS PLAY®, currently under development at eLab and NewMinE Lab (USI).



S-PLAY PROJECT

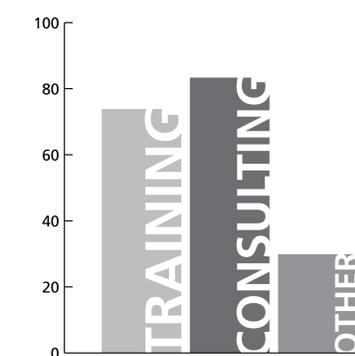


S-Play is a 2-years project funded by the European Union under the Lifelong Learning Program – Leonardo da Vinci – Transfer of innovation, which aims at **adapting LSP to the requirements of SME training**. As a first step in the project, an online survey for European LSP facilitators has been created in order to establish a state-of-the-art of LSP in Europe. The questionnaire received 84 responses.



The most represented countries are the United Kingdom, Denmark, Germany, and The Netherlands. The other respondents come from Spain, Switzerland, Belgium, Italy, Poland, France, Norway, and other 11 countries.

66 respondents are male (78.6%), 18 are female (21.4%).



73.8% of respondents use LSP for training activities, 83.3% for consulting. Respondents mentioned also: team building and team development (9 persons), teaching/education (7), strategy development (6), research and projects (6), coaching (4), business models (3), leadership, innovation, interviews, product development, future scenarios, and change management.

60.7% of the facilitators' clients are in the education field, followed by manufacturing (40.5%) and public administration (36.9%).

In the literature review some use cases in the **academic or research field** have also been found:

- LSP to articulate the **learning autobiographies**, current situations, orientations to learning, and **aspirations** of the students.
- LSP to better understand the **needs, interests and aptitudes** of the students as a starting point for designing personalized learning
- LSP to awaken students' **creative energies** and spur innovation
- LSP for **increasing confidence** of the students in the ability to be creative
- LSP for **improving communication**/collaboration and providing a new approach focused on idea generation and innovation
- LSP as an **"ice-breaker"** exercise in the classroom
- LSP for building the students' view on their working place
- LSP for better **introducing new students** or overseas students
- LSP for **exploring research topics** and methods



White Paper on LEGO® SERIOUS PLAY®
A state of the art of its applications in Europe