



# LEARNING AND TEACHING CONFERENCE

2021



# AIP Project 2019/20: Creative and Contemplative pedagogy to support student learning and wellbeing in Product Design Year 1

## Who are we?



Ruth Jindal  
Senior Lecturer  
Critical & Contextual Studies  
ADH



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Digital Partner / Teacher Fellow  
LLS

# What did we do?

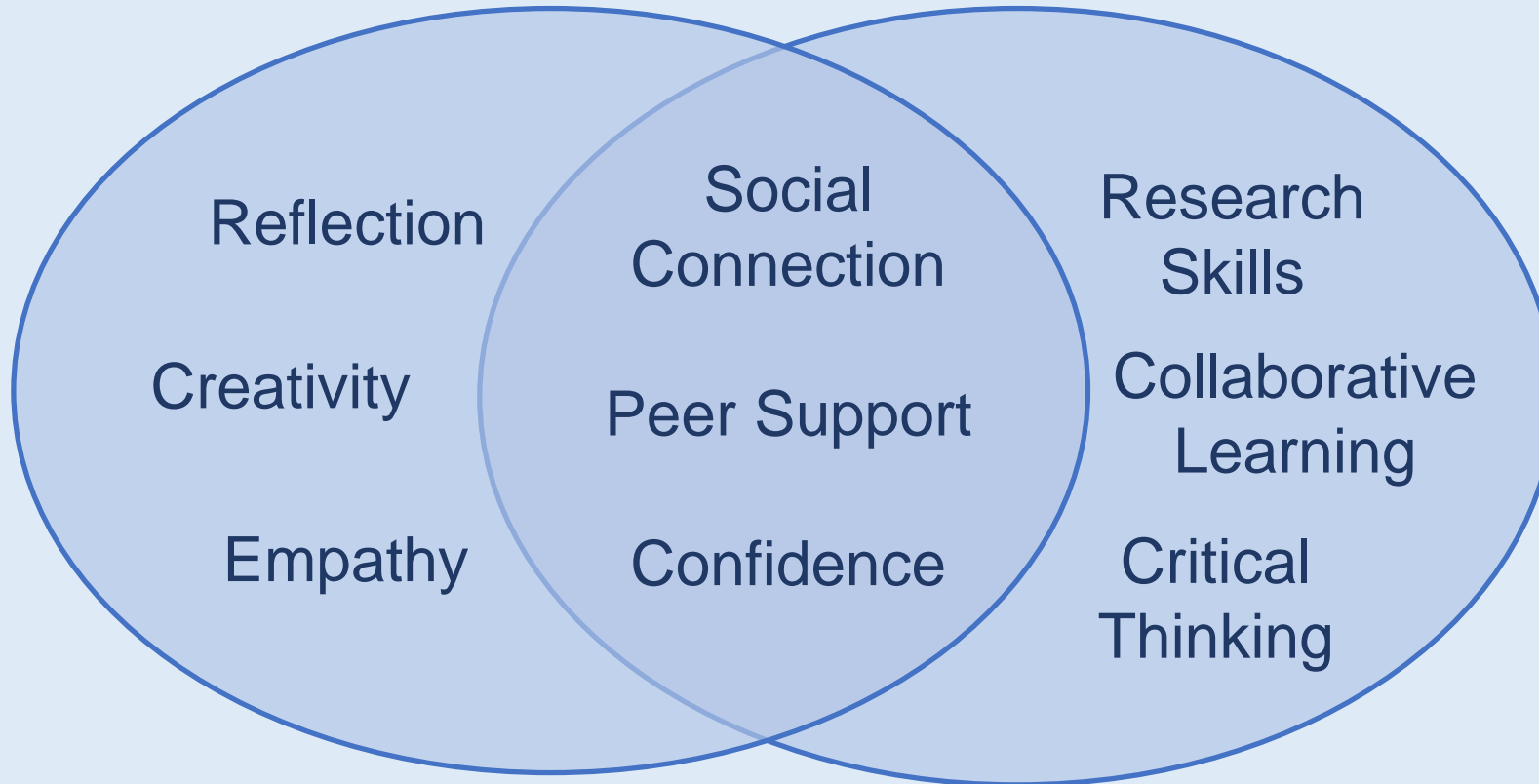
- Action research to investigate the impact of playful, visual and reflective pedagogic approaches on student learning and wellbeing
- Influenced by:
  - Previous use of creative pedagogy to support increased engagement and reflection across disciplines
  - Advance HE project: Embedding Mental Wellbeing in the Curriculum
  - UDL: offering “Flexible ways of Learning”, recognising the differing ways that students assimilate and synthesise information

# Module context: Design Cultures I

- 15-credit module - critical, historical and theoretical approaches to the discipline
- Embedded support from centralised functions – Library and Learning Services, Centre for Learning and Student Support and Student and Academic Services
- Taught in a single term
- Plan was to also trial with modules in other 3 faculties



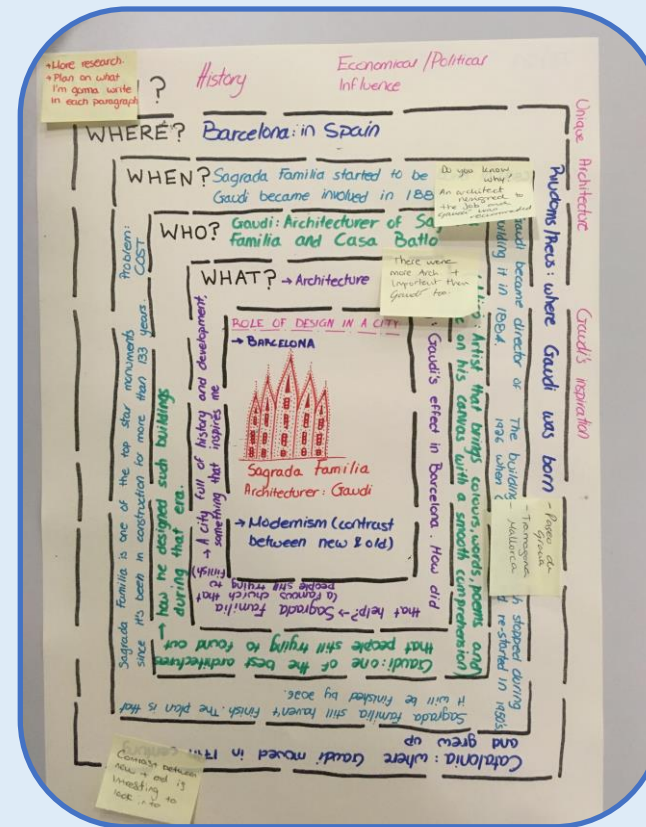
## Skills and attributes we hoped to develop:



# What did we do?

2 Workshops:

Exploring learning journeys with LEGO® Serious Play® & Reframing essay assignments



# What did the 'Exploring your learning journey with LEGO® Serious Play®' workshop involve?

- Face to face workshop, small groups working on individual tables
- Relaxed atmosphere: music
- Series of exercises using individual Lego kits leading to:
- Individual and group reflections on the first 6 weeks at Uni and what they hoped the next 6 would bring

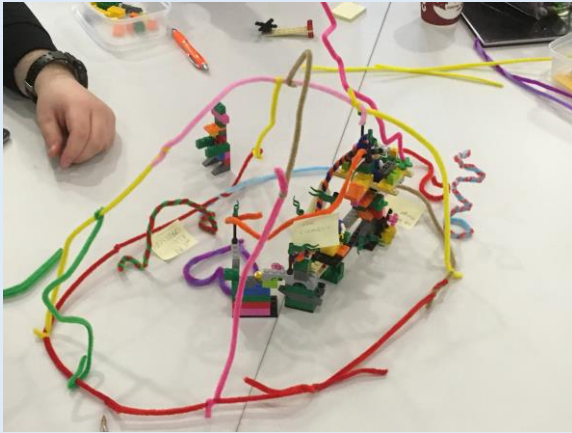


# What were the findings from the 'Exploring your learning journey with LEGO® Serious Play®' workshop?

- **95%** agreed that the workshop had helped them to reflect on their experiences at university so far
- **92%** discovered something about their fellow student(s) that they did not already know
- **70%** agreed that the workshop had encouraged them to try new ways of learning at university
- **68%** agreed that the workshop helped them to talk about how they were feeling
- **51%** agreed that the workshop had given them more confidence in themselves as a student







## What have you learnt about yourself and your student journey during the LEGO workshop?



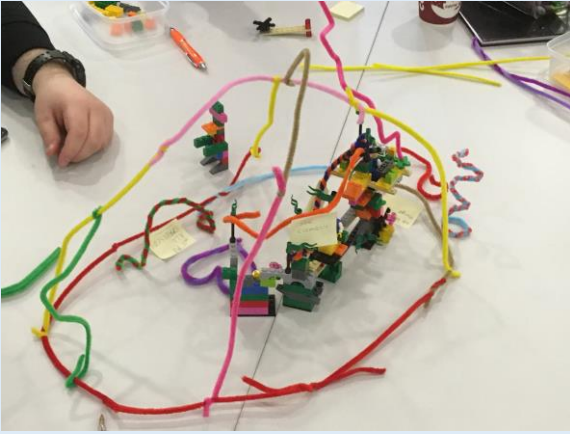
“I'm not the only one struggling with problems such as illness or worries like stress, so I shouldn't feel too bad for myself”

“It has been a rocky journey, but I felt it encouraged me to have a more positive outlook looking ahead”

“I like doing things other than writing, I like the visual part”

“I can make friends even though I feel like I'm not good at making them, and that it's a skill that can be learnt over time”

“That as a person I have become more adjusted to living and working at University”



## How might you use the LEGO in the future?



“I really enjoyed exploring ideas with it and it made thinking about things easier, so I plan to use it when I need to come up with ideas or when I don't know how I am feeling”

“I might use it when feeling stressed or to help come up with new ideas in future projects”

“I will definitely use the LEGO again on a regular basis, literally every night to do a brief of my day and how I am feeling”

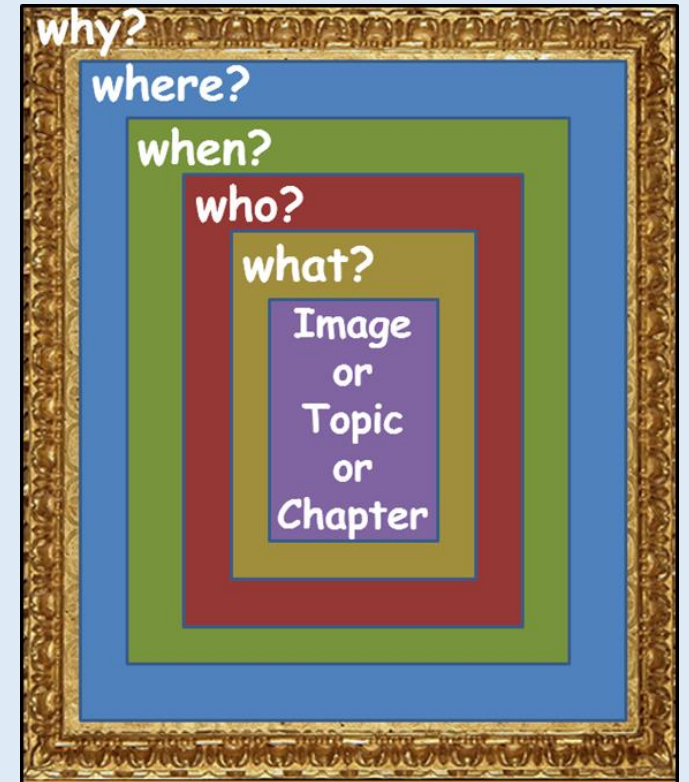
“If I was stuck creatively, I could use the LEGO as an alternative approach to get my mind thinking in different ways”

Now it's your turn: which animal appeals to you?



# What did the 'Reframing your Essay Assignment' workshop involve?

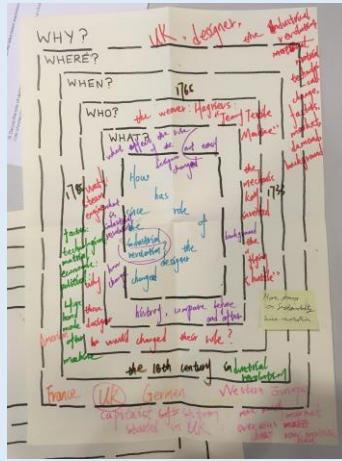
- Face to face workshop, small groups working on individual tables
- Essay topic identified and initial research carried out before session
- Students worked on A3 sheets of paper printed with 'Frames'
- They worked out from the centre of the sheet in stages following prompts
- Finished frames were viewed by peers and suggestions added via post-its



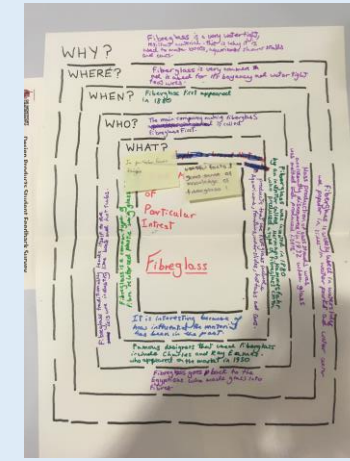
# What were the findings from the 'Reframing your Essay Assignment' workshop?

- **93%** agreed that the workshop had increased their confidence about writing their essay
- **90%** agreed that the workshop helped them to think creatively about their essay topic
- **86%** agreed that the workshop had encouraged them to approach their work in new ways
- **79%** agreed that they knew where to go next to gather information for their essay
- **79%** agreed that during the workshop they discovered something about others students' essay topics that I had not previously known





# What have you learnt from the reframing workshop that you found useful for your learning?

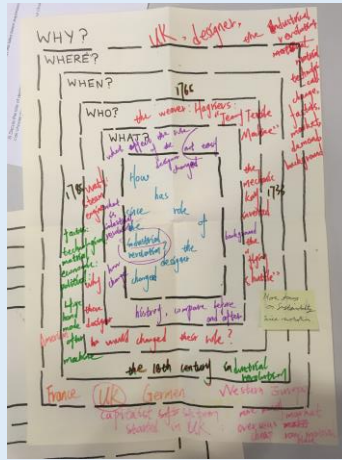


“How to break down a question into less complex pieces making it easier to solve”

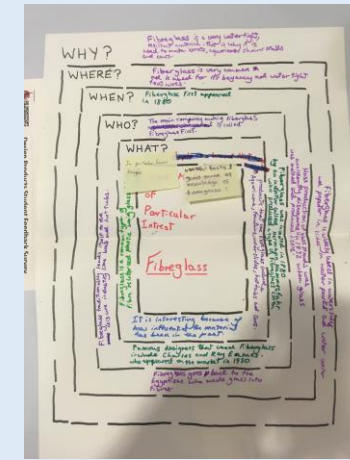
“Helps you see what information you know and what you need to research”

“Reframing is a way of laying out ideas. I think it is definitely a good way of planning work and exploring ideas”

“Talking through my ideas with someone helped me think of more connections, which gave me more to research and include”



## How might you use the reframing sheet in the future?



“I will use it to plan my research and develop my ideas both in preparation for and throughout my essay”

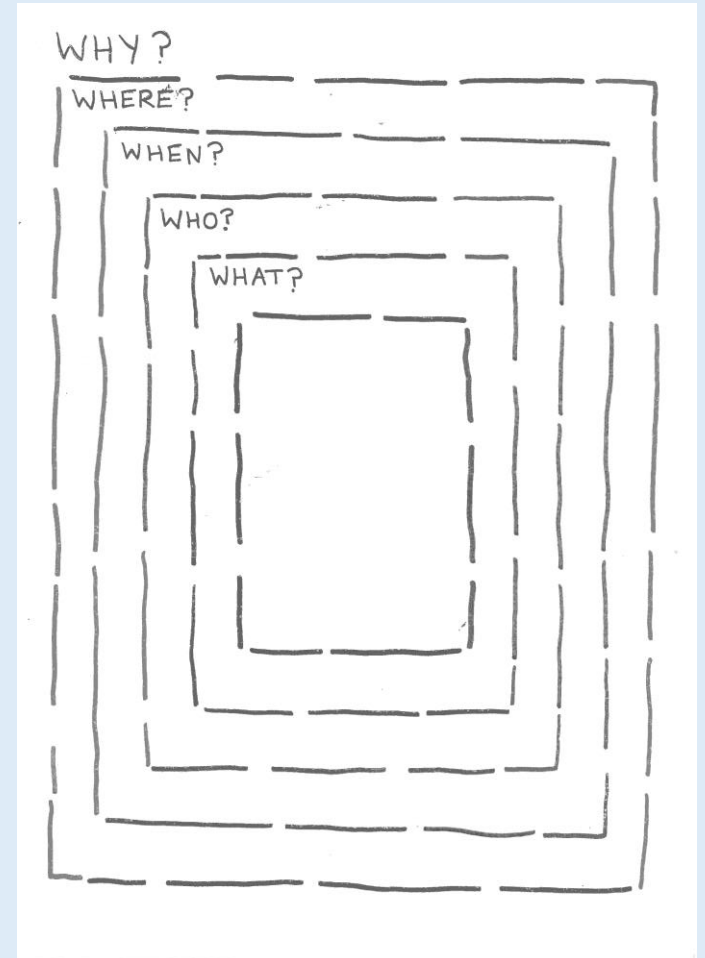
“I will refer back to it and see the notes my classmates have added to check what else I need to research”

“I will look at it while I am writing my essay for inspiration”

“I will use it to see in a visual way where I am struggling to find information”

# 20/21 1<sup>st</sup> years: moving the 'Reframing your Essay Assignment' workshop online

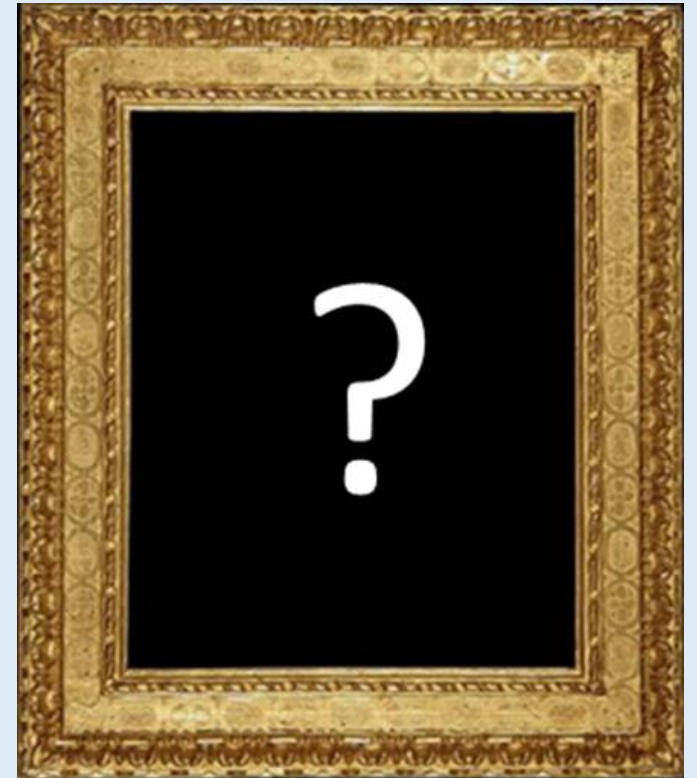
- 'Frames' document available beforehand to print at home
- Essay topic identified and initial research carried out before session
- Workshop delivered online
- Students worked on sheets of paper printed or drawn with 'Frames'
- They worked out from the centre of the sheet in stages following prompts
- Students were encouraged to share finished Frames on a shared document





## What were the findings from the online 'Reframing your Essay Assignment' workshop?

- **79%** (**93%**) agreed that the workshop had increased their confidence about writing their essay
- **93%** (**90%**) agreed that the workshop helped them to think creatively about their essay topic
- **93%** (**86%**) agreed that the workshop had encouraged them to approach their work in new ways
- **64%** (**79%**) agreed that they knew where to go next to gather information for their essay
- **0%** (**79%**) agreed that during the workshop they discovered something about others students' essay topics that I had not previously known



## **What have you learnt from the reframing workshop that you found useful for your learning?**

“The reframing layout, how to structure the question, where to go next. what to make a start on.it was really helpful to have Ruth and Julia online to help answer questions whilst working through the frame. ”

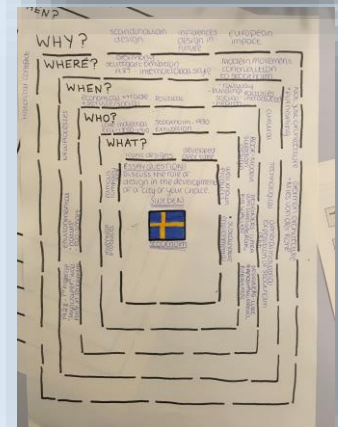
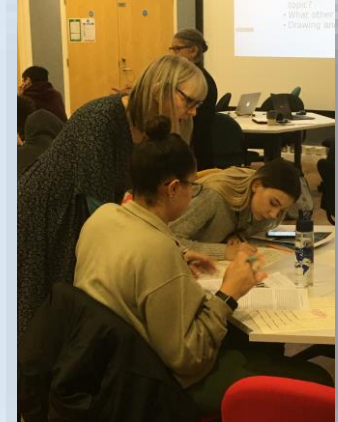
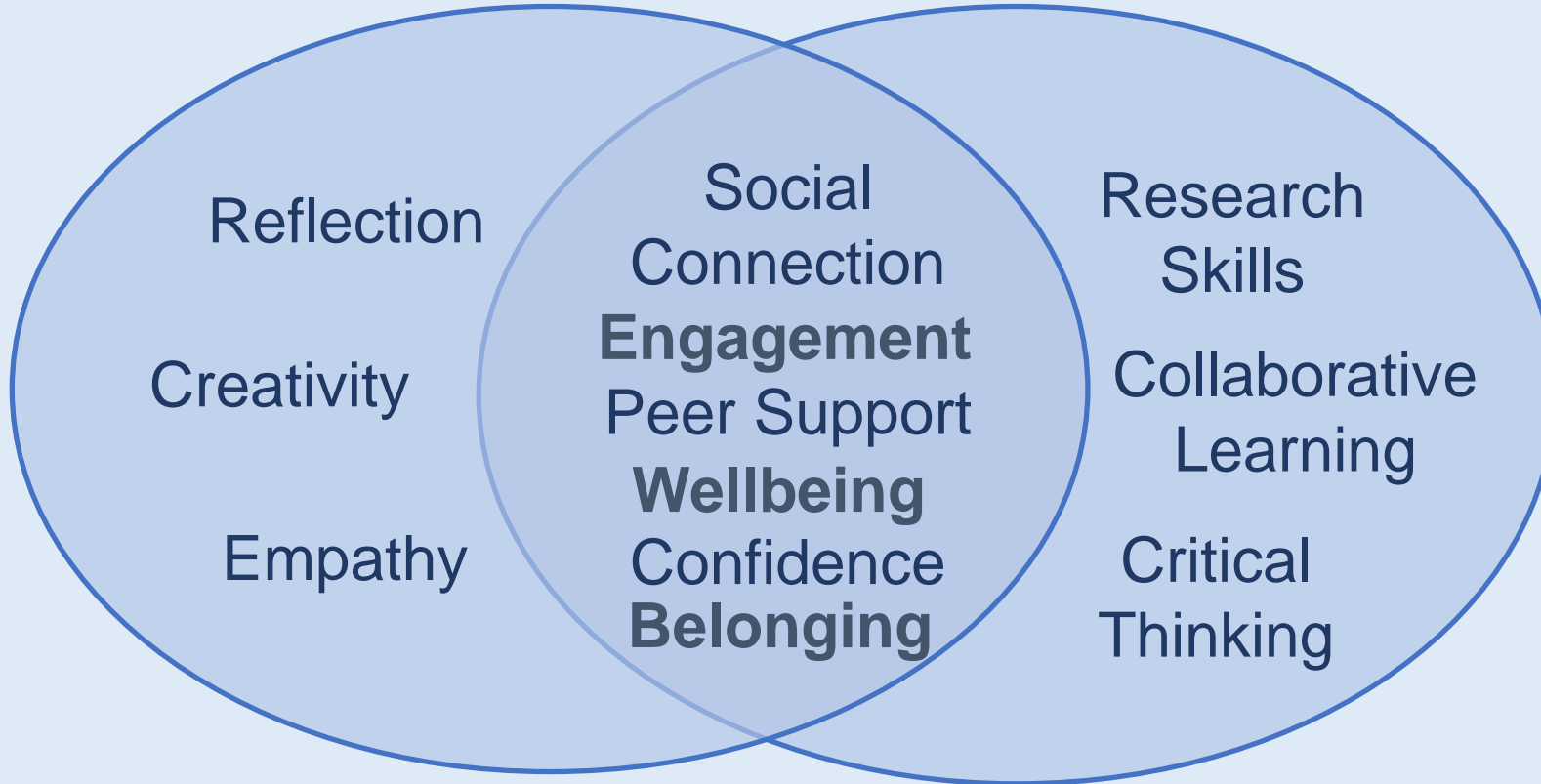
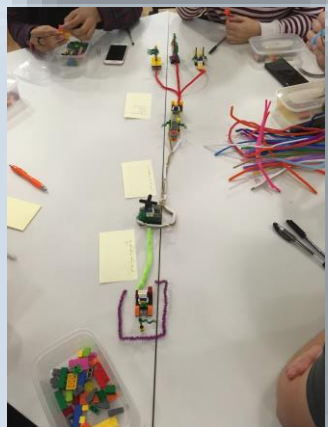
“How to breakdown the research stage. How to set out research, I usually just have an a4 page full of information. Not to panic when looking at research.”

## **How might you use the reframing sheet in the future?**

“Possibly use the layout for other modules for primary/secondary research. I will use it for my essay definitely.”

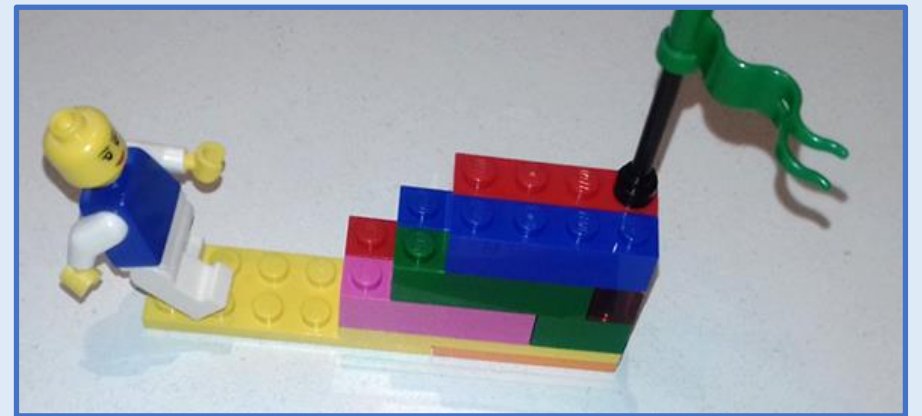
“When it comes to structuring the paragraphs it will help to know what information to put where”

# The workshops enhanced:



# Next steps?

- Online Lego Serious Play workshop with original cohort
- Development of student LSP facilitators
- Festival of Teaching
- Embedding of Reframing



## Further reading:

- Ashton, S. & Stone, R. (2018). An A-Z of Creative Teaching in Higher Education. London: Sage.
- Compassion Play & EMWP blogs: <https://www.juliareeve.co.uk/blog> <https://writingpad.our.dmu.ac.uk/>
- Gauntlett, D. (2010). Open source introduction to LEGO Serious Play. Retrieved from [https://davidgauntlett.com/wp-content/uploads/2013/04/LEGO\\_SERIOUS\\_PLAY\\_OpenSource\\_14mb.pdf](https://davidgauntlett.com/wp-content/uploads/2013/04/LEGO_SERIOUS_PLAY_OpenSource_14mb.pdf)
- Gibbs, P. (ed.) (2017). The Pedagogy of Compassion at the Heart of Higher Education. Springer: Switzerland.
- James, A. & Nerantzi, C. (2019) LEGO® for University Learning: Inspiring Academic Practice in Higher Education [Online] Available from: <https://zenodo.org/record/2813448#.XVaZOuhKiUn>
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- Reeve, J. (2014) How can adopting the materials and environment of the studio engage Art & Design students more deeply with research and writing? An investigation into the Reframing Research technique, Journal of writing in creative practice, 7, (2) pp 267–281.
- Reeve, J. (2019) Talking to myself: reflections on Reframing A conversation reflecting on my experiences of using creative practice (specifically the Reframing technique) within a STEM context, Higher Education Pedagogies, 4:1, 256-261. <https://doi.org/10.1080/23752696.2019.1587716>
- Roos, J. and Victor, B. (2018), "How It All Began: The Origins Of LEGO® Serious Play®", International Journal of Management and Applied Research, Vol. 5, No. 4, pp. 326-343. <https://doi.org/10.18646/2056.54.18-025>



Thank you  
for listening!

Any  
Questions?

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Please get in touch if you would like to find out more



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