

Opening instruction

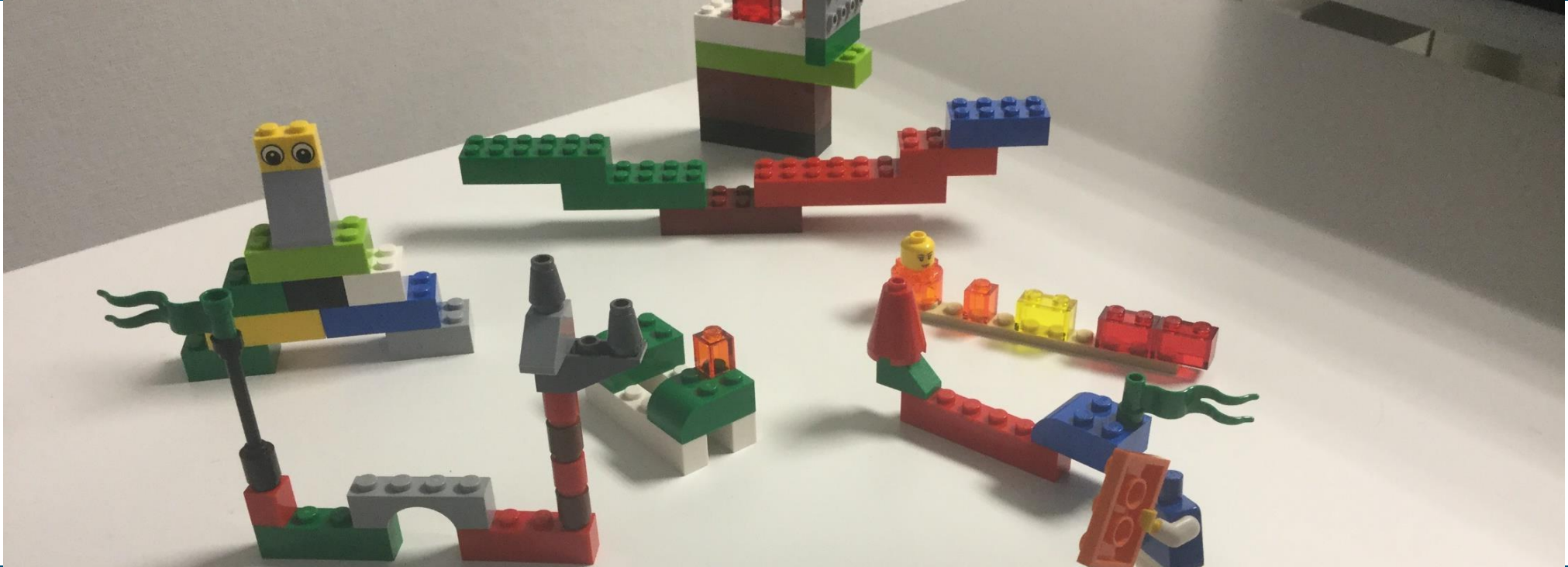
- If you have a smart device, please open up a browser and enter:

Pollev.com/sarahjohnson965

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- Add your name if you like, but please do not answer the question yet!!!

Your library

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From stumbling blocks to building blocks: scaffolding learning through play!

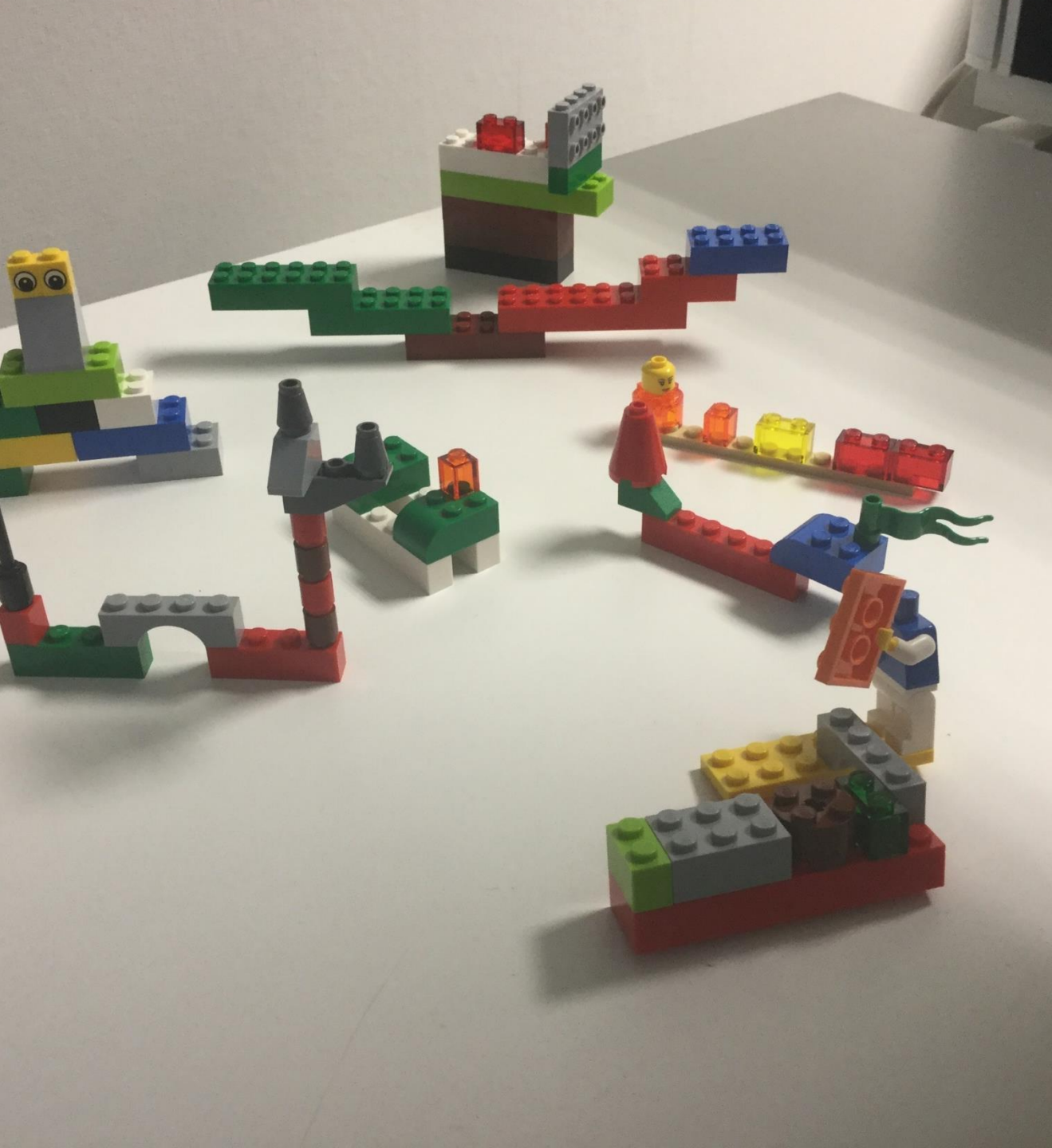
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Library Learning and Teaching Team

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- Learning through play: the basics
- The Learning and Teaching Team approach
- Lego activity: referencing using building blocks

Overview



What words do you think of when you hear the word 'play'?

Learning through play: the basics

Dewey:

The proper function of imagination is vision of realities that cannot be exhibited under existing conditions of sense-perception. Clear insight into the remote, the absent, the obscure is its aim . . . Imagination supplements and deepens observation.

Dewey, J., 1933. *How we think: a restatement of the relation of reflective thinking to the educative process*. 2nd ed. London: Heath and Company.

Learning through play: the basics

Piaget:

Unlike objective thought, which seeks to adapt itself to the requirements of external reality, imaginative play is a symbolic transposition which subjects things to the child's activity, without rules or limitations.

Piaget, J., 1951. *Play, Dreams And Imitation In Childhood*. London: Routledge.

Learning through play: the basics

Vygotsky:

Let us turn now to the role of play and its influence on a child's development. I think it is enormous.

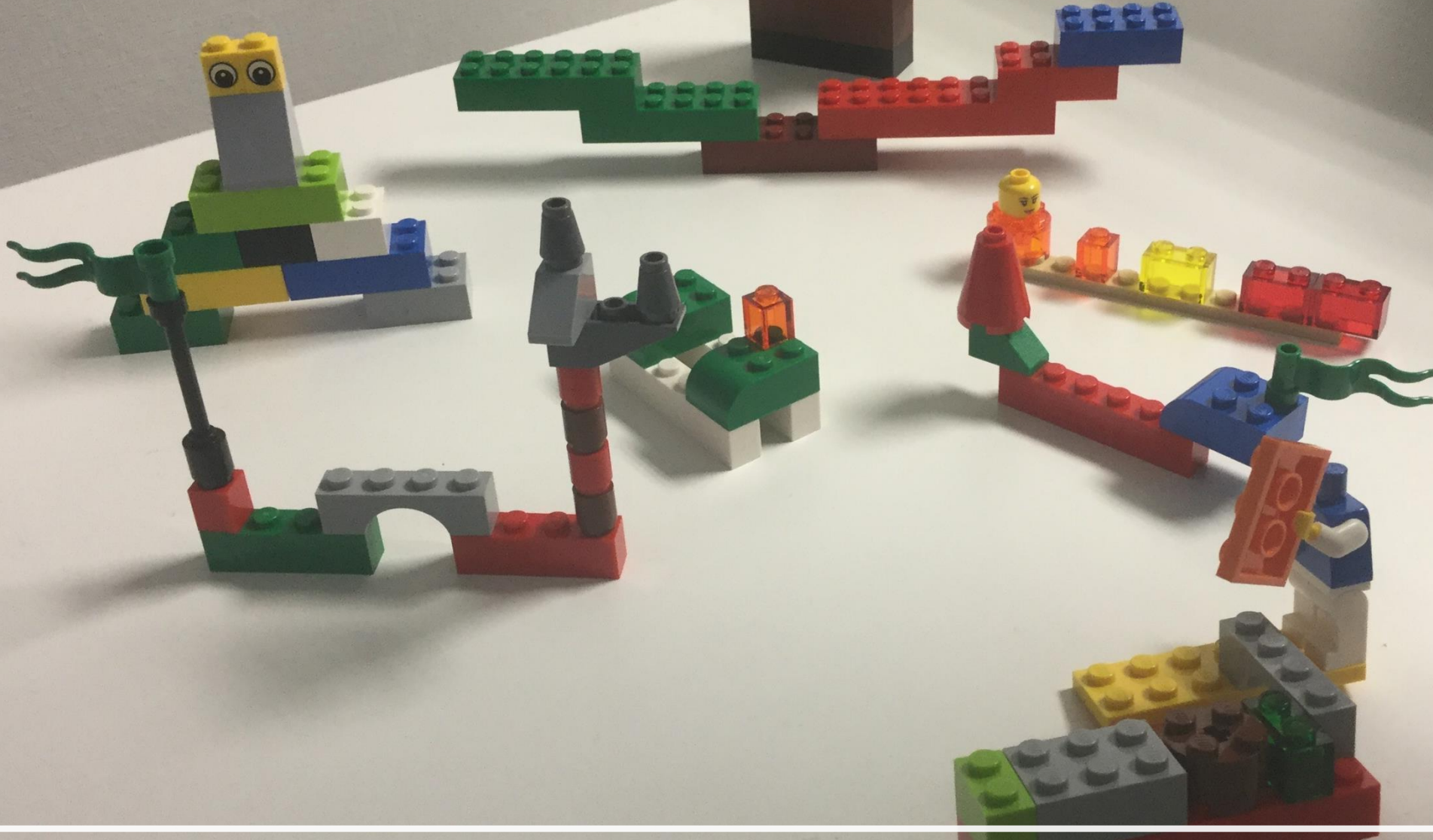
Vygotsky, L.S., 1967. Play and Its Role in the Mental Development of the Child. *Soviet Psychology*, 5 (3), 6-18.

Learning through play: the basics

Buckley:

Play is encouraged in children for giving space to experimentation and exploration within a risk-free, alternative world, but is less acceptable in adults who generally play as a means to an end.

Buckley, C., 2015. Conceptualising plagiarism: using Lego to construct students' understanding of authorship and citation, *Teaching in Higher Education*, 20 (3), 352-358.



The Learning and Teaching Team Approach



Who are we?

- Based in the library – academic skills, e.g. academic writing, maths and stats.
- Staff and Library Student Mentors.
- Teaching – embedded and bookable workshops.
- 1-2-1 appointments for students.
- Academic staff – course/module development, resource lists, training, named contact for Schools, etc.

Our approach

Take existing teaching sessions, amend to add Lego into the techniques already used.

Session isn't built around Lego, rather it adds another dimension to the learning.

Students will only really gain anything by taking part and using the Lego.

Fun! Lots of conversation, laughter, and sometimes mock outrage.

Our experience

Used with maths anxiety, exam technique, presentation skills, and referencing.

Creates energy

Peer to peer learning

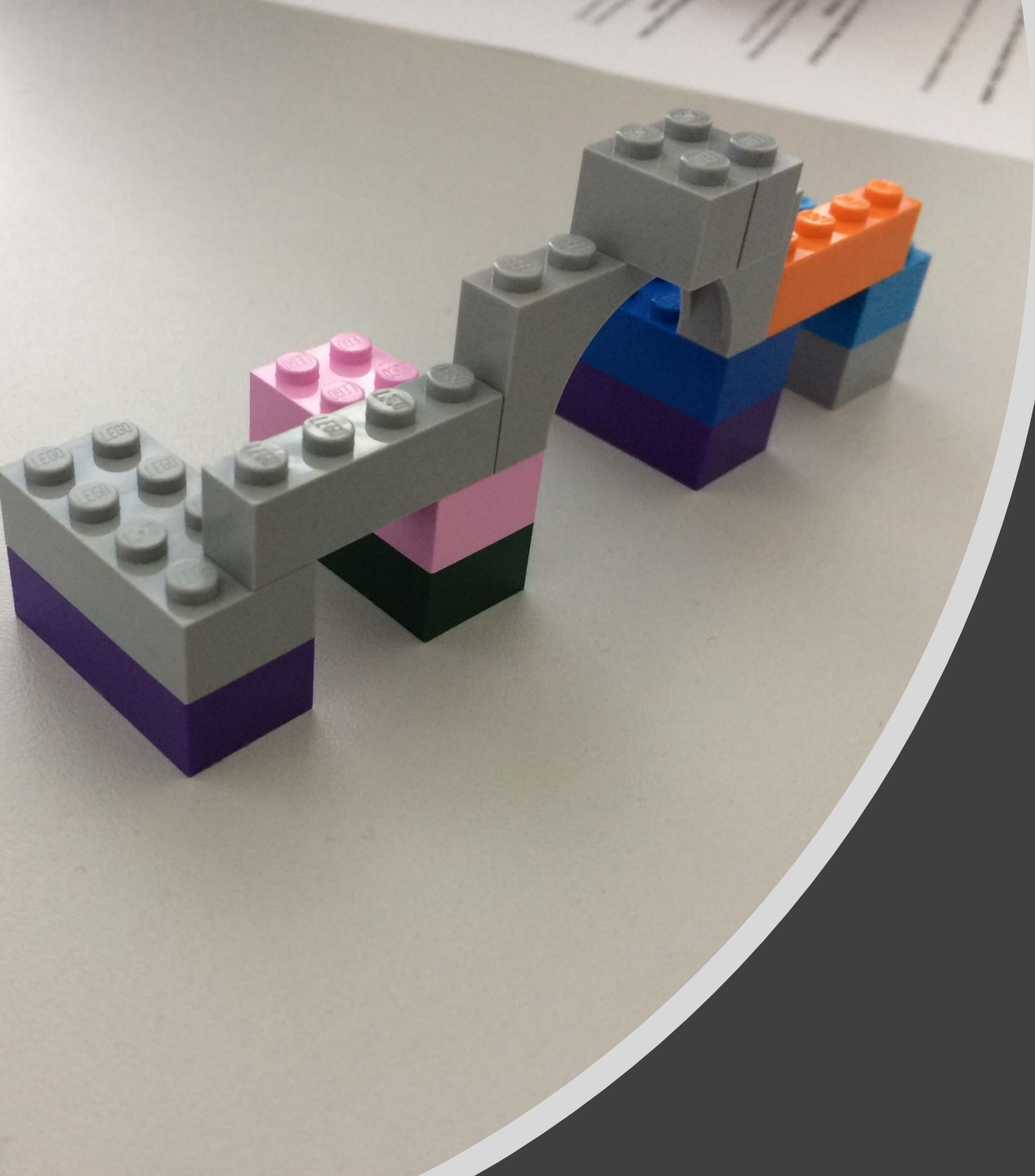
Breaks down the teacher/student relationship

Active and experiential learning

Puts the student at the centre of the learning experience

Facilitates communication

Encourages lateral thinking and creativity



**“on a normal day I
couldn’t explain
what I did without
the Lego”**

2nd Year Undergraduate Architecture Student

What do our
students think?

Our Takeaways

- Don't use it as a gimmick or tokenistic gesture – requires careful application to work.
- Works well when more than one person is teaching/leading.
- Cost.
- Use Lego as something representative, or to facilitate conversation.
- Works slightly better in session where students already know each other.
- Requires preparation – room, equipment.



Building Understanding





- Using the Lego in front of you, build your favourite animal. Or at least an animal you feel capable of building!

Use at least one piece from each pile.

You can work alone, or in groups.

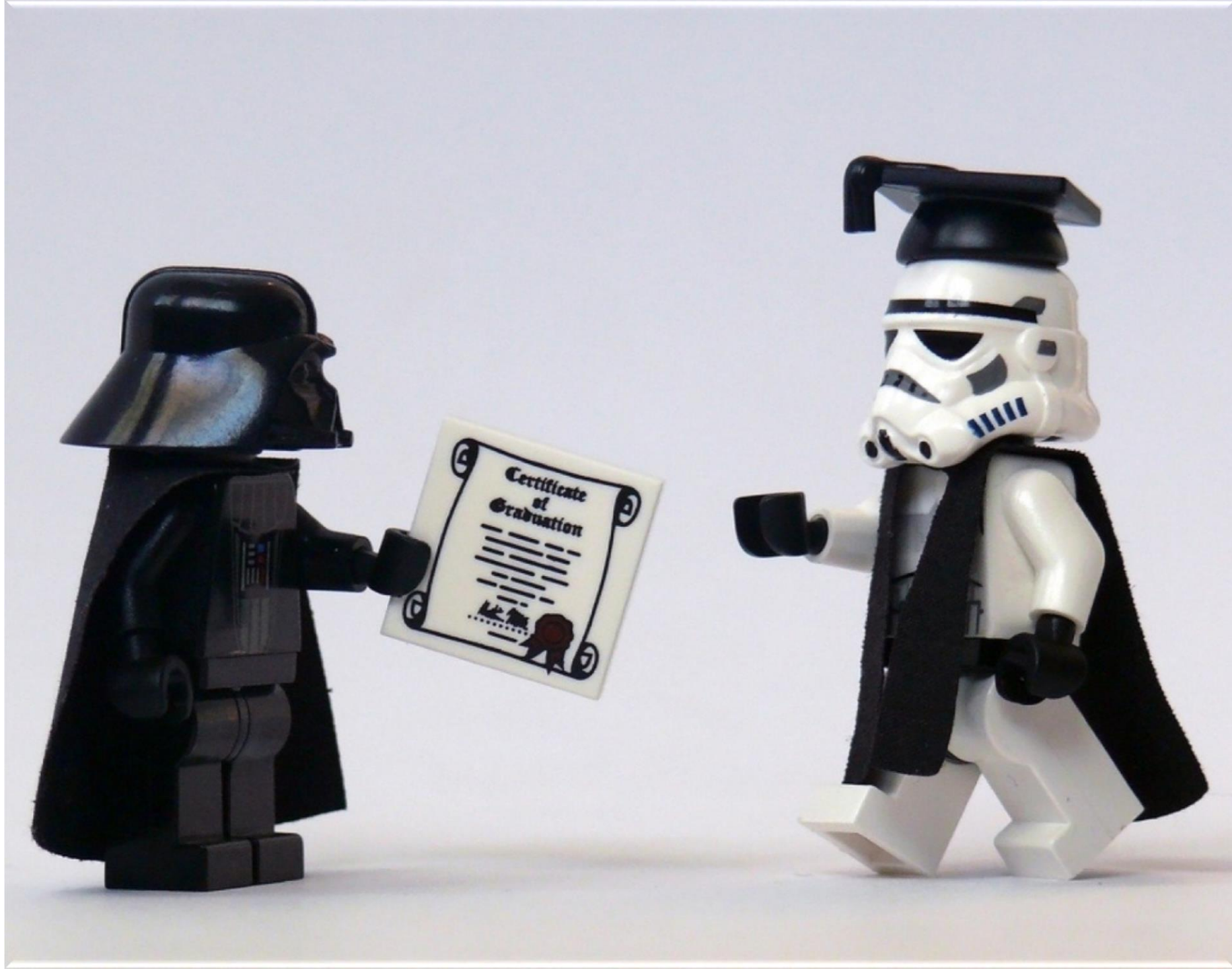


Building on the
work of others

The rest of the workshop is a bit traditional and you're going to have to soldier on ...



We believe the session works because it is student-centred, active and engaging, providing opportunities for exploration and experimentation in a fun and safe environment.



Questions?



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References

- Dewey, J., 1933. *How we think: a restatement of the relation of reflective thinking to the educative process*. 2nd ed. London: Heath and Company.
- Piaget, J., 1951. *Play, Dreams And Imitation In Childhood*. London: Routledge.
- Vygotsky, L.S., 1967. Play and Its Role in the Mental Development of the Child. *Soviet Psychology*, 5 (3), 6-18.
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