Coventry University – Lesson plan

Date of session	24th January 2019	Time of session	11:00 – 13:00 hrs
Lecturer's Name	Toby Mountain	Number of students	55
Module Code	184MAPA	Session	Workshop / Presentation
Module Title	Reflecting on Creative Practice	Level	4

Learning outcomes of the session	Assessment methods
By the end of the session, students will be able to: Use design thinking using LEGO® SERIOUS PLAY® methodology to create a metaphorical CV – Students will be able to use this session to: • Construct a narrative linked to current skills and experience • Identify and reflect on areas for personal and professional development	Observation of learner responses Q&A Discussion and presentation Peer to Peer feedback (medal and mission)

Time / stage	Learning activity
11:00 – 11:20	Welcome learners. Introduction to Module learning objectives. (AS)
11:20 – 11:30	Introduction to session topic and learning objectives related to LEGO Serious Play (TM)
11:30 – 11:50	Activity – Students using LEGO to individually build a metaphorical CV
11:50 – 12:10	Students to present their models to the class accompanied by a spoken narrative related to their current skills and experience. (TM / AS) to coax more information out of the students (Socratic questioning) in relation to how their models relate to personal and professional development.
12:10 – 12:20	Activity – Students given time to re-evaluate their own LEGO builds and make any amendments they choose.
12:20 – 12:40	Students to re-present their models to the class accompanied by a narrative related to their current skills and experience. TM / AS to coax more information out of the students (Socratic questioning) in relation to personal and professional development and any changes they have made.
12:40 - End	Q&A – any matters arising Activity – Students to complete 'post-it-note' feedback sheets for LEGO session evaluation feedback related to how the session was facilitated. Opportunity for students to take photographs of their LEGO models before they are broken down and returned to the boxes

Rationale(s) for choice of method of delivery (i.e. theoretical underpinning)

Malcolm Knowles – As the teacher I will be the facilitator, designing and managing the process and procedures whilst encouraging and promoting independent learning amongst the students

Burrhus Skinner – Maintaining a positive approach within the learning environment, appearing happy to teach to encourage good learning outcomes and experience for both student and teacher

Donald Schön – Reflection in-action / on-action
As a teacher I will have opportunity to immediately reflect and respond to any change in circumstances or an awareness of a problem. I will be able to reflect on teaching methods which can benefit future practice

Lakoff and Johnson (2003) – Using metaphor as a way to ascribe meaning to an activity. Students will be able to create a narrative linked to their metaphorical CV creations

LEGO® SERIOUS PLAY® methodology – opportunity for students to engage in lateral thinking through play

Method to collect student feedback

Post-it-notes handed out to all students for them to complete and return before the end of the session

Reflection (To be completed after delivery of the session)

I thought the session was a real success in terms of student engagement as everyone was actively involved with the Lego building.

If I was to run the session again, I think I would have spent a bit more time at the beginning discussing 'metaphors' to really check understanding of the terms and expectations of the task. I would extend this to further check student understanding of a CV – A lot of the class could relate to 'resume' but not all had even heard of a CV. This is something I could have explored in more detail.

The session aims were clearly linked to the module outcomes but on reflection, I think I should have given more consideration to how best to wrap the session up – Students all engaged in the building process but I think I should have spent more time at the end reflecting back on the activity and how it can relate to activities they will be doing later on in the module.

I think the key developmental areas for improvement connect to the beginning and end of the session – The activity (Lego building) worked very well.

Having engaged in Lego sessions with the DMLL I have noticed one significant difference – When you have a group of 30 – 50 year olds all building things with Lego there is a general enthusiasm and desire for individuals to willingly want to discuss and share the thought processes of the creation to the entire group. I was slightly surprised by the shyness / reluctance of the student group I was working with – They really needed coaxing and encouragement before they were willing to individually share their thoughts with the larger group, although they seemed more comfortable and confident discussing with their peers around smaller tables.

During the session, I reflected 'in-action' that the session would benefit from the introduction of an unplanned collaborative element – Therefore I made sure the 2nd stage 're-evaluation' involved students working in pairs to create a shared build and narrative – This seemed to work really well. For example – One student individually built a world where she owned a coffee shop… During the collaboration, she linked up with another student who wanted to become a chef and their 2 individual builds started to resemble the beginning of an empire!

Student and peer feedback was very positive and encouraging.