

LEARNING ARGUMENTATION WHILE PLAYING WITH LEGO®? AN EXPERIMENTAL PROJECT

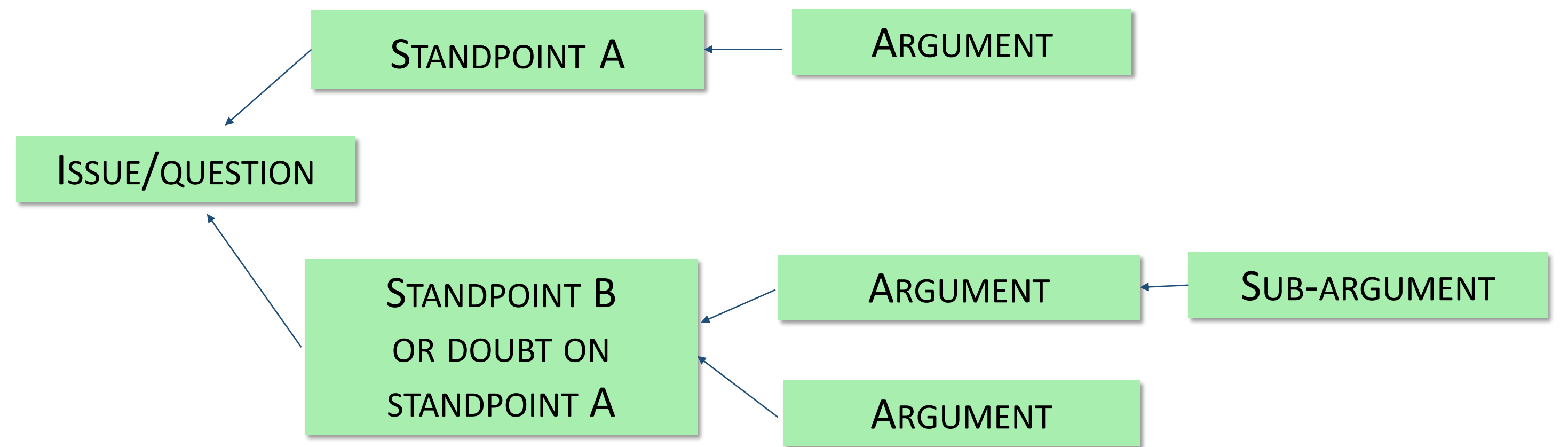
LEGO® SERIOUS PLAY® (LSP)

- LSP is a facilitated workshop where participants respond to tasks by **building symbolic and metaphorical models with LEGO® bricks** and present them to the other participants (Kristiansen & Rasmussen 2014)
- LSP builds on a set of **basic values**:
 - The answer is in the system.
 - Everyone has to express his/her reflections.
 - There is no ONE right answer.
- The **LSP Core Process** is based on four essential steps:
 - The facilitator **poses a challenge**.
 - Participants **build their answers using LEGO® bricks**.
 - Participants **share their answers** with other participants.
 - Participants **reflect** on what they have seen and heard.

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

ARGUMENTATION

- Argumentation as a dialogical interaction**: Resolving disagreement (a “difference of opinion”, van Eemeren & Grootendorst 2004) by means of **reasonable dialogue** or “critical discussion”
- Ideally, argumentation promotes knowledge co-construction and cognitive development (Carugati & Perret-Clermont 2015)



ADVANTAGES OF AN INTEGRATION: WHAT DO WE LEARN BY USING LEGO® IN ARGUMENTATIVE DISCUSSIONS

Finding out arguments (*inventio*) is stimulated

Participants have a **material support for thinking** and “materialize” their arguments. Two possibilities:

- each participant is invited to put forward an argument pro and against an “issue”
- Participants are divided into groups who have to support different arguments

A dialogical attitude is favoured

Everyone is equally invited to participate in the discussion. Seeing the others’ arguments “materialized” helps the process of **decentration** (Muller Mirza et al. 2009). **Memory** is equally helped because the materialized arguments remain available “on the table” for the whole discussion. This helps make a final decision taking into account all aspects emerged and stimulates critical dialogue about how the different arguments could be integrated

EXPERIMENTING WITH LEGO® SERIOUS PLAY® IN AN ARGUMENTATION CLASS



1 Presenting and discussing arguments



2 All the pro and contra arguments “on the table”

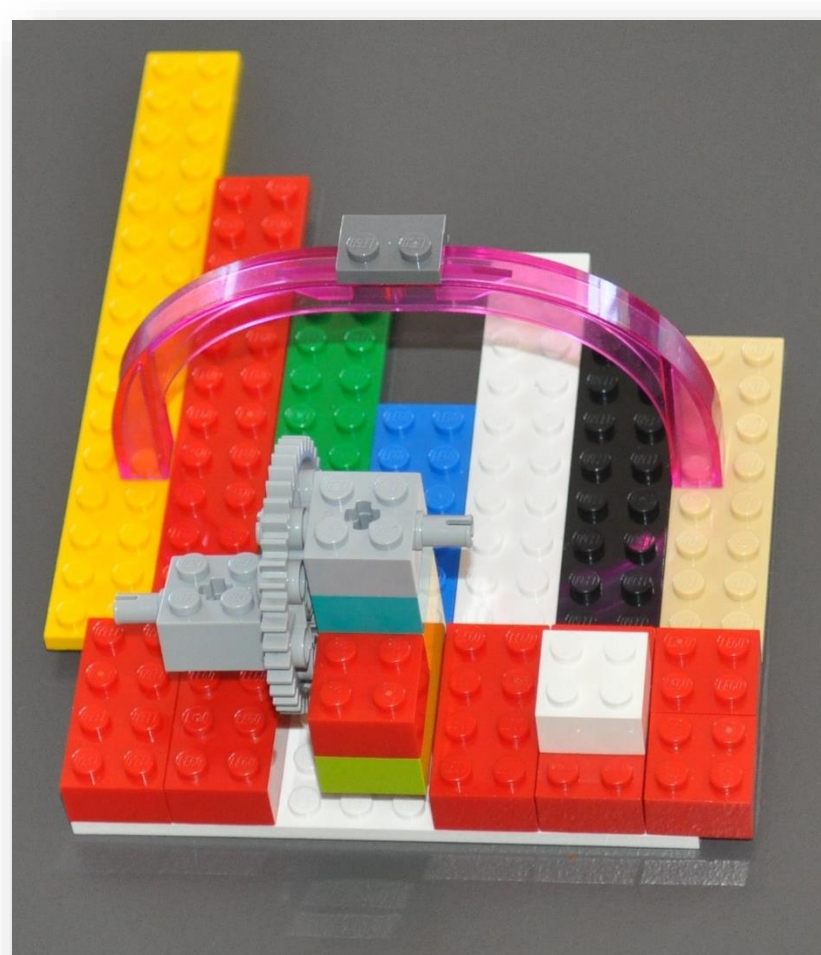
“Should the Swiss Confederation organize a ‘Multilingual week’ for the promotion of multilingualism for its citizens?”

Students have been asked to present arguments on both sides of this issue

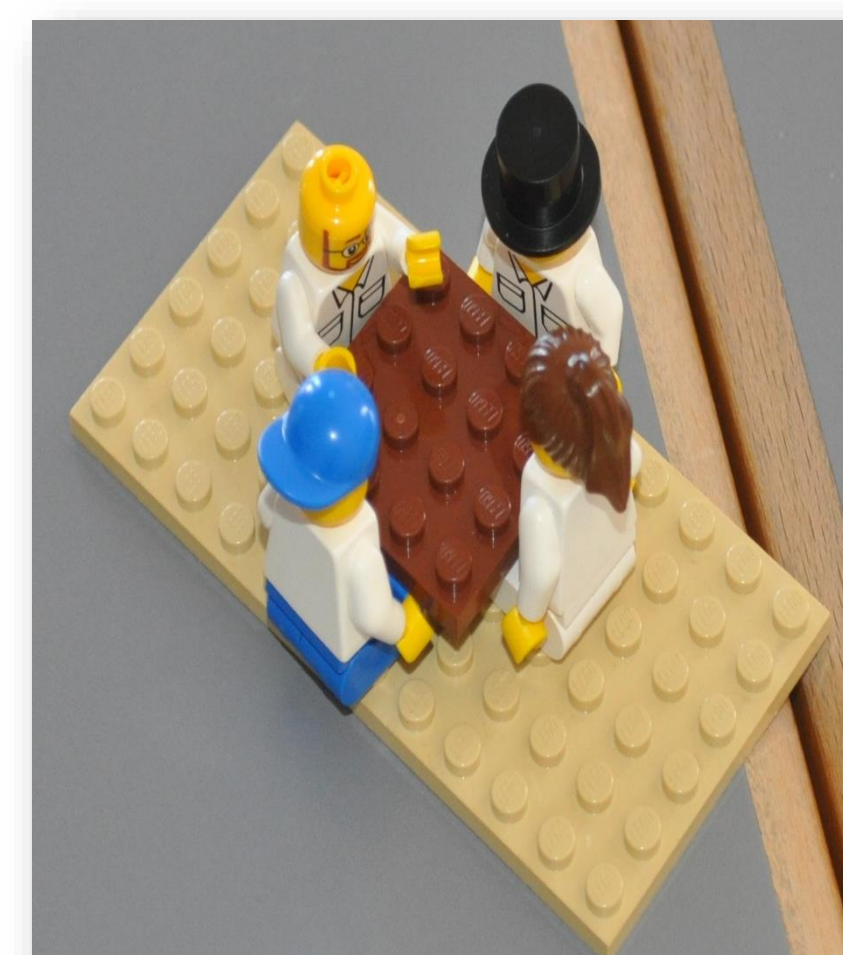
Setting: “Argumentation in Public Communication” class held at USI on October 14, 2015

Participants: Students of the Master in Public Management and Policy and PhD Students

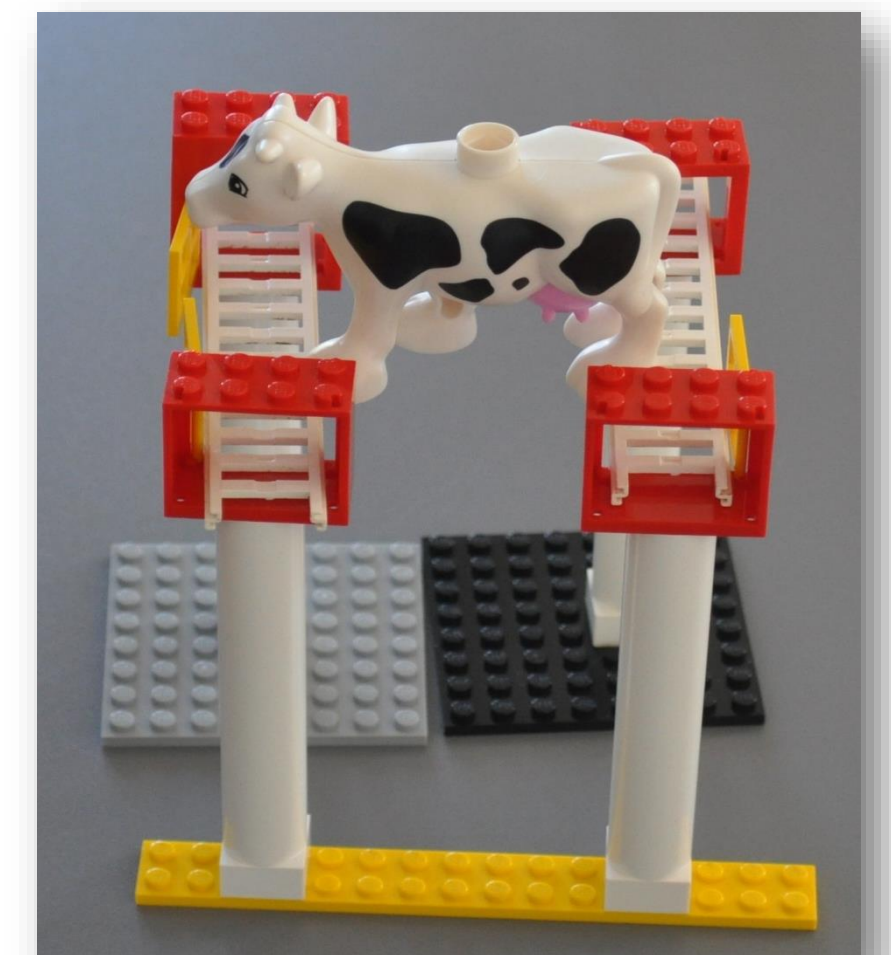
3 Examples of arguments in favour of the Multilingual week



3.1 Multilingualism as an **engine** that keeps Switzerland going.



3.2 Multilingualism **unites** the different parts / cultures of the country



3.3 Multilingualism builds a **bridge** between the different regions in Switzerland

REFERENCES

- Carugati, F., and Perret-Clermont, A.-N. (2015). Learning and Instruction: Social-Cognitive Perspectives. In *International Encyclopedia of the Social & Behavioral Sciences* (2nd edition), Editor-in-chief James D. Wright, Vol 13 (pp. 670-676). Oxford: Elsevier.
- Eemeren, F. H., van, and Grootendorst, R. (2004). *A Systematic Theory of Argumentation: The Pragma-Dialectical Account*. Cambridge: Cambridge University Press.
- Kristiansen, P., and Rasmussen, R. (2014). *Building a better business using the LEGO® SERIOUS PLAY® method*. Hoboken (NJ): Wiley.
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