5ydd Gynhadledd Dysgu ac Addysgu

5th Annual Learning and Teaching Conference

10 Mis Gorffennaf – 12 Mis Gorffennaf| 8 July – 10 July 2017

# Crynoldebau / abstracts

Learning with Lego

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Participatory learning is characterised by opportunities to be creative through sharing skills and knowledge while undertaking a task relevant to the educational goals. This heightens student motivation and engagement with the subject in hand.

This paper reports on the learning benefits accrued through the use of Lego as a participatory learning tool to teach archive-building design in Aberystwyth University’s MA Archive Administration.

Archive buildings have some very specific design criteria if the material they maintain are to be preserved over the long-term and successful customer services are to be delivered. One of the five learning outcomes of the core module Management of Archive Services is to ‘list the major considerations to be taken into account when planning, designing and managing an archive building’.

After a brief introductory session to the topic, students are asked to work in groups to design an archive building using Lego and then explain their design criteria to the rest of the class. This task is generally enthusiastically received, but more importantly, it enables students to work successfully as a group while helping each other to progress through the cognitive domains of Bloom’s Taxonomy. Through three dimensional working in a participatory workshop, students not only remember a list of major considerations for archive building design but progress to higher cognitive domains. They also understand why the criteria they identify are important, apply spatial analysis to their design, evaluate the design as it progresses and create their own vision.