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研究課題名(和文) Using Lego Serious Play teaching methodology to enhance communication skills and problem-solving processes for Japanese learners at Model United Nations Conferences

研究課題名(英文) Using Lego Serious Play teaching methodology to enhance communication skills and problem-solving processes for Japanese learners at Model United Nations Conferences

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研究成果の概要(和文)：研究者であるSheehanとThorpeはレゴ・シリアスプレイ(LSP)ファシリテーターの免許を獲得。実地経験を積むことにより、LSPメソッド全般、およびグループ単位での問題解決に特化したLSPメソッドをより深く理解することができた。その結果、LSPメソッドを使用した問題解決ワークショップに学習者を関与させる様々な手法を数多く編み出した。これらの手法は、模擬国連会議だけでなく、協調と創造性を要する多くの教育現場で生かすことができるであろう。

研究成果の学術的意義や社会的意義

This research includes using a facilitated learning methodology: Lego Serious Play to enhance the process of learning at Model United Nations Conferences. The areas that it will impact include Global Studies, International Communication, Foreign Language Learning and Collaborative Learning.

研究成果の概要(英文)：Investigator Sheehan and Thorpe acquired LSP facilitator qualifications. Through practical implementation, the LSP facilitators gained a deeper understanding of the LSP method, specifically in relation to group problem solving. The results of this research include the development of a number of unique methods to engage learners in problem-solving workshops using the Lego Serious Play Methodology. The results can be implemented at Model United Nations Conferences and in numerous fields of education that require collaboration and creativity.

研究分野：Lego Serious Play, Language Education

キーワード：Model United Nations Lego Serious Play Collaborative Learning Creativity Problem Solving

1 . 研究開始当初の背景

After observations, analyses of post-conference questionnaires, and post-JUEMUN interviews, the investigators identified three problems that inhibit Japanese English speakers' from contributing more in multicultural English problem-solving discussions: 1. Difficulty contributing to the discussions due to a lack of awareness of English discussion turn-taking protocols; 2. Difficulty interacting (asking, responding, inviting, sharing) with members in their discussion groups; 3. Difficulty explaining complex concepts in English. To address these problems, the investigators will assess the effectiveness of using LSP to increase Japanese English speakers' contributions, interactions and abilities to explain complex concepts at MUN conferences.

With extensive experience teaching English communication skills at the tertiary level in Japan, the investigators have tested methods to help students develop communication skills. Many systems have merit; however, it has become apparent that innovation is needed. After researching teaching methodologies, LSP emerged as a unique system to improve students' communicative skills. Investigator Sheehan learned about LSP from an LSP facilitator; co-investigator Thorpe has communicated with LSP administrators, and has taken an LSP facilitator course. LSP was developed in the mid-1990's by Kjeld Kirk Kristiansen, the owner of LEGO, and Johan Roos and Bart Victor, professors at a business school in Switzerland, as an innovative and effective way to explore complex issues without obvious answers. Initially used in the corporate sector to generate more engagement, imagination and playfulness in staff meetings (Roos and Victor 1998, in Nolan 2009), its current use has expanded to a variety of learning contexts (Gauntlett, 2008). LSP comprises a set of activities combining metaphorical modeling, building with LEGO bricks, and peer discussion to explore complex issues. LSP techniques draw heavily on storytelling and using metaphors. The science of LSP leaflet (online) draws on Schön's view (1971, in Lego, n.d., p.7) that metaphors are a means of "creating radically different ways of understanding things." The ethos is playful, exploratory and creative, with freedom for participants to experiment and test out ideas without fear of failure. The process involves the construction of individual models, followed by joint or shared constructions that are highly respectful of ownership and opinion. The method is based on the belief that everyone can contribute to discussions, decisions and outcomes by sharing and reflecting. By using LSP methodology, the investigators aim to discover a new teaching approach to help Japanese non-native English speakers contribute more to discussions, interact more effectively, and to explain difficult concepts in multicultural English problem-solving discussions at MUN conferences and in other contexts.

2 . 研究の目的

This research plan aimed to: (1) fully understand the how the application of the Lego Serious Play (LSP) methodology, which is a teaching methodology designed to enhance communication skills and problem solving processes, can be used to facilitate learning in Japanese higher education contexts; (2) create a systematic and logical approach to using LSP in multicultural English problem-solving discussions at Model United Nations conferences (MUN); (3) assess the strengths and weaknesses of using LSP as a tool to increase Japanese non-native English speakers' contributions and interactions in multicultural English problem solving discussions at MUN conferences and other contexts.

3 . 研究の方法

In year one, the focus was be on gaining further knowledge about the LEGO Serious Play (LSP) method and creating a systematic and logical approach to using LSP in multicultural English problem-solving discussions at MUN conferences. In year two and three, the Investigators collected data from video-based interaction analysis and interviews at JMUN conferences and compiled the results. In year three, the focus was on using the results to further enhance the methodology by holding workshops, and presenting and publishing the results. The final achievement was publishing a good practices handbook on the process and methodology.

4 . 研究成果

Investigator Sheehan and Thorpe acquired LSP facilitator qualifications. Through practical implementation, the LSP facilitators gained a deeper understanding of the LSP method, specifically in relation to group problem solving. The results of this research include the development of a number of unique methods to engage learners in

problem-solving workshops using the Lego Serious Play Methodology. The results can be implemented at Model United Nations Conferences and in numerous fields of education that require collaboration and creativity.

研究者である Sheehan と Thorpe はレゴ・シリアスプレイ (L S P) ファシリテーターの免許を獲得。実地経験を積むことにより、 L S P メソッド全般、およびグループ単位での問題解決に特化した L S P メソッドをより深く理解することができた。その結果、 L S P メソッドを使用した問題解決ワークショップに学習者を関与させる様々な手法を数多く編み出した。これらの手法は、模擬国連会議だけでなく、協調と創造性を要する多くの教育現場で生かすことができるであろう。

5 . 主な発表論文等

〔雑誌論文〕(計 2 件)

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〔図書〕(計 1 件)

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6 . 研究組織

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