

Planning

Section 7 Agility



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Planning

The Golden Rules of Feedback

Feedback, both giving and receiving, is a sign of a 'healthy' Learning Community. It means that learners trust each other and feel safe to provide their opinions based on experience and knowledge.

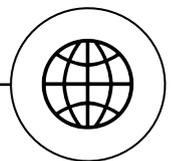
It tells us where we are in relation to where we want to be and where we might head next. Feedback is an opportunity to...

- Recognise what people are doing well.
- Encourage people and build their confidence
- Support others to become more effective by pointing out what they can do differently
- Cultivate curiosity of and learn from others
- Build reputation as a trusted colleague in your learning community.

Here are some key principles to keep in mind when giving or receiving:

- Be honest and open in your feedback, and respectful. Give feedback how you would like to receive it
- Direct feedback toward processes, tasks and motivations, instead of towards people
- Deliver it promptly and frequently. Be consistent
- Accept feedback humbly, don't take it personally
- If in doubt, ask questions!

As learning designer, include prompts for learners to provide each other with feedback. Ensure there is opportunity to discuss feedback quality and expectations. Ensure Community Managers and Facilitators understand how to give appropriate feedback.



Gaudreau Torrey Trust, C. and Liu, W. (2016). 9 Types Of Feedback To Boost Student Engagement.

<http://bit.ly/9TypesOfFeedback> An article highlighting 9 types of feedback that shapes students' learning, thinking, and engagement in an online course

Agility in Social Learning Design

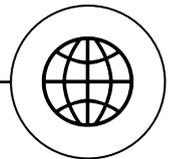
1. How will you encourage people to be agile during your learning opportunity?

What does agility mean to you, in the context of this learning opportunity? Are you allowing space for experimentation? Think of ways to challenge learners' perspectives, requiring them to work together and make decisions quickly. Include time for learners to review what happened and what needs to change for the next iteration. And then ask them to try again. Your learning opportunity is a chance for learners to experiment and rehearse with knowledge and behaviours. Mistakes can be made, reflected on and improved upon with little to no consequence to their everyday reality, in preparation for the time when performance matters.

2. Are you ready to act on the stories that you hear?

To be agile is to act upon the stories that we hear: if we ignore them, or seek to control them, we are pushing for conformity.

A key component to agility is having a diverse and inclusive culture. When diversity is valued and made a priority, groups can “quickly consider a challenge or opportunity from a wide variety of options and perspectives, and select the most beneficial response while avoiding the blind spots that may exist in any single individual or cultural group lens,” according to D&I expert Joseph Santana (i4cp report*). As learning designer, it is important to consider mechanisms for not only hearing but acting on stories from multiple perspectives. It is for you to experiment with different challenges that require agility and consideration of multiple perspectives in the Learning Community. *i4cp Report: The 5 Cultural Values that Drive Organisational Agility.



Moon, M. (2014). The 5 Cultural Values that Drive Organisational Agility.

<http://bit.ly/The5CulturalValues> An overview of cultural values that promote agility

3. How do you ensure that you are fair?

Fairness is demonstrated through action not words: agility will require the engagement of the whole community, not simply the loudest and most visible parts.

There are two ways to integrate agility in social learning design.

One way to do this is to design for agility in storytelling: encourage learners to tell personal stories, and then integrate those stories into a co-created community story, to be shared and commented on by subsequent groups of learners or other learners in the learner community. This approach will require the learning design to integrate stages, or natural pauses in learning when the co-creative activity can take place. An example of how to achieve this is to form 'home groups', smaller groups of individual learners who are self-directed but come together.

to sense make periodically, during the pauses in learning and tell a co-created story of learning. At the end of the programme, invite Storytellers and/or learners to review the co-created stories and tell the overall story of learning based on them. Another example is to use social learning tools such as a Newsletter or Journal to collect stories.

The second way to integrate agility with social learning is to design activities that require learners to build and execute experiments based on the learning objectives that respond to their everyday reality. For example: the Social Leadership card deck.

Designing mechanisms and activities that allow learners to stay on their own, but also to come together in co-creative activities also requires an eye on equality and fairness. How will you ensure that the loudest voices are not always the leading voices?

4. Which technologies will you use and why?

Technology affects how people perceive a learning programme. Consider whether the technology you use will be felt to be formal - owned and controlled by the organisation itself - or social, where the ownership and ultimate consequence sits with the community. People trust formal technology less than that which they own or control themselves.

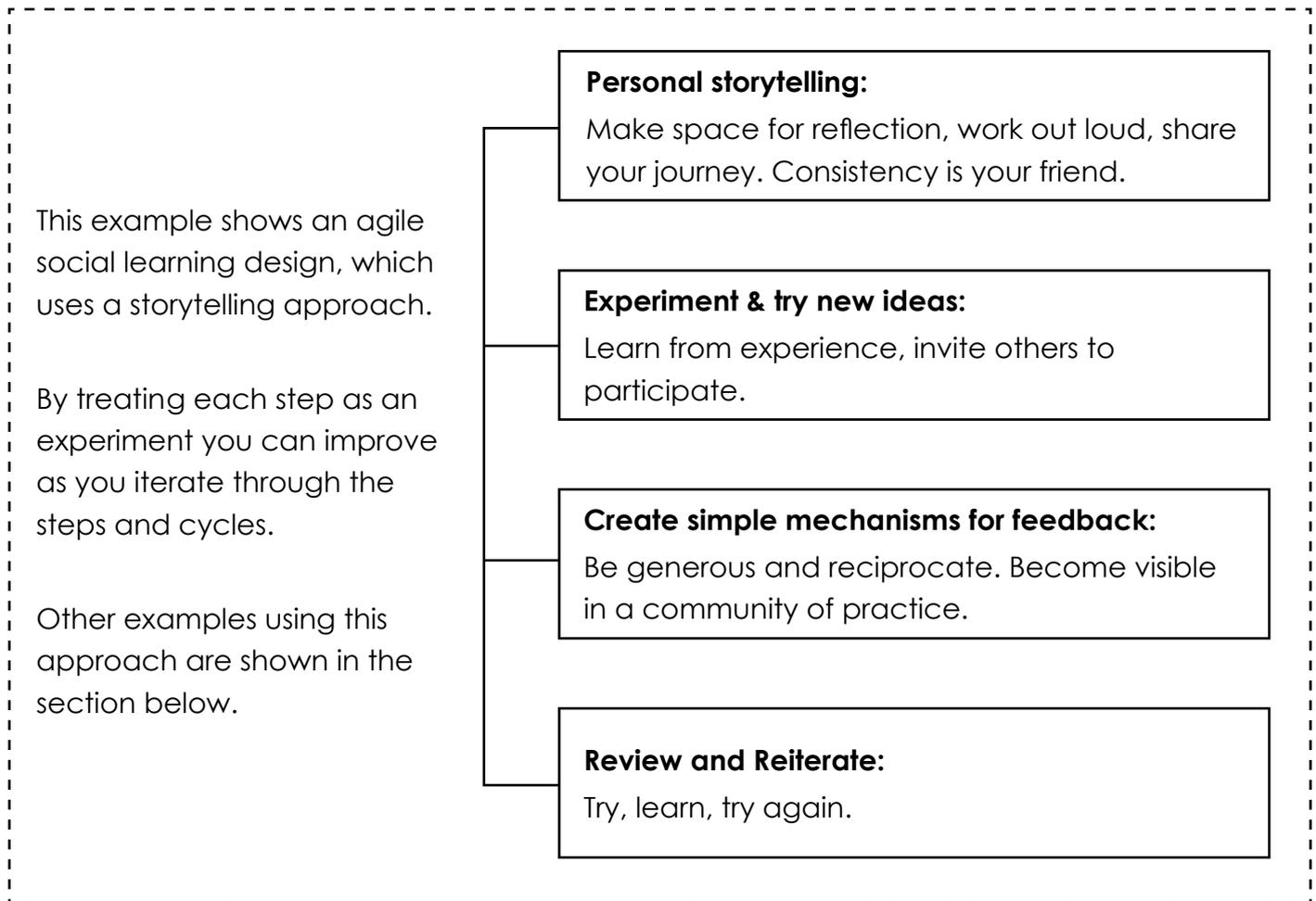
5. Does your assessment approach support agility in learners?

In supporting agility, mistakes are valued as opportunities to learn. How will you evaluate tested ideas and experiments? How will you foster agility in the Learning Community? Be explicit with the Learning Community about the benefits and purpose of agility, especially if designing learning in a context and culture that has a traditional perception of authority and failure. When designing learning based on agile principles, provide activities that support learners to try new things, explore and experiment with new ideas.

Consider how to reward well intentioned failure with opportunity to act on lessons learned-- and even the smallest of innovations, not just the earth shattering ones.

Pay as much attention to process as outcome. What perspectives were considered in the experiment? How will learners understand and improve on lessons learned?

Elements of Agile Learning Design



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