Doing

Find out more at
bit.ly/AcademyLearningArchitecture
This page illustrates how to ‘do’ the core concept of this section. We’ve shown where each tool of the Doing section can provide more information as you work through your Scaffolded social learning design.
Taking the temperature

What time commitment and attention are you asking of your learners? Does it vary across the programme? What can you change to make sure your programme’s rhythm changes? These are questions related to energy and are wholly within your control. What’s more elusive is understanding learner’s emotional state. Frustration and confusion can have their uses, but they need to be recognised and managed in order to keep learners on track. Taking the temperature helps you make sure learners feel how they should be feeling in any given moment of a programme.

In order to accurately map emotions, include regular temperature checks as part of your programme. This will help you understand how your community reacts to certain activities and overall how they are feeling. Gauging emotional state is a quick assessment method that can help you and your team decide if and how to adapt your programme in delivery.

Confused, Curious, Excited, tired and Trusting
What emotions would you be interested in capturing?
1.
2.
3.
4.
5.

How can you capture them?
For example, if your programme is delivered in-person, you could ask people how they are feeling, or ask them to write down their main emotion at that moment and put the paper into a box or bucket. If it’s a blended programme, an online form may work better. It can be very simple, just asking what they did and how they feel, so that it becomes a quick tool that learners can fill out several times during the programme. These are just examples - there are many other ways you could approach this, of course.

What method will you use?
Create a Running Order

Based on the Learner Journey you created, identify the roles and actions that are needed in order to make your programme a reality. Use this list to begin building the Running Order for your programme.

**Running Order:** A template that can be filled in to show in detail the complete sequence of materials, tasks and support needed for the duration of a scaffolded social learning programme or course.

What are the materials and actions needed to create your Learner Journey?

Make a list of each of the things that has to happen in order for your programme to run, regardless of role.
Use your list to begin building a Running Order. Include emotion and energy as descriptors in the expectations if you choose to.

<table>
<thead>
<tr>
<th>Materials, Actions Needed</th>
<th>Learner Journey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-programme conversation with manager</td>
<td>I have been talking to my manager about leadership development, and I received an email from her, inviting me to be on the programme. She sent me a personal email that reference our previous conversations, and clearly identified the commitment and effort I would have to put into the course.</td>
</tr>
<tr>
<td>Personal email from manager</td>
<td>I was able to read the personal story of somebody who had completed this programme before, where they identified what was easy, and what they found difficult.</td>
</tr>
<tr>
<td>Course length and commitment</td>
<td>I was given the option to work with the organisation to write up my own contract to be part of this program...</td>
</tr>
<tr>
<td>Testimonial from previous participant</td>
<td>I started week four by submitting my story called ‘the leader I want to be’, which consisted of a letter to my future self, and a two-minute video that I recorded on my phone. After I submitted my story, my friend asked me to respond to theirs, so I viewed it, and recorded my own video response et cetera</td>
</tr>
<tr>
<td>Contract template</td>
<td>Etc</td>
</tr>
<tr>
<td>Week 4 theme and content: Aspirational Leadership</td>
<td>Etc</td>
</tr>
<tr>
<td>Example of video submission</td>
<td>Etc</td>
</tr>
<tr>
<td>Activity Instructions: Submit a video</td>
<td>Etc</td>
</tr>
<tr>
<td>Community Management interactions have built trust and safe space</td>
<td>Etc</td>
</tr>
<tr>
<td>Etc</td>
<td>Etc</td>
</tr>
</tbody>
</table>

Make time to review the Choreography checklist with a colleague to make sure you have everything covered.
Choreography Checklist

Use this checklist as a structured reflection tool when considering the choreography of your Scaffolded Social Learning opportunity.

- Do you have the right tone of voice and stance in the early communication?
- How have you agreed on engagement with the learner, and with the community? Is it explicit?
- What tone is appropriate for your programme?
- Have you made clear transitions from ‘formal’ spaces to ‘social’ ones: are you actively moving the learning between the two?
- Have you made permission clear throughout?
- Have you run through the programme, start to end, to map the energy, to ensure learners have time to breathe?
- Have you included a method for regularly checking the temperature?