

# Doing

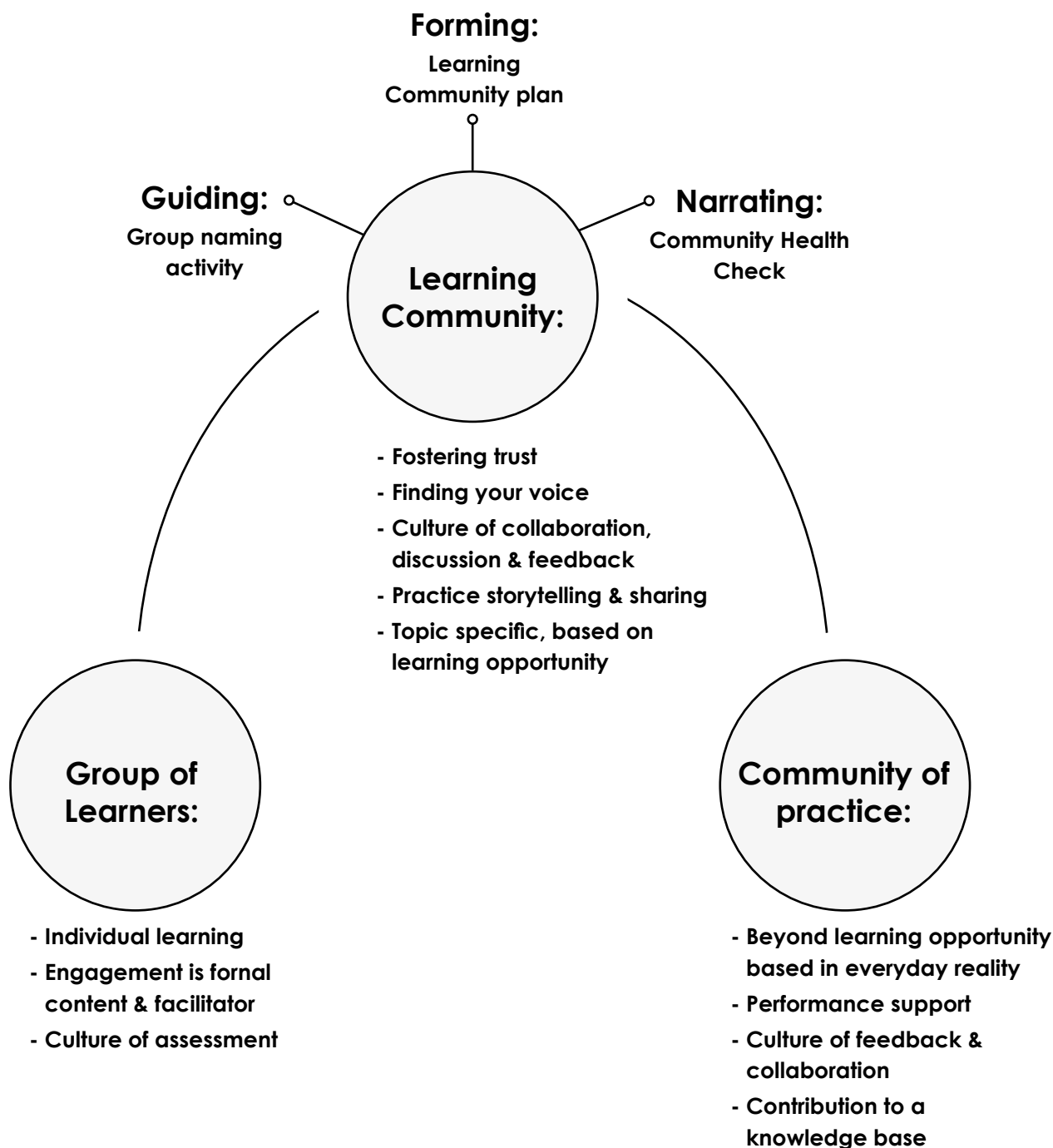
Section 3 Learning Communities



Find out more at  
[bit.ly/AcademyLearningArchitecture](https://bit.ly/AcademyLearningArchitecture)

# Doing

## Learning Communities:



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.

## Group Set Up & Naming

### Welcome to the community!

Every community or family needs a home, a safe and protected space to live and work together, learn from each other and explore ideas and opinions safely.

Communities also need an identity. The power of a name and its value has long been immortalised in prose and poetry. Everybody recognises themselves by a name...but consider how a name can influence character.

It's important to remember that any community title should reflect the culture, feelings, expressions and ambitions of the group.

### Your first community set-up activity will be to discuss, contribute, and ultimately agree on a name for your group.

It's crucial that you work closely as a community; so meet in your community space here: \_\_\_\_\_ via group webinar, say hello, get to know each other. This is an opportunity for the group to 'meet'. You can also catch up and co-create via conference call.

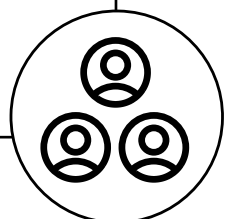
- You may want to consider the following:
- What will be the most efficient way of discussing and ultimately voting for the best name?
- Why are certain names being put forward as possible contenders?
- Once a winning name has been agreed, why that name?
- How will the name inspire and benefit the group?

The name you choose, the reason(s) that you chose it and the journey you take to arrive at that name should form a key element of your first 'Group Magazine'.

### Remember to collaborate, create, develop and nurture your community...!

**Community Manager notes:** consider the following questions as learners find a name. Encourage discussion around the following points, challenging and questioning learners as they participate. Ensure that everyone expresses their opinion.

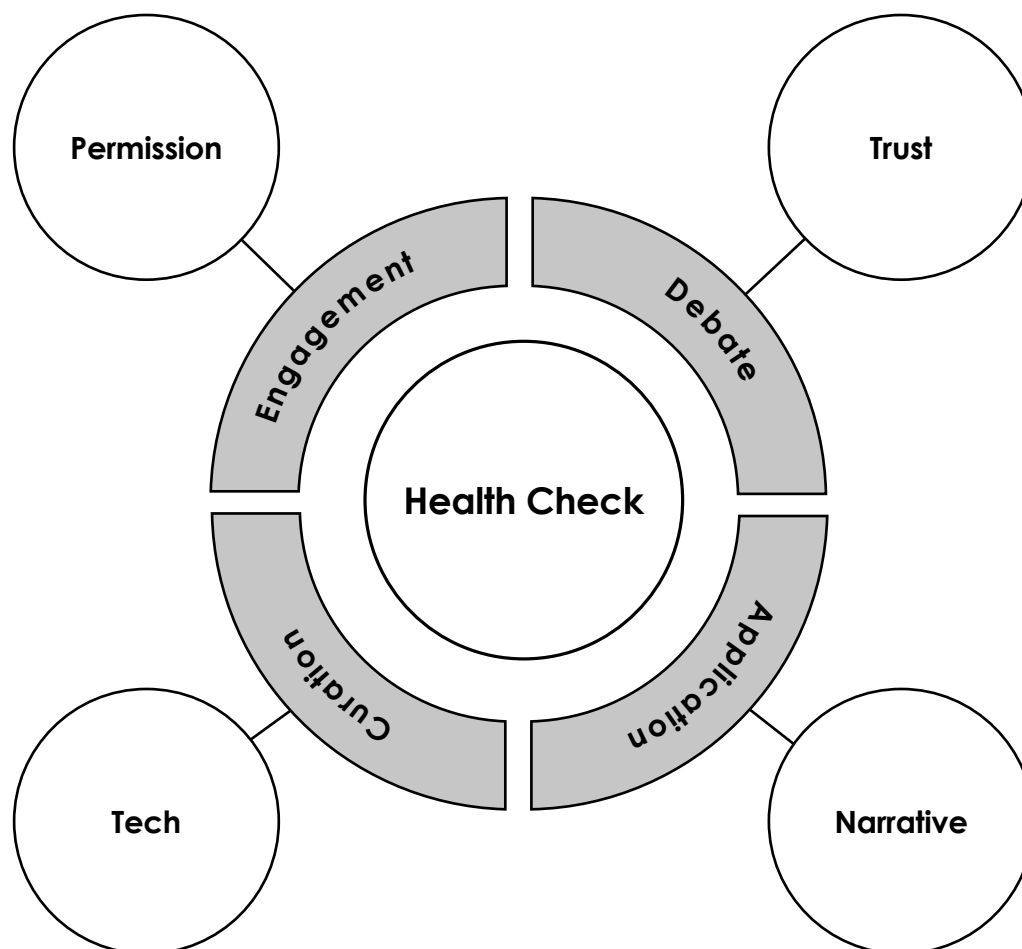
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## Community healthcheck tool

### The CEDA Model - for community productivity

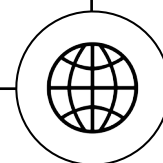
This model can be used to assess the health of a learning community, and is the basis for the checklist below.



© Julian Stodd

**Stodd, J. (2015). The CEDA Model: checking the vitality of Social Learning communities.**

<http://bit.ly/TheCEDAModel> A presentation of a diagnostic tool that measures the health of a community



This checklist provides a quick assessment of your community's health, based on the CEDA model. Check what you observe as community manager. More checkmarks means healthy. Done periodically, it will help you understand the areas that need to be addressed in order to help the learning community succeed.

**Engagement:**

- Frequency of posting
- Diversity of opinions
- Amplification of others' ideas
- Visibility of individual learners

**Permission:**

- Dissent
- Balance of voices
- Social Moderation (good ideas are recognised)

**Curation:**

- Relevance of posts
- Originality
- Frequency
- Validity

**Technology:**

- Ease of use
- Diversity (type of use: written, links, videos, etc.)
- Integration into everyday life (regular)

**Debate:**

- Challenge
- Asking questions
- Feedback

**Trust:**

- Collaboration
- Co-creation

**Application:**

- Evidence of learning
- Experimentation with new ideas
- Curiosity

**Narrative:**

- Working out loud
- Challenges and successes

HINT



Apply the Checklist to several randomly selected individual learners to gauge community health

# Learning Community Plan



Identify the technologies and learning community roles that will support your Learner Journey.

Technologies	Support Roles

Review your plan with a trusted colleague that can give you feedback about the feasibility of your plan, given the context you are designing for.