Doing
Section 3 Learning Communities

Find out more at
bit.ly/AcademyLearningArchitecture

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Doing

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Learning Communities:

Forming:
Learning Community plan

Guiding:
Group naming activity

Narrating:
Community Health Check

Learning Community:
- Fostering trust
- Finding your voice
- Culture of collaboration, discussion & feedback
- Practice storytelling & sharing
- Topic specific, based on learning opportunity

Group of Learners:
- Individual learning
- Engagement is formal content & facilitator
- Culture of assessment

Community of practice:
- Beyond learning opportunity based in everyday reality
- Performance support
- Culture of feedback & collaboration
- Contribution to a knowledge base

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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• Why are certain names being put forward as possible contenders?
• Once a winning name has been agreed, why that name?
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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.


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

**Technologies** | **Support Roles**
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Identify the technologies and learning community roles that will support your Learner Journey.

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.