Doing

Section 2 Learning Methodology

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Learning Methodology Tools:

Interviews Forum Peer to Peer Badges

| Context | Demonstration | Exploration | Reflection | Assessment | Performance | Recognition |

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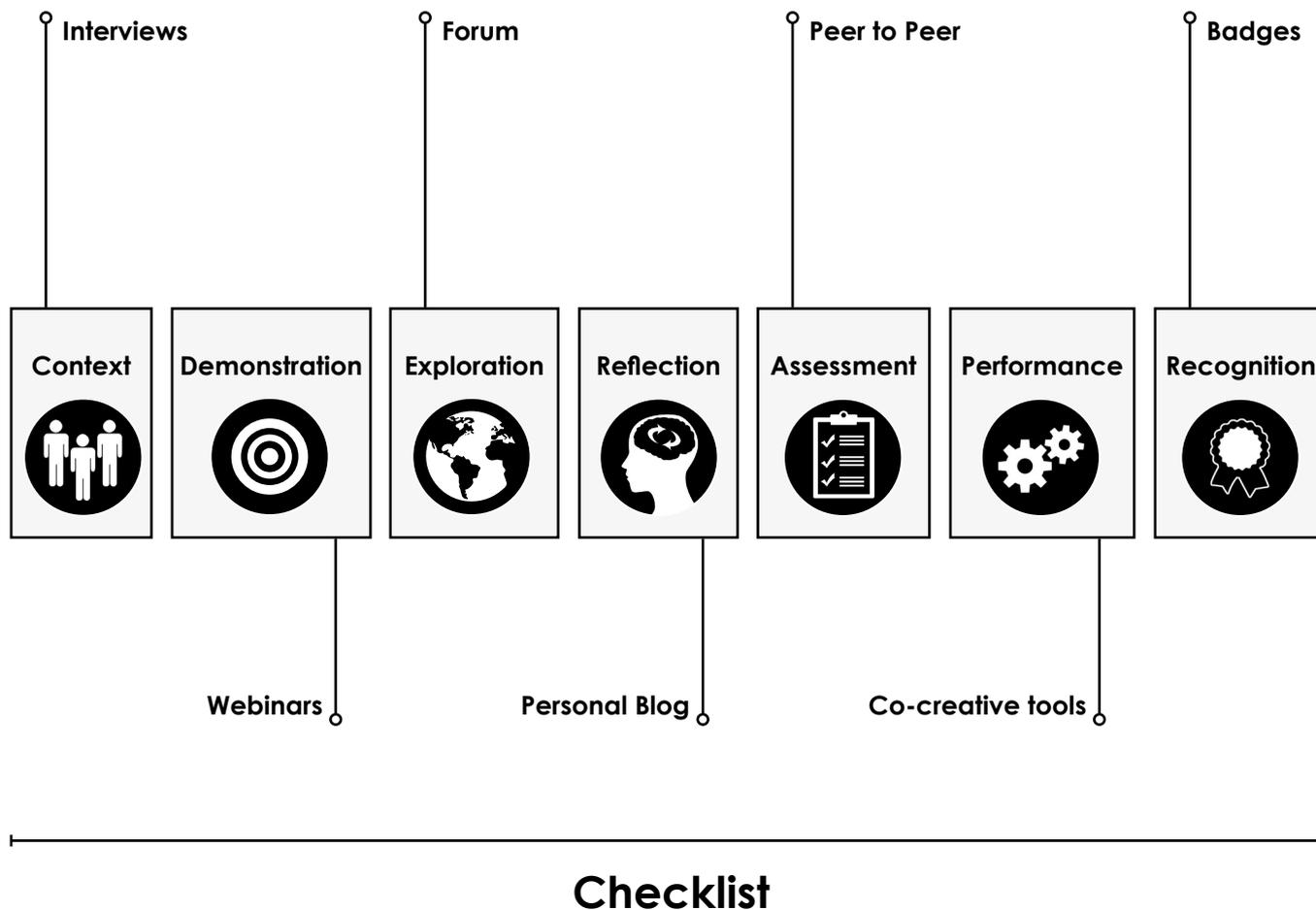
Checklist

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.

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Learning Methodology Checklist

This checklist gives you an idea of what to look for in each stage of the Learning Methodology.

Context:

❑ What is the target audience for this learning?

❑ What is the everyday reality of the learner?

❑ Does this audience have any specifics that need to be taken into account (culture, gender, seniority etc.)?

    ❑ What languages do they speak?

    ❑ How have you taken into account the cultural context? Are all learners within the same cultural context?

❑ Will the learning be delivered on mobile devices or desktops, or both?

❑ What social learning skills and mindsets do your learners have? How familiar are they with the tools you are planning to use?

❑ Will learners have other training happening at the same time? On average, current knowledge, skills and previous experience do they have in your topic?

❑ What are their pain points?

❑ What level are the audience's reading, language and computer skills?

Demonstration:

❑ What does good look like? What examples can you provide?

❑ How will you explicitly show the desired outcome?

❑ Are you demonstrating the result and the steps to get there?

Exploration:

❑ Where are the spaces to explore?

❑ What is the rehearsal pathway?

❑ One space or many?

❑ Who will support exploration?

❑ How will you loop the exploration activity back into your future learning design?

HINT

The checklist is a guide for your thinking. Use the margin for your notes on the questions

Reflection:

❑ Where are the spaces for reflection?

❑ What is the mechanism for reflection?

❑ Will it be structured, against questions, or co-created, within a group?

❑ How will the reflection be captured?
   Example: Through a personal story

❑ Will it be written? Could be recorded as a video? Is it simply a thinking exercise?

❑ Could it be a constructive exercise, where the process of building something is reflective?

Assessment:

❑ What is the purpose of the assessment?

❑ What is the assessment strategy? Qualitative, quantitative, pre and post assessment (Formative and/or summative)

❑ Will you assess with questions, or activities? Are you assessing knowledge, or application?

❑ Will you use qualitative or quantitative assessment?

❑ What happens with the results of the assessment?

Performance:

❑ How will you support application of the learning at the point of performance?

❑ Will you provide new materials specifically related to performance?

❑ How will you hear stories of performance?

Recognition:

❑ How will you recognise the people who support the learning community?

❑ Will you allow the learning community to nominate and recognise 'heroes'?

❑ What kinds of rewards would your learners and 'heroes' appreciate?

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Write your Core Story

Based on your Information Architecture, Overall Goal and Learning Objectives and Learning Methodology Checklist, you should now have a big picture view of your learning opportunity topic, including the content and learning objectives you might include. A Core Story is a narrative account that draws learners in, based on your understanding of their context. It reflects your overall goal and learning objectives without actually mentioning them.

Think about:

- Why should learners be part of your learning opportunity? What makes it compelling?
- What challenges or learning needs does it address and how?

Example:

Humanitarian volunteers face many challenges. One big challenge is demonstrating their skills to the organisations they are keen to volunteer with – how do they build their skills, and help organisations to recognise them? This learning opportunity looks at volunteer competencies and how to provide evidence of them. People in this learning opportunity will explore all the competencies of a volunteer in the humanitarian sector and tell stories of their experiences in building those competencies. Participating in their learning opportunity means participating in a learning community that provides support for your work, and will help you build connections with other learners that will stay with you long after the learning opportunity is over.

The Core Story is an "abstract" – a high-level summary – of the learning opportunity and can be used to illustrate the learning opportunities Context.

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Using the Cards

The Learning Architecture Cards are a reference tool that you can keep handy for ideas and inspiration when **Thinking**, **Planning** or **Doing** learning at the Academy.

They can especially be used as a Planning tool, a hands on way to play with and prototype your learning opportunity plan, allowing you to move the pieces around until you are satisfied with the result.

CO-CREATION OPPORTUNITY

1. First, **lay out** the Learning Methodology cards, the Thinking cards.

2. Then, **write out** your learning objectives on the Planning cards (These cards have space to write, learning objectives, content and Subject Matter Expert).

3. Finally, **pick out** the tools, skills and outcomes from the Doing cards that match your learning objectives.

4. Now, place the cards that go with the stages of the Learning Methodology beside each stage.

5. This exercise will help to identify any gaps: what additional competencies, skills, knowledge, attitudes and behaviours will learners need to achieve the learning learning opportunity overall goal?

The next section of the Learning Architecture - Social Learning - will help with organising the cards into a learning opportunity.