Planning

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Example: Learning Design Workflow

This chart leads you, as learning designer, through the analysis, decision points and creative points necessary to produce a scaffolded social learning course.

This is an example of a workflow that is used by Sea Salt Learning designers. You can choose to follow it or use it as a reminder of what you might include to create a scaffolded social learning learning opportunity.
Create an Information Architecture

Information Architecture just means exploring which resources and material already exist that relate to your topic. The goal of this step is to analyse these existing resources to create a map of the content that you want to either include, or use as inspiration. It will also help you to decide on your learning objectives, as these will be linked to the content you include.

- What content exists already? What resources and materials exist? These could be documents, articles, tools, etc.
- Who can you ask for additional information? Identify Subject Matter Experts (SMEs) that can inform your topic or target audience and interview them.
- What are the possible learning objectives that you might include?

**Legend:**

- **Topic:** People in the organisation
- **Content:** all information relevant to your topic that you might include in your learning opportunity. Includes resource materials, articles, videos, podcasts, etc.
- **Learning objectives:** the objectives that contribute to the overall learning opportunity goal. What do learners need to know or do in order to achieve that goal?
- **Overall goal:** the main objective, what learners will achieve, and how, as a result of your learning opportunity.
- **Subject Matter Experts:** resource people who are knowledgeable about your topic. These people can refer you to content and help you understand what learners should know about your topic.

Keep in mind that this exercise is for collecting information about your learning opportunity topic. You will triangulate (prioritise and eliminate) content and possible objectives as you define your overall goal and learning objectives, and select tools that will support them.
Once you have mapped the existing content and possible learning objectives that you hope will help your learning programme to meet its overall goal, you’ll also have an idea of your Core Story. You can now apply the Learning Methodology to prioritise which content to include, based on that Core Story.
Define a Context Statement

Here, you define the context for your learning opportunity, and you write it in a simple statement. Keeping the statement simple helps you to keep it in mind throughout the rest of the design process, and also helps you explain the learning opportunity to others.

There are various things you might cover in your Context Statement. Some are included in the Learning Methodology Checklist (In the **Doing** section), for reference. You do not need to include them all.

**Example:**

We are designing a learning solution to help 300 humanitarian managers give better feedback to their teams. English is the second language for three quarters of this group, with the rest native English speakers. There is no need to translate the content as all staff work in English as the standard business language. At the same time as this learning opportunity is happening, most of the group will also be completing another training on humanitarian principles, which will take them approximately four hours that month. We will be asking for five hours of their time to complete this learning, and we will design it to be accessible on mobile devices as this group based on the road and travel constantly.
Define your Overall Goal and Learning Objective

Before undertaking the design or your learning opportunity, you had a topic in mind, a general idea of what your learning opportunity will be about, perhaps based on a needs assessment that you conducted with your target audience.

You exposed that topic, researching any content that you could use and interviewing experts in that topic to better understand it and what learners should get out of it. Now it is time to do something with the knowledge you have gained about that topic to create an overall goal for your learning opportunity.

1. Consider what your learners will get out of your programme. Choose an overall goal for learners to work towards based on their needs.

2. Throw down all your ideas on the competencies’ or skills, knowledge, attitude and behaviours learners will need to achieve to attain your overall goal.

Now is not the time to focus on the ‘how’ but the ‘what’ and ‘why’. Refer to the Learning architecture cards to familiarise yourself with the tools or ‘how’ learners will attain that goal with a scaffolded social learning approach.

Example:
The overall goal is to help learners use coaching and mentoring techniques to motivate and support colleagues.
Create your Learning Objectives

Learning objectives will help you decide the content, tools and outcomes for your learning opportunity. Based on your work in creating an Information Architecture, which includes a variety of sources of information on your topic, mind map the competencies or skills, knowledge, attitude and behaviours learners will need to attain your overall goal.

This mind map is an example of a method you might use to create your learning objectives.
3. Now, turn your ideas into objectives by using verbs. At this stage, they don’t need to be realistic; you don’t need to know how learners would actually achieve them.

It might be useful to think of Bloom’s taxonomy to describe your objectives through thinking skill words like: “remember”, “understand”, “apply”, “analyse”, “evaluate” or “create”

Example:
Learning objective is to explore coaching and mentoring approaches by curating information.

How will you check your learning objectives? Verify you are on the right track by asking a trusted colleague and/or subject matter expert to look them.