

Resources:

Stodd, J. (2011). What's the point of a learning methodology? Surely it's just common sense!

<http://bit.ly/WhatsThePointOfLearningMethodology> A rationale for implementing a Learning Methodology

Stodd, J. (2013). A six stage methodology for learning. Part 1 – overview.

<http://bit.ly/SixStageMethodology> An overview of the constituent parts of the Learning Methodology adopted by this Learning Architecture

Pullagurla, A. (2014). 6 Top Facts About Adult Learning Theory - eLearning Industry.

<http://bit.ly/SixTopFacts> 6 Main Characteristics of Adult Learners



Thinking

Section 2 Learning Methodology



Find out more at
bit.ly/AcademyLearningArchitecture

Learning Methodology

This model shows the seven stages of the Learning Methodology 

The first stage is always **Context**; the last is always **Performance**. This makes sure the learning is focussed on learner's needs and realities.

The order of the middle steps will often change, depending on the programme being created.

Recognition should be considered in each stage of a learning opportunity.

These stages can be done in any order



Start here:

Context:

If learners are to engage with the programme, we need to earn that engagement by making sure the learning opportunity meets their needs. Understanding the context will help us understand what learners need from us.



Reflection:

Reflection creates space for storytelling about learning, experiences, context and perspective. It encourages communication of personal understanding and brings opportunity for sense making to the learning community.



Demonstration:

Demonstration sets clear expectations and demonstrates specific outcomes. This stage requires an example of the acquired skills, knowledge or mindset the learning opportunity will guide learners towards.



Exploration:

Exploration gives opportunity to play, experiment, rehearse skills and language and obtain feedback in a low risk space. This stage depends on a safe community space.



Assessment:

Assessment analyses how needs have been met, evaluating the impact of learning on skills, knowledge, attitude and behaviours. Depending on learning opportunity overall goals and objectives, methods can vary between formative or summative, quantitative and qualitative.

End here:



Performance:

Performance supports learning outcomes in the learner's context. It accounts for people, mechanisms and tools that learners can depend on to sustainably implement learning in their everyday reality.



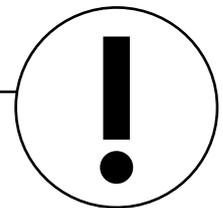
Recognition:

Recognition appreciates the emergent storytellers, curators, sense makers and co-creators in the social space and recognises their role in the learning opportunity as essential to everyone's individual learning.

Designing Social Learning Opportunities

The Learning Methodology will help you design social learning opportunities. It is a flexible framework that you can use to create a learning opportunity that mixes formal content and social tools and opportunities. Done well, this mix can guide learners in exploring, reflecting and sharing their knowledge and experiences. It may even help learners change each other's perspectives.

This is not a step-by-step guide. Instead, it provides a 'scaffolding' for your design. You can fit different kinds of content – with different objectives and outcomes – into the same scaffolding, to create the right programme for the right context.



The Learning Architecture is a collection of tools that supports design of a Scaffolded Social Learning opportunity. As a Learning designer, you can choose what tools you need to use based on your experience and understanding of the concepts. The Learning Methodology is the core concept, the bones of your design.

The Academy's Core Strategy identifies three levels of learning, all of which can be supported using this methodology.



Level 1 - Democratising access

- Open & self-guided learning
- Communities of Learning



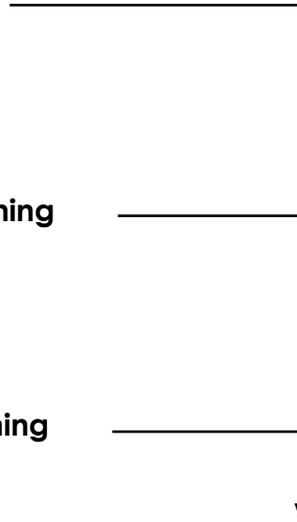
Level 2 - Structure & Supported Learning

- Guided learning pathways
- Peer feedback & coaching



Level 3 - Localised & in-Person Learning

- Local learning experiences
- Certification pathways



The Learning Methodology works best when your learning objectives specifically include opportunities for exploratory learning and co-creative participation. For example, your objective might be: *Learners will develop skills in applying formal knowledge to the different community contexts within which they work.*