Section 2 Learning Methodology

Resources:


Learning Methodology

The first stage is always **Context**; the last is always **Performance**. This makes sure the learning is focused 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.

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.

**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.

**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.

**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.

**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.

**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.

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.
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.*