Doing

Section 1 Scaffolded Social Learning

Find out more at
bit.ly/AcademyLearningArchitecture

CONNECT | SHARE | PREPARE

Doing

humanitarian
leadership
academy

Scaffolded Social Learning:

Thinking Cards
Learning Methodology

Content

Context

Objective

Types of Learning:

Democratising access

Structured

Localised & in-Person

Tools

Delivery

Doing cards:
Descriptions of tools
that support Scaffolded
Social Learning

Checklist   **Planning cards**
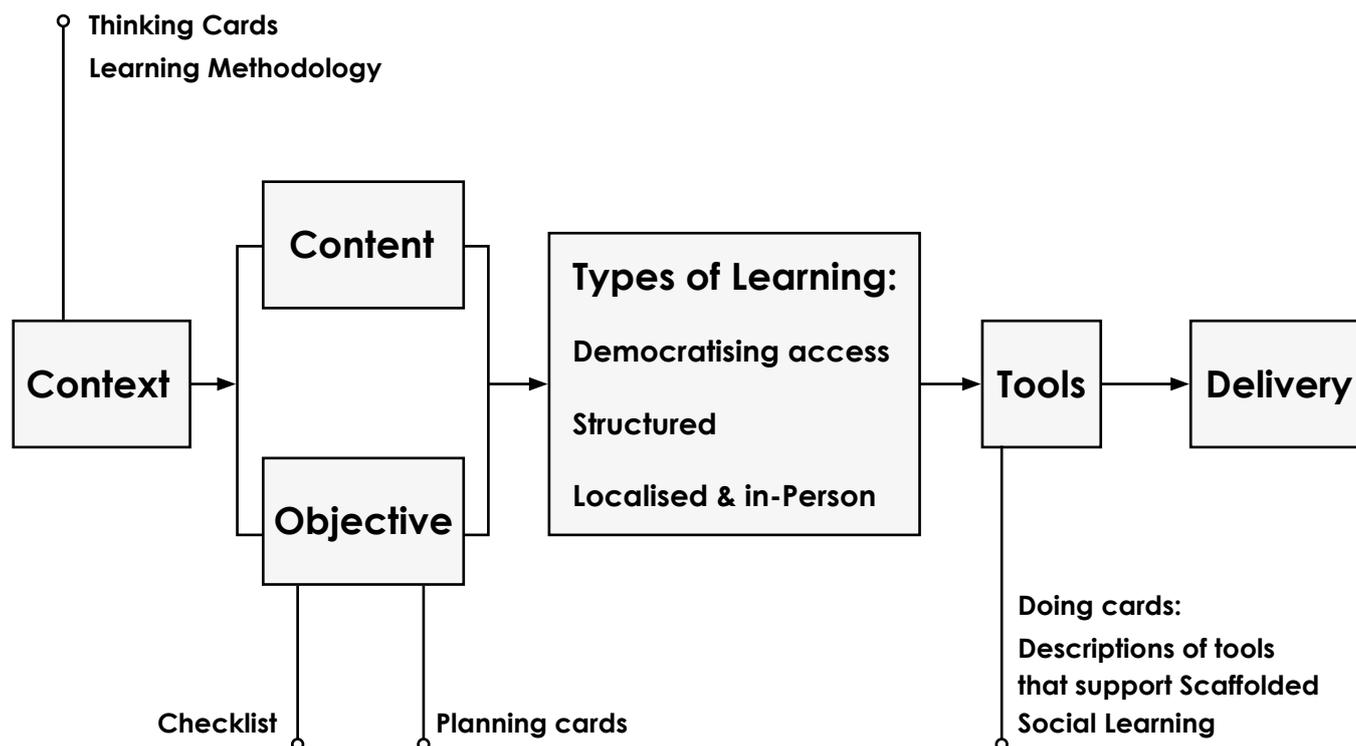
This page illustrates how to 'do' the core concept of this section. We've shown where each tool of the Doing section can provide more information as you work through your Scaffolded social learning design.

Social Learning Tools

As part of the learning design process, especially when dealing with new concepts, make sure you have a critical friend you can rely on. This could be a coach or a mentor, or a trusted colleague. Above all, this is someone you can count on to give you honest but caring feedback and work with you to ensure you are doing your best work. If you are detail oriented, you may choose a critical friend who sees the big picture, and vice versa.

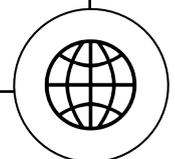Review your Social Learning Tools with a critical friend.

Once you have selected the Tools that you will use in your Scaffolded Social Learning programme, talk them over with your critical friend. Use the cards to help you visualize the growing architecture (Card instructions for use will be included in the deck, cards were introduced in the Learning Methodology section)

- Do the tools respond to the content and learning objectives?
- What skills are necessary for learners to participate in the tools you have chosen?

Webinar facilitation checklist

Webinars are a commonly used tool that can cost effectively build awareness of your topic to a wide audience. They can be used to market MOOCs, in the Context or Demonstration stages of the Learning Methodology. The following is an example of a checklist that is used to choreograph a webinar to ensure it runs smoothly.

https://docs.google.com/document/d/14c2lUKuk65gWFrVYspT5K9maHfsqL94u V1doJAVXyE/edit A checklist or 'playbook' that can help when designing and producing a webinar

Tools for Social Learning Cards:

These tools can be found in the 'Doing' section of the cards. They should each be signposted as a co-creative opportunity with a way of adding a card to the collection of tools.

Learning passport: assessment & recognition

A learning passport is a way of tracking progress through a series of formal and social spaces. It can be a physical 'passport' such as a small notebook or printed pages. Or a virtual 'passport', where holders post their achievements to a specific forum or to a profile, or where they hold a collection of digital badges. An alternative could be to collect 'stamps' of recognition for contributions throughout the programme. These could be given by the facilitator, or by other learners on the same pathway. If the course is to run virtually, these stamps will also need to be virtual.

Open Badges

Open badges can be stored on any page that is set up to understand them, for example on LinkedIn. The Humanitarian Passport Initiative (HPI), that the Academy is involved with, supports the creating, issuing, claiming and management of badges, allowing humanitarians to have their skills, experience and learning recognised against a common professional development framework and learning quality standards. The Humanitarian Passport Initiative is also creating a display platform for these badges that learners can use as their main portfolio.

Learner log: reflection

A learning log or journal is a personal record of learning. It evidences skill and capacity development. It is not just a diary or record of what you have done but a record of what you have learnt, tried and critically reflected upon.

Personal blog: reflection

A personal blog is a reflective tool, similar to a learning log except that it is online. Many free blog hosting sites exist, such as Medium and Wordpress. Blogs allow learning and reflections to be shared among other learners easily, and are a space for collecting knowledge and learning into a portfolio that might be useful for recognising experience and credentialing.

## Podcasting: reflection, performance, assessment

A podcast is an audio file that is shared over the internet. In essence, it is radio on demand, available when the listener is ready to listen to it. People can subscribe to a podcast so that new episodes are automatically downloaded to their computer or mobile. Podcasts could be created by individual learners, or be co-created by a group of learners, and are a great, shareable, way to learn by doing.

Co-created newsletter: reflection

A newsletter is a simple co-creation tool that can be produced on or offline, to collect and share learning, experiences and knowledge throughout a learning opportunity. Ask individuals to write a short article, or to work together to produce an article. A newsletter can be themed, and articles socially moderated by being 'upvoted' based on collectively agreed criteria. Newsletters can also be curated into a collection that tells the co-created story of the learning opportunity.

Curation: exploration

Curation is the process of gathering and sharing information relevant to a particular topic. It has three steps: find, curate and share. Find is about researching and locating trustworthy and reliable sources of information. Curate is about annotating and contextualising, relating the information to learners' context or learning programme's context. Share is about posting the curated information in a social space. Curating allows learners to engage in constructivist learning, building a knowledge base for each other that can be drawn on, discussed, analysed, critiqued, etc. Curation is a self-guided learning activity, and the sources of information gathered can also be part of future self-guided learning.
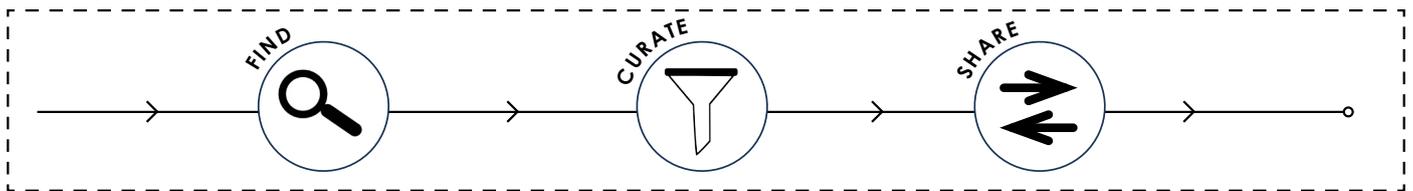
Games: exploration

Games can be used to explore deeper concepts even in the humanitarian sector, they can be used to put people in the shoes of another, to see the world from another's perspective. Games are also an opportunity for a co-creative activity. Take for example Ayiti: The Cost of life, which was co-created through Global Kids by Haitian teenagers while learning about game design. The game allows players to experience what life in Haiti is like.

Games for Change. (2006). Play | Ayiti: The Cost of Life.

http://bit.ly/AyitiTheCostofLife Game: Ayiti challenges its players to manage a rural family of five in Haiti over four years

Games for Change. (2006). Play | Darfur is Dying.
http://bit.ly/DarfurIsDying Game: Darfur is Dying provides a window into the experience of refugees in Darfur

Games for Change. (2017). Games for Change.
http://bit.ly/GamesForChangeOrg Games for Change empowers game creators and social innovators to drive real-world impact through games

Amnesty.org.uk. (2013). Activity: The Great Escape.

http://bit.ly/ActivityTheGreatEscape Downloadable board game: Students become groups of refugees escaping to freedom

Simulation: demonstration

Scenario-based activities or simulations are a way of learning through experience.
'The Poverty Trap' is an example of one such activity produced by Amnesty International
The European Wergeland Centre. (2013). Respect My Rights.

http://bit.ly/RespectMyRights. An overview of a digital tool launched by Amnesty International - RespectMyRights that aims to engage and inspire young people to learn about and take action against human rights violations and abuses that deepen and drive poverty

Role playing & improv: exploration

Whether in person or online, role playing and improvisation ('improv') are great ways to build trust and increase engagement while exploring and reflecting on the knowledge and skills related to your course. They should be well-planned, to ensure they do not go off-track. For example, a planned session could take learners through a series of 'meetings' that build on each other to provide skills and feedback from others. This type of intervention should complement the formal content and gradually require learners to experiment together.

Interview & observation: exploration, reflection, performance and assessment

Interviewing people from outside the course whose skills or experiences can increase diversity of perspectives and opinions included in the learning opportunity. Sharing observations of an event or situation is a useful tool for starting discussions. These skills provide learners with ready information to share with their learning community and opportunity to start discussions, obtain feedback from others. These tools could be used by learners in a self-directed way or framed with time to co-create questions, list people to interview, think of events to observe, reflect and discuss the results. Interview and observation can also inform case studies and co-created performance support resources (checklists, templates, factsheets, best practices).

Learner action plan: performance, assessment

This is an example of a tool you might use for the learner to plan and assess performance. As facilitator, you give examples of the skills or knowledge that should be demonstrated during the course, and provide a template that learners can use to plan how they will apply those skills and knowledge learned in their own context, or how they will develop them further after the course.

You could plan a reflection activity around filling out the template. During this activity, learners could agree to hold each other accountable for delivering on these plans. This would have the added benefit of extending the community beyond the end of the course.

Forum: exploration, reflection, assessment, performance

Forums are useful for giving feedback, engaging in sense making discussions, questioning and building a shared understanding of the course content. The facilitator can guide the learners in and out of the forum or forums as the course progresses, each time increasing level of interaction required by learners. Forums are good for building community and safe online spaces for learners who are participating in the group.

Case studies: demonstration, reflection

Case studies are an example of an exploratory activity that can also be used for assessment. Either individually or as a group, learners can use interview and observation skills to create an example of a concept being learned using their own experience, and they can then build this into a case study to share with others outside the group. If you decide to take this route, make sure you take the time in advance to build your learners' skills in interview and observation. This is a version of a participatory research methodology, where people learn the methods by gathering together knowledge that is useful to a specific topic.

Playlists: Exploration

Playlists are a way of organising learning/courses to enable learners to navigate or engage with a particular theme, much like the use of playlists in music players. The structure of a playlist may often reproduce the structure of the related learning journey, leading the user through context, engagement, demonstration, experimentation, reflection, assessment and footsteps. They may draw on existing sources of online and offline learning. Many content types, including audio, video, documents, presentations, online learning packages, simulations etc. can be combined into playlists. Many pre-configured playlists are available on Kaya.

Webinars: Context, Demonstration, Exploration

Webinars are a form of web-conferencing that makes use of internet technologies to enable meetings and training to take place in near real-time. Webinars can be a powerful medium of learning delivery across varied learner groups – small or large. They are easy to access & convenient.

Features include: Slideshow presentations , Live or streaming video, Real time communication and live question and answer sessions through audio via use of headphones and speakers and text chat, Screen sharing (desktop or application).

Critical Friendship: Exploration, Performance

A critical friend is a trusted person who reviews a partner's work, asks provocative questions and offers a critique as a friend. They take the time to fully understand the other person's context and is an advocate for their success.

The partnership provides personalised peer accountability, opportunity to touch base and temperature check over the course of a learning opportunity. The temperature check guideline can be used by critical friends for example. Create a guideline and include time to introduce critical friendship, providing learners with context and purpose.

Rubrics: Assessment

When a learning opportunity requires scoring, content facilitators need guidelines to follow in order to assess and score work done by learners. Rubrics are guidelines that describe high and low scoring work, based on the learning objectives. Rubrics set expectations for quality of work for the delivery team and learners Periodic scoring against rubrics allow progress to be tracked and assessed.

Action Learning Sets: Reflection, Performance, Assessment

An action learning set is a group of between 4 and 7 people, who meet regularly to support one another in their learning in order to take purposeful action. A set facilitator, who enables the set members to ask searching questions and the problem holder to reflect on the actions to be taken, facilitates the meetings. The power of the set comes from the type of questions used and the gift of time for reflection, which is granted to the problem holder. The set members also consider the process: was it effective, what questions worked well and what emotions had to be considered?

humanitarian
leadership
academy

Action Plan Template

100 day goal.
What skills, habits and knowledge

What micro goals will help me get these?	What steps do I need to achieve this goal?	When will I do this? Due date(s)	Who can help me achieve this goal? or hold me accountable?

Use the back of this page to explore 100 day goals and steps needed. Prioritise them strategically in the table above.