

Planning

Section 1 Scaffolded Social Learning



Find out more at
bit.ly/AcademyLearningArchitecture

Planning

When to design a Scaffolded Social Learning Opportunity: Structured Reflection

1. Is Social Learning the right approach? Will your learners be learning specific knowledge or processes, or will they develop capability within a guiding framework?

Social Learning works when we are trying to surface knowledge from within a community, or when we want individuals to reflect on, develop, rehearse, and suggest new types of behaviour, such as becoming a better focus group facilitator or needs assessor, running a more effective team of field workers, or being a better leader.

If we are looking for consistency and compliance - making sure people know particular facts or processes - then social learning may not be a good design choice. Formal knowledge on its own gives people little to explore or discuss, so social learning methods may just cause frustration.

2. Do you have the capability to support co-creation?

Scaffolded Social Learning is about people, not technology. Certainly, you will need the right technology to facilitate it, but more importantly you will need an engaged community, and you need to be able to support the programme. That means both giving it sufficient time, and having the skills to support your learners in their exploration and co-creation. While social learning requires fewer formal assets, and therefore may have lower production costs, it requires greater effort at the design stage, as well as greater effort in community management and to support storytelling.

3. Are you prepared to hear what is being said?

A great strength of social learning is that people present a perspective, their own or that of the community. For each of your topics, ask yourself if you want to hear that view.

It is tempting to resolve that there will be in-depth conversation on every topic – that can feel like the 'right' thing to do. However, getting into engaged conversations about every topic will take a lot of time and energy. You may find yourself either unable to devote the effort, which could mean neglecting or ignoring learners' contributions. Ignoring the engagement of the community is a surefire way to kill off engagement or build frustration. When planning the social spaces, decide why you most want to hear the engaged voice of the community: is it for help solving a challenging situation, to build stronger leadership, or for something else? Focus your efforts on those topics where social learning will be most powerful for your learners.

Scaffolded Social Learning is a Team Effort: Programme Facilitation, Community Management, Storytelling

When designing a Scaffolded Social Learning programme, there are three key roles that contribute to the cadence (the rhythm of the programme), engagement and outcomes. This is a set of guiding principles for each role. Depending on the programme resources available, the roles may not be taken by three individual people with one role each, but may be shared by one or two people. This list is not a set of job descriptions, but of the types of responsibilities involved in a Scaffolded Social Learning programme.

Content Facilitation

The content facilitator is able to ensure the programme's cadence and is responsive to the learning community's energy. They hold authority over the formal content and Running Order. The content facilitator:

- Adapts the choreography when necessary to reflect the needs of the learning community.
- Hosts events such as webinars, synchronous online discussions, etc.
- Responds to comments and questions about formal content.
- Contributes their own reflections and stories of experience related to the topic.
- Provides feedback on learners' stories and assesses learning.
- Takes responsibility for closing the learning community when the time comes.

Community Management

The community manager engages the learning community and provides the link between the content facilitator and the storyteller. In this way they are the link between the formal content and the programme outcomes. The community manager:

- Takes care of administrative tasks and scheduling for the community

- Provides a role model for social learning by sharing, curating and storytelling about the topic and/or about learning communities.
- Moderates posts and comments.
- Gives and seeks feedback and asks questions.
- Signposts places that may require input from the content facilitator.
- It is not necessarily an SME but must be a critical thinker.

Storytelling

The storyteller looks at the programme's co-created story and provides an analysis of both the story and the process of creating it. The result is an overarching story - a 'meta story' - of the programme outcomes and learners' experiences that can be fed back into a wider community of practice. The storyteller:

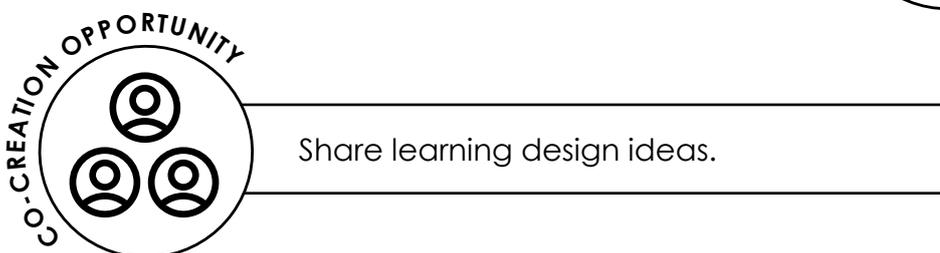
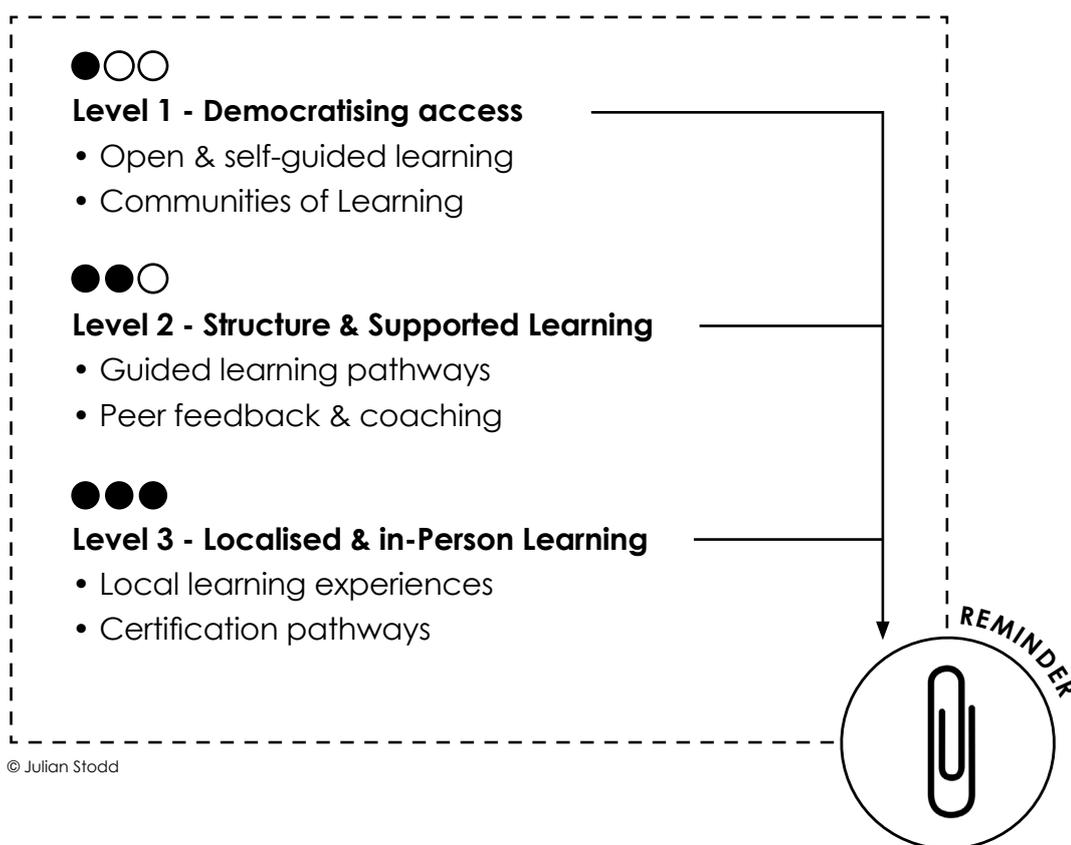
- Reads contributions from learners
- Identifies themes in learner's stories
- Validates community story of learning by feeding themes back into the community
- Provides individual storytelling support where necessary
- Takes responsibility for sharing programme outcomes

Tools for Social Learning:

Now that you have your Information Architecture that outlines the resources and learning objectives you will use to build your programme, it is time to look at the Tools that can support your Scaffolded Social Learning programme.

These tools can also be found in the 'Doing' section of the Learning Architecture cards. The tools you choose will depend on your context, objectives and content.

Updated list of Tools to be found below.



Democratising access

Level 1 ●○○

- Video, audio and online resources
- Offline access
- Playlists: exploration
- Case studies: demonstration, reflection
- Learner action plan: performance, assessment
- Podcasting: reflection, performance, assessment
- Personal blog: reflection
- Learner log: reflection
- Scenario based activities: demonstration

Structured and supported learning

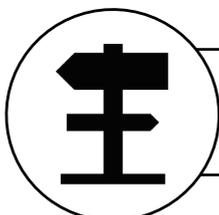
Level 2 ●●○

- Forums: exploration, reflection, assessment, performance
- Webinars: context, demonstration, exploration
- Virtual simulation: demonstration
- Rubrics: assessment
- Peer-to-Peer: assessment
- Automated evaluation: assessment
- Games: exploration
- Co-created newsletter: reflection
- Badges: assessment, recognition
- Learning passport: assessment, recognition
- Co-creative tools: exploration
- Co-created rules: context, exploration
- Shared exploration

Localised and in-person learning

Level 3 ●●●

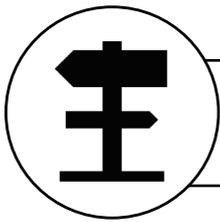
- Role playing & improv: exploration
- Learner and trainer guides: demonstration, recognition
- Action Learning Sets: reflection, performance, assessment
- Critical Friendship: exploration, performance
- Experiment: exploration, assessment, performance
- Interview & observation: exploration, reflection, performance and assessment



All of these Tools can be explored in the accompanying cards. Use the Thinking, Planning and Doing cards to 'play' with the design of your learning opportunity.

MOOC design toolkit

Massive Open Online Courses (MOOCs) have emerged as a powerful tool to democratise access to learning opportunities. Learners can take the courses while they are live – and so can participate in the discussions and tasks – or they can access them after the fact, in archived format. They are often free to attend, and accessible to all who are interested in a topic. For a learning designer, they can be a way to test interest in a topic, try out new social learning activities and programme ideas or to crowd source and co-create content for other learning programmes.



Before Proceeding, use Core Strategy principle:
Reuse & Improve

As with any course, you will need to look at what already exists on your topic. Consider how your course will 'fill in the gaps' that you found in your needs assessment?

You will also need to identify why you want to create a MOOC instead of another type of course.

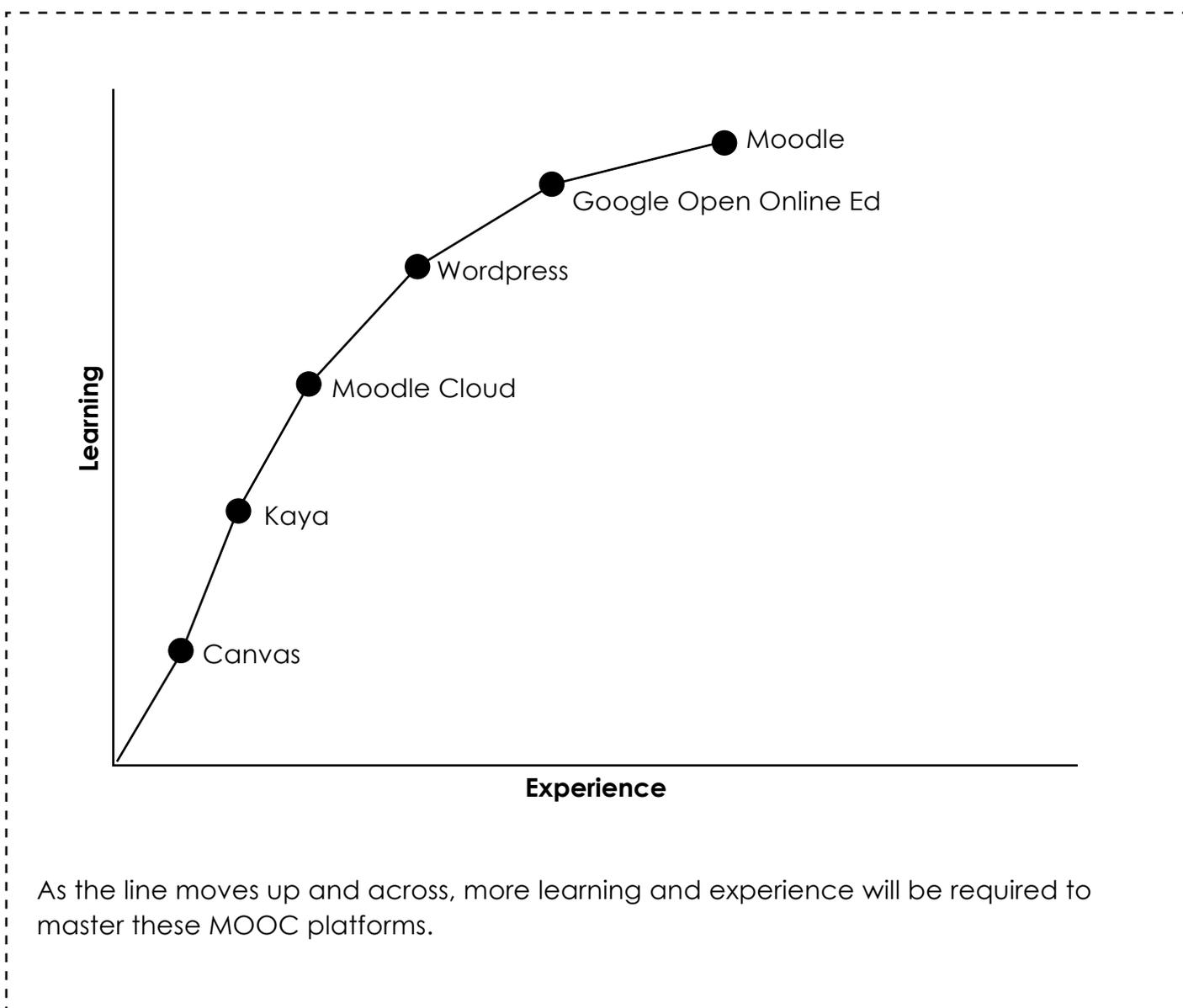
MOOCs are nothing new, especially in the humanitarian sector. There are a number of global MOOC platforms (Coursera, edX, Udacity, etc.) and a number of organisations active within the humanitarian sector (the Academy, UNICEF, UNHCR, IFRC, etc.) provide access to online self-guided learning. The Academy is starting to explore the use of MOOCs to deliver social learning at scale to large number of humanitarians.

Before planning your MOOC, do some research about what is available out there. Once you have identified a need, think about whether a MOOC is the way you want to go. Do you have the time necessary to dedicate to learning about new technology, for example? What will it bring you that a Facebook group combined with a YouTube channel and online collaborative documents cannot?

What do I need to build a MOOC?

1. A hosting platform: Where online will your MOOC take place?

Many platforms exist for hosting your MOOC, including Academy's Kaya. Depending on your level of technological savviness, hosting your MOOC can range from the simple to the more complex. However, whatever trouble you run into, each of the platforms listed are well documented.



Some examples:

Shown on a learning curve. Do you know other tools?

Kaya

<https://kayaconnect.org> An online learning platform for the humanitarian sector brought to you by the Academy

Canvas

<https://www.canvas.net> Open online training platform, promoting openness and innovation in education

Moodle: <https://moodle.com>

An open source learning management system (LMS) that lets you build online learning solutions

Moodle Cloud

<https://moodle.com/cloud>

A hosted solution of Moodle, avoiding the need for your own infrastructure and IT setup

Google Open Online Education

<https://edu.google.com/openonline/index.html>

An online course builder, provided as a platform by Google

Edu.google.com. (2017). Set Up Course Builder – Google | Open Online Education.

<http://bit.ly/SetUpCourseBuilder>

An overview of the set-up process for Google Course Builder, followed by a list of steps

Wordpress

<https://wordpress.com>

Free and low-cost hosted content management system (CMS) and website builder - most popular CMS online

ThemeForest. (2017). WPLMS Learning Management System for WordPress, Education Theme.

<http://bit.ly/WPLMSLearningManagementSystem>

A theme designed to work with WordPress, adding learning-technology features to the base functionality

2. A marketing strategy: How will people find out about your MOOC?

How will you create interest?

Some platforms, like Kaya and Canvas, are part of a larger network of people who will see when your course becomes available. If you host on another platform, you will need to think about how to get the message out to your target audience. Is it offered in the context of a wider online network? What groups exist around your topic?

The research you did during your needs assessment will help you start to identify people who are interested in the same topic and who might be interested in a MOOC. This will help you build a simple marketing strategy. You will also need to think about:

1. How does marketing fit into your choreography? Have you included it in the Running Order or activities and roles that are crucial to running the programme successfully?
2. Groups and networks you can share your Core Story and course with.
3. Outcomes & Performance: What will people take away from your MOOC?

Many MOOCs offer the possibility of receiving a certificate once the course requirements have been met. If you have designed your MOOC using Scaffolded Social Learning, the chances are you are thinking in terms of outcomes and performance. While in some cases a certificate will be useful for learners, consider you should also think about what tools you can co-create in your MOOC, that learners will use after the course has closed and how people will keep in touch with you and each other for ongoing support.