Resources:

Stodd, J. (2017). Outside The Sphere Of Consequence.

http://bit.ly/OutsideTheSphere A blog post exploring the 'sphere of consequence' model

Thinking

Section 6 Spaces and Permission

Find out more at
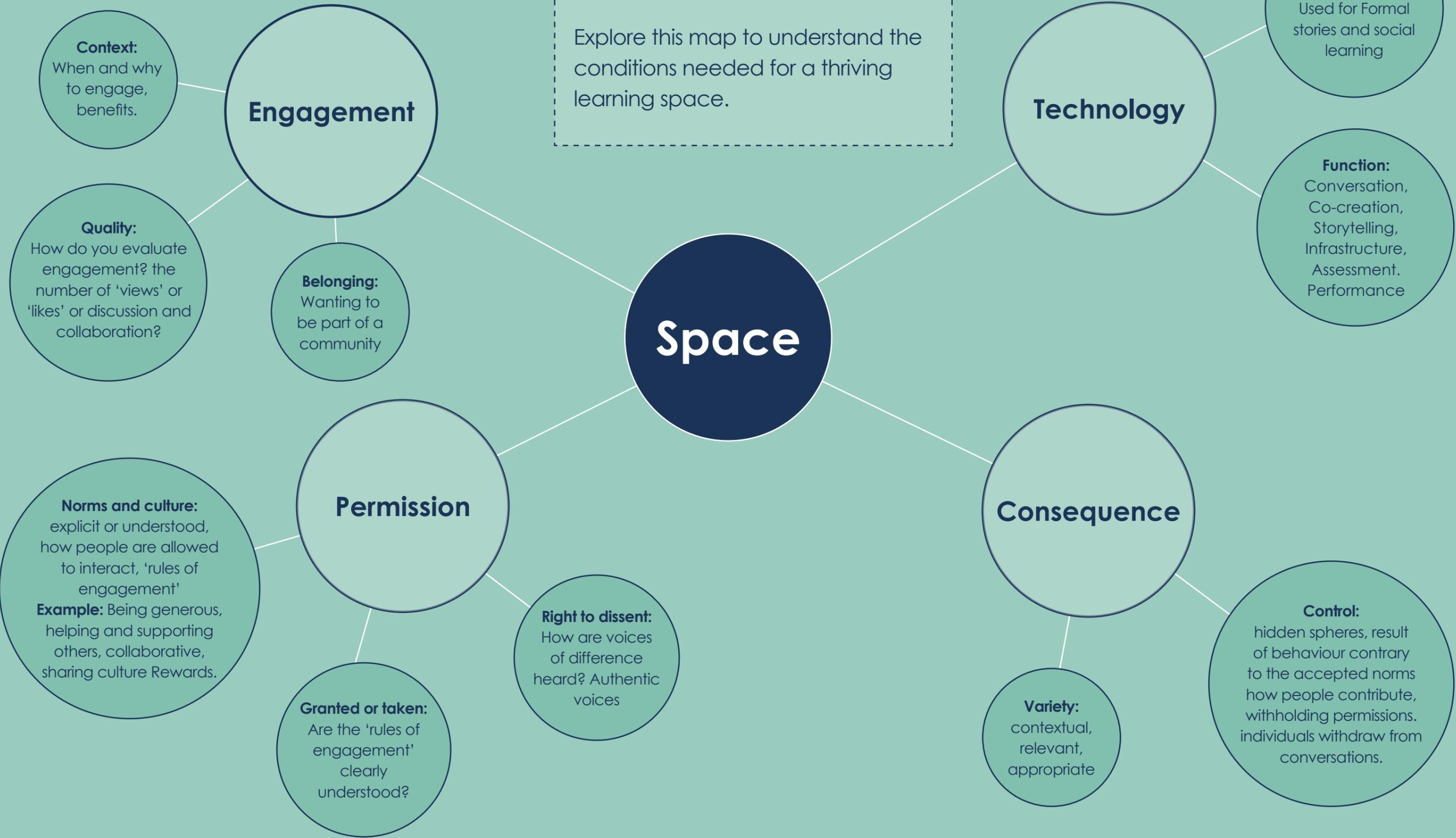**bit.ly/AcademyLearningArchitecture**

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Spaces and Permission

Map: Learning spaces

Explore this map to understand the conditions needed for a thriving learning space.

Space

Engagement

Context: When and why to engage, benefits.

Quality: How do you evaluate engagement? the number of 'views' or 'likes' or discussion and collaboration?

Belonging: Wanting to be part of a community

Technology

Context: Types of Spaces, Used for Formal stories and social learning

Function: Conversation, Co-creation, Storytelling, Infrastructure, Assessment. Performance

Permission

Norms and culture: explicit or understood, how people are allowed to interact, 'rules of engagement'
Example: Being generous, helping and supporting others, collaborative, sharing culture Rewards.

Granted or taken: Are the 'rules of engagement' clearly understood?

Right to dissent: How are voices of difference heard? Authentic voices

Consequence

Variety: contextual, relevant, appropriate

Control: hidden spheres, result of behaviour contrary to the accepted norms how people contribute, withholding permissions. individuals withdraw from conversations.

Leveraging Space and Permission for Social Capital

In building your Learning Architecture, actively consider the types of spaces you need and the permissions that are claimed or granted within them. Achieving a good balance between space and permission allows Social Leaders to emerge, social capital to grow and the learning community to engage in Social Learning through co-creation and collaboration.

Imagine that a platform is like an empty town. It provides the infrastructure and architecture for a community to grow, but without people and relationships, it remains empty. In a Learning Community, conversations happen in and out of earshot. Sensemaking takes place in the town square, a community owned, 'public' space. In order for people to feel comfortable and safe enough to disagree and challenge each other, provide feedback and share experiences, we must relinquish some control, keeping enough authority to ensure people to feel permission to participate and that the space is safe for them.

When Social Leaders emerge in a community context, social capital increases, because Social Leaders are people who are engaged role models. They have built a reputation in the community space through consistent curation, storytelling and sharing.

Social capital is an indicator of bonded learning communities. High social capital, along with the emergence of Social Leaders*, indicates that you have the right balance of space and permission. Social Leaders are the people who contribute to discussions, take initiative, ask questions and are active learners. When they are present, it shows that learners feel comfortable expressing themselves, their opinion and experiences in the safe, low consequence Space that the learning community has been able to build together.

The way you, as learning designers, account for and create opportunities to understand permissions paves the way for the learning community to own the space, resulting in conversations and quality engagement. By giving and varying permissions, it is possible to change a community's social capital* by changing individual's ability to build reputation and authority, either giving them more freedom than they thought they had, or by asking them to take a step back and not to assume a position of power within the discussion.