

# Doing

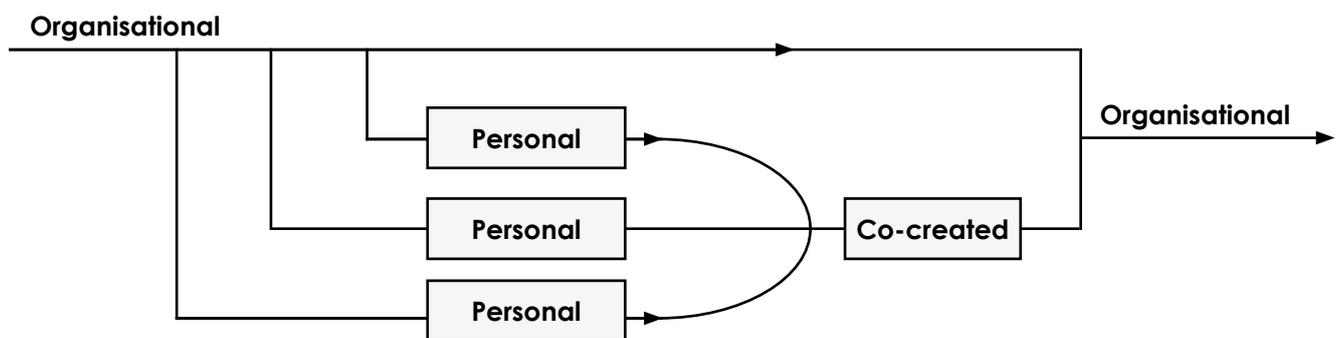
Section 4 Storytelling



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# Doing

## Storytelling: Understanding Narrative



### Personal skills:

- Reflection, Storytelling, Sharing
- Understanding, Experience, Ideas

### Co-creative Skills:

- Challenging, Feedback,
- Collaboration, Discussion

### Organisational Skills:

- Amplification of ideas
- Knowledge base
- Community of practice

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.

## Learner Journey

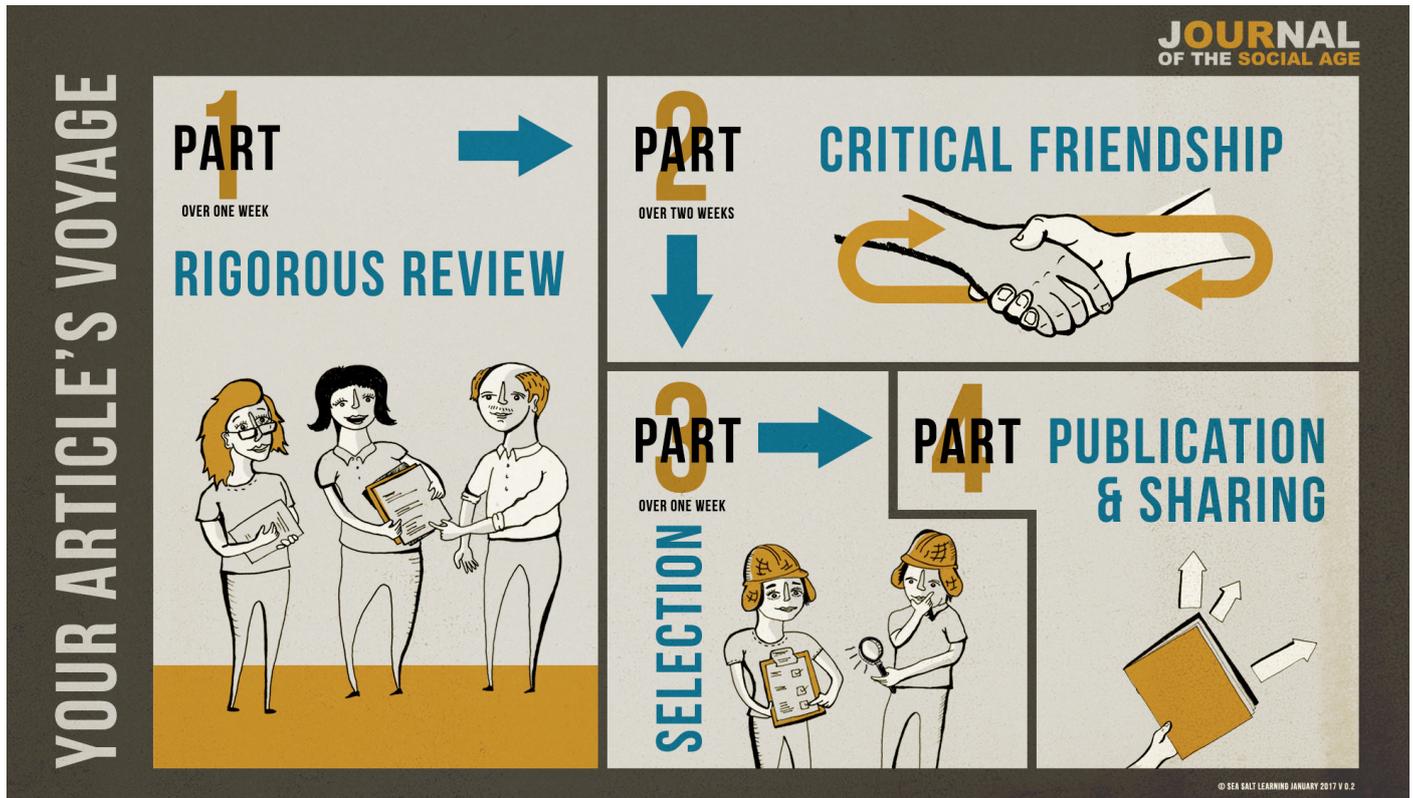
A written overview of the course from the learner's perspective, written by the learning designer during the design of the programme, that gives substance to the 'bones' of the Information Architecture. The Learner Journey asks learning designers to take the learner's point of view and to consider the whole learning experience, from the formal learning content to the ways we use stories and communities. The intention here is to go further than rote delivery and think of the programme as a performance, where the learner is engaged because they are fascinated and challenged, and the learning is co-creative and immersive.

Materials, Actions Needed	Learner Journey
Pre-programme conversation with manager	<p>I have been talking to my manager about leadership development, and I received an email from her, inviting me to be on the programme. She sent me a personal email that referenced our previous conversations, and clearly identified the commitment and effort I would have to put into the course.</p> <p>I was able to read the personal story of somebody who had completed this program before, where they identified what was easy, and what they found difficult.</p> <p>I was given the option to work with the organisation to write up my own contract to be part of this program...</p> <p>I started week four by submitting my story called 'the leader I want to be', which consisted of a letter to my future self, and a two-minute video that I recorded on my phone. After I submitted my story, my friend asked me to respond to theirs, so I viewed it, and recorded my own video response et cetera.</p>
Personal email from manager	
Course length and commitment	
Testimonial from previous participant	
Contract template	
Week 4 theme and content: Aspirational Leadership	
Example of video submission	
Activity Instructions: Submit a video	
Community Management interactions have built trust and safe space	



1. Write your Learner Journey in first person or third person narrative.
2. Take a look at what you have written and make note of the actions and materials needed to make the Learner Journey a reality.

## Contributing to a knowledge base: a peer review process



1. The first part of the process is review and feedback on the stories submitted. Each story may be assigned 2-3 reviewers to critique and give their perspective, which the author can take or leave as they choose.
2. Critical friendship follows the review. Each author is paired with a reviewer who guides them through the feedback obtained from the review process and helps to reflect on any changes needed to produce a second draft.
3. The next part of the process involves selection. In this stage 1-2 external reviewers reads the stories with an editorial eye, and might identify an overall theme or story that unites the submissions.
4. Finally, the stories are compiled and published online using Issuu.



## Storytelling Checklist

- Where will you use stories in this programme?
- Have you built a plan to engage those people who don't engage?
- How can people respond to each type of story?
- Will you include support for storytelling?
- How will you recognise great storytelling?
- What will you do when a story is wrong?
- How long will you ask people to commit per week?