Scaffolded Design for Mobile Learning

Julian Stodd, Sea Salt Learning

Austin, TX • June 8 – 10, 2016
Our tour

• Learning in the Social Age
• Methodology and Design
• Scaffolded Social Learning
• Stories and Storytelling
• Game Dynamics and Game Mechanics
• Creating Conditions for Success
Learning in the Social Age
The Social Leadership Handbook
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Manufacturing Age → Knowledge Age → Digital Age → Social Age

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into the Social Age
Sense making

- Telling and retelling
- Making Relevant
- Cross linking
- Challenging
- Discarding
- Amplifying
- Sharing stories

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The Social Leadership Handbook

- Effortlessly Social
- Agile
- Connected
- Lightweight
- Links Easily
- Synchronous
- Independent

Social Collaborative Technology

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Heard Voices

- Authentic Voices
- Social Channels
- Claimed Voices
- Challenge Lethargy
- Tacit Knowledge

Formal Channels

Sanctioned

Permitted Voices

What we want to hear

Under Our Control

Unheard Wisdom

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Learning Technology Architecture
Methodology and Design
Modalities for delivery

In Person

Books

Formal Spaces

Film

Social Learning

Mobile

Games

E-Learning
Context: This is where we show the skills.

Demonstration: This is where we position the learning.

Exploration: It's where we learn.

Reflection: This is the space to play.

Assessment: This is where we support performance.

Footsteps: And make mistakes.

And develop capability.

This is where we test knowledge.
Context is about the contract between learner and organisation.

It's more than someone in a suit telling you it's important.

It needs to align organisational and individual priorities and realities in the Social Age.

It needs to set the expectation of what should change as a result.

It's where we throw the stone into the water.

Questions:

Q: how does it align with other training?

Q: what tone of voice will you use?

Q: do you understand the everyday reality of the learner?

Remember...

YES: it's a choreographed, consumer type experience

NO: it's not a set of instructions telling you to attend.
ASSESSMENT

Overview

- Formal accreditation gateway
- We can use different approaches to assessment
- Diagnostics are great, as long as we ask ‘why did you think or do that?’
- The more applied the assessment, the better
- You need to think about what you are assessing and why: what will you do with results?
- It’s ok not to assess at all

Questions

- Q: What needs to be assessed?
- Q: What will you do with the assessment results?
- Q: Is there any point in assessment?

Remember...

- Yes, it’s about checking understanding
- No, using a template of drag and drop exercises will not do it
FOOTSTEPS

Overview
- Transitioning from 'learning' back into the real world
- Tools, coaching, prompts and challenges
- May be formal interventions or social learning
- Can be spread over time

Questions
- Q: What does it feel like back in the real world?
- Q: Who can support me?
- Q: What if I have a better idea now that I've mastered this?

Remember...
- Yes, it's about really embedding the learning in your everyday reality
- No, taking the workbook home doesn't count
To identify things
Links to community
To tell stories
For sharing
To network
For curation
To phone or Skype
To enhance performance
Social planning
Access to news
Formal communication
To entertain
To read stories
To compete
For collaborating
To capture
Scaffolded Social Learning
What is Social Learning

Social Knowledge

Tribal Wisdom

Formal Learning Experience

Sense Making Conversations

Tacit Knowledge
What is Social Learning

By Combining Formal and Social

We create a Scaffolded Social Learning Experience
Each journey is individual

It's about choice, permission, and support

But there are structured elements

Not everyone does everything

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Scaffolded Social Learning

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Case Study: Leadership Development
Formal Space
- Plans
- Delivers
- Collaborates
- Uses Data

Social Space
- Facilitates
- Filters
- Connects
- Shares

The Social Leader
© Julian Stodd
WHAT OUR COMPETITORS LOOK LIKE

For a global organisation like Excorp, which wants to lead the world in its sector within ten years, competition is about much more than the performance and innovation of rival corporations.

Excorp’s own internal risk analysis says the world’s demand for more food, energy, water, materials and jobs – along with the need to tackle climate change – will create major forces for change.

Combatting climate change is high on the agenda. “Our industry has undoubtedly had a positive impact on the lives of many people across the world. But we recognize that we also contribute to consumption of finite materials, to GHG emissions, and to other planetary issues, such as water scarcity.”

Your General Manager for Corporate Strategy and Change based in Riyadh, believes sustainability is the foundation stone on which to build the organisation’s future – part of the DNA of the 2025 strategy.

For example, Excorp is creating better agricultural pesticides, lighter materials to build less polluting cars and planes, smaller and safer electronics components, and much more effective health care equipment.

It also has a highly ambitious goal to cut greenhouse gas emissions by 25 per cent across its global operations within ten years.

Now might be a good time to reflect on two important questions:

1. Do you feel comfortable with this pace of change?
2. Are you prepared for some of the big upheavals listed above?

Now is also an opportunity to check in with colleagues from other parts of the world to see whether different cultures think differently about big problems – and their potential solutions.
1st exercise ready to download: needs to be submitted on THURSDAY

hello, delegates! Here is the link to your first two exercises: they need to be complete and submitted by Thursday. Don’t forget you can find out more in the webex webinar that we have scheduled for Wednesday. Are you ready? Click... more

Paul Simbeck-Hampson likes this

Your group magazine is now online

Hello, delegates! We’ve created a magazine to welcome you to Group 1 and reflect on memories of Dubai. To view the magazine, you will need to open the email sent to your SABIC email address. It’s from Group 1 Magazine: Vol 1, and ... more

You like this

Marco Van Der Sanden
Just back from Riyadh and Dubai this morning. Doing well. Marco

Like (0)  Reply privately  Report spam

Julian Stodd
The magazine looks great Emily :-) i particularly like the Passport Challenge story: co-created, by the workshop group. That notion of ‘co-creation’ will sit at the heart of the Leader Challenge programme.

Like (1)  Delete
GLOBAL LEADER CHALLENGE
PIONEERS

OUR LEADERSHIP HANDBOOK
CO-WRITTEN BY YOU

GLOBAL LEADER CHALLENGE
CHAMELEON

OUR LEADERSHIP HANDBOOK
CO-WRITTEN BY YOU
LOCATION OF YOUR COMMUNITIES

In order to effectively communicate your message, it is important to identify and understand the communities that are most receptive to your ideas. These communities can be located in various ways:

- **Geographically**: Look for areas where your message can resonate with a large audience. This might include urban centers, rural communities, or specific regions.
- **Socially**: Identify groups that share common interests or values. These could be based on age, location, ethnicity, or lifestyle.
- **Politically**: Consider the political climate and how it might influence the reception of your message. Understanding the political landscape can help you tailor your approach.

Once you have identified these communities, it is important to communicate with them in a way that resonates with their values and interests. This might involve developing different messages for each community or adapting your delivery to better connect with them.

AMPLIFICATION

...why about loudly when all you really need to do is be amplified by others?

The key to amplification is understanding which communities you can leverage to spread your message. This might involve:

- **Engaging influencers**: Identify individuals or organizations that have a significant following and can help amplify your message.
- **Partnerships**: Collaborate with other organizations or individuals who share your goals and can help reach a wider audience.
- **Leveraging social media**: Use social media platforms to connect with your target audience and share your message.

By leveraging the power of these communities, you can effectively amplify your message and reach a larger audience.
THE GAP BETWEEN US AND THEM

We hope strategic challenges like being a world leader in sustainability become a reality. In this section, we’ll explore how you (as individual leaders) can make a difference and how SABIC’s sustainability initiatives can be leveraged to achieve sustainability in the future.

What would you like to achieve as a sustainable leader? How might you tackle the problem differently or better?

IDENTIFYING ROLE MODELS

In week two, you focussed on SABIC’s competition. Identifying successful leaders and analysing how they make a difference is not only about what makes them a leader, but also what role we need to play to compete successfully against them.

Here’s your brief for this exercise: We’d like you to think about the leaders you most look up to. They might be one of the following:

- A CEO whose achievements or leadership style you admire.
- An entrepreneur.
- An activist lobby for a cause or global change.
- A political leader, someone who influences change in the world.
- An artist or scientist who changes the way we think about big issues.

It might also be someone — or some group — in your own team or even in your family. Your task is to source an example of one of your business heroes and then consider the following:

1. What qualities make them special and unique?
2. What is the difference they have made in their work?
3. Would you be that person, if you could?
4. What could you do to be like that?
5. What could you do differently as a result of their inspiration?

It will be fascinating to see if colleagues in different parts of the world have different ideas about how to make a true business hero.
Case Study:
Scaffolded Workshop
A QUESTION OF SOCIAL LEADERSHIP

By Jonathan Crockett

The Social Age requires us to think about what it means to be a leader in the current landscape of leadership. As leaders, we are responsible for understanding the needs of the people we serve and adapting our organizations to meet those needs.

The word “leadership” has often been associated with traditional roles and titles, but in the Social Age, leadership is more dynamic and less hierarchical. It is a continuous process of evolving and adapting to the changing needs of our communities.

Perhaps we should stop calling people leaders but instead refer to them as “curators,” because they are responsible for curating the resources and knowledge that are available to their communities.

IN THIS SPACE...

By Cail Barkefi

This issue is a great mix of articles, with something for everyone. The Social Age is a challenging and exciting time, and it’s important for us to stay informed and engaged.

LISTENING & LEARNING FROM EACH OTHER

The Social Age Chronicle

The first thing I realized when starting in the Social Age is that the world is shrinking. People are more connected than ever before, and we need to be more aware of what is happening around us.

SAFARI BLOGROLL

I found myself reading, and accepting, news from different sources, and I am learning new things every day.

FROM AN IDEA TO A REALITY

The Social Age is not just about new technologies, but also about new ways of thinking and acting. It’s about creating a more equitable and sustainable society, and it’s up to all of us to be part of that.

The Social Age Chronicle

Edition 04, May 2016
A VOICE FOR THE VOICELESS

COMMUNITY

LEADERSHIP IS ABOUT LEADERS

I

What's happening to our community? The voice is missing. What is being done? Where is the engagement? Where is the leadership? When will we see the leadership?

If we are to build a more inclusive, more engaged society, we must start with the leaders. We must start with the leaders who have the power to make change.

LEADERSHIP IS ABOUT UNDERSTANDING

Understanding is about recognizing the needs of others. It's about listening and learning from others. It's about being willing to take action to improve the lives of others.

LEADERSHIP IS ABOUT ACCOUNTABILITY

Accountability is about being responsible for the outcomes of your decisions. It's about being transparent about your actions. It's about being willing to learn from your mistakes.

LEADERSHIP IS ABOUT INTEGRITY

Integrity is about doing the right thing, even when no one is watching. It's about being honest and straightforward. It's about being willing to admit when you're wrong.

LEADERSHIP IS ABOUT CREATIVITY

Creativity is about thinking outside the box. It's about being willing to take risks. It's about being willing to try new things.

LEADERSHIP IS ABOUT RESILIENCE

Resilience is about being able to bounce back from failure. It's about being able to keep going even when things don't work out.

LEADERSHIP IS ABOUT INNOVATION

Innovation is about being able to come up with new ideas. It's about being able to think differently. It's about being able to find solutions to problems.

LEADERSHIP IS ABOUT COMMUNITY

Community is about being able to work together. It's about being able to collaborate. It's about being able to build relationships.

LEADERSHIP IS ABOUT TEACHING

Teaching is about being able to share your knowledge. It's about being able to help others learn. It's about being able to inspire others.

LEADERSHIP IS ABOUT MENTORING

Mentoring is about being a role model. It's about being able to provide guidance. It's about being able to help others achieve their goals.

LEADERSHIP IS ABOUT SERVICE

Service is about being able to help others. It's about being able to make a difference. It's about being able to give back.

LEADERSHIP IS ABOUT PRINCIPLE

Principle is about being able to stand up for what is right. It's about being able to make difficult decisions. It's about being able to stay true to your values.

LEADERSHIP IS ABOUTamide

Amide is about being able to adapt. It's about being able to change. It's about being able to be flexible.

LEADERSHIP IS ABOUT DIVERSITY

Diversity is about being able to work with a wide range of people. It's about being able to understand and appreciate different cultures and backgrounds.

LEADERSHIP IS ABOUT ETHICS

Ethics is about being able to make ethical decisions. It's about being able to understand the impact of your actions. It's about being able to be honest.

LEADERSHIP IS ABOUT INCLUSION

Inclusion is about being able to work with people from different backgrounds. It's about being able to understand and appreciate different perspectives.

LEADERSHIP IS ABOUT COLLABORATION

Collaboration is about being able to work together. It's about being able to communicate effectively. It's about being able to find common ground.

LEADERSHIP IS ABOUT LEARNING

Learning is about being able to improve yourself. It's about being able to develop new skills. It's about being able to learn from your mistakes.

LEADERSHIP IS ABOUT COMMUNICATION

Communication is about being able to convey your ideas. It's about being able to listen effectively. It's about being able to build relationships.

LEADERSHIP IS ABOUT INNOVATION

Innovation is about being able to think differently. It's about being able to come up with new ideas. It's about being able to be creative.

LEADERSHIP IS ABOUT CHANGE

Change is about being able to adapt. It's about being able to move forward. It's about being able to embrace new challenges.

LEADERSHIP IS ABOUT LEADERS

Leadership is about being a leader. It's about being able to inspire others. It's about being able to make a difference.
The Social Leadership Handbook
www.julianstodd.wordpress.com

Charts the Same
Co-Created Narrative
Journalistic Role
Rewards Reputation

Charts Change
Personal Narrative
Facilitated

Storyteller
In Social Learning

Listens
Contemporary
Evolves
Organisational Narrative
Co-Created
Relinquish Control

- Give Permission
- Trust
- Share Stories
- Create Spaces
- Learn
- Adopt
- Become Dynamic
- Reconfigure to needs
- Be Authentic
- Nurture Community

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Stories and Storytelling in Learning Design
How We Can Use Stories

In an agile organisation, this is based on the personal and co-created stories.

A personal narrative of learning over time.

organisation
Co-Created

The co-created and co-owned story written by a community.
How We Can Use Stories

My Story of Learning and Change Told Over Time

- What I heard
- What I believed
- Marks in the sand

- What I’m going to do
- What happened
- What I did

- What I think of what you did
- How I feel
- How I’ve changed

- Organisation
- Co-Created

Personal
How We Can Use Stories

The Co-Written Story Capturing the meaning found by the Community
How We Can Use Stories

In an agile Organisation, this is written as a meta-narrative incorporating the personal and co-created stories.
Case Study: @L zine
SUBSCRIPTIONS ARE FREE

Q@L [ equal ]

PROVOCATIVE WRITING FOR A MORE EQUAL WORLD

THE START OF OUR

LGBT
Respect
Gender Equality
The NHS Falls
The American Dream
Paradox of Closeness

#1
April 2015

you just need to
write a story of how you'll share it

www.eqlsite.wordpress.com
Game Dynamics and Game Mechanics
Game of Gamification

- Reward
- Reckless
- Strategy
- Co-op
Game Mechanics

- Shooting
- Scoring
- Interacting with stuff
- Moving stuff
- Recklessness
- Strategy
- Adversity
- Resource Management

Game Dynamics

- Badges
- Leagues
- Winning
- Loss
- Risk

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STAY IN TOUCH

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