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Module 6 – Co-design learning through Mentoring, Critical Friends and Shadowing

Unit 6.4 – Tool for Designing a Learning Scenario using this Methodology

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The Co-Design Learning Scenario (CoDLS) Framework

A systematic, six-step process that integrates Mentoring, Critical Friends, and Shadowing into the design and validation of learning scenarios and lesson plans.

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The Co-Design Learning Scenario (CoDLS) Framework

Purpose

A structured, six-step process to systematically integrate Mentoring, Critical Friends, and Shadowing into the design and validation of any learning scenario or lesson plan.

Key Features

- Ensures designs are theoretically sound and pedagogically valid
- Grounds design in real-world context and authentic practice
- Validates through rigorous peer review and critical feedback
- Builds professional capacity and shared ownership

Outcome

Learning scenarios that are robust, validated, contextually relevant, and co-owned by all participants in the design process.

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Steps 1-3: Context Mapping, Draft Creation, and Peer Critique

1

Context Mapping

SHADOWING

The designer shadows a relevant class or professional to gather real-world data on student needs, classroom culture, and logistical constraints.

Data informs initial draft

2

Draft Creation

MENTORING

The designer creates the first draft. A Mentor reviews it, focusing on pedagogical soundness, curriculum alignment, and integration of best practices.

Scaffolding & validation

3

Peer Critique

CRITICAL FRIENDS

The designer presents the draft to a Critical Friends group using a structured protocol for focused, non-judgmental feedback on clarity, assessment, and blind spots.

Rigor & coherence check

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Steps 4-6: Revision, Pilot, and Finalization

4

Revision & Refinement

MENTORING & CRITICAL FRIENDS

The designer revises the scenario based on Critical Friends' feedback. The Mentor provides a final check to ensure core pedagogical goals were not compromised during revision.

Iterative improvement

5

Pilot & Observation

SHADOWING

The revised scenario is piloted. The designer or a peer shadows the pilot session, collecting observational data on student engagement, time management, and unexpected outcomes.

Contextual validation

6

Finalization & Documentation

ALL COMPONENTS

The scenario is finalized incorporating pilot lessons. The entire process (shadowing data, mentor feedback, critical friends notes) is documented to create a reusable template and shareable knowledge.

Knowledge sharing

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Co-design Learning Scenario Tool

This tool supports teachers in designing, implementing and improving lessons through mentoring, critical friends and shadowing.

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A. Context & Purpose

- Subject, level, learner profile
- Teaching challenge
- Intended improvement

B. Learning Objectives & Evidence

- Student learning objectives
- Success indicators and evidence

C. Initial Learning Design

- Learning sequence
- Resources
- Assessment methods

D. Mentoring Plan

- Mentor role
- Professional learning goals
- Schedule and evidence to review

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E. Critical Friend Protocol

Choose one:

- Tuning protocol (reviewing a lesson or rubric)
- Consultancy protocol (teaching dilemma)
- Peer observation and feedback

F. Structured Shadowing (optional)

- Pre-shadowing: focus and questions
- Shadowing: evidence collection
- Post-shadowing: reflection and action points

G. Implementation & Iteration

- Pilot lesson
- Data collected
- Revisions for next version

H. Ethical Agreements

- Confidentiality
- Consent
- Feedback norms

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References

MENTOR Toolkit; OPM Mentoring Workbook; Critical Friends protocols; Emerald Insight; SAGE Journals.

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You have completed Unit 6.4

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