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Doing

Section 5 Choreography

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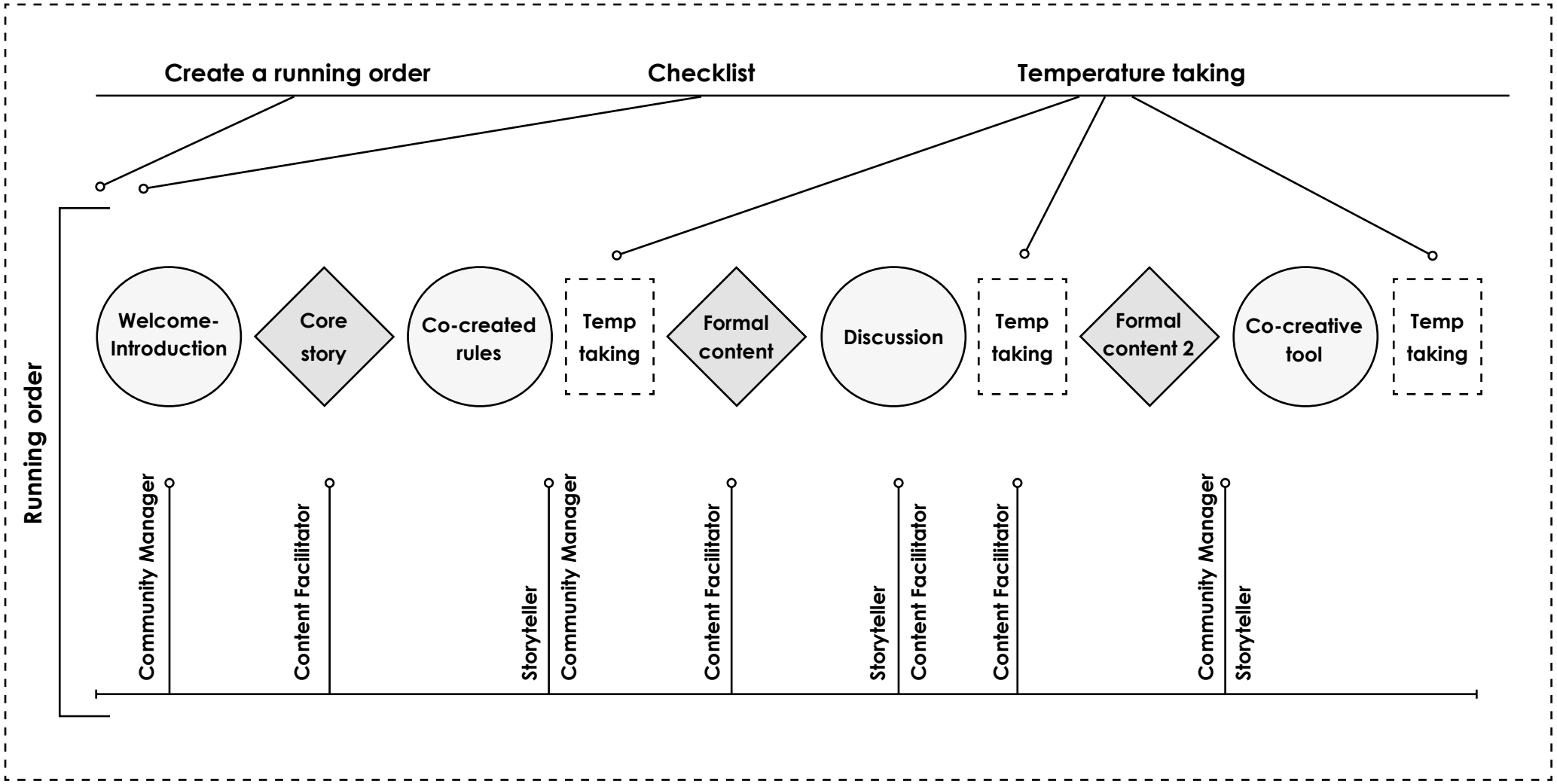

This page illustrates how to 'do' the core concept of this section. We've shown where each tool of the Doing section can provide more information as you work through your Scaffolded social learning design.

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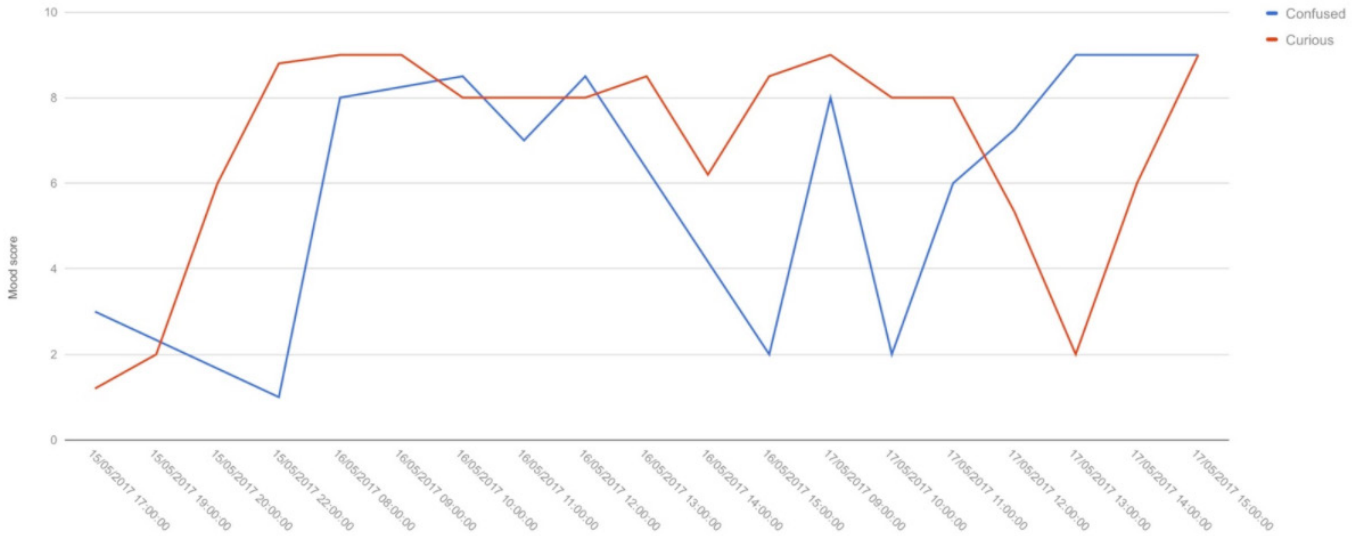
Taking the temperature

What time commitment and attention are you asking of your learners? Does it vary across the programme? What can you change to make sure your programme's rhythm changes? These are questions related to energy and are wholly within your control. What's more elusive is understanding learner's emotional state. Frustration and confusion can have their uses, but they need to be recognised and managed in order to keep learners on track. Taking the temperature helps you make sure learners feel how they should be feeling in any given moment of a programme.

In order to accurately map emotions, include regular temperature checks as part of your programme. This will help you understand how your community reacts to certain activities and overall how they are feeling. Gauging emotional state is a quick assessment method that can help you and your team decide if and how to adapt your programme in delivery.

Confused, Curious, Excited, tired and Trusting



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What emotions would you be interested in capturing?

1.

2.

3.

4.

5.

How can you capture them?

For example, if your programme is delivered in-person, you could ask people how they are feeling, or ask them to write down their main emotion at that moment and put the paper into a box or bucket. If it's a blended programme, an online form may work better. It can be very simple, just asking what they did and how they feel, so that it becomes a quick tool that learners can fill out several times during the programme. These are just examples - there are many other ways you could approach this, of course.

What method will you use?

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Create a Running Order

Based on the Learner Journey you created, identify the roles and actions that are needed in order to make your programme a reality. Use this list to begin building the Running Order for your programme.

Running Order: A template that can be filled in to show in detail the complete sequence of materials, tasks and support needed for the duration of a scaffolded social learning programme or course.

What are the materials and actions needed to create your Learner Journey?

Make a list of each of the things that has to happen in order for your programme to run, regardless of role.

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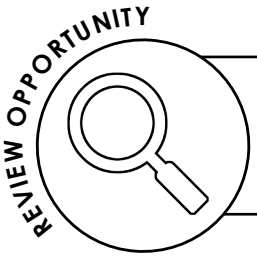
Materials, Actions Needed	Learner Journey
Pre-programme conversation with manager	I have been talking to my manager about leadership development, and I received an email from her, inviting me to be on the programme. She sent me a personal email that reference our previous conversations, and clearly identified the commitment and effort I would have to put into the course. I was able to read the personal story of somebody who had completed this programme before, where they identified what was easy, and what they found difficult. I was given the option to work with the organisation to write up my own contract to be part of this program... 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 recrded on my phone. After I submitted my story, my friend asked me to respind to theirs, so I viewed it, and recorded my own video response et cetera
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	
Etc	

Use your list to begin building a Running Order. Include emotion and energy as descriptors in the expectations if you choose to.



Make time to review the Choreography checklist with a colleague to make sure you have everything covered

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Roles	Day 1	Day 2	Day 3	Day 4	Day 5	Week 1 Expectations
Course Facilitation		Welcome email sent including login information (or information necessary to joining the social space	Present in community and via email, to post comments, respond to questions, set tone			Learners have been introduced to the programme context and have had opportunity to respond with questions or comments
Learner	Joins social space?	Receives welcome email and registers for the course. joins social space?	Introduce themselves, their expectations. Responds to the community name.			Learners will have joined the online community, introduced themselves and contributed to naming the community.
Community Managemnet		A welcome video or narrative introduces learner to the community group, outlining purpose and next steps, eg: create profile, make an introduction contributionto name of community	Responds to introductions and engages learners	Responds to introductions and engages learners	Responds to introductions and engages learners	Community managers will have introduced themselves, responded to learners' intoridcutions and released the content for week 2.
Storytelling		Introduction of role/ function, setting expectations	Present in community in observing, note taking mode	Present in community in observing, note taking mode	Present in community in observing, note taking mode	Storytellers will have introduced themselves and their role.

Choreography Checklist

Use this checklist as a structured reflection tool when considering the choreography of your Scaffolded Social Learning opportunity.

- ❑ Do you have the right tone of voice and stance in the early communication
- ❑ How have you agreed on engagement with the learner, and with the community? Is it explicit?
- ❑ What tone is appropriate for your programme?
- ❑ Have you made clear transitions from 'formal' spaces to 'social' ones: are you actively moving the learning between the two?
- ❑ Have you made permission clear throughout?
- ❑ Have you run through the programme, start to end, to map the energy, to ensure learners have time to breathe?
- ❑ Have you included a method for regularly checking the temperature?

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