Planning

Section 5 Choreography
Choreographing your Programme

❑ Have you referred to the Learner Journey and Context Statement?
When considering Choreography, you must refer to the Context Statement you produced in the Learning Methodology section, and to your Learner Journey from the Storytelling section. This Statement has your learning objectives and outcomes, and the Learner Journey gives the design as the learner should experience it. The Running Order will give the details, it is where you plan the rhythm, tempo, actions and roles of the journey.

❑ How much time and attention are you asking for?
Think about the commitment learners are making by participating in your programme, and how it fits into their everyday lives. How much time are you asking for? How does their engagement contribute to the programme objectives and outcomes? How will their participation be of benefit to them in their context? This way of thinking moves us away from engagement for engagement’s sake, and from programme assessment through ‘likes’ and comments.

❑ What is the goal of the learning?
Think about the overall goal of the learning: is it your overall goal about compliance, conforming to set standards and adherence to rules, or is it about exploring knowledge, developing and prototyping new behaviours, learning new skills. Each requires a very different type of choreography, a different management of energy over time, different management of consequence, different mechanisms of reward, different types of reflection.

❑ How will you adapt in the moment?
Though you write the choreography before your programme is delivered, the team delivering it needs to be able to adapt it as the programme unfolds. Choreography provides an understanding of the journey the learner undertakes. If discussion becomes derailed, if the community loses the core narrative, you can lose the learning purpose. However, failing to engage or respect the direction that the community wants to go in may make learners lose interest or cease to see value in the programme.
Weaving Storytelling, Learning and Community

Choreography is a balancing act between programming, posture and performance. Each part contributes to a transformative and memorable overall learning experience. The combination of Learning Methodology, Learner Journey and Running Order prepares you to deliver a Scaffolded Social Learning programme.

- Programming is about setting expectations, but doing so using innovative and effective techniques.

- Posture is about the way we choose and use narrative styles: the tone of voice used, the ways we create the spaces and permissions needed, the ways we establish and support communities.

- Performance is about the actual experience: about the ways the learning is delivered, in its fluidity, tempo and momentum. The movement between formal and social spaces, the use of community, the execution of co-creative elements and management of energy. It’s about how complete the experience is, identifying gaps and finding ways to close them.

The roles we create, the ways we communicate, the way expectations are set and the ways we meet them.

It’s about total quality, by design.
Moving Stories Around

As you work on the Running Order, you should actively weave the different types of stories through the whole journey:

1. When can personal stories be captured and where they can be shared?

2. Where are there opportunities to pull personal stories into co-creative spaces and co-created stories?

3. How can you pull together the responses and feedback to inform the formal stories, and produce and share them?

Choreography actively considers how we will move stories around between different people and activities. When learners write a personal story, who will respond to it? Can different individuals or groups pick up stories and respond to them? This active moving around of stories is part of Scaffolded Social Learning design.

Example: A Community newspaper, useful for capturing personal stories and forming the basis of a co-created story.