

CHOREOGRAPHY IN THE CLASSROOM

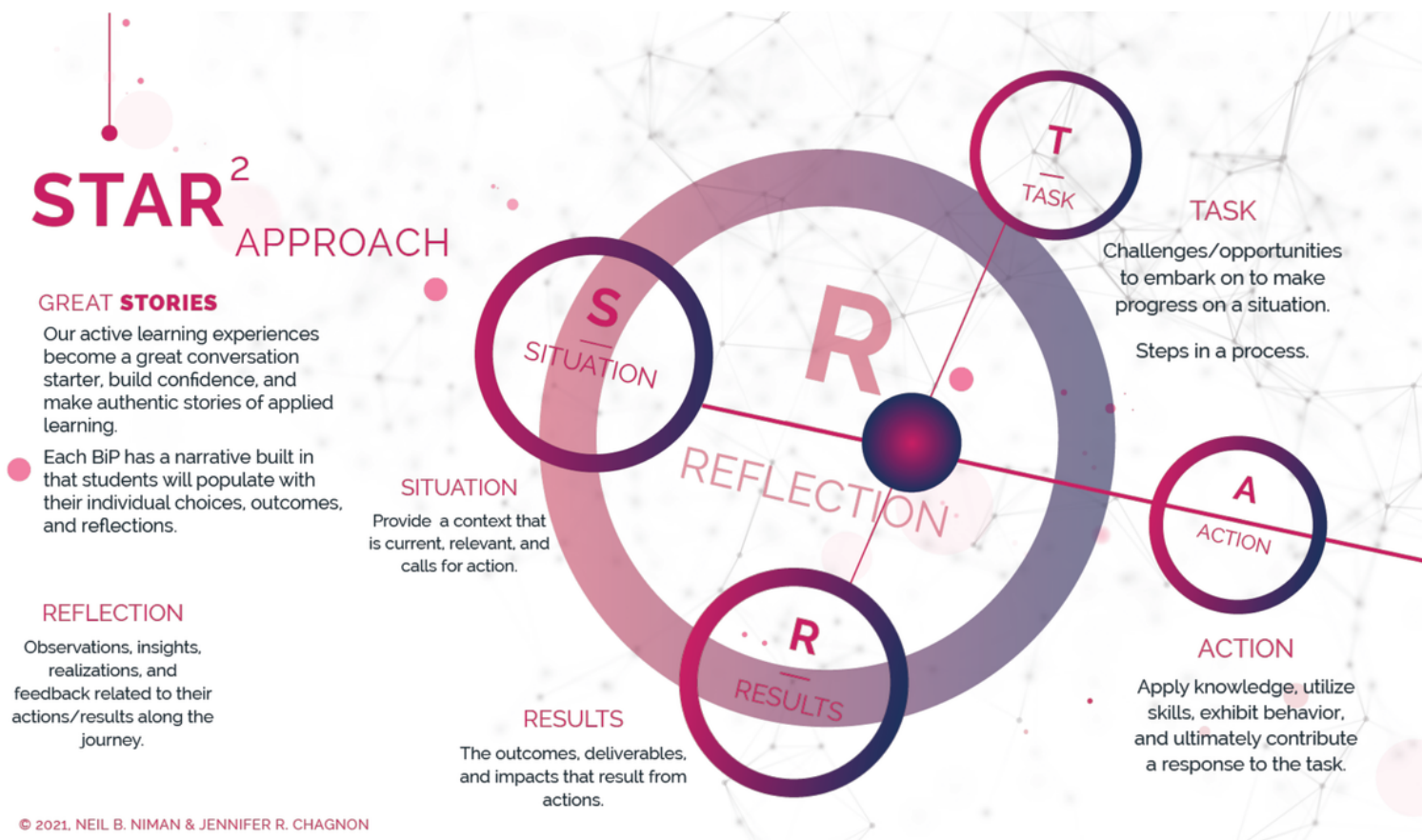
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SETTING THE STAGE

Focus on the application of the content and skill development that is relatable to students, is authentic, and allows student agency.

The STAR(R) Approach provides an adaptable framework that focuses on the students' application of knowledge and development of smart skills.



SCALABILITY

The STAR(R) Approach can be scaled from creating a single session or workshop to developing an entire course experience. The approach lends itself to the inclusion of an industry professional(s) to provide a scenario, project, or process, as well as to provide feedback to further students' development.

CHOREOGRAPHING INTERACTIONS

GROUP DYNAMICS

The first interaction(s) to choreograph is community building. Community building creates a sense of trust between students as well as trust with the instructor.

Community building also establishes expectations, creates a safe space to share perspectives/ideas, and develops working relationships.

- **Pre-class survey**
 - learn about students before they walk into the first class
 - gauge interest/how to customize content
 - inquire about what students may be less confident about (related to taking the course)
- **Start with small groups (recommended 2-4 students)**
 - have them meet and then introduce another person in the group
 - ask students to find something they have in common that isn't related to the class or college
- **Community-builders/icebreakers**
 - relate activities to content or to skills they may need to use during course
 - ex. problem-solving > give them a simple problem solving scenario or puzzle
 - keep it accessible, casual, and relatable
 - instructor should engage with the groups > be curious about approaches
 - invite students that aren't actively engaging to share their perspectives or observations
 - Gradually expand to entire class community
 - "warm call" on groups or students > set expectation that you'll be asking a member of group to share in larger discussion or respond
- **Roles/responsibilities**
 - establish roles/responsibilities for the team or team members
 - give a motivation or lens that is relevant to situation or to make progress
 - consider rotation of responsibilities

ELASTIC COORDINATION

The group process that ebbs and flows to progress towards a cohesive group contribution or outcome. The experience is often cyclical, especially as groups enter collaborative action and may realize additional constraints to be addressed.

CHOREOGRAPHING INTERACTIONS

ELASTIC COORDINATION

- Interplay of Autonomy & Constraint
 - allow small groups to have “creative license” > discretion in how to address situation and/or tasks
 - provide guidance/boundaries for tasks/activities to provide positive process (avoid ‘blank canvas’ syndrome)
 - constraints can focus students on where to explore or put their efforts
 - students should each identify how they interpret the task
- Ideation/Experimentation
 - “Yes, And...” > borrowed from improv > help students initially use an additive approach
 - “What if?” > encourage curiosity
 - create prompts to share perspectives
 - generation of new associations/building on group members’ ideas
- Collaborative Action
 - process of alignment between group’s ideation and progress to address the situation/task
 - groups focus on the ideas that resonate as a group
 - “try out” promising ideas/actions
 - re-focus on constraints (exhibit less autonomy)
 - establish an emerging action, contribution, or response

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PERFORMANCE EXPERIENCE

Designing how to bring the class community together for an impactful, co-created experience.

- Iterative process
 - create opportunities to practice application of content and skills in a variety of situations or ways
 - take buildable steps > not a “one-and-done” approach
 - encourage process and journey vs. only outcomes

PERFORMANCE EXPERIENCE

Designing how to bring the class community together for an impactful experience. [continued....]

- Showcase approaches and viewpoints
 - ask students to highlight approaches > there may be an infinite number of ways to take action
 - invite students to discuss process > achievements, stalling points, and roadblocks
- Real-time Feedback
 - build in time to give feedback in real-time > both from instructor and group-to-group
 - ask groups if they would have approached anything differently
 - include industry professionals to participate in feedback and give additional perspectives/encouragement
 - Ask for student feedback on process, experience, suggestions
- Ripple Effect
 - opportunity to address common issues and other groups to learn from each other
 - raise the level/quality of effort or work
 - continued ideation or refinement of application of knowledge/skills
- Aha moments
 - create space for groups to realize connection points
 - explore impacts of students' ideas/actions
 - highlight how this relates back to 'bigger picture' issues or to their personal lives

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