

DOCUMENTATION TEMPLATES

*TEMPLATES TO USE IN SELF-DOCUMENTATION AND WHEN
DOCUMENTING OTHER LEARNERS*



The following templates can be used to document and reflect on times when you **see** and **hear** the Making Moves in action. Two self-reflection templates and two peer documentation templates are included in this bundle.

Documentation Templates

What Kinds of Learning and Behavior Do these Templates Encourage?

These templates help learners become sensitive to the presence of the Making Moves in their own and others' learning. They are also meant to support reflection about learning in a non-verbal medium.

When and How Can these Templates Be Used?

These templates are meant to be used within classrooms and other learning environments that have an active and ongoing dialogue around the Agency by Design Making Moves. They can be used when thinking about any of the Making Moves. The templates can be used on their own, or in combination with other routines or tools related to the Agency by Design framework. Here are some ideas and considerations for using these templates in the classroom:

- The two self-documentation templates are meant to be used when reflecting after a making experience, while the templates labeled “Documenting Another Learner” could either be used in the moment of making (as in observation) or as a reflection after a making experience.
- You could introduce these templates all at once, or you may want to introduce them one or a couple at a time.
- Language in these templates, and in the Making Moves, should always be adapted to best fit the needs of your learners and your context. Feel free to change up the visual aesthetics or format of the templates as well!
- You could use these templates to help learners work as a class, or in small groups, to create a gallery of examples that illustrate each Making Move.
- You could use these templates on their own, or integrate them into other documentation practices in your classroom, to help illustrate the learning and long-term processes that led to final products. For example, you could incorporate them into exhibitions, demo days, or student portfolios.
- Pairing these templates with an ongoing documentation practice of picture-taking, recording, or capturing student voice in other ways can provide powerful learning opportunities when learners choose and curate the pieces of documentation to use in a template.

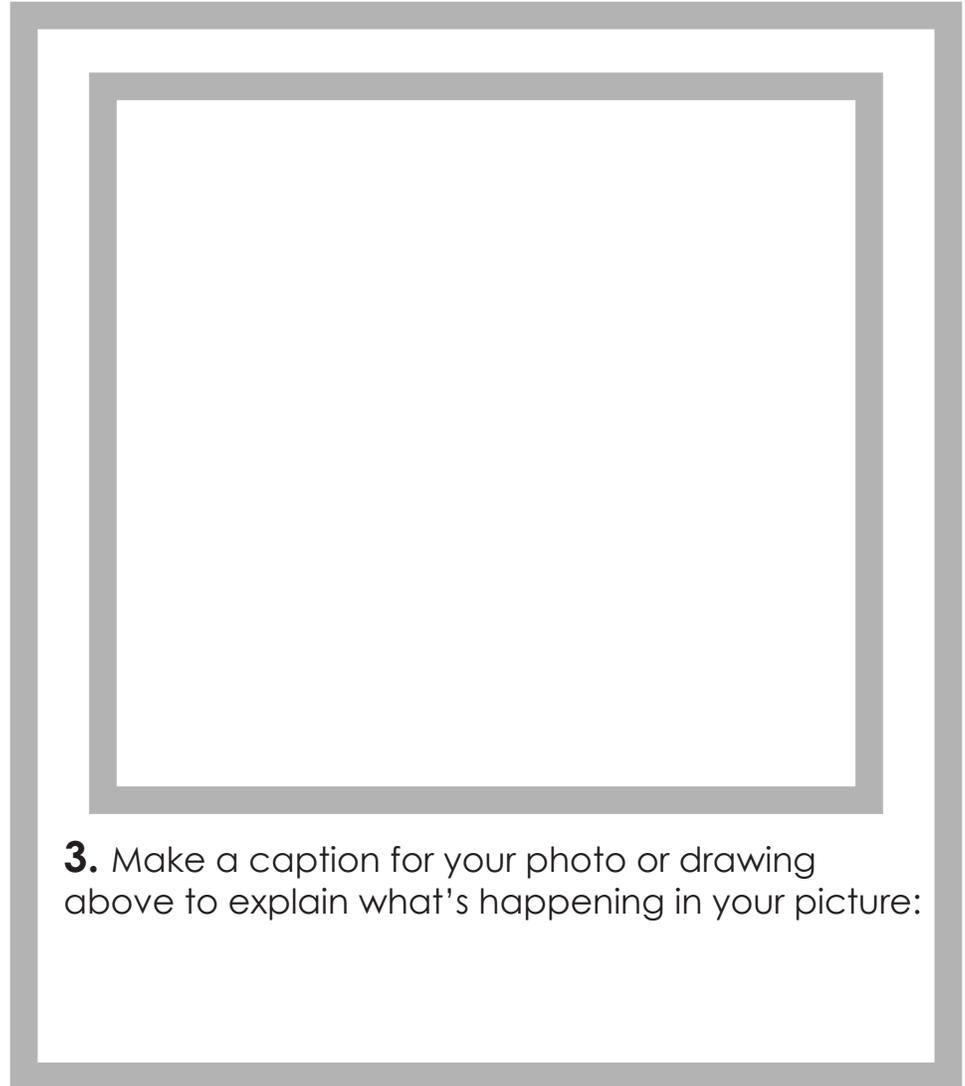
SELF-DOCUMENTATION TOOL

1. Recall a time when you were using one of the Making Moves.

Write the Move here: _____

2. What did it look like?

Place a photo or make a drawing in the picture frame to the right to show yourself using the Making Move.



3. Make a caption for your photo or drawing above to explain what's happening in your picture:

4. Add a thought bubble to your picture above to show what you were thinking about, learning, or what questions came up as you used this Making Move.

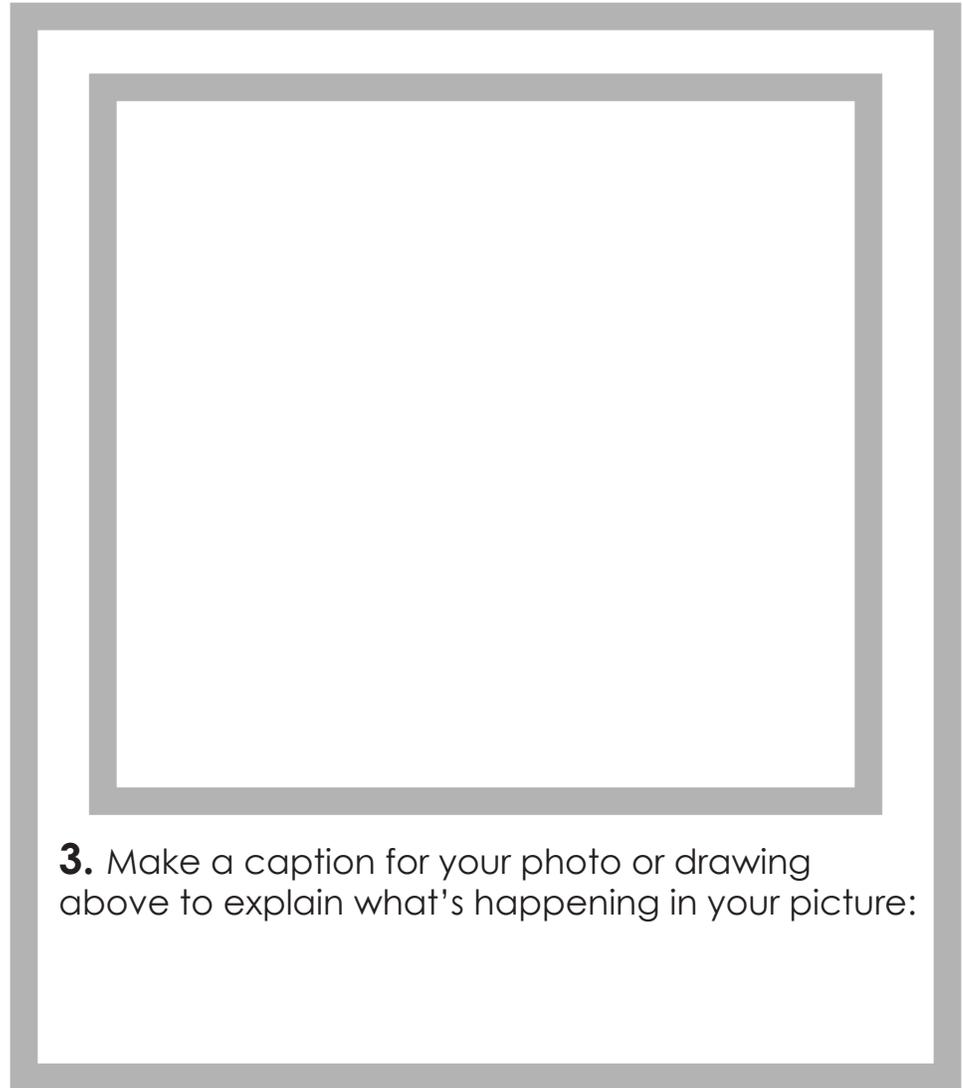


DOCUMENTING ANOTHER LEARNER

1. Document a classmate or friend using one of the Making Moves.
Write the move here:

2. What did it look like?

Place a photo or make a drawing in the picture frame to the right to show your peer using the making move.



3. Make a caption for your photo or drawing above to explain what's happening in your picture:

4. Add a thought bubble to your picture above to show what you think your classmate or friend might have been thinking about, learning, or trying to figure out while using the Making Move.



SELF-DOCUMENTATION TOOL

1. Recall a time when you were using one of the Making Moves.

Write the Move here:

2. Explain what you were working on or trying to achieve when you used this Making Move:

3. What did it sound like?

In the speech bubble to the right, write down something you said or thought that would help someone else know that you were using the Making Move:



4. What were you thinking about, what did you learn, or what questions came up as you used this Making Move?

DOCUMENTING ANOTHER LEARNER

1. Listen closely to what your classmates or friends say or do. Can you hear a Making Move in action?*

Write the move here: _____

2. Try to describe what your classmate or friend is working on or trying to achieve when you hear the Making Move in action:

3. What did it sound like?

In the speech bubble to the right, write down something you heard that makes you think your classmate or friend is using a Making Move:



4. What do you think your classmate or friend might have been thinking about, learning, or trying to figure out while using the Making Move? _____

** Note: if you don't **hear** any making moves, try using the self-documentation version of this template or use the picture frame template to **look** for a move in action.*