

Looking at Documentation Protocol #1

The Looking at Documentation Protocol #1 is a short protocol to be used early in the documentation process. It is helpful for looking at and critiquing documentation to be shared back with students, colleagues, or others.

[Allow approximately 20 minutes for each piece of documentation.]



1. *Encounter Documentation* (5 mins.)

Documenter(s) verbally share key contextual information for the documentation.

The group asks clarifying questions and uses the rest of the time to look at the documentation in silence

2. *Discussion and Feedback* (10 mins.)

The group provides feedback on the documentation (while the documenter(s) remain silent and take notes) with a focus on the following questions:

- Who are the members of the learning group in this documentation?
- What do they seem to be learning in this experience?
- How are they learning with and from each other?
- What in this documentation grabs your attention or feels especially compelling?
- How does the documentation communicate this?

3. *Documenter(s) share a last thought or take-away* (3 mins.)

4. *Group thanks documenter(s) and reflects on usefulness of the protocol* (2 mins.)

Looking at Documentation - Step #2

This protocol is useful midway through the documentation process. It is helpful when creating documentation to be shared more widely.

[Allow approximately 25 minutes for each piece of documentation.]



1. Documenter(s) choose two of the three areas in #3 below they would most like feedback on. (1 min.)
2. Documenter(s) shows documentation to the group without providing any verbal introduction. The group looks at the documentation in silence. (5-7 mins.)
3. The group offers feedback on the two areas of greatest interest to the documenter(s) while the documenter(s) remain silent. (10 mins.)

Focus on Learning

- In what ways does the documentation focus on learning, not just something "we did"?
- How does the documentation make visible the learning process as well as product?
- How might the documentation promote conversation or deepen understanding about some aspect of learning?

Interpretation and Support for Interpretation

- What interpretation by teachers or students does the documentation include?
- What evidence for this or other interpretations does the documentation provide?

The Viewer's Experience

- Is the viewer learning what he or she needs to know in order to follow the account of learning represented in the documentation?
 - Do the visual components add to or detract from the viewer's experience?
4. Documenter shares a last thought and responds to the question, "Am I clear about what to work on? If so, what is it? If not, what will I do to get clear?" (3-5 mins.)
 5. Group thanks documenter(s) for bringing their work. (1 min.)
 6. Group reflects on usefulness of the protocol. (1 min.)