

# Making Learning Visible 2001



**Children as Individual and  
Group Learners  
Ben Mardell and Gina Stefanini**

# Throughlines

**1.How can we best inspire and nurture creative thinking and problem solving in our students and ourselves?**

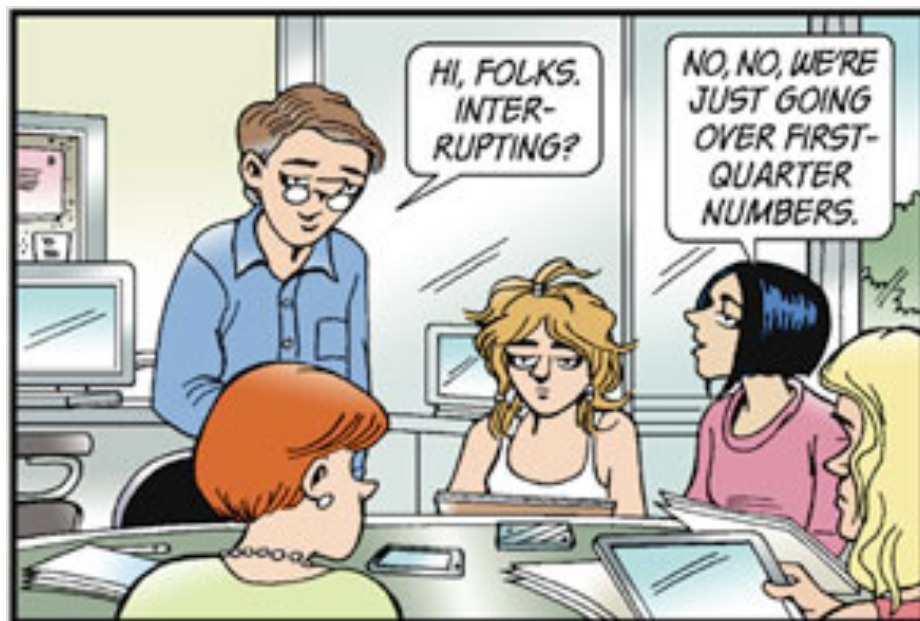
2.What is understanding, and how does it develop?

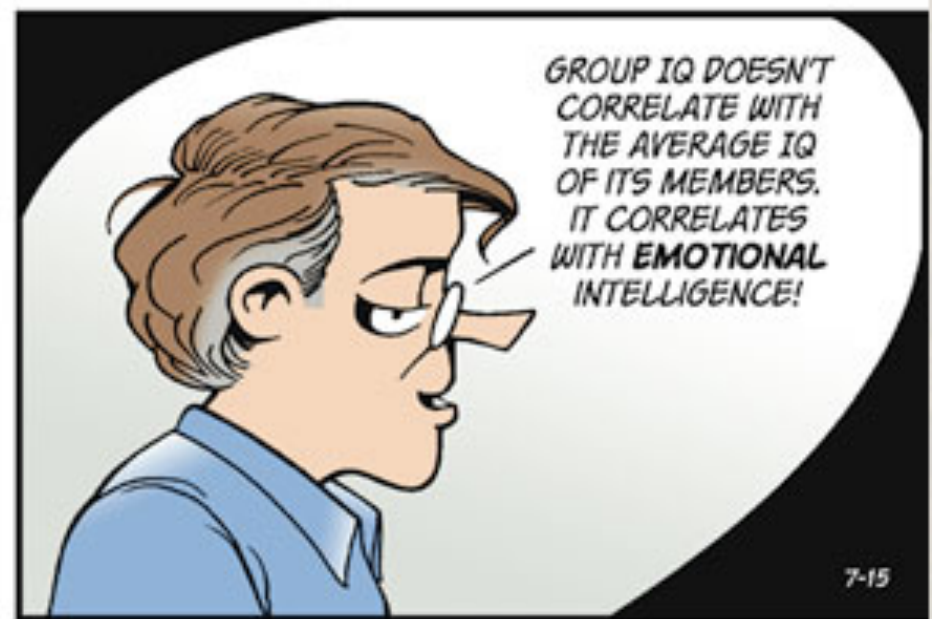
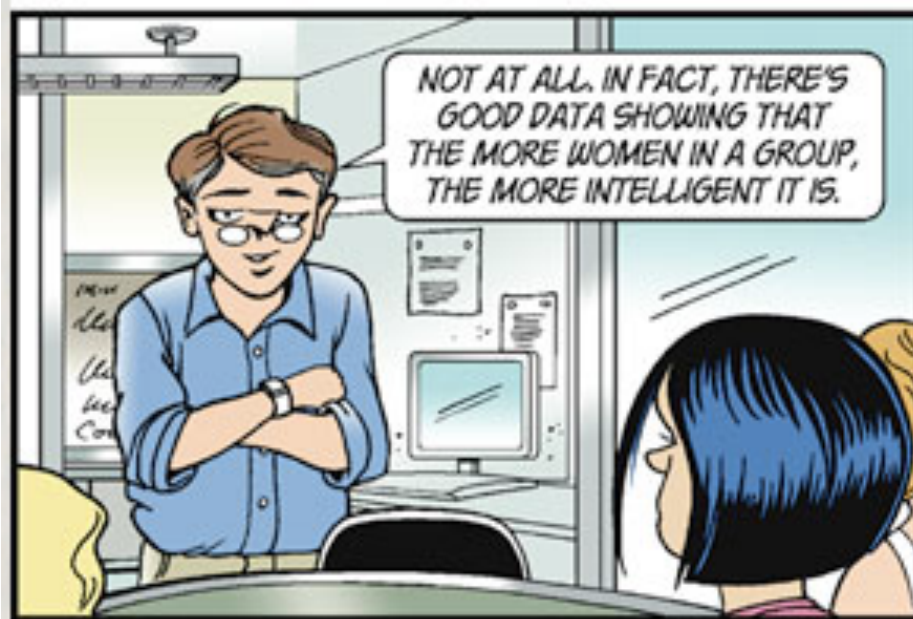
3.What are the roles of reflection and assessment in student and teacher learning?

**4.How can participants continue to share and pursue their understanding of Project Zero's ideas with others after the institute?**

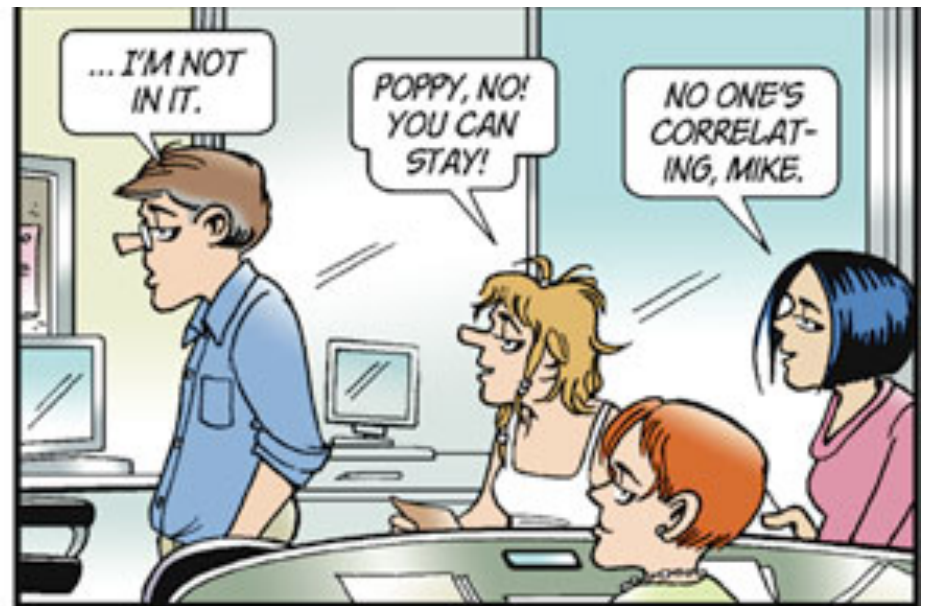
We will look more closely at teaching strategies involved in MLV, particularly in regards the use of documentation and children as individual and group learners.











# Agenda

Six strategies that promote group learning

*What happens to learning and learning groups when we document: Shifts in practice*

A group learning activity: *Throw your money away*

*Meet the directors: Kindergartners study the Boston Marathon*

(Bringing MLV strategies home)



## **Six strategies to promote group learning**

1. Nurturing children's capacities to learn together
2. Designing engaging tasks that benefit from a group perspective
3. Facilitating conversations that deepen learning
4. Forming groups intentionally
5. Choreographing individual, small-group and whole-class learning
6. Using documentation to support individual and group learning

# What happens to learning when we document...



Shifts in Practice

What happens to learning when

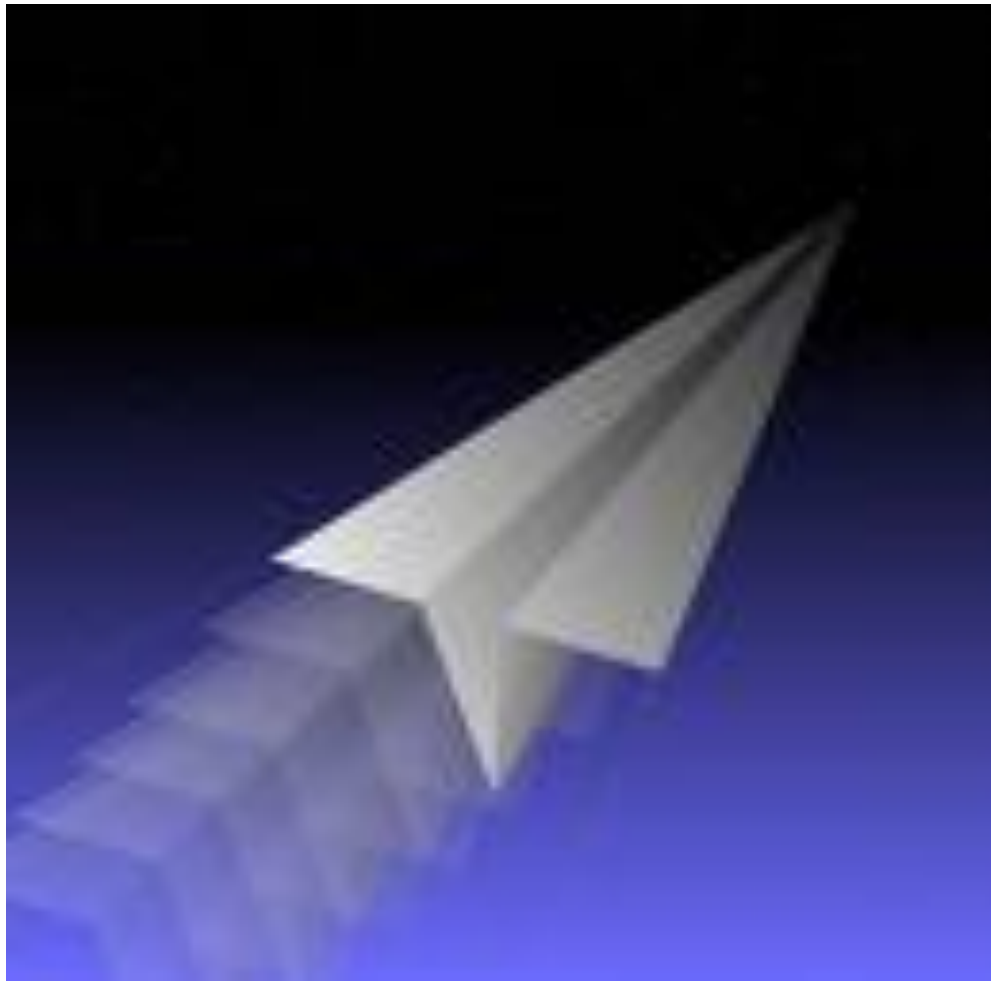
students document learning?

students engage in assessment?

groups of students reflect on  
documentation and share  
'aha' (meaning making) moments?

The practice of **documentation** is  
the *observing, recording,*  
*interpreting,* and *sharing* artifacts  
of learning.

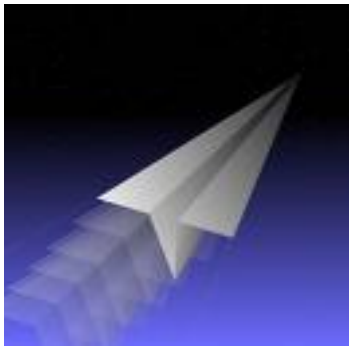
# Throw Your Money Away (The Airplane Activity)



# Instructions for Learners

**As a group**, come up with **two** different designs for paper airplanes that can fly at least ten feet carrying at least **five** pennies.

Begin solo, thinking about designs for about 5 minutes. Then you will have about 15 minutes as a group to design the two planes.



10 Feet





# Instructions for Documenters:

Please observe the following questions:

A) What do you notice about the individual and group's process of building knowledge (and what can you point to that makes you say that)?

B) What do you notice about the individual and group learning about aerodynamics (and what can you point to that makes you say that)?

## STEP II: DEBRIEFING IN SMALL GROUPS

**Documenters:** Share with the learners your observations and documentation about the individuals' and group's process of building knowledge and learning about aerodynamics.

Identify interesting or important moments or shifts in the ways ideas were being developed.

Ground your interpretations in your observations and **be sensitive to the feelings of the learners.**

**Learners:** Share your responses to the documenters' observations and interpretations as well as your own reflections regarding interesting or important moments or shifts in the learning process and what you learned about aerodynamics.

**As a Small Group:** Choose one thing you learned about either individual and group learning, documentation or aerodynamics to share with the whole group.

# Making Learning Visible In Your Own Setting

- What connections to my own work am I already making?
- What new ideas are emerging?
- What will you bring back to your own setting?
- Make a Plan.
- Share your Plan.



## 2

## LOOKING AT LEARNING IN GROUPS: CLASSROOM DISCUSSION GUIDELINES

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**4**

## **ENTRY-POINT CHARTS: ENGAGING ALL MEMBERS OF THE GROUP**

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<i>Student</i>	<i>Connection</i>	<i>Contribution</i>
Addie	Interested in civil rights movement; might be interested in history of women runners	Strong group leader
Alex	Loves all things Italian; might be interested in Italian runners	Alex could help Mike overcome his shyness
Andrew	Loves hearing and telling stories	Ability to read and write
Christopher	Father ran the race; likes competition	Organizational skills, focus on task
Mike	Working with Alex might help him participate more	Encouraging and supportive group member

<i>Student</i>	<i>Connection</i>	<i>Contribution</i>	<i>Student Survey</i>
Paul	Family in Alabama	Good listener	Loves this book
Yusef	Mother is a lawyer	Graphic ability	No knowledge of book or story
Illana	Grandmother participated in civil rights movement	Knowledgeable about civil rights movement	Saw the movie
Sheniah	Loves to read	Strong writer	Would like to be in a leadership role

## **Chapter 10**

### ***Making Learning Visible in an Age of Accountability***

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