

## ZOOM PANEL GUIDELINES

**Layout** To help the readability of your exhibit:

- Have the information move from left to right on the panel or bulletin board.
- Number the parts of the exhibit to signal “read this first”, “read this second”...
- Ask a colleague for feedback to see what is and isn’t clear about your layout.
- Use Helvetica type face (*minimum 36 pt.* for titles; *20 pt.* for other text).
- Highlight in bold points or phrases you consider most important.

**Title** A good title gives viewers an immediate sense for your piece. Try for something that gets at the meaning of the documentation. You might want to use a metaphor or a child or adult’s words—anything that will pique viewer interest and convey what the learning is about. The title should be prominently placed in the top left.

**Question** Your question should be connected to supporting student learning. You will likely need to revise your question several times before settling on a final version.

**Context** Try to keep the context to no more than one-two short paragraphs of background information that will help set the stage for viewers. The context should include the *who, what, where, when, and why* of the exhibit (teacher/documenter name(s), age group of learners, name of school and town, date or time period described, purpose of the learning experience, *and what motivated your question*). Place photos or images of the learners in the upper lefthand corner. The context can also include the learning prompt or project, the size of the group, relevant previous experiences, or materials used.

**Zoom In (Moment of Learning)** Carefully select from the various artifacts you collect (transcripts, photographs, student work, etc.) documents that are most critical for helping viewers see how you came to your interpretations about learning (see below). Try to include at least something about the learning process as well as product—the *how* as well as the *what* of learning.

**Zoom Out (Findings/Analysis; Implications/Further Questions)** This section describes what *you* learned and includes two parts (though they can be combined into one): the meaning you make of the *Zoom In* moment (“Findings/Analysis”) and your sense of the larger implications for teaching and learning more generally (“Implications/Further Questions”). You can also include brief reflections throughout the *Context* and *Zoom In* sections. What story of learning do you want to tell? What was exciting or surprising to you about the learners’ experience? What moved you or furthered your thinking? How will the documentation help you shape future learning? What connections can you make to broader issues or images of teaching and learning?