

# A Story of Learning

---

As a school creates its identity, a story develops, a story of what is essential and rooted in its fabric.

Traces of the story can be told through classroom documentation of learning, which is then examined by children and adults for the purpose of deepening their understanding. Through careful looking and dialogue, new stories unfold, new directions emerge, new ideas evolve.

This endless weaving and reweaving creates the thinking classroom.



# “Documentation and a Culture of Thought”



IB Regional Conference: Cultures of Learning

Madrid, Spain

October 4-7, 2012

Deborah Ferrari, Mary Marjerrison, and Melanie Schryburt  
Bilingual European School - Milan, Italy

# Dialogue... “a fundamental aspect of well-being”

--Tiziana Filippini, Reggio Children

## ⑩ Documentation plays a critical role in fostering a culture of dialogue

...dialogues that promote confrontation with ideas, reflection, revision, deeper investigations, and understanding





# Some Key Components of a Culture of Dialogue



Pablo Picasso

- ❖ children and teachers are learners and teachers
- ❖ learning is made visible through documentation
- ❖ learning is propelled through interaction with documentation
- ❖ children and teachers negotiate uses of their documentation

# Creating Our Story...

Airplane  
“Rounds”

⑩ “Lydia

observing, documenting  
interacting with student work  
the Fairy Scientist”



# the Airplane Design Task

- DESIGNERS: In your group, you have 5 minutes to plan how you can construct a paper airplane that holds five 5-centimeter coins and can fly at least 3 meters

test models can be built, but no flying!

- 10 At the signal, your group will have 10 minutes to construct and test two airplanes that meet the criteria

DOCUMENTERS: Meet with Melanie for instructions



# Airplane Thinkpoints

---

Designers:

Reflect on your experience. What were some interesting or important moments or shifts in your learning?

Documenters:

Share your observations and insights.

All:

Describe what might be some next learning steps if we were to continue this learning experience



# More Airplane Thinkpoints

---

❖ **Purposes** (social relationships, organization, ideas, roles)

**Knowledge** (aerodynamics, measurement)

**Strategies** (observation, anecdotal notetaking, recording, photographing, writing, sketching)

**Tools** (ipad, mobile phone, camera, notepad, sketchbook, post-its)



# “Rounds”

❖ Put on your lab coats...  
it's time for some examinations!



<http://quinncreative.files.wordpress.com>

<http://www.bookseed.com.au/>

# “Rounds” Thinkpoint

---

- **THINKING ROUTINE: The Mind Map**  
Contribute to our collective mind map on the benefits of documenting student thinking
- **THINKING ROUTINE: Connect-Extend-Challenge**  
How are the ideas and information presented connected to what you already know?  
What new ideas did you get that extended or pushed your thinking in new directions?  
What is still challenging or confusing for you? What questions or puzzles do you now have?

<http://pzweb.harvard.edu/vt/index.html>

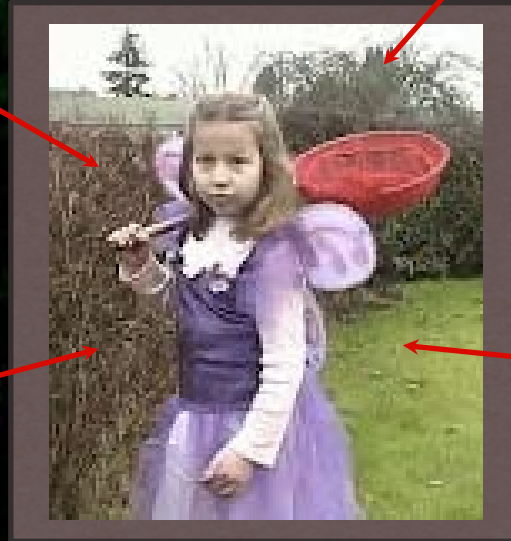


# Lydia, the Fairy Scientist: Thinkpoints

from Lydia's  
perspective...

What does learning  
look like?

How and where does  
learning thrive?



<http://youtu.be/akk5EvTMGKo>

How does  
documentation  
advance  
her learning?

**If you were Lydia's teacher,  
what might be some next steps  
to deepen her inquiries and concepts?**



# The Last Word

~~~~~



MYST: Me, You, Space, and Time

• <http://pzweb.harvard.edu/vt/index.html>

for continuing your thinking...



# Resources

---

## Internet:

- ALPS: <http://learnweb.harvard.edu/alps/home/index.cfm>
- Ron Ritchhart's website: [www.ronritchhart.com](http://www.ronritchhart.com)
- VT website: <http://pzweb.harvard.edu/vt/index.html>
- AT website: <http://www.pz.harvard.edu/at/>
- MLV website: <http://www.pz.harvard.edu/mlv/>
- Stories of Learning website: <http://storiesoflearning.com/>
- Project Zero / Visible Thinking:  
[http://pzweb.harvard.edu/vt/VisibleThinking\\_html\\_files/06\\_AdditionalResources/CultivatingACultureofThinking.pdf](http://pzweb.harvard.edu/vt/VisibleThinking_html_files/06_AdditionalResources/CultivatingACultureofThinking.pdf)

## Books:

- Blythe, Tina, David Allen, and Barbara Schieffelin Powell. Looking Together at Student Work. New York: Teachers College Press, 2008.
- Project Zero and Reggio Children. Making Learning Visible: Children as Individual and Group Learners. Reggio Emilia, Italy: Reggio Children, 2001
- Project Zero. Making Teaching Visible: Documenting Individual and Group Learning as Professional Development. Cambridge, MA: Project Zero. 2003
- Rinaldi, Carlina. In Dialogue with Reggio Emilia. London and New York: Routledge, 2008.
- Ritchhart, Ron, Mark Church, and Karin Morrison. Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners. San Francisco: Jossey-Bass, 2011. [www.josseybass.com](http://www.josseybass.com)
- Ritchhart, Ron. Intellectual Character: What It Is, Why It Matters, and How to Get It. San Francisco: Jossey-Bass, 2002.
- Tishman, Shari, David N. Perkins, and Eileen Jay. The Thinking Classroom: Learning and Teaching in a Culture of Thinking. Allyn and Bacon, 1995.