Where Might We Look for Learning?

By expanding our view of what constitutes evidence of learning and where and when it occurs, we can begin to illuminate a much richer picture of the learning happening in our classrooms. The five aspects of learning identified here represent possible areas on which to focus, draw students' attention, and perhaps even formally capture in some form.

In the "Why?"

GUIDING QUESTIONS

The initial stimulus or provocation along with students' early discussion & emerging questions in which the learning is rooted.
Students' emerging theories, ideas, and speculations.

In the Connections

TO SELF AND COMMUNITY

How has the learning contributed to student's sense of self and personal identity as a learner? How has the learning connected students to the community or world? How have students grown as a result of their learning?



In the **Process**

ACTION AND THOUGHT

As learning progresses what actions do students take?
What decisions are they making? How is their thinking about the topic changing? What new ideas and questions are emerging? How are the class's learning plans evolving?

In the **Products**

FINAL WORK

The artifacts, work, products, performances, papers, or displays students produce as they culminate their learning. This may include reactions to the work by various audiences

In the Reflections

TAKING STOCK

Students reflect on their learning to capture key decision points, struggles, puzzles, and insights as well as changes in thinking. This also includes reflective commentaries by teachers, mentors, and parents.

When we seek to develop a fuller picture of learning in a way that informs students, teachers, parents, and the community both during and after the learning, the display of products in the classroom may become less dominate as other aspects of learning begin to take their place and space.