

## 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.)