

CI 510: Documenting Children's Learning: Tools and Strategies
Summer 2006

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Office hours: Times may be arranged with instructor.	

Course Description and Objectives

In this course, students will explore documenting children's group learning experiences, emphasizing the relationships between the children's learning and adult engagement through collaboration and teacher reflection. Students will expand their current views and ideas about children's education by investigating and discussing the images of children, teachers, and families in relation to teaching and learning. We will rediscovering how to pay close attention to details in group learning in order to capture, collaborate on, and reflect on children's learning.

The goals of this course are for students to investigate group learning techniques, directly observe project work, find ways to collect and share documents of children's group learning experiences, and reflect on creativity in classroom teaching and learning. Students will have many opportunities to consider their teaching style and philosophy about documentation design, collaborative techniques and style, and journal writing exercises through readings, presentations, videos, and group discussions. Students will be challenged to examine their own assumptions and commonly held ideas about their pedagogy of teaching and learning through the act of documenting young children's experiences.

Course Schedule

- Note that this indicates only due dates and small group work. Other topics, activities, and readings will be incorporated into the schedule.
- Students needing accommodations are encouraged to contact PSU Disability Services (725-4005) and the Instructor at the beginning of the term.

June 26	Introduction to class. Values and bringing ourselves fully into this work Reading in class pp 10-33 Documentation Groups Formed
June 27	Why Document? Reading Due: <i>MLV</i> pp 34-141 (pay closer attention to 58-77, 108-115, & 116-136) Documentation groups: 'Children's Group Learning' Presentations part 1
June 28	Why Collaborate? Reading Due: <i>MLV</i> pp 142-271 (pay closer attention to 154-213, 228-244) Documented Observations Due
June 29	Reflecting back... Reading Due: <i>MLV</i> pp 272-341 (read more closely 272-283, 322-329, 330-334) Documentation groups: 'Children's Group Learning' Presentations part 2
July 7	Final paper due in Will's office.

Course Requirements:

Readings

Required: Guidici, C., Rinaldi, C., & Krechevsky, M. (Eds.). (2001). *Making Learning Visible: Children as Individual and Group Learners*

Assignments

I. Documentation Groups: 'Children's Group Learning' Presentations. In groups of 2-3, students will practice capturing learning or/documenting a small group of children in the lab school. Each group will be responsible for sharing from their documentation with classmates.

- a. The extraordinary in the quotidian (everyday ordinary) events.
- b. What role you (as documenter) played as the scribe for the event.

In other words, present your preliminary documentation/findings and include some interpretation and some direct observations as you present.

II. Documented Observations

Each student will conduct one ten-minute observation of children.

Create a 1-page observation (in MS Word, PowerPoint, or Publisher) which includes the following:

1. 1-2 sentence (metaphorical description) of the context
2. 1 paragraph of discussion of observation
3. 1 paragraph of analysis of observation
4. 2-3 scanned, photocopied, or photographed documents as supporting evidence to your description and analysis (you choose where to place these in your document).
- 5.

III. Documentation Groups: Refined, added to, or new children's group learning

In your same groups, students will document and present in class the child/teacher/community learning of some activity you witness. Keep a journal on your process of witnessing this learning experience. Questions for your journal writing will be presented in class. Presentation should be refined, added to, taken away from, or new from the first round. Your final version is to be polished and take into consideration discussion, analysis, questions, and create a change in the world view of the images of school: child, teacher, parent, and/or community. Leave us with an innovative, fresh, and new way of seeing/thinking about/considering/questioning/etc. childhood.

IV. Final Paper

A 6-8 page (3-4 if undergrad) documentation presentation reflection paper is due Friday, July 7.

Questions to answer for this paper include: How have you changed, grown, and/or expanded your thinking through these experiences? What have you come to believe the role of the documentation, collaboration, and reflection is in teaching and learning? And, how will you use the information you've learned in your future work? The final paper must include quoted materials, ideas, and reflections from the text (other articles, books, etc.) and our in-class discussions. Please use the APA 5 style when writing this paper and include your reference list.

Grading

Documented Observations	20%
Final Group Documentation	30%
Final paper	30%
Participation	20%

Attendance is a mandatory part of this class to accomplish our goals. If a student has a challenge with attendance, it may affect their final grade.

Grading Scale

92-100 %A	80-81%B-	69%D+
90-91%A-	79%C+	Below 69% ..F
89%B+	72-78%C	
82-88%B	70-71%C-	