

# Creating Possibilities: Studying the Student Experience

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# Studying the Student Experience

- *Activate **learner agency*** through studying student experience
- *Collaborate **through learning relationships and partnerships*** with students, teachers, principals, and communities
- *Use **pedagogical documentation*** to study student actions *with* students to better understand and inform actions
- *Generate and share **practice-based evidence*** within a provincial networked learning community
- *Value **students and teachers as researchers and leaders***
- *Provoke **pedagogical possibilities*** through student informed innovations
- *Celebrate **innovation, change, and the joy of learning***

# Studying the Student Experience

## HOW

## WHY

### ***Pedagogical Documentation***

Document and study student actions in a variety of learning contexts in order to better understand and inform actions

- Increase understanding of how assessment for and as learning & responsive instruction impacts student learning, well-being and achievement

### ***Collaborative Relationships & Partnerships***

Engage in collaborative learning relationships and partnerships with students, teachers, principals, and communities in an iterative process that is focused on student learning

Contribute to collective professional knowledge about learning and teaching

### ***Research to Interrogate Thinking***

Create and share a research-based product which documents important learning and pivotal moments that emerge from studying student learning

- Contribute to the spread of this learning through knowledge mobilization activities within and among district school boards



# Unpacking the Possibilities

current  
realities

contradictions

possibilities

<http://www.edu.gov.on.ca/eng/about/renewedVision.pdf>

# What are the possibilities for our work?



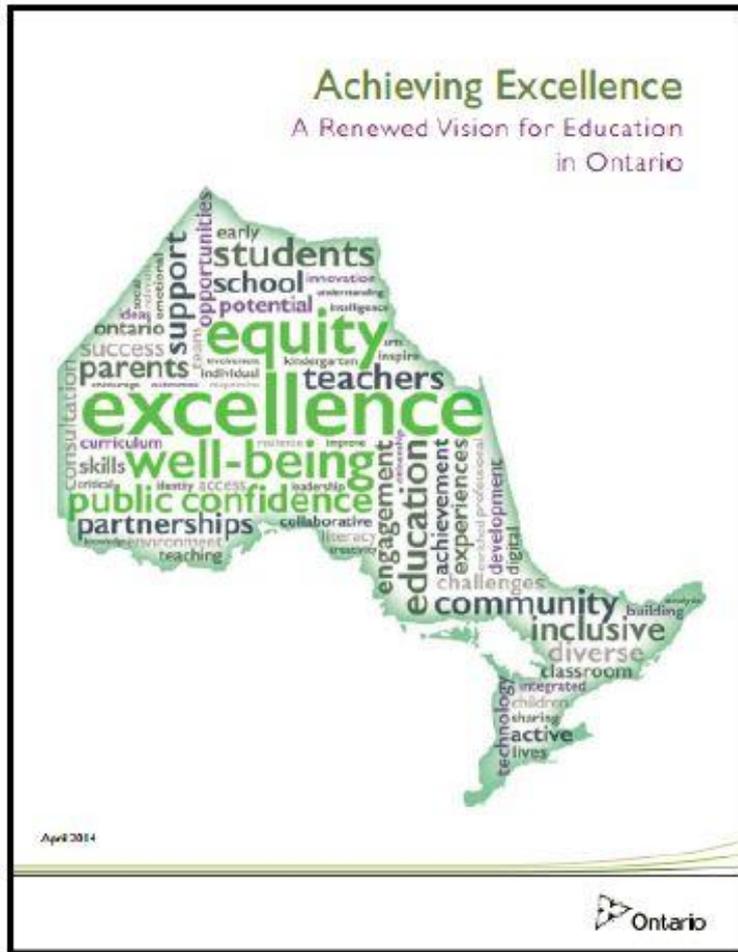
*A project of possibility begins with a critique of current realities.*

*... a contradiction exists between*

*the openness of human capacities that we encourage*

*... and the social forms that ... within which we must live our lives.”*

Roger Simon



“In our culture, we believe that every child is born with gifts. What will our schools do to uncover and develop the gifts of our children?”

- An Aboriginal Leader

*Achieving Excellence: A Renewed Vision for Education in Ontario*

<http://www.edu.gov.on.ca/eng/about/renewedvision.pdf>

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# Activating the Vision



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# What is pedagogical documentation?

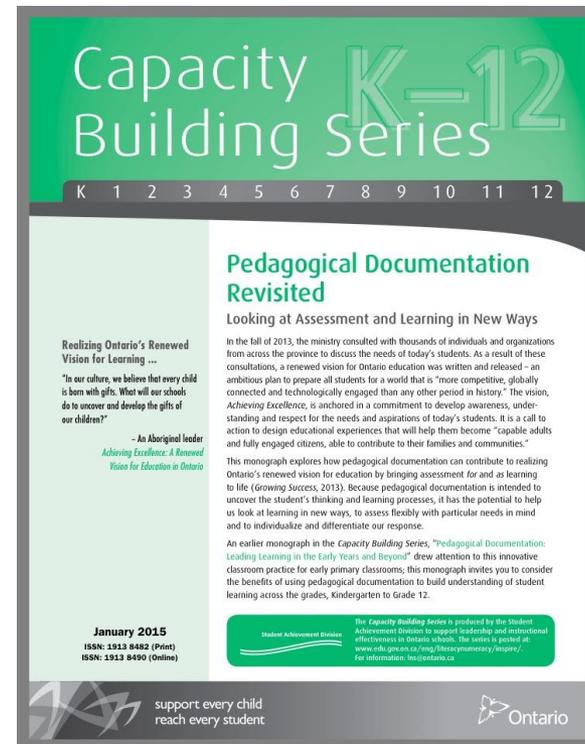
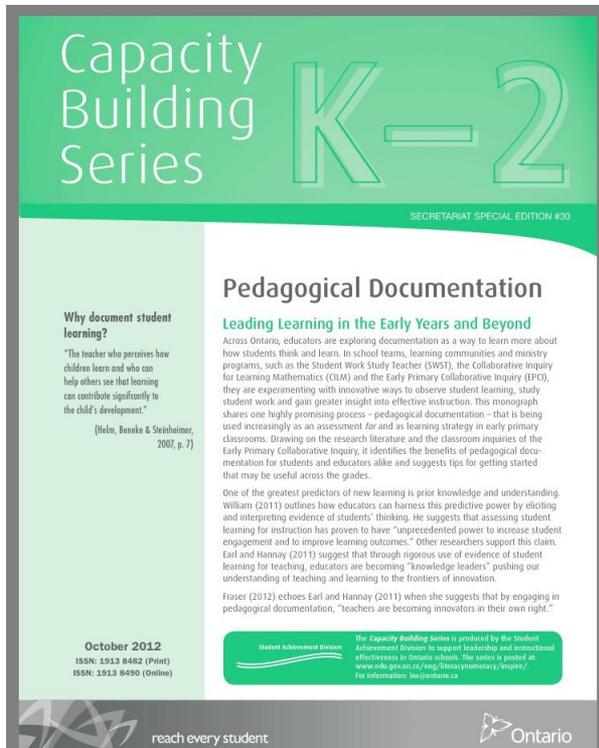
**Pedagogy** is the understanding of how learning takes place and the philosophy and practice that supports that understanding of learning. (*How Does Learning Happen?* p. 16)

We define **documentation** as the practice of observing, recording, interpreting, and sharing through a variety of media the processes and products of learning in order to deepen and extend learning ... These physical traces allow others to revisit, interpret, reinterpret, and even re-create an experience. (*Visible Learners*, 2013, p. 74)

... **pedagogical documentation** is a process for making pedagogical (or other) work visible and subject to dialogue, interpretation, contestation and transformation. (Dahlberg, p. 225)

# Pedagogical Documentation

*What are the possibilities for your work?*



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# Pedagogical possibilities

## *An Open-ended Math Activity*

- View video: **“Charlie’s Gumballs”**
- In pairs: Generate and Explore a wondering about the video.
- Video Pedagogical Documentation

# Charlie and the Gumballs

- what are you wondering?
- <https://www.youtube.com/watch?v=7SYZWDMLf8>



## Adding Rigour to Your Curiosity

Here is the pedagogical documentation process in brief and some reflective questions for your school team:

- **Introduction** *What do we need to know to understand the context of this documentation? What is our purpose in reviewing this documentation together?*
- **Description** *What did we see/hear/feel? It is vital not to skip or shorten this step, nor to include interpretations at this stage.*
- **Interpretation** *What does the documentation suggest about the learner's thinking? What are our questions and wonderings? What lens are we using to interpret this documentation (e.g., curriculum, learning skills, research/professional reading)? How do we decide whether an interpretation is credible and truthful and whether one interpretation is better than another?*
- **Implications** *What are the implications for deepening the learning? What additional information is needed? What actions will be taken as a result, for the learner, educators, the school and/or the community? How will we differentiate teaching and learning based on this new learning? If we are adjusting our teaching for a small group of students we know well, how will this impact our teaching for the whole class?*
- **Reflection** *What have we learned about the process of pedagogical documentation? What are the applications to other aspects of classroom practice? How are we capturing our professional learning?*

# Protocol Considerations

- Ensuring that judgement is put on hold during the description phase
  - *“When you said ... what did you see/hear that made you think that ...?”*
- Connecting description with specific details to interpretations and implications
  - *“When I saw/heard ... it made me wonder if ...”*
- Informing analysis with research, at any phase, is critical for provoking new understanding
- Negotiating the tension between taking action versus slowing down to consider multiple viewpoints (Little, 2012)
- Facilitation is often required to promote diverse perspectives and to coordinate understanding (Little, 2012)

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## “The space between the teaching and the learning”

*There is always a space between  
the teaching and the learning,  
and rather than try to close that space  
(control where and how the student is changed),  
the teacher should work within that space,  
embrace that paradox,  
and explore the possibilities of  
disruptions and change  
that reside within the unknowable.*

*(Kumashiro, 2000)*

# Checking Your Interpretations

## Trustworthiness

Credibility

Applicability

Reliability

## Authenticity

Fairness

New  
Learning

Action  
Focused

Make a  
Difference

*Both educators and researchers must negotiate their way amongst the continually flickering shadows of the ethical dilemmas that arise when we work with visual images intended to bring visibility to the lives of children in way that include their voices in a collaborative endeavor.*

Pat Tarr (2011)

# Ethical Considerations



# What is Monitoring?

**Monitoring** is the *ongoing gathering, reviewing and assessing* of information to track and document progress towards *achieving* results and goals.

**Monitoring** is also a way of owning one's *learning*.



## Assessment for Learning

- Conversations/Saying
- Observations/Doing
- Products/Representing

*Do we observe with a pedagogy of listening?*

*What, how, why and when should we document?*

*When do we document with a lens of curiosity?*

*When do we observe and document with a specific focus in mind?*