

# Documentation Heuristic for “Making Learning Visible” in LCs

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## 1. Asking Questions – *The Pedagogy of Inquiry*:

What do you want to know about student/faculty learning in LCs?

- Select a guiding question - what questions do you have about student/faculty learning worth documenting?
- What kind of student/faculty learning do you want to make visible: integrative learning/teaching, adaptive expertise – disciplinary grounding, embodied learning (i.e., affective, identity, body), socially situated learning – collaborative and/or communal?
- Why do you want to make this learning visible – what is the purpose of the documentation?

## 4. Going Public – *The Pedagogy of Collaboration*:

What story might you tell as you represent, report, and share your documentation?

- What media might be useful for “going public” with your documentation?
- Who is your audience (e.g., students, faculty, administrators) and how might you elicit feedback from them?
- What artefacts can you assemble to present a more complete representation of student/faculty learning?

*“Documentation is the process of gathering evidence and artifacts of what happens in the classroom. Documentation is not only the process of gathering evidence and artifacts, but also a physical collection of evidence and artifacts, the reflection on and analysis of the collection, and the presentation of that collection, or part of it, in a way that makes learning visible to the [students] and the teachers.”*  
[Carla Rinaldi, 1994]

## 2. Capturing Learning – *The Pedagogy of Listening*: How might you capture student/faculty learning and make it visible?

- What technology might you use to capture student/faculty learning: observation and note-taking, audio-recording, video-recording, a combination of technologies?
- What might be the context of your documentation: individual student/faculty learning, an assignment, the course, or the program?
- How might you engage students/faculty as co-creators or co-documentarians?

## 3. Perceiving Patterns - *The Pedagogy of Discovery*:

What student/faculty learning is visible now that wasn't before?

- What did you experience while engaged in listening/observing your students/faculty? What did you expect to hear/see? What did you actually hear/see? For example, did your students/faculty bring in additional experiences or make unexpected connections?
- What seems to be documented? What interpretations can you draw – what concrete components of documentation support what you're seeing?
- What else might have been documented if you had chosen to do so?