

Contents

Foreword	xi
<i>Alan November</i>	
Preface	xiii
A Collaboration Invitation	xiii
<i>A Guide to Documenting Learning Rationale</i>	xiv
Disclaimers	xv
Assumptions	xv
Acknowledgments	xvii
About the Authors	xix
Introduction	1
Chapter Descriptions	1
1. Documenting Learning Types and Purposes	3
Documenting Learning Types	4
Documenting OF Learning	4
Documenting FOR Learning	6
Documenting AS Learning	8
Documenting Learning Purposes	12
Making Learning and Thinking <i>Visible</i>	15
Making Learning and Thinking <i>Meaningful</i>	18
Making Learning and Thinking <i>Shareable</i>	19
Making Learning and Thinking <i>Amplified</i>	21
2. Documenting Learning and the Now Literacies	25
Relationship Between Documenting Learning and <i>Now</i> Literacies	25
Basic Literacy	26
Media Literacy	29
Digital Citizenship	30
Global Literacy	34
Information Literacy	38
Network Literacy	41
3. Documenting Pedagogy and Heutagogy	45
Defining the Difference Between Pedagogical	
Documentation and Heutagogical Documentation	45
What Is Pedagogical Documentation?	45

How Does Pedagogical Documentation Correlate With the SAMR Taxonomy?	46
What is heutagogical documentation?	51
Defining the Difference Between Displaying and Documenting	54
What Is the Difference Between Displaying and Documenting?	54
What Is Acceptable as Evidence of Learning When Documenting?	57
4. Documenting Engagement and Learning Layers	63
Defining Learner Engagement	63
The Primary Learner	63
The Secondary Learner	64
Documenting Learning Layers	65
Students Documenting Their Own Learning	65
Teachers Documenting Student Learning	67
Teachers Documenting Their Own Professional Learning	68
Schools and Districts Documenting Learning as Institutional Memory	70
5. Documenting With Sharing and Amplifying in Mind	73
Sharing and Amplifying When Documenting Learning	74
What Are the Connections Between Sharing and Amplifying?	74
Sharing With Oneself—Slight Degree of Amplification	76
Sharing Face-to-Face—Low Degree of Amplification	76
Sharing Online—Increased Degree of Amplification	77
Sharing Globally—Extended Degree of Amplification	79
6. Documenting Phases	83
Documentation Phases	84
Pre-documentation Phase	84
During-documentation Phase	93
Post-documentation Phase	100
7. Documenting Learningflow Routine	111
Learningflow Routine Steps	111
Look for Learning	112
Capture Learning	114
Reflect on Learning	115
Share Learning	117
Amplify Learning	118
8. Documenting With Text and Visual Platforms and Tools in Mind	121
Text and Visual Platforms and Tools	122
Schoolware and Worldware Considerations	123
Text and Backchannel Documentation	124
Image/Photograph Documentation	133

9. Documenting With Audio, Video, and Blogging Platforms and Tools in Mind	147
Audio and Video Platforms and Tools	148
Audio Documentation	148
Video Documentation	150
Blogging Platforms and Tools	164
Blogging Documentation	164
Hyperlinked Writing	167
10. Documenting With Unpacking in Mind	173
Unpacking Documentation Artifacts	173
Unpacking Blog Posts	173
Unpacking Twitter Feeds	176
Unpacking Conference Hashtag Feeds	179
Unpacking Backchannels Using TodaysMeet	182
Unpacking Backchannels Using Google Docs	184
Unpacking Infographics and Sketchnotes	186
11. Documenting Challenge: 21st Century Skills and the Now Literacies	189
Focusing the Challenge	189
Framing the Challenge	190
Look for Learning	192
Capture Learning	193
Share the Learning	196
Amplify the Learning	198
Applying the Challenge	204
Your Turn!	204
Now What?	205
12. Documenting Learning and Branding: Administrative Actions	207
School and District Brand Identity	208
Documenting Learning and Branding Identity	210
13. Documenting Learning: Moving Forward	223
What to Cut? What to Keep? What to Upgrade?	223
What to Cut?	224
What to Keep?	228
What to Upgrade?	233
Appendix	241
Glossary	245
References	249
Index	255