Ac Ra a e a d A

01.

As a whole group, articulate the designed product's (e.g., intervention, curriculum) theory of learning and/or change. Discuss how that theory shows up in the designed product.

02.

Break the design team into small groups. Provide each group with a template of a collaboratively designed product, such as a lesson plan or protocol. Instruct the team to provide a high-level, bulleted outline of the "elements of a performance" (e.g., a lesson plan may have a warm-up, didactic instruction, collaborative work, and closing as well as strategies of questioning, scaf olding, relationship building).

03.

Commitments to Equity and Wellness

Sustaining designed research activity necessarily involves a reflexivity and flexibility to continue to adapt to the fluid nature of human activity. For designed activities to be culturally relevant, they need to be able to adapt to the social, cultural, and political context. Thus, it is important to make explicit how the different components of a designed activity interact with each other, making clear the activities and theories that undergird learning/development and the ways in which they can be adapted, modified, and re-mediated (Gutiérrez, Morales, & Martinez, 2009). Articulating the interactions of different design components makes visible the ways that designed activities can be adapted so as to attend to collaborators' experiences, emotions, and wellness.

Add   a Read

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