

MAKER CAPACITIES: OBSERVATION/REFLECTION

A TOOL FOR EDUCATORS

This tool is connected to the Agency by Design Making Moves. The Making Moves identifies three maker capacities that support a sensitivity to design, along with their associated learning moves. On the following pages you'll find three observation sheets, one for each of the maker capacities: Looking Closely, Exploring Complexity, and Finding Opportunity.



When to use:

When an instructional experience has been designed with one of the maker capacities in mind, use one of these observation pages to help you observe and document what learners are doing, and then later reflect on how the experience went.

How to use:

1. Identify the maker capacity you want to observe, note the context/setting/lesson in which you are observing, and use the tool to guide your observations. Often, it's best to focus on observing one or two Making Moves, rather than the whole capacity.
2. After the observation experience is over, use the REFLECT section of the tool to reflect on the experience and make notes about what you'll do going forward.

Looking Closely

Using any and all of the senses to fully notice what's there

Context/Setting/lesson _____

| What MOVES are learners making? <i>(sometimes it's best to focus on observing just one or two moves)</i> | What is the learner/group doing that shows the move in action? | What is strong or striking about the learner/group's experience? |
|--|---|---|
| Notice everything Learners cast a wide net to capture all that they can observe | | |
| Revisit Learners look/listen/touch again, and see if they can find something new | | |
| Use categories Learners look for different kinds of features or components | | |
| Juxtapose Learners look at things side by side; compare, observe relationships | | |
| Physically change perspectives Learners look from high, low, far away, close up | | |
| Other moves related to the capacity? | | |

REFLECT on your observations

What will you do, now that you've made these observations? For example, you might:

- Broadly keep them in mind as you teach
- plan further instruction that specifically targets certain moves
- Share/converse with learners about what you've observed
- Share and discuss the observations with other educators/stakeholders
- Develop more detailed documentation to further illuminate what you've observed, e.g., through pictures, audio, video, text.

Notes:

Exploring Complexity

Illustrating and exploring the multiple ways that things, ideas, and systems can be complex

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|---|---|---|
| Explore inner workings Explore how things, ideas and systems work—what are their parts and interactions | | |
| Explore points of view Consider and take different perspectives: What different ways can you look at this? | | |
| Probe your own perspective Examine your own assumptions and beliefs | | |
| Look back and forward Explore the histories and possible futures: How did this come to be? Where might it be going? | | |
| Tinker to explore Take things apart, put things together, play around with how things work | | |
| Other moves related to the capacity? | | |

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Notes:

Finding Opportunity

Envisioning designs, redesigns, and hacks

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|--|---|---|
| Envision Imagine what could be invented, or how things could be changed | | |
| Reframe Rethink, refocus, or re-define a problem, opportunity, or procedure; hack or repurpose how things work | | |
| Make (and draw) plans Identify steps; sketch what things could look like and how they could work; illustrate ideas and processes | | |
| Source resources Be proactive and creative about finding information, advice, and instruction | | |
| Prototype and test Make models and run tests; try things out to see what works | | |
| Other moves related to the capacity? | | |

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