

Reflect, Connect, Project

A Routine to Reflect Back and Think of Future Directions for Learning and Making.

Choose a Making Move you've been working with, or have seen in action, and consider...

Reflect

What stood out to you as you used this Making Move, or watched a classmate or friend use it? Why do you think this Making Move might be important for learning?

Connect

How could this Making Move connect to things you are learning or doing outside this class or learning experience?

Project

How might you use this Making Move differently in the future? What's another Making Move that you're inspired to use as your work goes forward?

PURPOSE

What kind of thinking does this routine encourage?

This thinking routine helps learners to think in the past, present, and future, viewing their making in the context of a long-term and broad trajectory of learning. It is meant to cultivate an ongoing reflective practice in the classroom or other maker-centered learning context.

APPLICATION

When and where can I use it?

This routine is meant to be used within classrooms and other learning environments that have an active and ongoing dialogue around the Agency by Design Making Moves. It can be used when thinking about any of the Making Moves. Learners might use this routine to reflect on their own use of a Making Move, or to reflect on a peer's use of a Making Move. The routine can be used on its own, or in combination with another routine or other tools related to the Agency by Design framework. Here are some ideas and considerations for putting this thinking routine into practice:

- The three elements of this routine can be introduced to learners all at once or one at a time.
- You may find that in the beginning, it is helpful to distinguish for learners the difference between the use of the word project as a noun (as in a multi-stage task that unfolds over time) and its use as a verb (as in look forward), which is the third part of this routine. This, and other language in this routine and in the Making Moves, should always be adapted to best fit the needs of your learners and your context.
- As with all routines, it is helpful to use the language of the routine early and often in order to help learners internalize the mental moves it encourages.
- You might use the language of this routine to make students' thinking visible by incorporating it into concept map prompts, group conversation structures, personal journal-writing, etc.
- You could hang this routine up in the learning space in order to encourage the language of the routine to be used in teaching, learning, and reflection on an ongoing basis.

This thinking routine was developed as part of the Visible Thinking project at Project Zero, Harvard Graduate School of Education. Explore more Thinking Routines at pz.harvard.edu/thinking-routines