

# Introduction

*Reading is to the mind what exercise is to the body.*

—Joseph Addison

## CHAPTER DESCRIPTIONS

Our book contains 13 chapters (see Image Intro.1) that can be read in sequential order or by reading and applying the chapters that most interest you. That said, it is recommended you begin with the first three chapters simply because they lay a documentation foundation that

- explains the nuances among three types of documenting—OF, FOR, and AS learning;
- expresses the need for learners to embrace and put into practice the *now* literacies; and
- addresses the differences between pedagogy and heutagogy in the context of learning evidence.

Chapters 4 and 5 provide in-depth information regarding learner engagement and the gradation of sharing and amplifying when planning for and implementing documenting learning opportunities.

The core of our framework is found in Chapters 6 and 7, which consist of the three documentation phases—*pre-documentation*, *during-documentation*, and *post-documentation*; and the five steps involved in the *documenting learningflow routine*. You will discover that the phases and routine are not completely separate components, as there are times when the two overlap.

Chapters 8 and 9 contain activities and narratives that help you put the phases and routine into practice with a variety of media platforms and tools, while Chapter 10 explains how to unpack collected media.

Chapter 11 features a documenting learning vignette based on the three phases and routine steps coupled with specific learning focuses and goals.

A school's or district's collective visible evidence of learning helps to convey its mission, vision, and values. Chapter 12 focuses on the concept of branding as an identity tool through the use of sharing and amplifying documentation artifacts.

Chapter 13 addresses three questions related to implementing or expanding the use of the documenting learning framework: *What to cut? What to keep? What to upgrade?* The first question is viewed through the lens of mindsets and attitudes; the second through the lens of academic necessities; and the third through the lens of upgrading assessments and grading practices.

The Appendix includes sketchnote and infographic planners to aid you in summarizing the phases and routine for your documenting learning opportunities. It also contains a KWHLAQ template to assist you in your planning process.

Given a word or phrase may be unfamiliar to you while reading, a Glossary of Terms is also included.

Throughout the book, there are images and infographics to aid your understanding, as well as QR codes that lead to additional reading on a particular topic or concept. Given some QR codes take you to public materials, we do not have control over whether these sites are removed or edited. We hope we have selected ones that are timeless, but one never knows!

Lastly, you are invited to contribute using the #documenting4learning hashtag on Twitter, Facebook, or Instagram; or by mentioning @documenting4learning on Facebook and Instagram, and @doc4learning on Twitter.

### Image Intro. 1

