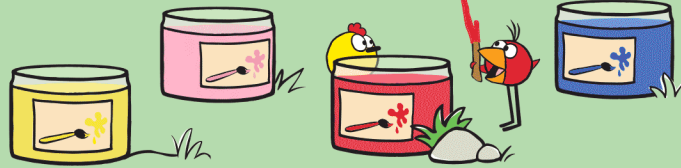




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Teaching Strategies Documentation and Reflection

What Is Documentation and Reflection?

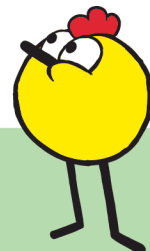
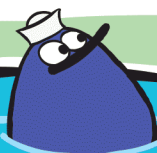
- Documentation is the process of recording experiences.
- Using documentation, children and educators can look back on their experiences during an activity and think more deeply about them.

Types of Documentation

- **Child-generated documentation** happens when children record their own learning. It can include:
 - drawing a picture of what they did
 - taking photos of their work
 - explaining what they're doing and what happened while you transcribe their words
- **Educator-generated documentation** can include:
 - creating charts
 - making notes
 - taking photos
 - recording audio
 - shooting video

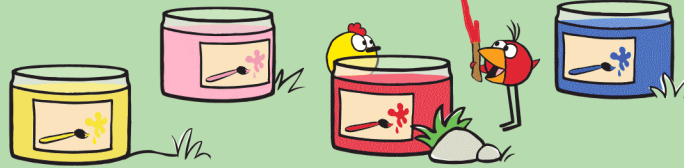
Why is documentation and reflection important?

- **Children don't learn from their experiences alone.**
 - They need to think about what they have done and talk with others.
 - They will often notice new things about their work the second or third time they review it.
- **It gives children a sense of ownership.**
 - To see their work documented gives children a sense of ownership—making it much more likely that they will remember, apply, and build upon this learning.





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- **It captures the process of scientific inquiry.**
 - Science is a process that includes predictions, testing, questioning, problem solving, experimentation, and sharing ideas. Documentation helps capture the process of scientific inquiry, not just the outcomes.
 - It allows children to see the steps they took.
 - Children begin to learn that an important part of science is collecting, describing, and recording data.
- **Language skills are strengthened.** Commenting on documentation asks children to:
 - clarify their ideas
 - explain their reasoning
 - communicate their perspectives, both to themselves and to others
- **It is an invaluable teaching tool,** allowing you to:
 - develop activities that respond to the needs of each child
 - communicate with parents and share concrete examples of children's work
 - show children the connections between the different activities and ideas they've been exploring

Teaching Strategy: Encouraging Children to Create Documentation

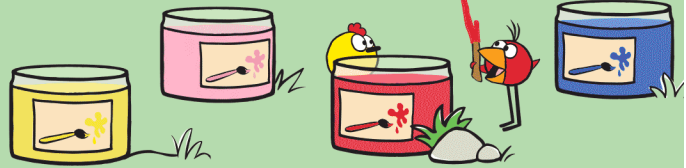
Why is encouraging children to create documentation an effective teaching strategy?

By helping children document what they are doing, you make it possible for them to reflect on their work and to understand and make sense of their experiences.





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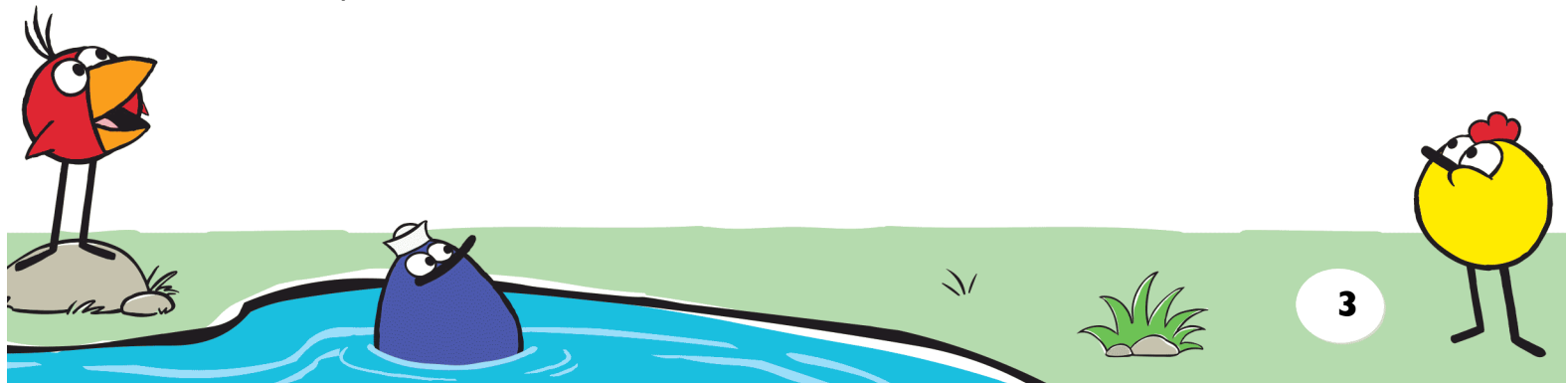


Children can be encouraged to document their work in many different ways:

- **Drawing pictures** is an ideal way for children to make their learning visible.
Example: On a trip outside, give a child several different shades of green crayons so she can draw all the “green things” that she sees. Back inside, she might order the images from lightest shade to darkest shade. As she draws and discovers, she’ll be comparing and classifying colors and making observations about nature.
- **Charts, graphs, and models** allow children to “see” or visualize their thinking and to compare their results with peers.
Example: Children might create a chart of brown-colored objects they discovered inside, and brown-colored items discovered outside. Then they might look at the chart and decide if there are any similarities or differences between them.
- **Dictating thoughts** for you to transcribe (usually in an abbreviated form) helps children learn about their thought process.
Example: Sit with a child who has sorted items by color and write down the child's words as he talks about how he sorted each set of items. As the child talks, he'll start to become aware of his thinking processes while building language and communication skills.
- **Recording, videotaping, or photographing** a child’s demonstration or explanation gives children perspective on what they have accomplished.
Example: Videotape a demonstration to document how a child goes about comparing the colors of two objects by placing them side by side.

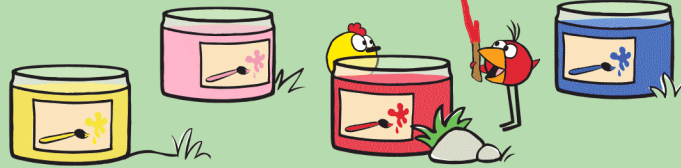
Your Experiences

- What kinds of documentation do you typically do with children?
- What types of documentation do children seem most interested in creating—do some forms come more naturally to them than others?
- Have you run into any challenges while having children document their explorations? What kind?





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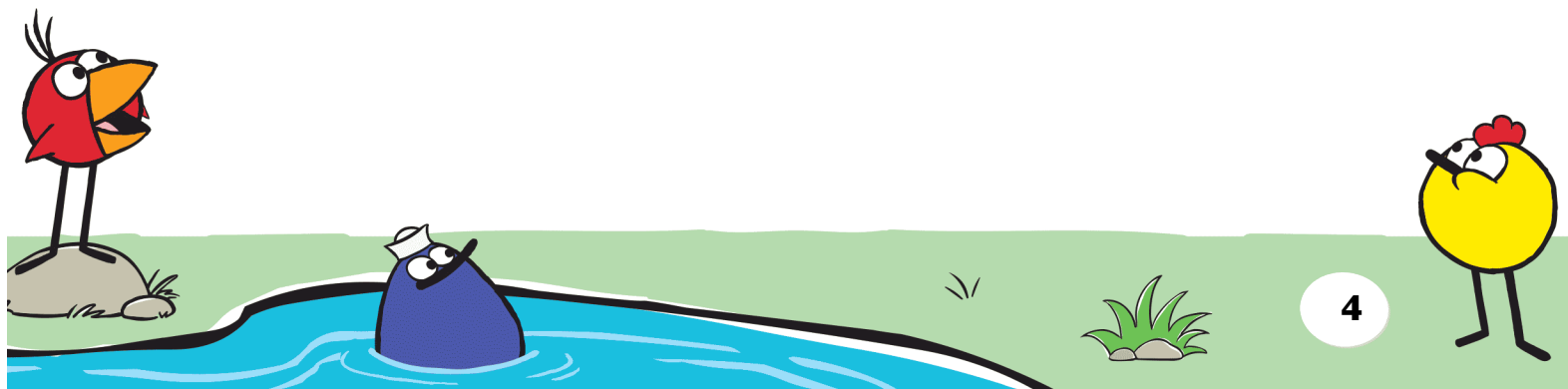
Teaching Strategy: Using Documentation and Reflection as Teaching Tools

How does using documentation and reflection benefit your teaching?

Documentation will engage children, deepen their learning, and make connections between the different science activities you've shared together. It will spark conversation and get children to share what they did and learned.

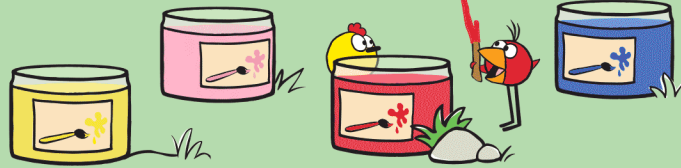
There are many benefits to documenting children's work:

- **It helps children remember, share, and reflect** on their ideas and experiences. Looking at a photo or chart helps children recall their thoughts and ideas about what they were pursuing.
Example: To document sorting crayon colors, photograph the original pile of crayons, then take photos as children separate them into different piles. The photos can spark a discussion of how each child went about trying to separate and categorize the jumble of colors compared to how others did it.
- **It connects ideas and builds on learning.** Documentation helps children see connections between the different activities they've done and encourages them to think more deeply about them. Charts are especially good for this.
Example: Begin a week of exploration with a chart called "Different Shades of the Same Color." At the end of each day, review what is already on the chart and add any new ideas the children suggest. Returning to the chart each day helps them think back on the activities they have done and see the thread of ideas that connects them.
- **It shows that you take children's explorations seriously.** Recording something gives it importance.
Example: Videotape children mixing colors and then watch the video as a group, inviting children's comments. The very fact that you've taped their activity shows children you consider their explorations valuable.





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- **It helps with lesson plans and in understanding the needs of each child.** Documentation is key in helping you plan instruction and future activities. With your notes, transcriptions, and photos, you can see what really catches the children's attention. What do they want to know more about? What was hard for them to grasp? Did they seem to engage more in indoor or outdoor activities about color?
- **It enables specific communication with parents or caregivers.** Here are a few activities you can use:
 - Send home children's drawings and transcriptions.
 - Set up a bulletin board with photos, charts, and drawings that children can show their caregivers and talk about when it's pick-up time.
 - Create a portfolio for children that shows evidence of their growth and learning over time.
 - Strengthen the home/school connection by encouraging parents to explore color with their children at home.

Your Experiences

- Do you use cameras, video, or audio recording devices when you document? How has technology helped you? Have you encountered any problems with it?
- Do you use “low-tech” resources, such as written notes, to document learning?
- Have you faced any challenges when documenting children's learning? If so, what were they?
- What benefits of documentation have you noticed?

Teaching Strategy: Reflecting Together

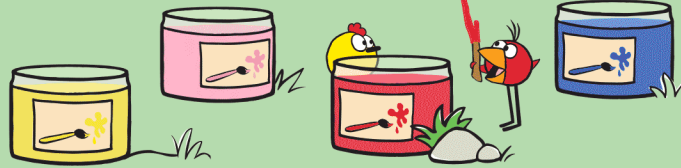
Why is reflecting together an effective teaching strategy?

After children document their work, it's essential they reflect on it: that's where much of their understanding about what they experienced takes place. As you reflect together, you strengthen children's reasoning abilities, help them consider others' perspectives, and build their communication skills.





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There are many ways to promote reflection:

- **Children sharing ideas**
 - Have a child present her documentation in a group and encourage the others to ask questions or comment on something they find interesting.
 - An engaged and receptive audience will make the child who is presenting feel excited and proud to be showing his work, and more confident in expressing ideas and conclusions.
 - The audience also benefits by working on their ability to listen and sustain attention, and by developing social skills in taking turns.
 - Group reflection encourages children to consider new perspectives.

- **One-on-one conversations**
 - Not all children will want to share their reflections in a group.
 - Conversations with you during or after a child has created documentation gives you the chance to explore with a child on his or her own terms.

- **Displaying documentation**
 - Post on bulletin boards, poster board, or a tri-fold board.
 - Create a “save it” shelf, where children keep their creations, or a class album full of photos, children's drawings, and children's words.
Example: Use a post-it note or index card to write what they have to say about a model they have created and are now displaying.

- **Including parents in reflection**
 - Consider inviting parents to come and observe as children talk about their creations.
Example: Set up a color gallery that children can walk their parents and caregivers through. Encourage children to ask, *Do you have any questions about this picture?* As children explain their work to their parents, they'll be reflecting upon their learning.

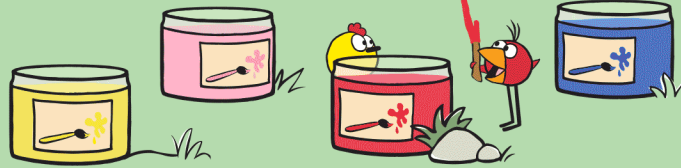
Your Experiences

- What types of documentation seem the easiest to get children to reflect on?
- What's your experience been with guiding group reflection compared to reflecting with children individually?





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Additional Resources

For more information on documentation and reflection

There are additional Teaching Strategy PDFs on the PEEP Web site along with instructional videos. These illustrate documentation and reflection related to the other PEEP science units: Plants, Water, Shadows, Ramps, and Sound.

For more videos and information on other topics

In addition, the Web site offers Teaching Strategies and videos on other professional development topics: Learning Environments, Individualized Instruction and Science Talk.

