

WORKING ON THE WORK PROTOCOL

Step 1: The Presentation of the Lesson *Only the designer(s) may speak.*

10 minutes

The designer(s) describes the lesson (i.e., the unit of work). In this presentation the designer(s) endeavors to answer the following questions:

- ✧ What were students expected to learn from participating in these activities?
- ✧ What were students expected to do in order to learn these things?
- ✧ Which of the Design Qualities were emphasized in creating the work, and why was it assumed that these qualities were likely to be most important in encouraging these students to become engaged in the tasks they were expected to undertake?
- ✧ What actually happened? Were students engaged? Was the level of engagement as high as expected and desired? Did students show persistence when the going was tough? What evidence is there that the students learned what was intended? What, if any, surprises were encountered?

* *Use only if lesson has already been taught.*

Step 2: Clarifying Questions *The presenter(s) responds immediately and succinctly.* **3 minutes**

A group of colleagues, acting as collegial friends, asks clarifying questions to ensure that all the data relevant to the questions listed above are displayed and that there is a clear understanding of the responses provided by the presenter(s).

Step 3: Analysis of the Lesson *Only the collegial friends may speak.* **15 minutes**

Using the Working on the Work framework, as if presenter is not present the collegial friends provide feedback. The analysis should seek to answer these basic questions:

- ✧ Which Design Qualities were given emphasis, and was the emphasis adequate to the need?
- ✧ Were there Design Qualities that were not emphasized that should have been and, in retrospect, that seem likely to increase engagement, etc.?
- ✧ What results for students provide evidence of engagement?

Step 4: Response of the Designer(s) *Only the designer(s) may speak.* **10 minutes**

The designer(s) responds to the analysis and acknowledges ideas he or she intends to consider in refining the lesson.

- ✧ At this point, designers and colleagues reverse roles and follow Steps 1 through 4.

Lessons Learned *Everyone permitted to speak.* **10 minutes**

When the Protocol has been completed, the group debriefs, addressing the following questions:

- ✧ How did the Working on the Work Protocol help you reflect on the work you have designed? Cite examples.

Maximum Total Time: 58 Minutes