

**Ac Ra a e a d A**

**01.**

As a whole group, articulate the designed product's (e.g., intervention, curriculum) theory of learning and/or change. Discuss how that theory shows up in the designed product.

**02.**

Break the design team into small groups. Provide each group with a template of a collaboratively designed product, such as a lesson plan or protocol. Instruct the team to provide a high-level, bulleted outline of the "elements of a performance" (e.g., a lesson plan may have a warm-up, didactic instruction, collaborative work, and closing as well as strategies of questioning, scaffolding, relationship building).

**03.**



## Commitments to Equity and Wellness

Sustaining designed research activity necessarily involves a reflexivity and flexibility to continue to adapt to the fluid nature of human activity. For designed activities to be culturally relevant, they need to be able to adapt to the social, cultural, and political context. Thus, it is important to make explicit how the different components of a designed activity interact with each other, making

clear the activities and theories that undergird learning/development and the ways in which they can be adapted, modified, and re-mediated (Gutiérrez, Morales, & Martinez, 2009). Articulating the interactions of different design components makes visible the ways that designed activities can be adapted so as to attend to collaborators' experiences, emotions, and wellness.

# Add a Read

Jurow, A., & McFadden, L. (2011). Disciplined improvisation to extend young children's scientific thinking. In R. Sawyer (Ed.), *Handbook of research on improvisation in education* (pp. 236-251). Cambridge University Press.

Kirshner, B., & Polman, J. L. (2013). Adaptation by design: A context-sensitive, dialogic approach to interventions. *Journal of Curriculum Studies*, 45(1), 1-15.

Nicolopoulou, A., & Cole, M. (1993). Generation and transmission of shared knowledge in the culture of collaborative learning: The Fifth Dimension, its play-world, and its institutional contexts. In E.A. Forman, N. Minick, & C.A. Stone (Eds.), *Collaborative learning: Social and cultural perspectives* (pp.283-314). Oxford University Press.

# Watch

Abramson, R. M. (1980). Improvisation for K-8 students: Dalcroze-based improvisation. *Journal of Music Therapy*, 66(5), 62-62.

Gutiérrez, K. D., Morales, P. Z., & Martinez, D. C. (2009). Re-mediating literacy: Culture, difference, and learning for students from nondominant communities. *Journal of Curriculum Studies*, 41(2), 33(1), 212-245.

Hickey, M. (2009). Can improvisation be 'taught'? A call for free improvisation in our schools. *Journal of Music Therapy*, 27(4), 285-299.

Philip, T. M. (2019). Principled improvisation to support novice teacher learning. *Journal of Curriculum Studies*, 51(1), (1970), 121(6), 1.