



Book Review Article

Documenting Learning Moments, Journeys, and Expeditions as Teachers' Reflection: A Book Review of the Writing Teacher's Guide to Pedagogical Documentation

Ismail ANAS^{1*} 

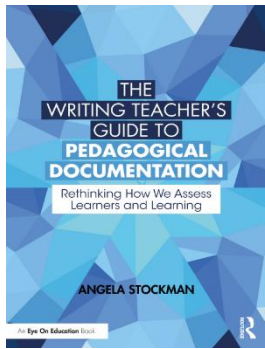
Corresponding author: ismailanas@poliupg.ac.id

DOI: <https://doi.org/10.31963/rial.v2i1.4661>

Received: 27/11/2023

Revised: 15/01/2024

Accepted: 05/02/2024

Book Cover	Bibliographic Information	
	Title	<i>The Writing Teacher's Guide to Pedagogical Documentation: Rethinking How We Assess Learners and Learning</i>
	Author(s)	Angela Stockman
	Published Year	2024
	Edition (if any)	-
	ISBN	978-1-003-33324-1 (ebk)
	Price	£20.69
	Publisher	Routledge

To cite this article: Anas, I. (2024). *Documenting Learning Moments, Journeys, and Expeditions as Teachers' Reflection: A Book Review of the Writing Teacher's Guide to Pedagogical Documentation*. Research and Innovation in Applied Linguistics [RIAL], Vol 2 (1), 74-78. <https://doi.org/10.31963/rial.v2i1.4661>

¹ Politeknik Negeri Ujung Pandang, Makassar, INDONESIA. Email: ismailanas@poliupg.ac.id
 ORCID: <https://orcid.org/0000-0002-6345-0952>



INTRODUCTION

Education is a dynamic and collaborative process where students play a pivotal role in their own learning journey. They surpass their traditional role as mere recipients of knowledge and become active partners in the learning process, inspiring and enriching educators' practices. However, despite the immense value that lies within the activities that unfold within classrooms, these experiences often go undocumented and unnoticed. The documentation of classroom activities yielded pedagogical evidence, which served as data informing teachers' decision-making and instructional practices. Pedagogical documentation is a tool for formative assessment to identify the students' learning needs (Buldu, 2010; Rintakorpi, 2016). These needs can be generated from capturing classroom learning activities as data or documents for learning analytics (Jones & McCoy, 2020). By emphasizing practical processes, protocols, and tools for effective documentation, Stockman equips educators with the essential framework to capture and analyze the full spectrum of learning experiences. It also provides teachers with the necessary guidance to enhance their documentation practices and promote authentic and evidence-based learning for their students. It goes beyond theory, offering real-world case studies and examples from experienced documentarians who have harnessed the power of documentation in their own teaching contexts. It offers an opportunity to reimagine teaching practices and create inclusive and vibrant learning environments. This book is organized in three parts: 1) a comprehensive description of documentation, 2) how to plan and organize a documentation project, and 3) what tools and resources to document the students' learning.

BOOK CONTENT

Part I of this book consists of three chapters, including a comprehensive explanation of documentation and its process, the kaleidoscope of documentation, and a comprehensive guide to using this book. According to this book, documentation is a process of documenting, studying, and sharing learning experiences. It is seen as a tool that allows educators to improve teaching and learning by understanding important relationships, patterns, and trends in their practices. Stockman gives examples of documentation, such as photo-taking, video creation, audio production, and the collection of documents (e.g., assignments, products, lesson plans, worksheets, rubrics, and reflection journals). The teachers can then analyze these evidence as reflective sources to make changes in their future classrooms. In the second sub-topic, the author illustrates the kaleidoscope of documentations emphasizing on moments, journeys, and expeditions as a means to capture the dynamic and multifaceted nature of the learning process. She recounts her experiences when engaging in comprehensive documentation of various aspects of the learning process, encompassing both her teaching practices and student activities. In other words, she regards documentation not only as a means of assessing and improving teaching practices but also as a way to capture the essence of learning moments, journeys, and expeditions, making the entire process more profound and complex than initially anticipated. The author's views on

documentation are also supported by the experiences and reflections of three documentarians. In the last section of part I, she encourages and convinces readers to feel the sense of documentation adventure and illustrates how it worked in her classrooms. She additionally delineates prevalent challenges associated with the documentation process, while also expounding on strategic approaches for their resolution.

Part II of this book provides a detailed outline for planning your own documentation projects. It explores five essential aspects: choosing what to document (a moment, journey, or expedition), methods to make thinking and learning visible, techniques for documenting thinking and learning, approaches to interpreting collected data, and strategies for incorporating diverse perspectives throughout the project. In chapter 4, Stockman describes the ARCS (Alignment, Representation, Culture, and Sustainability) framework to plan a documentation project. This framework guides the new documentarians to begin with greater vision and purpose, including both inductive and deductive ways to documentation. The author acknowledges that some people may find it overwhelming to document without a clear purpose, but they personally find it to be the natural flow of their documentation work. More specifically, a figure of a journey mapping with a series of moments was clearly illustrated, providing new insights to new documentarians to organize their documentation projects. Moreover, the author also provided the readers with the seven tips to single documentation, including the spark, courage, joy, frustration, shift, silly, and the unexpected.

In chapter 5, Stockman describes the 5Ps of documentation, including people, place, process, practice, and product. She clearly describes what documentarians can learn from and about each of them. The documentation of people includes their identities, knowledge, social, and emotional well-being. Moreover, she also notices the values of desires, threats, concerns, goals, and plans, including their performance, skills, and thrills during their learning. Besides documenting people, a place where learning is enacted reveals the features of learning environment, including the buildings, the colors, ornaments, equipment/tools, materials, etc. Regarding the learning process, she documents the cognitive, creative, and metacognitive processes, and evidence of idea integration as well. Furthermore, the documentation process involves observing and capturing unexpected learning moments in writers' idea generation, emphasizing clear learning targets for multimodal expression. Peer review, self-assessment, and reflective insights are documented, along with the distinction between revision and editing. Specific craft moves in writing and diverse practices in design postures are also recorded, fostering a shared learning environment with a focus on leveraging the best contributions for improvement. The last approach to documentation encompasses mastery evidence, continuous learning, product evolution, communication dynamics, collaboration insights, and the curation of reflective work for a holistic understanding of the learning process. In other words, it includes the collection of documents, learning artifacts, interviews, and observations.

In chapter 6, Stockman offers some ways of documenting thinking and learning, such as capturing what is really happening in the classroom. She also provides a framework for documenting the 5 Ps through the exploration of learning opportunities, approaches, tools, and platforms. More specifically, the learning progression of becoming a new documentarian falls into four categories: beginning, approaching, mastery, and evolving. In chapter 7, she clearly describes the seven steps of analyzing the data: 1) learning documentation, 2) data display, 3) open coding, 4) axial coding, 5) selective coding, 6) theoretical coding, and 7) memo writing. With this in mind, readers will easily understand how evidence from the documentation processes were analyzed and meaningfully constructed. In chapter 8, Stockman emphasizes the importance of inviting diverse perspectives before, during, and after the documentation activity. This can be done through getting insights from critical friends, social media sharing, and publication. The last part of this book presents the tools and resources that can be used for documentations, particularly those who are new to documentation. They are easy steps to follow, including twenty-one guiding instruments have been constructed for carrying out a documentation project.

REVIEWERS' ARGUMENTATION

As I read and review this book, we agree that documentation is all about making learning visible and meaningful (Kalliala & Samuelsson, 2014). It presents a compelling scientific argumentation and exemplification for the significance and positive insights of learning documentation project. The kaleidoscope of documentation, as highlighted in chapter 2, describes its role in capturing dynamic learning moments, journeys, and expeditions. Furthermore, the inclusion of experiences and reflections from three documentarians reinforces the credibility of the author's views. Part II is the most insightful parts of the book which delves into the practical aspects of planning documentation projects, introducing the ARCS framework and the 5Ps of documentation. Overall, the book effectively communicates the scientific rationale behind the book's approach to documentation, illustrating its potential positive impact on educators and learners learning experience. However, a new documentarian should have adequate knowledge and understanding about the ethical issues in learning documentations (Lindgren, 2012). In conclusion, the book offers a well-crafted guidance to pedagogical documentation as a reflection and tool for teaching improvement.

ACKNOWLEDGMENT

No funding bodies and sponsorship are associated to this book review

CONFLICT OF INTEREST

No conflict of interest reported by the author(s)

REFERENCES

- Buldu, M. (2010). Making learning visible in kindergarten classrooms: Pedagogical documentation as a formative assessment technique. *Teaching and Teacher Education*, 26(7), 1439–1449. <https://doi.org/10.1016/j.tate.2010.05.003>
- Jones, K. M. ., & McCoy, C. (2020). Reconsidering Data in Learning Analytics: Opportunities for Critical Research Using a Documentation Studies Framework. In J. Jarke & A. Breiter (Eds.), *The Datafication of Education* (1st ed., pp. 67–78). Routledge.
- Kalliala, M., & Samuelsson, I. P. (2014). Pedagogical documentation. *Early Years: An International Research Journal*, 34(2), 116–118. <https://doi.org/10.1080/09575146.2014.906135>
- Lindgren, A. L. (2012). Ethical Issues in Pedagogical Documentation: Representations of Children Through Digital Technology. *International Journal of Early Childhood*, 44(3), 327–340. <https://doi.org/10.1007/s13158-012-0074-x>
- Rintakorpi, K. (2016). Documenting with early childhood education teachers: Pedagogical documentation as a tool for developing early childhood pedagogy and practises. *Early Years*, 36(4), 399–412. <https://doi.org/10.1080/09575146.2016.1145628>

ABOUT THE AUTHOR

Author's Biography				
	Name	Ismail Anas		
	Affiliation	Politeknik Negeri Ujung Pandang		
	Email	ismailanas@poliupg.ac.id	Scopus ID	57208970902
	Google Scholar	https://bit.ly/4bmf6J5	WoS ID	M-8793-2015
	Research Interest	Ismail Anas is a lecturer at the English for Business and International Communication study program, Politeknik Negeri Ujung Pandang. His research includes business English, CALL, MALL, digital literacy, teacher identity, and digital language teacher professional development.		