

# The Learning Frame

*A vocabulary to differentiate and attend to learning from the inside and outside*

*View from the inside: personal experience*

*View from the outside looking at another person's experience*

## Passages for Learners

## Attentiveness by Facilitators

*who are participating*

*who are offering, listening, and documenting*



### Initiative

taking an interest; starting in; moving from passive to active

### Invitation

stating the background of commonality; having a conversation about possibility; observing the current opportunity; offering an invitation to act



### Engagement

becoming involved; trying something new that comes to mind; making a contribution

### Provocation

providing a challenge; calling attention to a discrepancy, problem, curiosity, or alternate perspective lying within the zone of proximal development



### Intentionality

sustaining effort towards an idea or vision; solving problems; finding strategies forward; moving towards a satisfaction, aesthetic, or joy

### Opportunity to cooperate

enabling small groups of learners to work together synergistically; offering care for works in progress; allowing time for elaboration and correction



### Representation

expressing the understanding or achievement in another form; portraying the meaning and value of the experience; incorporating it as an integral part of the self to be carried forward

### Opportunity to evolve expressive skills

presenting a range of forms and media of expression to represent understanding, offering expertise in the acquisition of expressive skills



### Benefaction

demonstrating an ethic of contribution; assuming responsibility; synthesizing the understanding in a refined way to communicate with others

### Opportunity to share

ensuring time; inviting an audience; receiving; listening; reflecting back; summarizing; validating



### Reflection

reviewing documentation; re-telling the story from the participant's view; reflecting on the interactions and relationships; highlighting surprises and blockages; discussing the future

### Documentation review

revisiting the course of events; identifying successes, surprises, and gaps; selecting highlights to represent the journey; creating a story tailored to the audiences that care; inviting the participation of others

### Pedagogical reflection

synthesizing the meaning of the whole; defining the indicators to attend to in the future; identifying transcendent themes; generating opportunities for interdependence and participation; facilitating a deeper pedagogical understanding for others in accord with the passages