# YOUR NAME:

# Create to Learn Companion Web Site

<https://createtolearn.online/>

1. Go to the Create to Learn website and sign in.
2. Click on tab, Student Study Materials
3. Select the chapter that you are reading, and view the slide show. Follow your interests in relation to using other resources that are provided.

# Reading Guide and Workshop Critical Reflection

## Week 6: Chapters 5 and 6 (complete before class on 2/20)

## Chapter 5 Creating Ideas

**Interdependence**

After reading the chapter, please critically view Tiffany Shlain’s video, “Connected: A declaration of interdependence” (4.17 min) and **briefly respond to the table items below**.

VIDEO: <https://www.youtube.com/watch?v=fzZ1Gl5UfE0>

|  |  |
| --- | --- |
| 1. How did this video make you feel?
 |  |
| 1. How did this video influence or not influence your thinking about interdependence? Can you connect it to classroom learning?
 |  |
| 1. What techniques does Shlain use to try to get your attention and influence your views?
 |  |

Please view **the Creating Ideas slide deck** on the student resources section of the Create to Learn companion website. Then, c**omplete the items below**.

**Collaborative play (slides 2-3)** is a key process in design work, whether composing a story or developing a solution to an engineering problem.

**Think about your teaching and check what best represents your current practice:**

\_\_\_\_\_ Collaborative play is a core practice in my classroom and happens at least 2-3 times each week.

\_\_\_\_\_ I like the idea of collaborative play, but design for it only on occasion, usually as a creative project.

\_\_\_\_\_ I ask students to collaborate on work, but I don’t focus on a playful approach to creating and problem solving.

\_\_\_\_\_ other (explain)

The Shoe Poem partner-composing experience and the tactile picture book project was designed to engage children in collaborative play. **In the table below,** **List 3 ways in which you saw children trying out ideas, problem-solving, and having fun with the process, and perhaps working through a conflict** (play is often fun, but can also be stressful at times!).

|  |  |  |
| --- | --- | --- |
| **Collaborative Play** | **Shoe Poem** | **Tactile Picture Book Project** |
| 1. Trying out ideas, tools, & influencing one another
 |  |  |
| 1. Problem-solving, or working through conflict
 |  |  |
| 1. Having fun
 |  |  |

**Attribution and Fair Use (slides 8 and 9)**

Hobbs is an expert on Fair Use, testifying before Congress and consulting worldwide on this issue. In our Shoe Poem composition, citing the url and source for the shoe image is an example of attribution (not sure if everyone did this?!). Fair Use is a bit more complicated.

 **Use the questions on slide 9 to decide if the tactile retellings of picture books that we are designing and fabricating in our workshop are an example of a transformative use of the original book and thus Fair Use? Explain your thinking.**

## Chapter 6: Reflecting and Taking Action

After reading the chapter, please view **the Reflecting and Taking Action slide deck** on the student resources section of the Create to Learn companion website. View the slides as a way of reviewing the key ideas in this chapter. I think the taking action sections will be particulary relevant for the PSA project we are planning for later in the semester, so it will be important to come back to this chapter at this time.

For now, I want ideas for how we build reflection into our workshop, both reflection during the making process (this contributes to iterative product development, a hallmark of making and project-based learning) and after a project is complete.

**List 3 ideas for reflection that we can discuss as a group (at least one should involve a mode other than talking and writing!):**

## Tactile Picture Book Workshop – Critical Reflection

**I will add 2 or 3 questions here after our 2/13 session!**