# Ac Ra aeadA

#### 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, scaf olding, relationship building).

#### 03.

Building of of the musical performance metaphor, consider: What can be adapted and how and what should be preserved in its original form?

 a. What are the activities that are central to support learning or behavior change?
 These activities can be thought of as "consistent activities" that need to be in

### Commitments to Equity and Wellness

Sustaining designed research activity necessarily involves a refexivity and fexibility to continue to adapt to the fuid 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, modifed, and re-mediated (Gutiérrez, Morales, & Martinez, 2009). Articulating the interactions of dif erent 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 scientif c thinking. In R. Sawyer (Ed.),

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- Gutiérrez, K. D., Morales, P. Z., & Martinez, D. C.
  (2009). Re-mediating literacy: Culture, dif erence, and learning for students from nondominant communities.
  , 33(1), 212-245.

Hickey, M. (2009). Can improvisation be 'taught'?: A call for free improvisation in our schools.

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Philip, T. M. (2019). Principled improvisation to support novice teacher learning. (1970), 121(6), 1.