



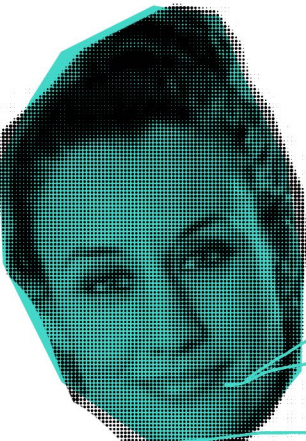
HANDS & EYES

EMBODIED LEARNING +
SOCIAL RELATIONSHIPS +
EDUCATIONAL JUSTICE

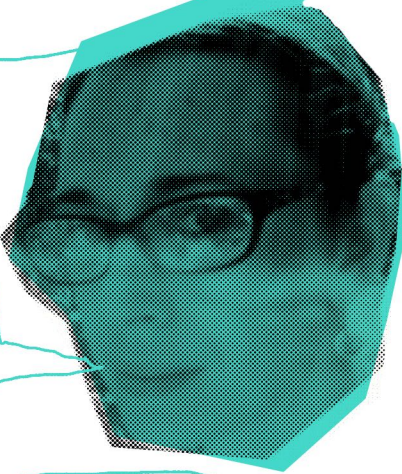
A zine co-authored by Meg Escudé,
Shirin Vossoughi, and Michael Zang

AN INTRODUCTION

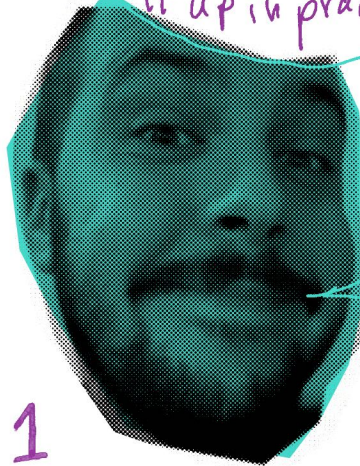
OR, WHAT IS THIS THING?



Hi all, I'm Shirin, an educator and researcher who worked with Meg to document teaching + learning in the Tinkering afterschool program. We learned a lot from noticing how subtle, moment to moment interactions can support educational justice and wanted to share some of those ways of seeing with educators through this zine.



Hello! I'm Meg. I grew so much as an educator while thinking about the ideas in this zine together w/ Shirin and our amazing young adult staff. I'm excited to see how others take it up in practice.



Hi! My name is Mike. I did a lot of the doodles you'll be looking at in this zine. It's my hope that you'll use any and all of the free space and margins to add your own draws ☺

(like over here) →

THE STORY OF THIS ZINE

Meg and Shirin were working together as a research-practice team in the Tinkering Afterschool Program when we began recognizing the importance of hands and eyes to justice-oriented learning. For example, we noticed how educators sometimes took over for students, taking projects out of the kids' hands or sight in order to fix something without describing what they were doing. While such moves often stemmed from wanting to help kids finish their projects, they sometimes missed **opportunities for shared problem-solving that were present in these "small" moments**. They also reproduced some of the inequities our kids faced in school by communicating assumptions about their intelligence or capability. Students often pushed back in these moments, which helped us see (and might help you see) the need for re-organizing the learning interaction. In response to these tensions, we documented and shared rich examples of embodied assistance (help that is intentional about the role of the body) that showed respect for the students' minds and helped build meaningful learning relationships within these moment-to-moment flows of activity.

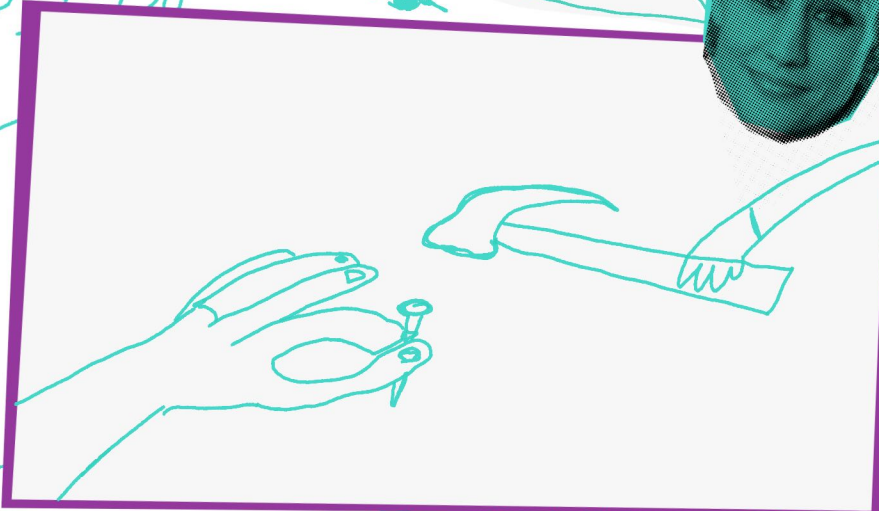
YOUR

PORTRAITS OF JOINT ACTIVITY

Sketch an image or tell a “hands and eyes” story from you space here

EXAMPLE

“I’m thinking about a time when I was showing a student how to hammer a nail and I held the nail with both fingers for them while I talked through the hammer strokes, like telling them to hold the hammer towards the back of the handle to get more power. After a while they were able to hold the nail themselves”



What are some “hands and eyes” examples from your space? What do they open up both in terms of learning and in terms of social relationships? What might they constrain?

Next time you are working with students, try to notice when these embodied movements emerge in the moment.

HERE ARE SOME MORE EXAMPLES



the ones you've seen or experienced



the ones you'd like to try



any that you think are missing

Think of the "I" as person in the educator role, be it an adult or young person, and the "you" as the person getting the support

You do one part, I do the other



I start the task, you complete it

I do the task while you observe

I do the task while holding it at your eye level



I observe as you try something

I hold my hands back, speaking or observing

We observe something together to try to figure it out

I suggest something, you decide to do something else

I suggest something, you follow

I suggest something, and ask you what you think

A problem emerges, we co-investigate

We do the task together, then you do it on your own



I narrate while doing the task

I narrate while you do the task



I shift my body or the material so you can see better

You lean over to watch or listen

WE HAVE ALSO NOTICED SOME FORMS OF HELP THAT ARE LESS PRODUCTIVE AND RESPECTFUL

LIKE...

An educator notices a young student sewing a zipper on backwards. Not wanting to take over, the educator sits with the student, offering scissors and thread when they need it. Later, in debrief, the educator suggests to the team that "this project is too hard for these kids."

A student pulls back from a project because they are unsure about the next step. An educator tells them to "get to work."

A problem emerges in a student's project and a mentor spends time figuring out a solution on their own while the student looks away.

What do you notice about these moments? How could they be re-imagined to enact intellectual respect and deep learning?

jot down your thoughts

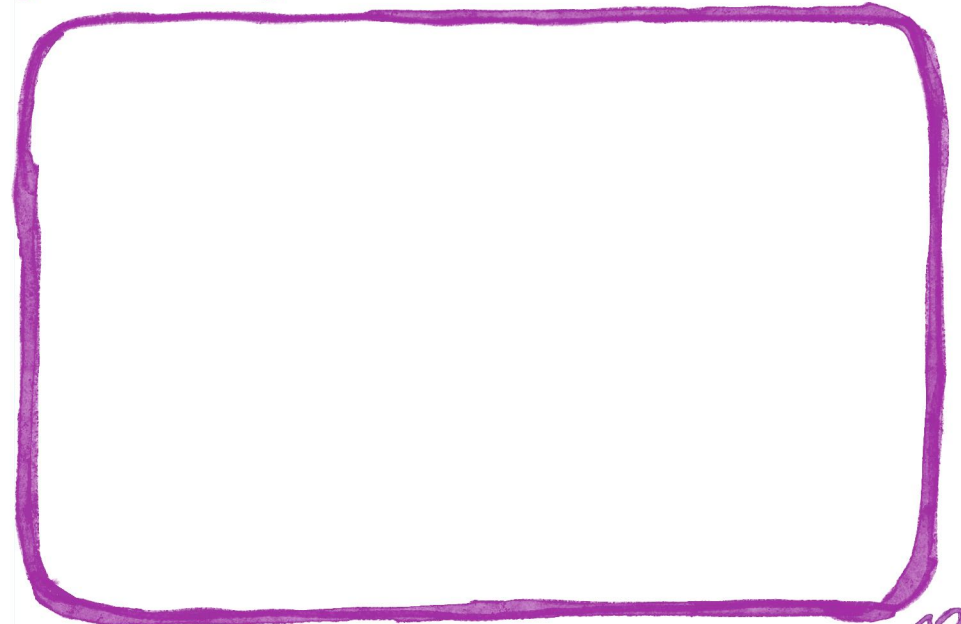




TEACHING AND LEARNING ARE ARTISTIC & IMPROVISATIONAL ACTIVITIES

Education as art means that there are so many different configurations of hands, eyes, and voices that can create conditions for meaningful learning and social relationships. Try to notice when these happen in the world around you, in your family, work, school, or other community spaces. Shirin has found herself noticing “hands and eyes” with her five year old daughter and adjusting her support in new ways as a parent.

What are some creative ways of supporting learners that you would like to practice in your setting?

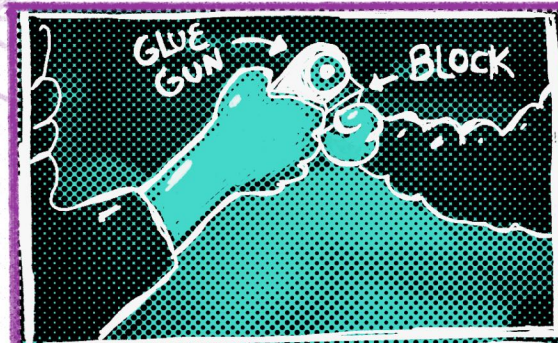


WHAT CAN THESE IDEAS MEAN FOR HOW KIDS HELP EACH OTHER?

After we started noticing hands and eye, we saw it everywhere! We wondered about how kids themselves experience and enact this type of help. So we watched a lot of video documentation and traced how kids grew over time within the setting. We found that the kids were paying careful attention to the help they received and using it to help one another. They were also making ethical decisions about what it means to support their friends' learning...

For example, we noticed how Meg was helping Stephanie to learn how to hot glue, and how Stephanie then immediately drew on those examples of help to encourage her friend Shauna to try it out.

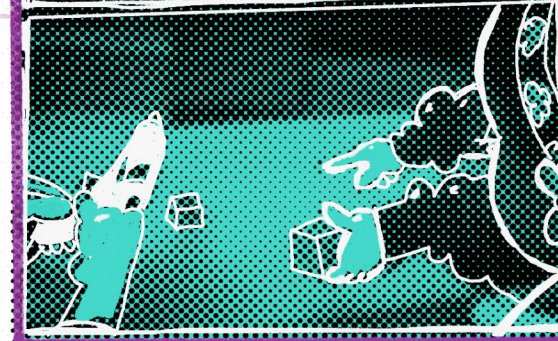
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This led us to see that all help has a double meaning: it serves as support to do the task in the moment, and as an ethical model for how students might help others.



And here is Tania three years later (now nine years old) playing the role of a youth facilitator in the space and helping a younger child learn how to sew. When we looked closely at the moves Tania was making (narrating what she was doing, involving the learner in the task, being present and available while allowing the student to make choices about her project), we found them to be very similar to the ethical practices and forms of intentionality enacted by our most seasoned educators.



**WHAT MIGHT THESE
STORIES MEAN FOR
YOUR PRACTICE?**

SOME IDEAS

**Seeding ethical rhythms in
the space that can ripple out
within the community**

**Kids are creatively adapting and
making ways of helping each
other too!**

**Think of help as modeling forms of
collaboration that build a culture
of support**

POSSIBLE DEBRIEF PROMPTS

When you are debriefing with others or just reflecting on the day consider

What were some cool 'hands and eyes' moments today? What made them generative?

When did it feel like particular inequities (racialized, gendered, etc.) were reproduced, perhaps because some people didn't get the help they needed, or because the help was offered in a way that didn't account for the learner's thinking or agency? How would you engage differently next time?

Did you notice students helping each other? How did they organize the learning?

IDEAS FOR EDUCATOR LEARNING AND PD

Share the Hands & Eyes zine with your group of educators in whatever way feels natural and generative

Ask your team to take turns with a camera/phone during program for a day or a week and document moments (with permission) that seem like hands & eyes are engaged and people are collaborating in various ways

During a debrief or training, review the images together, dwelling on a few that might show different forms of support and collaboration:

1. Ask the facilitator/s in the image to share the story of that moment. What happened before and after? What were they thinking during? Did they have a history working with that student or group?
2. Ask others what they think the hands & eyes configurations in that photo might open up or constrain.
3. Do you see any photos where you wish you were more involved as facilitators? Less? Differently involved?

How does support and collaboration look + feel in your practice?
Is there a unique role that hands & eyes plays, or could play?

What are some practices that your team might want to try or further develop?

FOR MORE READING CHECK THESE OUT:

Davis, N. R., Vossoughi, S., & Smith, J. F. (2020). Learning from below: A micro-ethnographic account of children's self-determination as sociopolitical and intellectual action. *Learning, Culture and Social Interaction*, 24, 100373.

Vossoughi, S., Escudé, M., Kitundu, W., & Espinoza, M. L. (2021). Pedagogical “Hands and Eyes”: Embodied Learning and the Genesis of Ethical Perception. *Anthropology & Education Quarterly*.

Vossoughi, S., Jackson, A., Chen, S., Roldan, W., & Escudé, M. (2020). Embodied pathways and ethical trails: Studying learning in and through relational histories. *Journal of the Learning Sciences*, 29(2), 183-223.

Vossoughi, S., Davis, N. R., Jackson, A., Echevarria, R., Muñoz, A., & Escudé, M. (2021). Beyond the binary of adult versus child centered learning: pedagogies of joint activity in the context of making. *Cognition and Instruction*, 39(3), 211-241.

<https://clalliance.org/blog/grappling-with-equity-and-gaze-a-conversation-with-shirin-vossoughi-and-meg-escude/>

And the other zines in the blue dandelion series...