Exploring Complexity
Illustrating and exploring the multiple ways that things, ideas, and systems can be complex

Context/Setting/lesson__________________________________________________________

<table>
<thead>
<tr>
<th>What MOVES are learners making? (sometimes it's best to focus on observing just one or two moves)</th>
<th>What is the learner/group doing that shows the move in action?</th>
<th>What is strong or striking about the learner/group’s experience?</th>
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| Explore inner workings
  Explore how things, ideas and systems work—what are their parts and interactions            |                                                               |                                                                |
| Explore points of view
  Consider and take different perspectives: What different ways can you look at this?          |                                                               |                                                                |
| Probe your own perspective
  Examine your own assumptions and beliefs                                                      |                                                               |                                                                |
| Look back and forward
  Explore the histories and possible futures: How did this come to be? Where might it be going? |                                                               |                                                                |
| Tinker to explore
  Take things apart, put things together, play around with how things work                     |                                                               |                                                                |
| Other moves related to the capacity?                                                            |                                                               |                                                                |
REFLECT on your observations

What will you do, now that you’ve made these observations? For example, you might:

- Broadly keep them in mind as you teach
- Plan further instruction that specifically targets certain moves
- Share/converse with learners about what you’ve observed
- Share and discuss the observations with other educators/stakeholders
- Develop more detailed documentation to further illuminate what you’ve observed, e.g., through pictures, audio, video, text.

Notes: