

Coming Together

KL: [00:00] Much of the current and future success of schools in Ontario depends very much on the people who are here today and their colleagues back home, so this is a great opportunity for us all to come together in a way that we haven't before.

Carl and Marlene have been personal and professional partners for more years than they'd probably be willing to admit now. They're founding directors of the Institute for Knowledge Innovation and Technology, or—or—or IKIT, which is actually a network of research and practice communities spread throughout the world. Spread more broadly than you can imagine.

Marlene holds the President's Chair in Education and Knowledge Technologies at OISE where Carl is—is now a Professor Emeritus and both have received a—a—a huge number of prestigious awards for the work that they've done. For example, in 2008, Marlene was the recipient of a widely-acknowledged world award for education based on her contribution to, among other things, revolutionizing schooling by engaging students more directly and productively in the creative work based on knowledge and ideas, which sounds pretty much like what we'd like to be doing, right? And Carl's contributions have been acknowledged in a book entitled *50 Modern Thinkers in Education*, which also includes such reasonably well-known people as Wittgenstein, Heidegger, Piaget, Vygotsky, Foucault, and Howard Gardner. These folks are—have some serious gravitas in the world of education and especially educational research.

And I think the breadth and depth of the work that they do is kind of reflected in just an illustrative way in some of the titles of things that one or other or both of them have—have written. For example, *A Proposal to Abolish Education*. Addressing very fundamental education—fundamental questions about education and its purposes. A quite—a quite engaging book that Carl published in 1973, which I still remember reading, entitled *Must We Educate?* Their titles address fundamental issues in psychology as well: *IQ and Elitism*, *The Relevance of Genetic Ideas to Education*. And in their research on writing and the teaching of writing, for example, *Levels of Inquiry and Writing Research*, and their book, *The Psychology of a Written Composition*. In the area of expertise, *Levels of Inquiry Into the Nature of Expertise in Writing*.

As these titles begin to illustrate, their work has made fundamental contributions to the development of the cognitive sciences and it's done so and been carried out by them as it's applied to teaching and learning in such areas of rea—reading, writing, mathematics, science, and—and social studies. Mary(?) mentioned we had to worry about the application of their theoretical work to schools. You don't need to worry about that; they've thought that through extensively.

And they are the world's foremost experts in the use of technology for fostering collaborative learning, most evident in their Knowledge Forum program, which Marlene may talk a little bit about today.

I've long been kind of puzzled and troubled by the lack of connection between Ontario education and the work that these two people do who live in our own backyard. We work together in the same institution. I think mostly their work's been before its time and people have had trouble imagining how to apply it in their cir—current

circumstances. But I think what we see now is our definition of our problems is starting to catch up with their solutions.

So I'm especially pleased to have them here with us today. Listen carefully. They have powerful insights about many of the most pressing questions we have about education—educating our children for the future. Marlene?

[Applause]

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