

## Children Connecting with Children

Male: **[00:00]** These are—this was that group that was studying sources of light, and this was that group that was studying how light bounces off of shiny materials. And this was the lens. “Oh yeah yeah.” And I said, “Well what’s that?” “That’s you.” And I thought, “Oh my goodness.” Like, I thought I was this child-centric teacher and everybody’s interacting through me. And, you know, nothing like a nice picture part of a PowerPoint to represent you’re, you know, a fraud.

So, luckily this was done but in my third year of teaching. So I thought, “Okay, I’ve got two more”—two more years happened after this. And what they showed was that by the time I was in year three teaching in this way, it sort of looked like this, where all the children are on the sort of circumference of a circle. And the interactions were like this. And some were even clustered in the middle. And I asked, “Where am I?” And they said, “Well you’re out here.” And I thought, “Ah! Thank you so much!” So it was a way of realizing ...

Female: You made the shift?

Male: I had made the shift, without seeing this. If I’d seen it, I would have made it earlier—maybe it wouldn’t have taken me three years. But in—intuitively as a classroom teacher, I knew that everything was happening through me. It—the, the children were—you know, I was the one saying, “Oh! She’s got a great idea. Here, why don’t you share it over there?” Instead of allowing you to develop that skill, to be able to say—I mean, of course there’s elements of that that are important, that a teacher’s role is to make those connections. But the children need to not depend on the teacher as the sole, you know, information provider or as the person who’s going to connect—make all the connections.

**[01:32]** So we want to be—you know, we talk about being a co-learner and this is one of the techno—this is one of the tools that our children can use. We can also look at how many notes the children—you know, and the child can see how many notes he or she has contributed. I would never, I would never place too much emphasis on that because I don’t want children to write a lot of notes just because I’m going to—you know ... I’m not going to give a star for the person who has written the most notes or anything like that. In fact, I was an adult learner in an admin course and somebody said, “We’re going to be using this program.” And I thought, “Oh! Great! I, I know it so well, I’ve been using it in my classroom.”

And then the professor said, “You know, you need to make thirty notes.” And I was composing one of my notes and I realized, “Well, this is pretty long. Instead of being one, it could be three notes.” And I’m an adult and I was, you know, making these kinds of decisions. So when the assessment is about—is inauthentic or it’s not about transformative learning, then we have to be careful. So it’s not about quantity for me.

I might say to a child, “I noticed you, you haven’t written a lot of notes here. But I do know that you have contributed in our class conversations. Is that something—an, an avenue that you prefer?” “Yes.” “Oh, that’s wonderful. Yeah, I noticed that too, and ...” You know, because that sort of information for us to help, you know ... And we might want to say, you know some—you know, I might want to encourage something using that data. But these are—this is the kind of technology I get excited about, because children are able to see, not just content, but how they are

contributing as a learner as well. They're able to gauge, how is the community functioning on an ongoing basis? Or, you know, again, you know, Dewey talks about the way we learn is as important as what we learn. And I think that's—I hope that answers your question.

[END OF RECORDING – length, 03:25]