

Students Using Knowledge Forum™, Gr. 4

Student: **[00:00]** So basically, this is Knowledge Forum and there's, um, a bunch of different sections and, like, it's basically someone has an idea and then people just add on to all these ideas and it's like a spiderweb, so it's really cool.

Student: So, yeah, so this is, like, one of the ideas over here and, yeah.

Student: You just have to, like, double-click.

Student: Yeah.

Student: And then, I would see someone's idea and you can add on, like ask a question.

Student: So it's called—so if—so you can read it, like I need to understand how does water get polluted, and then if somebody has an idea, you—they press, like, “build on” and then they write their idea and, yeah.

Male: Thank you so much for showing us Knowledge Forum. That's one way that you are sharing your ideas and—and building on to each other's ideas. This is my question for you, though. Where do you get the information to answer some of those questions?

Student: Well, sometimes they're just hypotheses [sic] and, like, other times, our teacher reads us books or we even ...

Student: Yeah.

Student: ... or we read them ourselves. We've—and, like, because Bill Nye was also, like, we learned a lot from, like, the show *Bill Nye*. We used to watch it all the time. And it would, like, show us all about water and stuff. And so we'd sort of figure it out. And when someone asked a question, maybe someone would, like, know—sort of like have a—have an answer and be, like, “Oh, I think this,” or a hypothesis like I said.

Male: So ...

Student: **[01:18]** Oh, yeah. So we get into groups and before we go onto Knowledge Forum we would talk about the main ideas and stuff. So, yeah, so here we can just (inaudible). So there's different sections because we wanted(?), like, one section for, like, say, water in—in the human body. So, yeah, so we would talk about it and we would say, “How about if we make this a new site(?) or about(?) the same?” And then we would talk about, like, some people would say, “Look, how of a—how much water is in the human body? Like, how much percent, of the percentage?” So, yeah.

Student: And some of the webs are, like, bigger. It's because some questions, people really, like, really want to talk about. Other questions, like some as you can see, they're, like, left by themselves because no one really knows how to answer them or it's a little bit complicated. But see this one, the question here, who—it's by Robin, I think.

Student: Yeah.

Student: And so, she asked a question, then a bunch of people, like, had answers and suff—stuff.

Student: So she asked. (Inaudible) read it.

Student: She asked, "Why don't people across the world have equal access to water?" And then, it was a—a very important topic at the time because we were learning all about that. We were also learning about pollution. There was, like, little groups and they would be little clusters of things.

Student: So this is a build on, and yeah, it says ...

Student: (Inaudible) I want you to(?) ...

Student: "My theory. I think it depends on what matter—what—what materials people get around the world and get, and whether it is drier in some countries, and wetter in others."

Student: Yeah, but there's, like, a thing where when you're making your first note or so, as you can see, like in the yellow space, it's basically you can have, like, "My idea I know from a book," and, like, there's, like, a bunch of different sort of ones that you can choose so that people know what you're talking about. Like, if you actually know and, like, that's like, you know, like, real or, like ...

Male: What do you mean by that? If you actually know as opposed to ...?

Student: Like, a hypothesis where you—you think. You have a pretty good idea of it but you're not quite sure.

Student: (Inaudible).

Student: Or, like, you've read it in a book and you've seen and, like, it tells you about it, like, (inaudible) things.

Student: Like, one sense(?), it's promising or something, so ...

Student: A promising idea.

Student: Yeah, it's a promising idea. So—so they actually wrote(?) no and some (inaudible), if, like, a hy—hypofesis—hypothesis, it says, "My theory," so you don't really know it, you're just guessing(?).

Student: But, like, you're just giving what you think is right.

Student: Yeah.

Student: Like, so it's like, "Well, I think ..."

[04:03] No, because when you give ideas, you're just giving what you think and then people can learn from that, and, but like, it's not like it's a mistake, though. Like, you were just trying your best and you were learning what you could.

Student: So ...

Student: Like, it's what you thought. It might have been really close to the truth or not so close, but it was, like, still what you thought and it might have been a really good idea.

Student: So Robin would think, like, after we know what actually happened, she would get the real ideas, and the people, and she used(?)—she read the ones we thought before. Like, maybe this or maybe that. And then we would compare it to the real ...

Male: Mm-hm.

Student: ... another—answer and, yeah.

Student: **[04:39]** Well sometimes, like, books, like, sometimes you can be true, like, like, most of what you say is true, and sometimes what books say are most of the time true unless you're not reading a book that's actual—it's like it's fiction. But if you're reading, like, a non-fiction book, it's pretty much true but there could be, like, other answers.

Student: Yeah.

Student: And to some questions there's more than one answer, right? Yeah, but, like, like, there's, like, some websites and stuff, like, that are by—that are just by people, so you don't exactly know if those people are right. Like, Wikipedia, for instance: it might not give, like, full information because it's just by anonymous writer.

Male: **[05:14]** Are you sure?

Student: Yeah, because the world changes. Like, for instance, if it's about pollution, like, it could either get better or worse, so a question, like, let's say right now would be probably really different, like, from, like, 50 years from now.

Male: Okay.

Student: **[05:27]** Because for—like, because some people have different thoughts than others. Like, we don't all have the exact same thought. So, like, maybe, like, some people, they have, like, the choice to ...

Student: Yeah.

Student: ... like, ask a certain question. Like, so if someone asks [sic]—asks ...

Male: Mm-hm.

Student: ... then you can, like, add on, but you don't have to if you don't really know the answer, because it would be sort of hard. It would feel like, sort of like not the funnest thing if you had to, like, do a question that you weren't—like, answer a question that you weren't sure about.

Student: So, yeah. So that's why we have different things. Like I said, the water cycle, water and forces of nature, and so on. So everyone gets their computer and log—logs in, so everyone can see what everyone else is writing. So if I was doing it, I would—like, maybe at this random moment, a note might pop out and you might want to read that note and you might want to build on. So that's—that's how it really works. And, yeah.

Student: (Inaudible).

Male: And my last—oh, go ahead.

Student: There's also a thing—some—as you can see, some of them are red and some of them are blue. You know when you've read one because it would be red, and if you haven't read it it would be blue.

Male: Okay(?).

Student: Yeah.

Male: **[06:36]** (Inaudible)?

Student: Well, I can remember a couple of them.

Male: Okay, (inaudible).

Student: So I remember the water jars.

Male: Yes?

Student: Basically, you'd go, like, on—on summer vacation, you'd get a jar and you'd just fill it up from some water from really anywhere you went. Then you'd label it and we'd see all the different waters. Like, I got mine from Quebec because I went there for cottaging and, like, it was—and I—so I just went into, like, the nearest lake and I just got a glass of water. And then Robin would go on Google Earth and we could just see what it would look like. So it was really cool.

Student: So, yes. So on Google Earth, she would label the places we went to to get our water. So, like Phoebe got it from Quebec and, like, some people got it from, like China or Tai—or, yeah.

Student: Like, Suvan(?) got it from India, so ...

Student: Yeah.

Student: **[07:22]** Those were about marine pollution so we'd have a partner and then we'd talk about the things that are, like, we'd have a side. We'd have either, yes, we like—we—marine pollution's good because we get re—our resources, or no, it's not good because it pollutes the ocean. And about, like, probably most of the class chose because it's bad because—and so, you'd make a poster, like, for an argument because, like, why you think that. So, because and you'd, like, show your statement and stuff and you'd make, like, a little motto, so it was cool.

Student: Yeah, it was fun.

Male: **[07:57]** (Inaudible). What do you use it for?

Student: So basically, what—there's a time called gather or inquiry, and—and what you do is we'd all sit on the perimeter of the carpet and then someone—and someone would ask Robin if they could start, and they'd ask a question, and people would raise their hands and see if they, like, and they would have a theory or an answer. And it would just, like, build from there on. And then sometimes, there would be, like, people, like, typing to give the answers and the questions.

Student: Yeah, like over here. But before we do that, we read books and stuff, like Phoebe said, to get the knowledge. So, yeah.

Male: Who—who decides who's going to speak next? How do you organize it in Grade 4?

Student: So I think it's sort of like the person who's talking, they gets [sic] to choose the person. But let's say it gets a little unfair, like let's say, like ...

Student: Yeah.

Student: ... they're only choosing their friends, then Robin would come in and say, "Oh, this person's been waiting a long time. Why don't you ask them?" And they'd give their answer.

[08:53] Yeah. Well, someone, like, have, like, "Oh, well, I know about this," and then people would add on, like, "Oh, do you know, like, well, why is that or how did—how did you know about that?" And stuff like that. And that ...

[09:06] I think what makes us think is if someone in the classroom asks a question, but let—let's say it's they're, like, so focused on one thing. Let's say it's, like about marine pollution. Then it—like, someone would be, like, then we'd all get, like, so deep into it because it would get—people would get more and more explanatory about the questions, and then we'd learn more and more. We'd be, like, "Oh, this is so good. Wow. What would you—what do you think?"

Student: Yeah, that—that's basically it. But sometimes, the way I get thoughts is when I read a book and I find something interesting, I would just tell Robin and ask her if you—if we can talk about this after that or something like ...

Male: Is the book you're reading a book that everyone else is reading?

Student: No, we have different sections of books. So one might be about marine pollution. Another might be about the world—how plants and trees, plants and trees need water. So, yeah, so that's how we came up with these different, yeah, sections.

[END OF RECORDING – length, 12:00]