Museum Day, Gr. 6

Student: [00:00] So what's the difference between getting the teacher to give you a question or picking what you want to do or some—like your topic, pretty much?

Student: Yeah. Yeah. Well, I think it's better to pick your own topic because some—not everyone is interested in the same type of topics and stuff so, yeah.

Student: Yeah, so—but if you get to choose your—the topic, then you kind of—it's kind of you doing it, not, like, the teacher telling you what you have to do. It's just you researching. And you're have—and you're learning more probably because you're more interested in what it is than—because you're probably just going to get really bored if the teacher's just like, “Okay, you go research this.” But if you're just like, “Oh, okay. There's a certain thing in this topic that seems interesting to me,” so then you can go research that part of it.

Student: But isn't it, like, a lot of pressure to just, like, get the—just, like, say, “Oh, now I—I need this”? Or, like, maybe you'll, like switch topics, like, halfway through.

Student: Yeah.

Student: Isn't that kind of like ...

Student: Because you can't, like, find enough information about it?

Student: Yeah.

Student: That's happened to us because we ...

Student: Yeah, that happened to us(?).

Student: That happened to me because we didn't ...

Student: I couldn't find any information on my part. Like, because (?) I just had the whole blank page and I'm just, like, “I can't find any information,” but then I—and then I did change topics. And then I found (inaudible).

Student: Patrick(?).

Student: Yeah.

[Talking over each other]

Student: Patrick, say something.

Student: Well, I—I, like Anna(?) said, but shorter, so I just really like choosing my own topic and just talking about stuff. Oh my gosh!

Student: [01:34] I think there's a big difference between the two because if you get to choose what you do you're sort of saying, “I want to do this so I'm going to do it. It's going to be fun.” But if you get it as in (?) your teacher's way, it's more, “I have to do this, because if I don't I'll get a bad mark.” And you're sort of, like, not very excited about it, and I think when you're excited your work progresses more.
Student: I agree.

Student: Yeah, also because there’s, like, the vague(?)—if you—because when you get an assigned topic, you go more just in there and you run out of com—answers, complete answer, because you’re—you’re running out of just information because you keep on looking in the same spot over the same topic. So you keep getting repeated facts and stuff like that. But you could do—when you do it by yourself you can have, like, a giant area of research of, like, like 50 different things. You might have, like, smaller research on each one, but you’ll have a—a giant, like, you’ll just have a lot of research, like, space. You’ll have a lot things more you can do.

Student: Because, like, because if you just do, like, the—you can do, like, more than one because if, like, you do the one, you really have to get in detail and, like, you—but if you do more than one you wouldn’t, like, you just get the important stuff that they can, like, the people would actually remember. Like, instead of the small, little details.

Student: Mm-hm. Yeah, when you do it(?)

Student: And also, like, you want, like, to pick, like, something you probably already know about rather than something you’re assigned and you know nothing about because, like, you could use your own schema.

[END OF RECORDING – length, 03:22]