

Student Panel

Building a Strong Collaborative Group

>> It was all -- everybody's strengths and weaknesses. So if we combine them together, we become a really strong group. And when we're going through this inquiry process together, it's really hard not to gel.

>> Right.

>> Because ... because for my project, as you saw, that we had to go and measure with a trundle wheel the subway station. So when you're staying up until 8:30 in the subway station trying to measure everything, then you kind of sort of say, "Here, I will give you this part. You -- we will all collaborate in trying to create a more efficient way of doing it."

We didn't just do it inside the classroom. Even outside the classroom, this inquiry project really affected me in the way I look at things.

>> Like, for example, me and Varsha, we were measuring the, like, different lens of our park and the swimming pool and everything. And we were -- like, it was late at night. Like, 8:00. And then

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>> It's pitch-dark outside and there's hardly anyone walking by. So it was really -- so we really had to depend on each other because partly we were scared. And partly it was because we wanted to get the work done efficiently. And we wanted to actually make use of our time there.

>> And also, the thing is that inquiry is what had helped us, like, make our friendship bond more stronger. Because if it hadn't been the time when we all stayed together to do a research and --

>> After school.

>> After school. And walking home, like, late at night.

>> The streetcar was ... the streetcar wasn't working that day. And we stayed after school to print out stuff, do stuff for the inquiry. And that was the first time we actually became really close friends. Because we had to walk all the way from the school --

>> From Broadview and Dundas to, like, Wellesley and Parliament. And I had, like, a concert in 20 minutes. And she had to go home. And we're all running together. And we had to, like, work together to figure, "Okay, which way would go faster?"

>> Yeah.

>> "Which way would this --?" And then on the way we were actually discussing about our inquiry. So I was like, "Oh, what'd you print out?" It's like, "I found some PDFs on this geography -- on the geography of my site." Or I'd be like, "Well, I found some ... I found some ways to figure out how the water would flow that way." And even though we were, like, rushing to get home, we would still be discussing about this and helping each other build.

>> I just want to add one thing before we go to the next question, is that you might think that they're all -- they were all in the same class. They actually weren't in the same class. But it just shows you that when it becomes pervasive in the school, that it becomes part of the culture of the language, of the actions.