

Student Panel

Knowledge-building Circles

>> In my opinion, knowledge-building has really brought a sense of community to the classroom. So we have a circle where we discuss. And no one is actually the head of the circle. And no one is actually the person that facilitates the discussions. Our teacher, he doesn't -- last year, he didn't facilitate any discussion. We raised our hand, we looked at each other, and we said, "You go ahead." "No, you go ahead." Or we have a really strong sense of community. I feel like knowledge-building has personally made it really practical, the things that I learn in class. Because as you said, going home to my parents became a really exciting thing for me to speak about what I learned. Because my dad is currently doing a PhD and he's writing a thesis. And whatever he's doing, it was kind of similar to what I did. I used to -- I used to also kind of teach him a few stuff and he used to teach me a few stuff. So that felt really nice. Go ahead.

>> Yeah, and also that when we are in a circle, everyone's voices are heard. There's no right, there's no wrong. It's like everyone is equal. Right?

>> Just to build on what they said, everyone's ideas are heard. And many of us, we have different ideas that maybe if I had an idea, she might have no have thought of that. And maybe my idea could help build on her idea, which could develop into something greater than what we had initially thought of. So sometimes we'd start on one small idea, and maybe I'd think, "Oh, my idea. Maybe it's not that worth it to share it." But I might try, and it might evolve into something greater. Like what you've seen up there.

>> So we challenge each other and we question each other to get more good ideas out.

>> And that's what helps us to ask questions to ourselves. And then we do more research, we find out more stuff, and then, yeah, it just gets deeper.

A knowledge-building circle. It is a circle where everyone's voices have been heard, like we said before. Where everyone's opinions are valued and there is no right or wrong. And we basically help each other build on to each other's ideas.

>> So it doesn't matter if we're doing a different project or a different topic for our research. We're all passionate about different things, and we all try to go into -- deeper into what our passion leads us to. And it's -- and in the knowledge-building circle, no one is really -- no one is made to feel small because they can't do a certain thing. Or no one is made to feel better because they can do a certain thing. Everybody is almost the equal. So -- and I really -- I think that's what really was -- that hit me. Because everybody is very important because they all come from diverse backgrounds, and everybody can find acceptance.

>> It's also -- it's just the idea of having a circle. Because a circle is all rounded and everything -- everyone looks into the center and everyone shares their ideas. So it doesn't necessary have to -- where you have to sit in a circle, but it's more of sharing the ideas and all coming to the center, as the diagram we saw with ideas in the center. And we have our activities and stuff on the side. So when we share ideas, how she said, different, diverse backgrounds -- different cultures do -- create different activities. So in her -- in different cultures -- maybe in her culture she does something to promote something, and I might do something different. But if we combine those two things together, they might result in something bigger. So that's what our knowledge circle helps us. To figure out, How can we build on this idea to create a bigger idea? And how can we

build on this idea to combine with this idea? And how do we combine all these ideas to create one big -- one big project and one big --?

>> And also the thing is that, like, if for example, if my project was about a park and hers was about a subway. And if we were discussing that together, then not only have -- I'm interested in my project, but also I'm interested in her project. So I'm doing two research.

>> So we learn from each other.

As Albert Einstein said that there is -- he said that if you judge a fish by the ability to climb a tree, you will never find actually how capable a fish is of doing. So I think that within each other's ideas, we find out that there's more to it than just one separate idea and another separate idea. We try to combine it together and we -- really, the thing is we challenge each other. We question each other.

>> Yes.

>> We have our friendship. But we understand that this is for -- this is for going forward.

>> And also, one thing is that there is not necessarily one -- we have one goal, as in to reach and to further onto our ideas and to create this big project that will develop into different ideas, but we have separate goals.

So when we diverge into different ideas we have different paths that we go to. And we have different ideas. But when we come together we share ideas. And then we -- when we have different points -- because one project is not just one point. We have different parts of that project. We have several different subtopics and different ideas. So when we have, like, one idea, it's not necessarily one idea that's, like, the major idea. But we have ideas that build together to create subtopics of that one main idea.