

## **QUEST 2016**

### **Marlene Scardamalia Knowledge-building Discourse**

MARLENE: This notion of going from inquiry, that is, asking questions, finding answers, to this sense of exploring a world where your community is actually saying, well how do you know that? Is that actually true or could it be this way? You develop this new idea but I actually found some people who were doing work that are taking it in a really different direction. Having that knowledge-building discourse that is the driving force, if you live in such a community, you just don't settle in on things, you are forever advanced by the community, so the big issue is how do you create communities that actually do this for each other? Giving students this progressive responsibility so when they go deeper, you don't say, oh, okay, that project is done, now we're doing this, they're just going deeper, they need to keep going there and just make the new discovery, so that wars with a lot of curriculum designs, I think what you'll find in the group of teachers and students we're working with is that they're literally reconstructing the curriculum. I just see Emma actually, when you actually had students exploring big ideas I thought that was so exciting that the students themselves, it's not just the big ideas are in the curriculum but the students are exploring the big ideas.

This notion of the, when I talked about scaffolds, and I think I made this point so I won't belabor it but, you notice the kinds of scaffolds and students will actually help you design these scaffolds once they get onto this. We need evidence for. This theory does not explain an unbelievably hard activity, but unless you can put together coherent bits of information and figure out what you can't explain, you have trouble taking the next step. So these high level socio-cognitive processes need to be into the everyday discourse, which is why we build the technology with the scaffolds to support it.