

## **Innovations in Thinking and Learning Knowledge Building Trailer**

EDUCATOR: In a knowledge building classroom, it's about the community, the community having a responsibility to create a sort of a collective knowledge.

EDUCATOR: Everybody has ideas. Everybody can grow ideas.

EDUCATOR: You really want to get started in knowledge building, the key fundamental ideas making sure the kids are going to ask questions that they feel are the most authentic to them.

EDUCATOR: They love coming to school. And for me that's huge, because a happy student will learn.

EDUCATOR: The students, couldn't believe that we would send people on a one-way trip to Mars. What will they do for water? How will they survive? How will they cope with never coming back?

EDUCATOR: When I do knowledge building in my classroom, there's almost an explosion of information. Students are so excited about what they're learning. They're coming up to me and they're saying, "Miss! Miss! Look what I found, look what I learned! Did you know this?"

EDUCATOR: I was explaining to my students as us having a brain dump of all of our ideas and our theories and our wonders, and we're putting them all into a big pot and then we improve on them.

EDUCATOR: The challenge is producing knowledge of value to a community. It starts with a natural tendency to play with ideas, but it extends to this really hard piece of continually improving your ideas.

EDUCATOR: Getting the students to see that their learning was progressing, for some of the students, they hadn't had that experience before. They just sort of went through each year and didn't realize, wow, I used to think this, and now I think this.

STUDENT: It challenged me of, like, thinking about is that one possible? Is that possible? Why would it be possible? Why would it not be possible?

STUDENT: So how could we figure out how many different designs we can make? This is kind of tricky.

EDUCATOR: Our class was a knowledge building community. The students -- everything happened through discourse and through collaboration.

EDUCATOR: We created a space where we could have that group collaboration and knowledge building circle area.

STUDENT: We did it with a different approach. We usually do with even numbers, but this time we did it with an odd number, and it still worked.

EDUCATOR: Students are all actively thinking. Their minds are on. They break out and then come back to reflect and make their connections.

EDUCATOR: Using "we" and "us" and "our" ideas, I think just that intentional language use in itself helps to build that culture of inclusivity.

STUDENT: I like using Knowledge Forum because it gives everyone a chance, like, feel safe and explain what they're thinking about...

EDUCATOR: That quiet person who doesn't seem to contribute, maybe, in a knowledge building circle today might share their thoughts and ideas about the strategies on this digital tool.

EDUCATOR: The Knowledge Forum is that digital tool that allows us to show our thinking, and it's an infinite space, so we can grow.

STUDENT: A lot of the point of the Knowledge Forum, though, is to make sure that you are digging deeper all the time; you're drawing the group in to build on what you're doing.

STUDENT: That was probably my favourite thing to do, because you got to connect your ideas with other people.

EDUCATOR: It allows students to be the drivers of their own learning, and it's building their natural curiosity about the world around them.

EDUCATOR: Students kept realizing, they kept going back and going, "I changed my mind," or, "I've totally had a different train of thinking now," or, "I've redefined something." And I wanted students to see that we never stop learning, and it continues to grow.

STUDENT: You are leading your own learning, so what you give in is what you get out.

EDUCATOR: We're not good until we're all good, which is --I've heard so much. And it really applies not only to the academic setting, but in real life.

STUDENT: We get to learn of real life experiences. We get to learn to real life experiences, because, let's face it, we're not going to do math worksheets when we're getting paid for something, we're not going to do a math worksheet. We're going to do something that's going to help change other people's lives and their community, and help them grow forward.

STUDENT: Instead of just smoothing out the surface, we dig really deep.

EDUCATOR: Because they are digging deeper and becoming experts on this, they have now a responsibility to their classmates to share that information.

STUDENT: I really enjoy that there is a community I can rely on, and I enjoy that I'm doing something that involves my passion, and it doesn't feel like work.

EDUCATOR: It's just something that is naturally inherent in the world outside of the classroom. Let's just make it part of the world inside of the classroom and get kids used to this process.

EDUCATOR: We are a community and we are actually going to achieve something of consequence. We need every member of the organization to be contributing, or we can't succeed. So we need you. That's a lot different than, "The teacher wants you to do..." It's, "We all need you to be a part of it."

In a knowledge building community, we succeed when we all succeed.