

Glenn Wagner: The areas that I like to hit on is the question asking part in working with ideas, and working as a community around those ideas. What would happen if you said, "Well, wait a second, you've got an idea, you've got an idea, I've got a question. What is it that we can do with that?" Can we actually make some type of new advance ultimately in what it is we're trying to learn?

I think to me, is to get at that communication with each other to be able to say, "Hey, we've got ideas, we've got other people who have got ideas.' The teacher himself or herself is going to act as that typical guide at the side, but also to be that active learner too to say, "Oh, I didn't know that." To be able to then come up with another question, and so forth. The idea of collaboration and communicating with each other, but surrounding some authentic problems, and there's plenty of them out there in the world to play with.

Female speaker: Well, I think group ownership always comes with collaboration, and that's often what gives you the best ideas because you can have the smartest person in the world and if they come up with an idea, that's great. If you have the two smartest people in the world come up with an idea, oh, that's 10 times better because they're bouncing ideas off each other. "Oh, this will work, or that won't." Then you get a better end product.

Female speaker: Can you connect them to each other? No, that doesn't work because then--[crosstalk]

Male speaker 2: Then it would all go out.

Female speaker: Yes, because then it will all go out.

Male speaker 3: Yes, but we can have connector of one spot right here so we can all connect--

Female speaker: The more minds, the more different perspectives, and the more you look at a way an idea can go wrong, and you create ways to prevent that. Our idea often ends up being a better idea because collaboration often leads to more success.

Glenn: I don't think anyone's ever solved the problem by themselves. Even Albert Einstein, we think of this guy as this bumbling mathematician if you will, kind of into himself, but he had so much help in formulating his scientific ideas. We don't do this alone.

Male speaker 4: He always says, "If you can teach someone else then that shows that you know it yourself." To complete the circuit, it goes through the water, through the paper clips, then it comes here, and then through this white wire back to the battery. That ladies and gentlemen, is our thermometer. It gives you a lot of self-confidence that you know how to do this, and then it can help you in your other classes too.

Female speaker 2: Everyone has their own questions for different subjects. When everyone asks all their questions, then it really opens up a new point of view.

Jenn Meeker: The students talk about the learning that they're doing differently, and that's coming from-- I know it's coming from this classroom, but they're bringing it to their other classes for sure.

Male speaker 2: In grade nine and 10, it was more like look at a textbook, read an assignment. Here, you're really working with other people, and my brain functions a lot better when I'm talking to people, and talking about those concepts. Because sometimes people have misconceptions and other ideas, and it's difficult sometimes to put them together. But eventually, most in this class because we got a good group of people, we get that together, and we get a nice concept.

Glenn: It's essentially up to you.

Male speaker 5: What do you think will be more successful?

Glenn: I don't know. I have never done it before. You're going to have to-- [chuckles] Honestly, you've got to try. I would say I don't know. How do you change? How do you change your approach? Well, get the kids to start asking questions about things because they can access that knowledge and very, very easily in literally seconds of time. I think my role is to figure out what kind of questions can we ask, and what areas should we be asking these questions about? All of a sudden, you give the kids an opportunity to be really authentic in their learning, you given that sense of autonomy in that learning.

Even though they might be grappling with areas that they're not too familiar with, at least, we give them the opportunity to do that. Basically, tell them that, "It's okay to ask these questions. It's okay to play with these ideas even if they're half-baked or still developing. Go for it, see what you can come up with, but go to the experts, see what they're saying about your ideas as well, and see if you can then take what you have and bring it into play."

You've got 25, 30 minds in front of you that are all questioning, thinking beings, use it and they will never disappoint. When I was in high school, we got our knowledge from one of two places. We either got it from the teacher or we got it from the textbook. That day is gone. On our little devices, we can get access to all the knowledge pretty much of all of human history on that one device.

For us, we don't need to be those experts, those masters in front of the classroom. The questions are, I think ours is going to be the future of education.

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