21st Century Teaching and Learning
Peer-to-peer learning enabled by technology Junior division

[TEACHER / VICE-PRINCIPAL IN CLASSROOM WITH STUDENTS USING COMPUTERS]

[MUSIC]

TEXT ON SCREEN: 21st Century Teaching and Learning… Innovation in Ontario

TEXT ON SCREEN: Peer-to-peer learning enabled by technology Junior division

NARRATOR: Brenda Sherry has a split role. Half the time, she’s a vice principal and the other half, she teaches media, music, dance and resource for grades 3-5.

EDUCATOR: Today what we’re going to do is continue on with some of the work that we’ve been doing around mind mapping.

NARRATOR: In the class, she has introduced Mindomo - a mind mapping software that allows students to add multimedia aspects and share documents. Her students have created their first-ever mind map about the impact of music.

EDUCATOR: If we think of what the SAMR model says that might be think considered just a substitution of what we always did, but this tool offers just a lot of ways to go take it further so that we can go beyond just face to face collaboration. We can ask other people in our school, we can ask other people in our board, we can talk to other people in the world

NARRATOR: Today, her class begins with students watching a video about providing “feedback.” Then they “turn and talk” about what it means before sharing their thoughts with the class

STUDENT 1: Feedback is what you have to do…

STUDENT 2: …to help you improve

STUDENT 1: Yeah.

NARRATOR: Next, the students share their mind maps through mindomo and give each other feedback both online and face to face

STUDENT 3: You know you could say instead of ‘I disliked that you put a lot’, you could say- maybe you could try to put a little bit less.
NARRATOR: After students make their edits, Brenda gets them to use a thinking strategy where they compare what they used to think to what they think now.

STUDENT 4: I thought feedback was just something that friends told you should be added, but now that I’ve thought about feedback I think it’s like something that could really help you to get good grades.

NARRATOR: Brenda encourages students to reflect on what they’ve learned out loud…

EDUCATOR: And that’s another thing that helps me you know consolidate learning. I hear it happening and then I can notice it and you know use my anecdotals and it teaches me where to go next with students.

NARRATOR: It also helps with assessment and planning

EDUCATOR: You want to make sure that everybody is building knowledge together so that this thinking strategy I find really gets to that.

NARRATOR: This is the first time they’ve used Mindomo, but Brenda explains that the class learns about the new software together.

EDUCATOR: I can usually give students one period of exploration on a new software and then I’m really using them as co-teachers of that classroom so that they’re becoming experts at helping each other and that’s what we need to have happen I think. We can’t do it all as teachers.

NARRATOR: But she’s very particular with when she incorporates technology and why…

EDUCATOR: So we have to think about ‘what is the purpose, what is the kind of thinking we want students doing? Are they producing media or are they consuming it?’ Those kinds of things come into your decision around what you’re going to use your technology for.

NARRATOR: And for this class, students were using technology to collaborate, which they know is important because...

STUDENT 5: Well it’s not just like to get a good grade in school, it can also develop like life skills because you’re not always going to be working by yourself or you’re not always going to get your choice - sometimes you have to do work - you do have to work with someone else and have their ideas and perspectives with you too.

TEXT ON SCREEN: This was a glimpse into an Ontario classroom that is part of a province-wide collaborative research study on effective technology-enables teaching and learning practices.