RECENT RESEARCH PROJECTS

Hibbert, K. (Western University). SSHRC: *Researching Multi-literacies Educational Assessments Through Digital Technologies. (2017, Grade 2).*

Pyle, A., & De Luca, C. (University of Toronto & Queens University). SSHRC: *Constructing an Integrated Assessment Framework for Play-based Kindergarten Education. (2016-2017, Nursery, JK, SK).*

Nakanishi, M. (Haiku, Ehime University, Japan). *Teaching Haiku in North America: Study on Cross Cultural Strategies for Teaching Haiku.* (2016 Grade 5).
- Haiku has been enjoyed by people in more than 50 Countries in approximately 30 languages, it is especially popular in English speaking countries and has become a part of poetry and creative writing education in Ontario. This research looks at specific teaching strategies for haiku including the use of seasonal words, introducing the technique of juxtaposition, being more flexible with rules and haiku appreciation circles. The results of the study demonstrated that these strategies can be used to help students in both Japan and Canada to appreciate as well as enjoy haiku, proving that sensitivity toward short poems goes beyond language and culture.

Slotta, J., Fong. C., Moher, T., Madeira, C., Cober, R., Acosta, A., Carvalho, R., Mcmann, C., Perritano, T., Almryde, K., & Messina, R. SSHRC: *Knowledge Community and Inquiry with Embedded Phenomena.* (2015-16, Grades 5-6).
- The purpose of this research, more familiarly known as "Wallcology", was to develop effective models of instruction using technologies (e.g. EP technology), particularly with regard to establishing a "knowledge community". This study employed a co-design method that required ongoing collaboration between researchers and teachers, creating innovative curriculum where students learn edtogether, shared knowledge and built on one another's ideas as they responded to the EP technology. They used powerful new technologies for adding their observations and ideas, including tablet-based software and multi-touch surfaces for displaying and working with ideas. This helped the understanding of how students and teachers can learn from such rich simulations and collaborative inquiry.

Reeve, R. & Svihla, V. *Discourse in Innovative Groups*. (2016, Lab School Teachers and Pre-service Teachers).
- The purpose of this research was to better understand the functioning of innovative groups as they work together in small groups to address ill-defined problems. This research was interested in the nature of the discourse that takes place in these groups and how this discourse is related to the outcomes and processes that get developed. The analysis focused on turn-taking, oscillations between problem and solution, patterns of discourse and the nature of the stories that get told during the meetings. The researchers analyzed transcripts from the school's weekly or bi-weekly design meeting, and interviewed participants before and after to determine the goals and ultimate outcomes achieved.

Scardamalia, M., Bereiter, C., & Peskin, J. SSHRC: *Digitally-Mediated Group Knowledge Processes to Enhance Individual Achievement in Literacy and Numeracy.* (2016 SK- Grade 6).
- This project investigates the potential of digital technology to help schools meet governmental and private-sector objectives of "innovativeness", the capacity to live and work in an 'innovation-driven' knowledge society (OECD, 2010). By building on improvement efforts already in progress, the focus was on the advancement of students' collective understanding through the implementation of Knowledge Building pedagogy and technology in Ontario classrooms. Many Quebec schools' and Jackman ICS' methods and technological advances mutually inform and support the innovative efforts of the proposed project. New digital technology also plays an essential role in supporting classroom

knowledge creation processes and in providing automatic, non-intrusive assessment of group and individual performance.

There were 6 investigations within this research study in 2016/17:

- Scardamalia, M., Resendes, M., Qi, J., Kici, D., Khanlari, A., Ma, L., Zhu, G., Costa, S. Tharum, S. SSHRC: *Digitally-Mediated Group Knowledge Processes to Enhance Individual Achievement in Literacy and Numeracy: "Crisscrossing Idea Landscapes".* (2016, Grade 2 and Grade 3)
- Scardamalia, M., Resendes, M., Qi, J., Ma, L., Zhu, G., Costa, S. SSHRC: *Digitally-Mediated Group Knowledge Processes to Enhance Individual Achievement in Literacy and Numeracy.* (2016, Grades SK-6).
- Scardamalia, M., Resendes, M., Qi, J., Ma, L., Zhu, G. *Are All Student's Ideas Equally Valued: A Comparison of Classroom Interactions in Knowledge-Building and Non-Knowledge Building Classrooms.* (2016, TBD).
- Scardamalia, M., Resendes, M., Derya, K. *Evolution of Knowledge Building Teacher Professional Development Communities.* (2016, Teachers).
- Scardamalia, M., Khanlari, A. Resendes, M., Ma, L., Costa, S. Zhu, G., Tharum, S. *Collaborative Knowledge Networks to Facilitate Knowledge Building in Robotics.* (2016, SK TBC).
- Scardamalia, M., Khanlari, A. Resendes, M., Ma, L., Costa, S. Zhu, G., Tharum, S. *Collaborative Knowledge Networks to Facilitate Knowledge Building in Robotics: A Longitudinal Study.* (TBD)