The “Animation Project” – co-learning and co-construction -- 21st Century style at MPI.

The images, above, of the collaboration between MPI High School students and our Preschool children are powerful. The HS students and children discuss the wind. Ideas and thoughts are being processed, exchanged and valued. Each voice is equal. Note the expressions on each. Note where the teacher is -- outside the discussion yet he stands ready to scaffold them if needed.

In observing the work occurring -- it is as if learning knows no boundaries. The oldest learning from the youngest – and the youngest learning from the oldest.
Student-child, both are attentive to the work that is happening.

Note this image. The student could easily have taken control of the stylist from the child and then have done the work. However, he values her as a collaborator. Respecting her capabilities he talks her through a small learning knot.

Notice how she has aligned the stylist in perfect sync with his finger as if the two are now one. Together they work through the problem in creating the wind.

Throughout the project, when a problem arose, we found peers turning to each other -- in peer to peer teaching.
Everywhere -- one could find the wonder of learning....

What is happening?

The unexpected!

The joy of working -- one with the other!
One Small Story..."Collaboration"

Cody works very hard with Leila. He listens attentively to her thoughts and ideas about her McDonald's Wind.

He poses specific questions in order to understand more about her wind.

She redraws her wind many times in an attempt to capture its essence. He offers her his technological expertise and support.

Finally, she is satisfied that they have captured her wind.
A few days later Cody begins work on animating Leila’s wind.

In observing the intensity of Cody’s work – he appears to be pondering on how best to conceptualize Leila’s words.

As Cody continues, he slips deeper into thought as he begins to make the wind move across the page. He wonders if his “client” – Leila – will be satisfied.

What will she think? What new changes will be needed?

He now waits for the next phase of the collaboration.

What appeared to be a child’s “simple” drawing of wind, becomes very complex when the child’s thoughts and theories are added.