

Speaker 1:

Yup.

Speaker 2:

Yeah. Sorry, I interrupted you again because I think that you're saying such a important, uh, relevant points for the experience that we have been having in Ontario with, uh, the pedagogies when we talk about, uh, the creation of experiences for children. Um, and I think it's interesting this aspect that you're talking about documentation, um, as a moment for the people, the adults to reflect and to think about what is going on and what matters and what is going on. We like in the center we like to talk about documentation, uh, related not necessarily to what happened but to what mattered in what happened. Um, am I listening to you correctly that that is what you tried to look

Lorenzo:

when, um, there, there are two aspects. Surely there are unexpected outcomes from a specific situation and moments or what mattered in what happened is surely, uh, point of view. But also there is like a second point of view that we, uh, try to focus on, which is, um, we think that by designing the learning space in a specific way, um, like children, I've gone to have a certain maybe, um, reaction and a certain way of, uh, developing relationships in that space with the materials and among them. And, and still usually, um, like with the research questions we developed, we try to document something specific that, uh, is related with our research question. So like for example, uh, one day we decide that, uh, our specific spot focus is going to be how the children can, um, really be conscious with natural elements and how the way we predispose or we design the space, uh, allows them to go through this process in a more, um, easy a and spontaneous way.

Lorenzo:

um, then what we're documenting is to see if that idea work or not, basically. So if the way we designed this space and the experience that they're having that day is actually, uh, not as fully correspond to, uh, our design process or if the like results is very different. So we're not just usually documenting some like a general experience and only to see if there's something that matter. But usually the document, the document, how do you say, like the, the person who documents, can you say that, what do we call it? Documentator heh. does document, um, tries to have a specific focus on a, on a, on an aspect and this also something that sometimes is not that much considered cause uh, yeah, I mean if you just document, uh, what is going on, there are so many aspects, so many things that you need to consider.

Lorenzo:

And of course it's important and what you said. So in order to underline the most relevant, uh, aspects that the person who documents sees, but it's also about documenting what, uh, our specific research is in that day. So you've created research questions with grant document, the like the answers that shouldn't even to do specific research questions. And in the spetic experience, there are of course, um, different, uh, aspects. Uh, so, um, that one might decide to document. And I think this is also, uh, important. Otherwise, sometimes it becomes maybe too general. Uh, and too difficult to, uh, perceive everything that is happening, in a , specific, uh, context or, um, situation. And so, um, in this sense, when we talk about like, uh, digital media or, uh, children's interactions with digital media, um, like these are now what these, some of the most relevant, uh, environments that children are experiencing.

Lorenzo:

And um, there is, there is the structure, uh, perception, distractor perception. So I have a, uh, a non-structured way to perceive reality. And I think it's too important with that um. To lead children to have an aesthetic experience, which means an experience of relationships, uh, which emphasize the social and, and also collective aspects which are more and more hard to see in digital experience. This, but because of that the reason, it's, it's I think very important, uh, try to, i conceptualize and realize, um, experiences where this, social and call and collective and most of all the connection aspects can be visible and be experienced by children, uh, in order for them to develop like a critical, inactive, uh, attitude.

Speaker 2:

That is so interesting what you're saying because often I think in our context we tend to focus on the individual child. I know that you are right now in Augusta in United States and maybe you have seen a similar, uh, trend that is about the individual child rather than than what you're talking about this aesthetic experience as a collective experience.

Lorenzo:

Yeah. This is also a huge, I think difference with the Montessori approach for example is at least I have experienced it. So very often it's about how individual, um, like single children actually are learning something instead very often in the Reggio approach, it's about how the relations, um, among children, uh, can change of the learning process. And this is, um, as maybe I've already mentioned, mostly relevant for, uh, infant toddlers and they're so like, um, and even before kindergarten or preschool, how, uh, what document is usually exactly these aspects or how strong are the relationships and the connections that children can create by using different kind of, uh, languages. And so what we try to document is that specific aspect, like, um, um, yeah, like, uh, as we just said them, uh, like the connections and their yeah. Community, the importance of the community, even for very young, uh, children. So, um, these are, um, I think the most, um, relevant, um.