


## APRENDICES 4 - TRADUCCIÓN AL INGLÉS

**Adriana Cardozo**

 Adriana Cardozo | Aprendices | La Red | 2024

### INTRO

The mother of a friend once told me: "I think you'll be a teacher".

Whoever enters my class participates in a laboratory of educational innovation. Everything that is new I try it out with my children and they try it out with me.

The important thing is self-training, you have to continue training yourself every day, growing.

### PREVIA

Of course, I have the spark of curiosity. When in doubt, I look for information and...

I also look upwards. I like everything from the depths of the sky to the depths of the earth.

And since I like astronomy, I donated a telescope to my school.

The kids were fascinated!

That's how you get them hooked on science, and then comes everything else: mathematics, language, history.

Because the kids are scientists.

Attention...

The magic water.

Here we apply magic so that you shine on camera.

Nice to meet you.

I'm going to touch you up a bit, I'm going to be on the lookout.

Well, how are you? Nervous?

No.

Relaxed?

Yes. At first it made me a little nervous, but then I let go.

Once, I went to the Villa Serrana primary school camp, school 122. We stayed the night.

So, I asked the camp director if I could bring my telescope.

I thought it was a great opportunity to see the sky.

It's incredible that they don't have them there.

Well, now they have it because I gave it to them. I didn't bring it back.

There were children from rural schools and children from the interior who... well...

The second they got their eyes on the telescope, wow! Seeing them say "Wow"! They saw Mars, Jupiter, the Moon and I said: "This telescope stays here".

## ENTREVISTA

I'm a mother of two. I consider myself a good mother because I separated when they were little and I was with them and took care of their upbringing and education. And they are good brothers to each other. They are a girl and a boy, they are good children, good classmates, good students, they are good friends, responsible and studious. So, from a mother's point of view, I consider myself a good mother.

Now, if I look at myself personally, I am very restless, very restless.

I love reading, studying, dancing, singing. I am curious, I like science, observing the sky, I like everything.

And I think that my desire to learn, to educate myself, is reflected in my choice of profession. In my profession I am restless, curious, I like to experiment with my students. If I find something that I like, I try it out with them. They know I try it out with them. "Look, I'm going to do this for the first time, let's do it together".

And in class I am also restless, happy. We sing, we dance, we learn. So, one thing is reflected in the other.

**This restless, curious personality that you take to the classroom, is it the same since childhood? What did you want to be as a child?**

My childhood is divided into two stages. I lived in an apartment in Montevideo and by the coast. So, when I was in the beach I went out to explore what used to be a wasteland, vacant land. We went into the vacant lots to play, we played on the beach, we rode our bikes everywhere. I loved exploration.

And when I was in my apartment I had limitations. Since I lived in the Prado, I loved going to the Botanical Garden, climbing the trees there,

# Aprendices

watching the sunsets from my room. I loved watching the sunsets. That's how my curiosity arose.

I liked going to the library as a child, to the Parque Posadas library, I always read the Unesco mail and I loved it.

I always liked everything to do with science and the sustainability of the world. That's what I try to instill in my children and my students, learning by caring, being curious, investigating. I like macro photography, I like to photograph the frost on the grass, the droplets after the rain. I love it all.

## **Did you always dream of being a teacher or did you have other dreams?**

As a child, I played the usual game of pretending to be teachers with my friends. But later, when I grew up, after high school, I signed up for two things. In the morning, I studied ceramics at UTU, and in the afternoon or night, I studied at the Faculty of Humanities, because I wanted to be an archaeologist.

But then I started thinking about the future. There isn't much of a future in archeology in this country.

Then the mother of a friend told me: "I think you'll be a teacher, a good teacher". I told her: "I never thought about being a teacher". So I decided to study Teaching. I graduated in 1997 after four years of study.

## **How important are the people who mark us, the ones who say what we need to hear at the right time.**

**In your childhood and adolescence, do you remember any teachers who marked you or awakened in you this taste for archeology and curiosity for the world, the planets, the stars?**

# Aprendices

People can mark you for better or worse. It is up to you to pick the right path. Sometimes people say: "I didn't like this, I don't want my children or students to go through it, I don't want them to experience the same thing".

At school, we didn't learn by doing. You sat there on the old Varela bench, rigidly, the teacher being the one who imparted the knowledge. I will never forget the teacher putting the desk in the middle and doing the experiments as we watched from the bench.

But then we had to do procedures, draw conclusions. Maybe sometimes they'd let us look at it up close, but I remember the green Conaprole milk bottle with the egg inside and the candle going out, and poof! And us watching from the bench.

I think that sparked my interest in the opposite approach. Learning by doing, touching, experimenting. From something negative, I took something positive.

There is another experience at high school that I will never forget as well. In 4th grade, in Astronomy, we went to the IAVA for didactic purposes, to see through the telescope at night. We went to high school in the morning, school number 18.

We went at night and I still have the very clear image of Jupiter on my retina, the storms, the colors. And Saturn, with its well-defined rings.

And that made me curious about what's out there. I love reading about the constellations and the stars and the scope, the distances, the study of the universe.

In 2008, I bought my first telescope. I took it to school when the Moon was out during the day. With everything that arouses my curiosity, I try to delve deeper and be better at it and project how I might make it part of the class.

**Do you manage to transmit that curious spark to your students? Do they seek it out? I imagine that in a school like 108 which is by the coast you are able to awake that curiosity in your students?**

Well, I have had high school students sending me messages like: "Teacher, next week there is going to be a solar or lunar eclipse". They send me messages telling me things that are going to happen, or videos from their visits to the Museum of Natural History of Montevideo.

A former student sent me a video of the megafauna that used to live here, and I recently came across a former student in Atlántida who is now studying Teaching and who will never forget the time we recreated Eratosthenes' measurement of the diameter of the Earth, on the same day that he did it, with the same technique. "I'm never going to forget that", she told me. She said that when she explained it to the adults, she knew more than they did.

It's wonderful to leave a mark on children who later grow up, marks that are not forgotten.

**You are today what your Astronomy teacher once was to you when you visited IAVA.**

I hope to instill that little spark, making them curious and studious and eager for projects. And for that spark to never go out.

**How is an average day like for students in your class? How do they experience it?**

It depends on how they come. For example, do you remember when the tornado struck Dolores? It was a Friday. We had already left school. On Monday the kids sat down and asked: "Did you see what happened on

# Aprendices

Friday?" It was a blur of voices because everyone was amazed that a tornado had struck our country.

So I took advantage of that. I asked: "What do you know about it? What do you want to know? How can we learn it?" And so I made a project. And we went through it the entire year, because it is essential to know the contents that you work with. I got so many ideas and subjects out of that, and we ended up making a box to simulate a tornado inside.

Everything has a process and produces something that motivates them, because you work based on their interests, which is the most important thing. And you don't always have to stick to the program. If an issue arises and it is not in the program, you must include it. You can't say: "No, you have to wait until third year of high school because that's the year for it".

It happened to me during the pandemic. All the children were afraid of the virus, so I incorporated the issue. Let's get to know the virus to lose our fear of it. So we studied viruses and the difference between viruses and bacteria. They wrote letters to Clemente Estable and the scientists responded back. They became active participants. They learned to take care of themselves without fear.

And the virus is not in the program, you see? But it's amazing how much they learned. So, you don't always have to stick to it. Our program is flexible. I can include subjects from any grade. The important thing is that they learn.

**In your almost 30 years as a teacher, you've seen the changes in education, educational practices, the way teachers work.**

**What can you tell us about witnessing that whole process? Comparing the time when you began teaching, your first years and internships, and what you see in the classroom today?**

What you learn studying Teaching is one thing, but being in front of a classroom, alone, face to face with the reality of public school, is another.

# Aprendices

The important thing is self-training, never stop researching and learning. I like to follow what they are doing in Spain, for example, what is happening in Spanish education. And in Finland, and in Mexico, and in the United States.

I like to learn from portals, when topics arise concerning micro:bit, Scratch or AI. I am on the lookout for what happens in other countries, so as not to be left behind.

Being alone in the classroom is something else. You have to reinvent yourself all the time. And then there was a before and after the pandemic. We had the resources since 2007, when Plan Ceibal emerged.

We had the resources, but not all teachers were using them. Maybe someone said: "Use the computer to search this or that", but nothing else. Virtuality arrived and there were many teachers who did not know what to do, how to work with it.

And I saw that in many portals. But I embraced the subject. I love weaving networks, bridges, I love learning and I love teaching. That's life, right?

So I saw that there were many teachers who did not know how to create resources for Crea, how to enter the Conference, so I started making tutorials, tutorials for families. Families didn't know how to enter Crea, either, they did not know how to help their children.

I started making tutorials for parents, for all the parents in Uruguay who follow the YouTube channel, and for other teachers, because we had to educate them. After the pandemic, these resources are used more. Not because of me, but because it was a necessity to use them and the need goes on, it does not stop, we have to continue self-training and growing every day.

**In this personal process of yours, since you started Teaching, to today, technology has changed immensely. It has become more and more inserted in education, in school, in the class.**



## **How do you see this process and what role does technology play in all of this?**

Technology is not just computers, it is also the use of robotics kits and Makey Makey, Globilab sensors, microscopes.

What I can tell you is that by incorporating these resources you will obtain other types of learning.

And just as we talk about multiple intelligences, there are children who excel in programming, others who excel in using the microscope or something like that. Others then come to these children to ask: "What do I need to put here so that the micro:bit can do such a thing, or the servomotor?". They teach things to each other and many times they understand each other better than they do the teacher.

School is about co-learning, not only from the teacher to the children, but also between them, and the use of technologies is fundamental. Technology does not replace anything. You have to know how to use it as a resource. Don't always write on the computer, don't always google. Don't forget books, don't forget to write in your notebook. We have to take notes, we have to write observations. Don't leave all the work to AI. It makes us lose creativity.

Teaching is an art, it is the art of creating, because you have to create, you have to make the child want to go back to school the next day, or to high school, or to UTU or the faculty. So you have to plan to keep them motivated and not have AI do everything. I see this a lot and it scares me a little. AI plans for me, makes the rubrics for me, it even writes report cards for me.

No, let's not lose creativity, let's investigate, trial and error.

I copied a motif from Melina Furman's book, "Teaching Differently", a wonderful book. My class has a sign on the door called the Educational Innovation Laboratory. Whoever enters my class enters a laboratory of

# Aprendices

educational innovation. Everything new that I see, I try it out with my children and they try it out with me.

We are not guinea pigs. We all learn by doing, and if it doesn't work, we try something else, and if it works, we go on and we share it. What's good about children is that if they learn something in Scratch or Canvas, they teach it to other children between classes.

## **And sometimes they teach you.**

No doubt about it. It's amazing how much I learned about Minecraft with them.

They are one step ahead in many things. Learning is mutual.

**On the subject of getting to know other educational systems and what they are doing, you had the possibility of traveling to the United States and seeing what was happening in terms of technology.**

**What can you say about the experience of being able to see what is happening in the world and in these countries that we sometimes look up to?**

The experiences they had with Scratch, with micro:bit, differ from ours, but they use the same resources. They used drones and robotics too, but not much else. So, I came away with the feeling that we have nothing to envy.

What's more, we are one step ahead of them. By "them" I mean the countries that were there. Switzerland, the United States, Mexico, and many Brazilian schools were present.

Why? Because they use private technologies and here Ceibal is public policy, and we have to continue encouraging that and improving on it, because we are an example for the world.

## Aprendices

Ceibal is a public policy and there must be more and more schools that have Ceibal, they are an invigorating pillar.

Other countries have many projects, many students doing wonderful things, but they are private schools. There were no public schools or high schools from other countries, so my pride grew.

Here in Uruguay, public schools, public high schools, UTU all have great strength. And we have to keep on encouraging that.