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## START AUDIO

Interviewer: Okay, so what do you think about today?

Male: It seemed to go well. I mean, I haven't been in the other one, so I have no point of reference, but certainly people seemed to pick it up pretty quickly. And given how complicated Illustrator is, that's actually not bad going, to be honest.

Interviewer: It's actually not really a difference, I think, between you know, other people who have never done any 2D design.

Male: Oh no, slight adaptations, but in terms of skillset absolutely not. But I mean, teaching anyone Illustrator is a pain in the neck, so the fact that it was quite focused, you had a specific task with- and then the individual one-on-one help as well.

Like, for example, I saw [P4] not realising that having clicked or let go at a certain point was about to cause him trouble and I was about to step in and say "You might want to check that before you- or press escape before you do that."

But he was able to pick up on that perfectly quickly, so the one-on-one support for anyone learning that kind of software makes a big difference.

Interviewer: Is quite helpful, mm. How do you think in that team and the two people's team?

Female: I think [[P5] 0:01:21] today was very passive. He couldn't actually help a lot and...

Interviewer: Yes, in the beginning he was moving with the mouse a lot, but then it was like, [P2] taking over.

Female: Yes. And then in the middle, [P2] was doing all the work. Not even asking about if he wants to do something.

In the beginning he was asking if you want to do that or if you want to help me click this and drag it somewhere, but in the middle and in the end he was like, doing everything by himself.

It's not a bad thing, because we were kind of running out of time and I suppose this is kind of the only reason why he does that.

Interviewer: Yes, yes. What else?

Female: But [P2]...

Interviewer: Yes, [P2] is quite nice in asking [P5] then about the...

Female: Materials.

Interviewer: Yes, what he actually wants to do and what the design should look like. So he kind of facilitates that it's still somehow [P5]'s thing, because I still have the feeling that [P5] thinks, "Oh, this is my keyring, I made that," even though he has not really made it, if you get what I'm...

Male: Mm, I mean, it's his idea. It's where does attribution start, I guess. And in the work that I've done with people with muscle wasting conditions, often they do require help, facilitating help, but it's still theirs. That doesn't make it any less theirs, so yes, I mean, I didn't really interact so much with [P5] and [P2].

But it seemed- whenever he was stepping in, it seemed to be, as you say, because we were running out of time or "What would you like to do?".

Female: Exactly. So he wasn't- it was his project, it was just done with somebody else's hand.

I've seen [P5] being really happy and [P2] was very concentrated on gaining new skills. He was very curious, he was working out of the box, thinking out of the box and...

Because remember the last time when they were doing the keyring with [P1]? He did exactly as usual, as a template. These guys broke the template, so they did the thing they want.

Interviewer: Right away, yes, yes. But I think also Dan, he was- everything that you can really feel, that this is now like, their third workshop. So they settled in and they know the environment, whereas for [P1] it was the very first workshop and I think he just didn't dare to do so much individual work.

Like if we've just come in and it's easier to be, okay, just be guided.

Female: Yes, and especially to work on the groups. Sometimes it's easier, but also- at some points it's easier and at some points it's more difficult, in terms of the time. But it gave them more freedom to get themselves more comfortable in this environment as well. And they felt themselves more comfortable to pick up new ideas.

Interviewer: Mm, that's true, that's true. I think...

Male: We are obviously ascribing to them how they feel, so this is obviously us taking in what we're observing and saying, "Oh, well they seem to be more relaxed," rather than knowing that. It would be interesting maybe retrospectively at the end to find out what they felt.

But certainly, again, [P4] on the puzzle, he was off and doing his own thing, he wasn't following the template. He was adding in extra stuff, loads of squares and then putting other shapes on top of them, deleting the squares, rearranging them all off his own back.

So it was- and he was doing that from the get go, it wasn't even that he was trying to follow your template at all. He was

doing it from the get go, so it's clear that he'd gone beyond the simple repeating another- replicating something. He immediately jumped onto the "This is mine, I'll make it my own way," and just learning the skills to do that. And he was actually pretty good. I was quite impressed.

Interviewer: Which is interesting, because he, [P4], he's always very hesitant to really first get to touch it and use the technology. But when he gets to do it or when we are getting him to do it, he is actually really good and skilful in it.

Male: Oh, he was learning really quickly, so he twigged that moving the scroll wheel would move left or right, up or down, one of the two. And then I said, "Oh, you might want to..." Because I was going to say to try command plus and minus, which I did, but then he realised that scrolling when he was holding down alt for something else, it was zooming.

Interviewer: So he found his own trick actually.

Male: He found his own trick. And then I realised, I was like, "Oh yes, that's his way of zooming in and out. If you do control, it will do something else." And then he was then using that as the only way he was zooming in and out. He wasn't using the zoom tool, he wasn't adjusting the percentage or using the command plus and minus. He was...

Once I said, "Oh, if you zoom all the way in you'll be able to have a better view," that was it, he was off and doing it and then zooming out to relocate.

Interviewer: That's cool.

Female: Meanwhile, remember the- he was working in a team with [P1], he- what was it called? Oh my God.

He allowed him to do everything. He was like, "You want to do that? Do this for me. You can keep going, I'll just sit mostly." And this session he was mostly working himself. He wasn't requiring more people.

Interviewer: I guess it was quite good for him today to work all by himself, because then he was kind of forced to do it. Because, with the programming, I think it was also more [P1]'s thing. So he was really like, "Oh yes, I want to hack the electronics part," and maybe that's not really [P4]'s thing.

[P4] seems to be very much into like, you know, the filming and visual stuff. And he obviously has a very good eye for aesthetics or how to make something very- look quite nicely.

Male: Well, he designed his own play button for his logo.

Female: Ah yes, I remember it.

Male: Because I thought at first, "What's he doing?" and then it twigged when he resized it to a square. I was like, I realised that he's making a play button.

Interviewer: It's really cool.

Female: So he basically created his own logo today. That's good.

Male: Not just a logo, but a logo that is relevant to the videography stuff that he's doing anyway.

Interviewer: I mean, it was interesting to see how much they, you know, all the designers really highly personalised with very much things that are important for them. [P5] with his favourite \_\_\_\_[0:08:26:], but also [P2] was doing for his favourite basketball team, which is one of the main leisure time activities, actually going to the basketball.

Female: Oh really?

Interviewer: We each have a basketball team, yes, which is The Eagles, they have a \_\_\_\_[0:08:41] team.

Female: Is he playing?

Interviewer: No, not playing, but watching, because you know, it's kind of in the same community and I guess it's like a thing where people come and meet and do something.

And also, the self-designed play icon, which is quite cool because in the beginning of the workshop series, they were all

very hesitant about yes, do we really have to do the videos?  
But kind of they will also do it later on and they got really  
interested in the different cameras they were using here. And  
you know, kind of making also- getting something out of it for  
their videos then.

Male: While we were outside cooling down from the room, both [P5]  
and [P4] were- [P4] was like, "Oh, is that a vacuum former?"  
And asking questions about the other kit around the lab. And  
the mucky workshop, so I said, "Yes." We poked our head in,  
there were a few- he didn't want to hang around, but it was like  
he was showing an interest in all the other stuff.

Interviewer: Very curious.

Male: Yes.

Interviewer: Cool. Should we go quickly through what we haven't covered  
yet?

So yes, what worked well?

Female: I think the whole workshop was one big success. Everyone  
succeeded.

Male: I was expecting more- having not done it- having not facilitated  
before, I was expecting more challenges, particularly around



the use of Illustrator. And I think the one-on-one help avoided that, because we were able to steer them a little bit.

I think if it had been just one person between two, you could have ended up with someone getting quite frustrated, by the time you got to help them, if that makes any sense. So I think that's a necessary thing.

But having taught them those basic skills, now if you invited them back in and said, "Oh, make a..."

Interviewer: Draw a circle or something.

Male: Not even that. Make a bunch of stuff, they would just go off and do it. They know that's cool now.

Interviewer: Yes, yes. They really adopted it.

Male: So yes, I think as a whole it went very well.

Interviewer: And what did not work so well?

Female: I wouldn't name such a thing. I think everything worked very well and everything was very good. I mean, there was no issue with anything.

Male: I suppose the only thing that I can think of off the top of my head would be almost that it was a victim of its own success,

in so far as [P4] was off there and doing a bunch more stuff than the fairly prescriptive thing allowed for.

Now, I was able to sort of keep him occupied with keyboard shortcuts and oh, try this, try that. Again, that was because there was a one-on-one thing going on.

Interviewer: Yes, so you were quicker than I was over there with the team.

Male: But I mean, again, I could see if that hadn't been the case and he'd have accidentally deleted a bunch of stuff, it could have gone- but you know, "Oh, someone completed the task and was onto the next thing and we hadn't planned for that." That's not a criticism per say, that's just...

Interviewer: No, he learns also by doing that, right?

Male: Yes, I think it went really well, to be honest.

Interviewer: Cool.

Male: In terms of improvements, better ventilation in the workshop.

Interviewer: Yes, definitely.

Male: And maybe a bigger TV. Maybe not that TV, but having the TV on the...

Interviewer: At least something in a size of that would be good, yes.

Male: Exactly.

Interviewer: I mean, it was a little bit kind of, what do you say, improvised, because the first try that I had was actually having it on the \_\_\_\_ [0:12:15] and a webcam. But it was really low resolution, so actually with the hand camera today, it was better resolution but still the screen was quite small.

Male: The other thing that I noticed was, of course, as an autocam it was trying to focus and failing a lot of the time. So I don't know if it's possible to bump it into manual focus mode for when you're focusing in on stuff.

Interviewer: Absolutely.

Female: This camera has not got this, I don't think. It has to be on a particular distance between the thing and the focus. It's not- this is for steady filming, I think. When you move all the way around, it's getting like, "What's going on?".

Male: But I wonder whether even just doing a manual focus, if you- I don't even know if you can do it on that camera, because a lot

of the lower-end ones you can't, but for when you- if you can bump it into manual focus and just manually focus that, that would probably make a bit of a difference. Again, with a 30-inch screen or something, you would be able to see.

But I mean, again, it's a minor criticism.

Interviewer: No, it is, but I think it's also quite interesting, because, you know, as long as we try to facilitate a better picture that everyone can see I think it's kind of accepted. It's not that everyone- anyone would say, "Oh yes, this was really crappy with using this camera or the screen or something," but I think it's very, anyhow, very appreciated that we try.

And sometimes, like rather in the last session, an electronics one, they actually suggested to me, "Oh, could you use the camera for showing me this and that?" So they kind of took over also the control of that infrastructure. Which is a nice thing, I think.

Male: Yes, it's a good idea.

Interviewer: Because it shows that they- we are kind of all on the same eye level and everyone has a say.

So challenges, when [P5] was...

Female: [P5] wasn't- not really involved in the process. I mean, he couldn't, he needed definitely more time for this.

But he was a really nice person, who socialised with everyone, asking questions and telling stories and asking, “What do you do?” and “How was your weekend?”

Interviewer: Yes. I thought it was interesting. I mean, for [P2] it’s obviously using two hands for something like control A or the shift and then the mouse. And he has like, this trick where he actually kind of grabs his hand that he can’t move and places it there and makes the finger holding down a button. And then he can do it with the other hand.

It works quite well, until it gets something like if he wants to get something quickly done, so then because I offered him every now and then if I should help him and he was like, fine as it was. But if it should go quickly then, “Yes, could you please do control A,” or something like that.

Male: I mean, that to me is a broader point about the accessibility of computers and the accessibility of major software packages. Yes, they are accessible, if you can figure the computer to a particular user’s needs and they never need to use a different computer. Then you would have like, a one-handed mouse with a bunch of buttons, that would have been easy.

But that does not scale when you’re going into someone else’s workshop and you can’t take that personalised kit with you.

Interviewer: I’m actually quite impressed how well it works with computers that I have brought here and in preparation interviews I asked them if they need any special things. And it was actually just the two mice that were mentioned.

And okay, [P5], he has like, a huge keyboard, which is not really transportable, so that's also why he can't work really well on his own on one computer.

But yes, to be honest, I'm really surprised that we always find kind of a workaround.

Female: [P5]'s didn't go this way. The hitting in the workshop. What happened? If he feels himself unwell...

Male: I just think it's just too hot to do that. To be honest, I was finding it too hot in there, so...

Female: Yes, yes.

Interviewer: Okay. I think we kind of already discussed the rest of the challenges and support. Make experience, how did they..?

Male: They seemed to- in terms of responding, they seemed to like it and more importantly, they were already thinking about, "Oh, I can do this, I can do that with the technology." Coming up with their own, new ideas.

Interviewer: It's interesting how they really always go back to thinking about already like, "Oh yes, for my project I could actually do this." Or "Would it be possible to do that?" And it's funny that they are really, you know, reflecting on, "Okay, now that I know this, what does it mean for my final project?"

Male: Yes.

Female: This is actually really nice that he provided some examples of the work. I think they were inspired with them as well and they could- I mean, the touch, the material as well was quite important and also affected their choice of material as well. That's it.

Interviewer: Yes, yes.

Male: Yes, I'd agree with that. Having the examples of what could be done with something makes a big difference.

I actually pulled out a photo of the etching that I did of a map for- as a birthday present for a flatmate, just because [P4] was so advanced, he was basically sitting there, waiting for the next stage. I thought, "Well, he's already thinking about the next stuff, I'll show him something a bit different." And he seemed quite intrigued by that.

So yes, starting to get towards more complicated stuff, like the box. You know, 3D objects and stuff like that, having that as an example to say, "Hey, yes, we're starting simple, but actually there's..."

Interviewer: It can actually go like this, yes.

Male: That was helpful.

Female: I mean, I have learnt something new today. I mean, engraving, we didn't do this with [P1].

Interviewer: Oh, really?

Female: Yes. We did, but...

Interviewer: We did do it, but it was very quick and we didn't use it so much afterwards. He was more into cutting.

Female: Yes. We did more cutting and in this workshop we did more engraving.

Interviewer: Engraving, mm.

Good. How did the participants seem to feel about the workshop and its content, beginning, middle and end?

Actually, [P2]...

Female: From the beginning to the end, [P2] was very inspired and he really enjoyed what he does and he really understood what he does. That's a good thing.

Interviewer: He was full on.



Male: I think [P4], at points he was quite quiet and I was a bit worried about him, but I think that was just his way of thinking and processing and then he would go off and do something. So I think he seemed quite inspired as well.

Interviewer: Yes, I think he was also- both [P2] and [P4] were quite constant with their attention and the way they felt. [P5], of course, was more like, ah. A little bit tired over the time.

Male: I mean, they both- sorry, they both- all of them relaxed, they seemed pretty relaxed in here. I mean, I think, A, they already know each other socially.

Interviewer: Mm, they know the space already.

Male: They know the space already. I think that also would probably have quite an effect if you change the dynamics of that. Even if it was a group who already knew each other, the first time they're in a space might be quite different. I don't know, I wasn't there.

But also, if you had a different group of people who didn't really know each other socially, until they got to know each other- I mean, I noticed a lot of the interactions between them, [P4] in particular, but also [P2], [P5] would ask for some Lucozade or whatever and they would just sort it out for him. So they're already a bunch of friends who know each other and get on with each other and so on and so forth.

So I think that makes a difference, because then it's like, we're all doing something, it's an enjoyable activity. It doesn't feel

like we've got to be here and it's a lesson. It's like we're a bunch of friends, doing- it's the same way that you might go go karting or laser questing or bowling or watching- going off to the cinema tonight. I think that makes a difference in terms of how relaxed they are and how it enables them to relax into the task.

Interviewer: Definitely, yes. It does.

Okay, any other noteworthy situations, observations?

Female: To be honest, I couldn't even find a proper attempt to film something, because...

Interviewer: Yes, today we were really full on here.

Female: Yes, but I mean, when they just started our first workshop, I was filming a lot, just because I noticed some new situations, they've been behaving differently. But just now I see that they work, they do what we want from them and I'm just kind of recording the result.

So I'm not recording them facing difficulties and going over the challenges, it's just a constant work. It's not even so much fun to record really.

Male: Is it partly also that when you are helping them, facilitating them, then you're doing that and it's not necessarily- you're not thinking about the recording and you're not able to.

So, for example, when I was helping with the keyboard or noticing things, I didn't realise that's what you were meant to be recording. I'm sorry.

But if I had had a video camera, I wouldn't have thought to be videoing that and that's maybe something that someone who's documenting something shouldn't necessarily be the facilitator.

But whether that's- I mean, that's partly logistics as well.

Interviewer: Yes, I mean, it's not really so necessary to always film, it's just good to have it as a reference and that's also why I have the audio recording. And I'm not going to transcribe everything, that would be hell, but no, I think it's actually also an interesting point, for you, how you notice that your role in here is- has changed over time.

I also noticed like, how my, you know, my interactions with the participants has changed over time.

Female: What?

Interviewer: I'm kind of, you know, how I handle or hand over objects to them is now, you know, kind of informed by knowing that [P2] can't lift his arm that high, so I automatically give it lower. Or with [P5] that I have to be on a certain side of him, because he can't turn his head. It's just, you know, going kind of natural in here and I also notice that I'm far more relaxed about giving them time to think about how to solve a task that I just implied.

Male: I mean, that's partly also, if you've not worked with people with particular parents and individual differences between people as well, getting to know them.

So I first started working with people with neuromuscular conditions, got introduced to someone who was using a power wheelchair and I was- in a split second I had to decide, "Well, how do I shake hands with this person? If I move their hand from their power wheelchair, they won't be able..." And so I ended up just touching gently on the back of their hand, as an acknowledgement.

And now I wouldn't necessarily do that, but at that point. But that's not- to me, I don't see that as anything particularly different from if, say, me and Matt go to the pub. Our conversation, sometimes he will start saying something quite slowly and pause.

And when I first knew him, I might interrupt and start talking. And now, because I know him and I know him pretty well, you give him time and then he goes off on a tangent and it's knowing an individual dynamic that makes a big difference.

Interviewer: Exactly, yes. No, I really like how it gets more and more relaxed over time, you know, like that you really just arrange yourself within the social crowd and group. And you know, it's...

Male: \_\_\_\_[0:25:02]. Is that how you pronounce it, \_\_\_\_?

Interviewer: \_\_\_\_, yes, yes. Cool, thank you both for your good help today, it was great.

Male:                   You're welcome.

Interviewer:           Thanks.

END AUDIO

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