**File: T3 1of2.mp3 and T3 2of2.mp3  
Duration: 0:14:47 and 0:03:06  
Date: 04/08/16  
Typist: 833**

**Teacher (T3)**

START AUDIO

[T3 1of2.mp3]

Interviewer: That’s on and it’s recording. Yes that’s good.

T3: Perfect.

Interviewer: Good, so thank you for agreeing to do this.

T3: Oh that’s no problem, it’s alright.

Interviewer: So it’s just like a very informal interview, but I have some questions to make sure I don’t forget anything.

T3: Yes, no that’s fine, yes.

Interviewer: So how many sessions did you do?

T3: Two.

Interviewer: Two sessions. How many students?

T3: There would be 26 I think, because one of the computers was down so we had about five groups it would be.

Interviewer: Five groups. So were they the same groups in both sessions?

T3: Yes they were the same, yes, same.

Interviewer: We are recording so I don’t need to write anything (Laughter).

T3: Yes.

Interviewer: What subject?

T3: Geography.

Interviewer: Good. So in general so how did you use the tool?

T3: So the first lesson I kind of sat down and had a look at it; set it all up. I started walking around each group and just observing them and then tagging as I felt necessary or if I heard something I would quickly get that group up and tag it. So just circulating around the room and tagging it when I observed specific things.

Interviewer: Do you usually circulate around the room or..?

T3: Yes I do normally. Yes I like to what…

Interviewer: So you didn’t change your..?

T3: No, no. No it quite… Yes, what I normally do is just observe each group as they’re working and just see how they’re getting on.

Interviewer: So what device did you use?

T3: I had the iPad.

Interviewer: The iPad, cool. So during the session you did the tagging.

T3: Yes.

Interviewer: And when did you do the graphs?

T3: At the very end of the lesson. I came back up here and did the graph after that, but in the second session I did the graph just within the lesson, so like in the last 10 minutes I just started doing the graphs.

Interviewer: Oh okay. So after the students left?

T3: They would be just packing away type thing, so I just quickly had a look.

Interviewer: Okay so did the use of this tool change how you look at Soul, or your perception of Soul or the way you view Soul?

T3: Not really no. I think it was all about the same really. I was still circulating. It was things that I’d thought about them doing but hadn’t necessarily translated that in terms of showing progress and stuff, like with the skills base. I thought that was good because it highlighted which groups were just fact finding and those that were developing and arguing, discussing and collaborating more. So it was quite good to see.

Interviewer: Okay so that’s in terms of information seeking.

T3: Yes.

Interviewer: Good. So we imagined three ways of using it. One is self-reflection, one is to recognise the learning happening and one is to use it as evidence. So which one did you use or did you use all of them?

T3: Probably all of them I would say as an overlap to use. Yes definitely I would say all of them.

Interviewer: Okay good. Did you or do you think at any point you may use it to communicate certain points to a parent, to management, to the students?

T3: I think it’s good for showing progress and which groups use specific skills. I haven’t had time for the groups to do it themselves so for them to do it would have been good and then compare it and discuss what they think the positives are, what the negatives are of them in the Soul room and their behaviours.

Because we do it every term, so I think it would be quite good for highlighting targets with specific groups and then they can work on those groups. So it would flag that up. I think that would be quite good to do.

Interviewer: So you imagine it as something to work with the group?

T3: Yes, to discuss it.

Interviewer: Is it likely you would use it with parents or management, or other teachers?

T3: Probably not, I wouldn’t have thought so, no, more just for groups. Yes.

Interviewer: So did you talk about it with the students?

T3: Well I showed one of the groups; I said this is what we’re doing so hopefully this afternoon we’ll get time to let them have a go, because I think it would be nice for them to see it. They were like “What you doing?” because I was going around with the iPad which I don’t normally do.

Interviewer: So you will still use it today?

T3: Yes hopefully, it’s the last day of term so I will see what sort of mood they’re in (Laughter).

Interviewer: They’re too excited to leave here.

T3: Yes, yes.

Interviewer: So do you see a value in the tool and what value, and why?

T3: At first I was thinking was it really that valuable because it was sort of the impression I already had of each class. Then I think it really helps you narrow down and pin point like what specific groups are doing specifically. I think if you’re just observing without it there you just think about the general things but it could help you analyse the specific skills a bit more and concentrate on the ones that I might not think about.

Interviewer: So is it about analysing specific skills per group or specific skills in general?

T3: In general I think as a whole class because you could see what they were doing well and what they could work on. So I think it’s good for that basis to set targets and help them improve.

Interviewer: So do you think there is value in repeated use of the tool or is it like you use it a couple of times to be aware of how it works?

T3: I think you could use it repeatedly to show the specific targets and get groups to work on them.

Interviewer: Okay. So repeated. Do you think it added to your workload?

T3: Well I kind of did it within the lesson and I think you said the lady had written notes, I think if I’d done that it would have added time because it would have taken a lot more time. It would nice to have the time to look at it in more depth but it’s just getting the time to do it.

Interviewer: So for you it wasn’t like any significant..?

T3: No just sometimes I probably would have interacted with the groups maybe a little bit more to find out a bit more of what they were doing. I think once you got used to it and what the tags were and stuff I think you would be able to just about getting yourself comfortable with using it.

Interviewer: And is the time spent on using it, is it worth the effort or is it like a waste of time?

T3: I don’t think it’s a waste of time. I think sometimes I quite like to find out what they’re finding out and what they’re looking at and stuff. I like to have a chat to them a bit about that so it may be held me back a bit doing that, but that’s me personally. I think once you get a grip of it, like the first lesson I did spend a lot of time but I think the more you use it then it will be more beneficial because you’ll know exactly what you’re looking for and the tags where they are things like that.

Interviewer: Yes, that makes sense, yes. So in terms of students did it help you recognise development or change in their learning or behaviour that you would have missed otherwise?

T3: I don’t think so. Just in the short space of time I think it showed that they’re very similar in the two. Some groups had looked for the information, and rather than fact finding, they were kind of analysing what they’d found in the first lesson, but I think you would have to use it over a longer period of time to see that change.

Interviewer: Yes, but my point is if there wasn’t the tool; so did you see something that you don’t normally see without the tool?

T3: No I don’t think so. No I think it is all pretty… Yes, what I would see normally.

Interviewer: Okay. So you said you didn’t have time for student to do self-assessment?

T3: No, but hopefully I should get a chance today, yes.

Interviewer: Yes, so no chance to get feedback (Laughter).

T3: Yes, sorry about that.

Interviewer: No worries (Laughter). Yes, so nothing on the student side then to summarise this?

T3: Yes, I know, sorry.

Interviewer: So let’s look at the tool itself then. Do you have any comments? So you had five \_\_\_[0:08:19], do you have any comments on ones you want to add, remove or change, or are you happy with them.

T3: No I was happy with them all. Yes, the five targets. The only thing with it was I wasn’t… Is there a way that you know how we tag and when we record, that that could automatically do the… Or is that very complex?

Interviewer: No there isn’t a way, and there are a number of reasons because we thought about that.

T3: Oh right.

Interviewer: So first it is difficult to put a weight on each of these so how would you say fact finding is more important than...? Or this will give a value of 1 to this but a value… The other thing is with some of them it’s either or, with some of them it’s a combination.

T3: Yes.

Interviewer: So like a collaboration, you take a number of things.

T3: Yes.

Interviewer: But probably like fact finding or the outcome is either this or this.

T3: This, yes.

Interviewer: So it’s a bit \_\_\_[0.09.18]

T3: Yes I suppose yes, when you say it like that because I just thought that would be quite nice if it automatically and then you could edit it but…

Interviewer: Yes, that was the initial impression and we want to keep it subjective rather than have…

T3: Yes, but I know I did like that the five categories and things. I thought it fitted really well.

Interviewer: And you know we have like a plus and minus?

T3: Yes.

Interviewer: When you press plus is it per incidence or per the quality of the thing you observe?

T3: I think first it was every time I picked up on it, so I would tag it. Then there’s a couple of times when there was a group who were really discussing and elaborating and arguing the points so I think I put it up a few times for them.

Interviewer: So it’s a combination?

T3: Yes a combination of the two. The first time it was more just when I heard them doing it or observed it, but the second time I think I had increased it if they were doing something really well.

Interviewer: Oh okay. So yes, which relates to the second question of do you prefer a plus and minus of like just the five star rating system like Amazon or just like an on/off button?

T3: Oh I think the five start rating might work quite well. Yes I think that would be good, definitely.

Interviewer: So it is just you rate their performance.

T3: Yes, and then you can change it. Yes, I like that idea I think that would work well.

Interviewer: So you prefer it to a plus and minus or you just like it as well?

T3: I think I would say I probably prefer it to the plus and minus because it gives you that overall general… Because you’ve got like five’s the best, whereas I think you could just keep going as much as you…

Interviewer: So the argument to this case is if you give them five and they do even better…

T3: Oh right, yes I suppose you’d have to refrain yourself and check. Yes I can see that point but I still like the stars idea.

Interviewer: Yes, because then with repeated use you will know you can combine them.

T3: Yes.

Interviewer: Still like the five star system. Yes so, so you’ve tagged them and then after the session you placed it on the…

T3: Yes.

Interviewer: How did you pick a position on the diagram?

T3: I had a look at each group, the tags for each one and then I thought about which one had done it best and which one not. I kind of looked at that and ranked them based on how I tagged them so I kind of did that. I did start off quite low in the first session because like you said I had to show progress and things. I think I was slightly more generous in the second session to what I gave them, but I tried not to be too generous as a whole.

It was kind of how I did it really, just looked at how many times I’d tagged and then compared it to the different groups.

Interviewer: And you did it per group, right?

T3: Yes.

Interviewer: So each group had their own graph.

T3: Yes.

Interviewer: So you left a space for improvement.

T3: Improvement, yes.

Interviewer: And you look at what’s the worst, what’s the best.

T3: Yes, there’s some quite different… I think the collaboration one, one group I did score them quite high because they’d done really well with that whereas another group hadn’t really worked as well together so it did show that clearly.

Interviewer: And in the second session did you make use of the graph of the first one to place a point on the graph?

T3: Yes, that worked well because it was clear. I think I did move them all up actually because I think first time it was a lot of fact finding, but the second lesson was really analysing and consolidating what they knew and working on that.

Interviewer: So you moved them up. You actually thought they’d done better.

T3: Oh yes, they’d done better. Yes.

Interviewer: Okay so it is helpful then to see a previous session when you place a point in the graph?

T3: Yes.

Interviewer: Do you think it’s helpful to see all previous sessions or would that be too much if you have that?

T3: I suppose it could get quite a lot if you have a lot of classes but I think for us it would be quite nice to see that because we use it like two lessons a term. So I think that would be quite good for us but like you say it could get over-crowded.

Interviewer: That’s raised another question. We have a compare and average feature?

T3: Oh yes, I did like that, yes that was good.

Interviewer: Did you use them?

T3: I think I would use those more if I’d used it over a longer time period.

Interviewer: So you did try them?

T3: Yes, I liked that.

Interviewer: Do you think the average will work as well?

T3: Yes I think it would, yes definitely, especially when you’re looking at different groups as well.

Interviewer: Any problems you had with the tool itself like any usability issues?

T3: No I don’t think so, it was alright. The only thing was after the first session I did the graph and it disappeared, it hadn’t stayed where I’d put it and that was the only thing. It was alright…

Interviewer: So you needed it?

T3: Yes, but then it…

Interviewer: Yes, it relies on having internet access so maybe at that point in time when you did it for any reason there wasn’t, so it couldn’t store it maybe?

T3: That must be what happened because it worked on the second one and I thought, because I had a look in the booklet and I couldn’t see, so that’s probably what it was.

Interviewer: Yes.

T3: Yes.

Interviewer: Okay.

[Background noise 0:14:24 – 0:14:44]

[T3 2of2.mp3]

Just trying to listen to the recording and we have the fire alarm.

T3: Is there just a few left?

Interviewer: Yes, yes.

T3: Oh right okay.

Interviewer: Can I ask what age group?

T3: It was Year 9.

Interviewer: Year 9. So what did you like most about the tool?

T3: I liked it how you could look at the skills base. I liked the collaboration part that you could see and think about the skills. So I liked that and I think that would help develop through time. I thought it was accessible to use, it was easy to use as well.

Interviewer: Okay and is it just useful to have collaboration or do you like the fine details?

T3: Oh I like all the others as well but collaboration.

Interviewer: No I mean, even in terms of the collaboration the fine details of what collaboration means.

T3: Oh yes, that was really good. I thought that was really helpful to help you pinpoint \_\_\_[0.01.01]

Interviewer: So the description it was, everything was good.

T3: Yes, really good.

Interviewer: What are the things that you didn’t like?

T3: Something I didn’t like; there were some classes I think I might struggle to use it at times.

Interviewer: Why?

T3: Just with sometimes it’s behaviour, if I’ve got to implement with behaviour in there, I think it might have been a bit of a balancing act.

Interviewer: Do you focus more on managing behaviour than using the tool?

T3: Yes, than using the tool, that might have come into a bit of conflict.

Interviewer: Do you think it makes sense to..? I know one teacher who used it after the session, she just kept like a mental record of what’s happened.

T3: Yes, I think that would be good but it would just be the timeframe to do that which would be a shame because it would be nice to have the time to do it.

Interviewer: Oh okay.

T3: So that would be good.

Interviewer: Anything that you want to suggest to improve or change?

T3: I would quite like the spin off tool to set itself but then when you explained, that’s what I had thought initially, but then when you’ve explained it I understand why it’s like it is and I think that’s way is really good.

Interviewer: But apart from that the tagging and the switching between..?

T3: Oh I thought that was all fine yes.

Interviewer: Do you think you’ll continue to use it next year if it’s available to you?

T3: Yes I think I will with some classes, definitely yes. The ones that are in there more often I think it would be interesting to see how they progress and how the targets can help them improving things.

Interviewer: Okay, so the reason to use is to basically see the progress?

T3: Yes, yes.

Interviewer: So, final one.

T3: Oh that’s alright.

Interviewer: Are you worried that if you use it, it will used as a performance measure for your teaching or for your students?

T3: No, not at all, no. Not for teaching anyway, I think from that aspect but yes.

Interviewer: Good because it wasn’t intended for that but some people when I explained it, “Oh but then it will be used against us”. So this is not something you are worried about.

T3: No, no, not at all.

Interviewer: Good, yes I guess that’s it.

T3: Yes.

Interviewer: So if you use it today for the students.

T3: Yes, I’ll let you know.

Interviewer: If you find something interesting you can just send me like…

T3: Yes, I’ll get in touch.

END AUDIO

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