**File: T1 14July16.MP3  
Duration: 0:22:03  
Date: 05/08/2016  
Typist: 715**

START AUDIO

[Silence 0:00:00 – 0:00:19]

Interviewer: So, I will make a few notes because it is recording, [just a few things 0:00:24]. Just get a context, so how many sessions?

T1: Seven I have done.

Interviewer: Okay, cool. How many groups?

T1: There are six children.

Interviewer: So you are observing six children in different groups or..? I remember you entering specific names rather than the groups.

T1: Yes, it is just those six children.

Interviewer: Yes, so are they working individually or in groups?

T1: It depends.

Interviewer: Oh okay. Same children but in different?

T1: Yes, they are in the same class all the time.

Interviewer: Oh okay. So, sometimes they will working as individuals and sometimes..?

T1: Yes and sometimes in a group.

Interviewer: In groups, okay, good. The subject was Art [and Soul 0:01:08], right?

T1: Yes.

Interviewer: So, some general questions then some teaching related ones. So \_\_\_ related ones and some…

So how are you using the tool in general? When are you doing the typing? When are you doing the audience and how? Just like, a description.

T1: Well in the sessions I just really observe the children and then go to the groups things after. So, I haven’t… I did try to make some notes but I found that even more complicated. I am in the fortunate position that I know the children really well, I work with them all the time so I can remember what they have done and anything interesting that I need to note down.

Interviewer: Okay so, basically… So, when you started you… First, let’s go through the journey because it is important for me to know how you work.

T1: When I started I did try and use the Group Spinner while observing at the same time but I found that really tricky.

Interviewer: Because..?

T1: Well there were lots of things. It was quite difficult to open and close the things all the time.

Interviewer: Yes, it was the very first version, yes.

T1: Yes. Also to try and remember all the things. I found it more useful to look at it after and see, did I think they had done those things or not rather than look at it the other way, to try and find those things while they were doing it.

Interviewer: Yes, okay. So you would do the tagging first and then you would use that? How..?

T1: The tagging first and then the sliders?

Interviewer: Yes, let’s go with sliders, it makes sense. So, did you try taking notes on paper at some stage?

T1: I did. That just took more time.

Interviewer: Do you think if we print a sheet in a certain layout that will help or..?

T1: It might do to have just there for reference in case you have forgotten what you are doing.

Interviewer: Yes, because we are thinking of maybe in the App to have an option to print and then we just need to think of a simple layout where you can just take things [Crosstalk 0:03:17].

Because I know another teacher who did two sessions on paper files and then put them on this. So this – yes, it is likely that people would prefer to use it.

T1: But you don’t want to be doing the same thing twice. That is the problem isn’t it?

Interviewer: Yes, exactly. So, ideally, it should be something that you can just scan and… It is possible, it is not \_\_\_[0:03:40] honest.

So when you were doing the tagging, so there are numbers, so are you giving it for each observation or just for the quality? What do the numbers mean to you when you tag this [Crosstalk]..?

T1: Well, I make a judgement over the whole session. So a session will be an hour or an hour and a half and I will make a judgement to say whether they have done that and how much they have done it over that session. So I haven’t done, “Oh, I’ve seen that thing a certain amount of time and made a tally,” I have just made an overall judgement as to what they have done.

Interviewer: You give the number based on the quality?

T1: Yes.

Interviewer: I will just close the window because of the noise.

T1: Some are really easy like collaboration, how well have they worked within the group? Probably they have or they haven’t.

Interviewer: Yes, good. So this is a bit different. So do you think that the use of the tool prompted you to change how you run the session or your perception of Soul? Did it have any effect – positive or negative?

T1: Well it made it – I was able to track them.

Interviewer: Okay, great.

T1: So it was useful. But it wouldn’t have made me change the practice at all.

Interviewer: Okay. So, where you using it… So they were thinking three ways for it to be used. So I want to know how you are using it? Do you think it as a reflection tool for yourself? Or, a tool to recognise the learning that is happening? Or, a tool to use as an evidence of what is happening? Or both or the three of them?

T1: It could be all three couldn’t it? I mean for me, mainly for reflection but Helen will be using it for evidence. Because it is me who fills it in and then she will be looking at it.

Interviewer: Oh okay.

T1: To get evidence for the research.

Interviewer: So reflection for yourself but evidence for someone else?

T1: Yes. Then there was the one… What was the middle one?

Interviewer: Recognised learning, which is related, yes.

T1: Yes, well that is reflection as well because you look at them and think, “Oh yes, they actually did that way when you were watching them.” You didn’t always recognise that they were doing it.

Interviewer: Okay. Yes, that relates to the following point is, will you be using your data to communicate certain points to others? So, in your case you are using it for Helen to provide her with data, right?

T1: Yes.

Interviewer: Do you think, apart from that you may use it to discuss either with the students or the parents or management, certain aspects or points?

T1: I would use it to discuss with management. Because it is a completely different way of assessing children. It is something that they wouldn’t see. We just usually tick objectives to say that they have been met rather than looking at the whole child.

Interviewer: So if you are using it with the management, for what purpose then?

T1: To show that Soul is a worthwhile thing to do.

Interviewer: Yes. Yes, so it is… I mean our original intention to trial it only from the outcomes, from the [viewed 0:06:57] outcomes.

T1: Yes, I find it hard to fill in the outcome one. That is the one I struggle with the most.

Interviewer: Yes, but that is usually the thing that people look at and we want people to look at the other aspects so were we successful in that?

T1: Yes.

Interviewer: Okay, good. Did you discuss the tool with the students? Talk about it in any way with the students?

T1: No.

Interviewer: We weren’t expecting that, not here just yet – just to check. So, yes, so that is… Do you see a value in using the tool? What is the value and why?

T1: Because Soul is really different to the curriculum that we are teaching in school at the moment, which is very outcome based. So the value would be if my managers came to speak to me and said, “Why are you doing that?” That I have got some evidence to show them.

Also I find it really useful for myself to remember what the children have been doing and reflect on and see which areas they need to develop within the Soul context.

Interviewer: Okay. So do you think the more you use it the more value you add to it or do you think it is, “Well I used it a couple of times, that’s it?”

T1: No, I think you have to keep going. I have only done the seven sessions, when I look back I can see immediately what the focus of that session was. Because when it is a collaborative task well obviously you see more on the collaboration side. Or when it is an individual task, you tend to see more on the motivation and the outcome.

So every time you use it, it is not like it goes in the middle and gets bigger and bigger. The different sections go out and you can see, “Oh I’ve really focussed on that.” I need to make sure there are opportunities for making sure it is balanced all the way round.

Interviewer: Yes, you have used it exactly how I wished it would be used. I am pretty happy with that.

T1: Good.

Interviewer: Do you think it added to your workload?

T1: No, not at all no. Well, it is interesting to fill in so it is something I would be thinking about anyway. It is just there in front of me to remember the statements. It has given me a better understanding of Soul.

Interviewer: Okay, great. Yes, so that is… This bit was about the teaching. So, did it help you recognise certain aspects of – through this development that you would have missed otherwise?

T1: Yes.

Interviewer: Depending on..? What type of things? You need to elaborate.

T1: Well, basically, I had never assessed any of those things that are on the spinner before. So everything was new, everything was different. So, it was all useful and… Well, it was all of it really.

Interviewer: Good. I am assuming you didn’t use the self-assessment where students assess themselves? They are younger, a younger age group.

T1: No.

Interviewer: Okay. So, if we talk a bit about the tool then. Are you happy with the access we provided? Do you wish there were more or they were slightly different? So we had five. What are you comments on the access?

T1: No, I liked that.

Interviewer: So they were like a clear..?

T1: It is a good balance, isn’t it of different areas.

Interviewer: Yes, I know we spent ages on that so, it is good that it has worked. I think I have asked you this before but it is good to repeat it, so are you happy with the plus and minus signs? Or, would you have preferred just on and off or like a five star rating system?

T1: Plus and minus is the easiest.

Interviewer: Yes, okay. We have answered this one, this one as well. How are you then deciding on the position of the point on this slider, let say on the axis? And, also to make sure that you allow space for progress? So, did you come up with your own criteria of what number the indicators mean and where you look at that? So how did you work that out?

T1: Yes, I looked at the numbers and imagined that it was split in to 10 and then moved it up according to that.

Interviewer: You always left the space for..?

T1: Yes.

Interviewer: Yes because you are putting the numbers afterwards, I would imagine you are thinking of both, the slider and the number?

T1: Yes.

Interviewer: Yes, that makes sense. Because if you do it in the class and then you want to translate it, you might have missed some stuff but the way you do it makes more sense.

Did you have any problems with usability? So we made some changes midway, did this solve like this crawl problem?

T1: Yes, it seems fine now.

Interviewer: Any other like problems using it or..?

T1: No, the only issue I have is accessing it to do with my devices. My iPad is fine because that just goes straight there. But if I try to use it on a PC it has got to have Chrome. But that is my issue not yours.

Interviewer: Okay. Because we tried to make Chrome easier. We have put these Bookmarks on [Crosstalk 0:12:42] and so hopefully the second version did help, I understand?

T1: Yes.

Interviewer: Okay. In general then what did you like the most of using Group Spinner? What was its highlights?

T1: Well, it just showed you really clearly what the children are doing. It is really easy to see. Then you have got your evidence down the side as well, so you have got the immediate impact of the graph. Then you have got your bits, statements down the side to back up what has been put on there.

Interviewer: Anything that you didn’t like?

T1: No.

Interviewer: Okay. Yes, I mean my understanding, it is challenging to do it in the class but then that makes sense. Any suggestions for improvements? Things you would like changed or improved?

T1: Well apart from the numbers setting where the slider goes, I would like them to do that but with the opportunity to move it if you need to. I sometimes wonder when I am giving numbers to the statements, sometimes some of them don’t have any number at all but I am still giving it an average. I wonder, maybe, you would be setting the weightings to make sure that I would be accurate?

Interviewer: Yes, we have thought about it. It is very difficult because first we need then to assign a number. We need to come up with a number or a weight to these different things. They are not always comparable. The other thing is some of them, like the outcome is solo, so the progress, the collaboration is cumulative so we need this and this and this and this. So it is not easy to find an automatic mapping from what you put here to the slider.

So far our decision is to leave it to your own judgement how these translate. But we will continue thinking about that. But it is not…

T1: Even some guidance to what you would consider to be the most important statements. Because if you had two people using it and there wasn’t any consistency, it would reflect on the value of the tool?

Interviewer: Yes, it is…

T1: Say I was using it with someone else in the school?

Interviewer: [Crosstalk 0:15:11] per teacher, it is difficult to compare with many teachers. But this is interesting what… A workaround would be rather than moving the sliders to show a recommendation or just a suggestion. Then you can use it or ignore it. So maybe that is the compromise.

T1: Yes.

Interviewer: Will you continue using it next year?

T1: Yes, if you will let me have the access.

Interviewer: Of course, yes.

T1: I will get my new class this Monday and I was going to do a baseline on all of them, as much as I could. Then, try and use it across the year to see how that goes.

Interviewer: Brilliant. Yes, so…

T1: Do you think I will have enough room to slide them up?

Interviewer: Yes. So next year we will release an update based on like your feedback and others’ feedback. But the things we have planned, sort of promised but the things we have in mind. First, we make it customisable so anyone can create a template. So a Soul is a template, so you can go to a Soul template. You can go maybe to an engagement template with different axis and you can go to Art template which might be a bit different.

So you can either create your own or you can pick from a library of templates. But once you pick one you need to stick with it otherwise the axis would [freeze 0:16:40]. So this is one of the main things, so, it is not Soul specific.

The other thing is some said it would be useful to link a picture or a note with one of the axis’. So if you find something and there is an interesting evidence to link with that point on the axis, so you can attach a picture or type a simple note, why this is there.

T1: Yes.

Interviewer: These are like the two key improvements we will make apart from my bits and pieces.

T1: A lot of the Early Years Programmes work like that. You do it on your iPad and then you just take a picture of the child as they are doing the thing that you are looking at.

Interviewer: Yes, so this would be something like that.

T1: You have to be careful that you are actually concentrating on what you are doing rather than looking for evidence?

Interviewer: Exactly. So it can be given in your way as maybe not a picture but when you do something at the point on the slide, you can add a note to justify something. Even a simple note or-

T1: Just even what the session was in case you can’t remember which one you are matching it up to.

Interviewer: Exactly yes. So some people expressed concerns that this might be used as a performance measure by the student or for their own personal development, like, for the management. “Ah, you are not doing. I want to compare.” Was this ever a concern for you or..?

T1: I suppose it could be. I hadn’t really thought about it. Yes, that would be terrible wouldn’t it?

Interviewer: Yes, yes.

T1: That would completely go against the whole philosophy.

Interviewer: So the reason, even now when we talk about it – we talk about like reflection, recognising and evidencing. So it is more about the personal reflection and we want to make sure that it doesn’t… It is not used in this way.

T1: Maybe I will not be telling management about it then.

Interviewer: That is one way of doing it.

T1: I know.

Interviewer: But, yes. Again and again we are pitching it as a reflection tool for the teacher to monitor the students but it is not an assessment tool, it is not a performance measure.

T1: No, I just thought it was a way to be completely honest and record what has really happened. Then, if you see something you need to do differently, do it differently.

Interviewer: Yes and this is one of the reasons why you cannot compare two teachers and there is no, like this automatic slider thing. Because it is very subjective. So you might put something very small, you have something very small to allow enough space for development.

Another teacher will start with something, almost like create a score but then you cannot compare this. We are thinking in terms of progress, they are thinking in terms of \_\_\_[0:19:21]. So, yes, this is one of the other reasons why we do not it automatically.

T1: Yes, I see now.

Interviewer: It is very subjective.

T1: I have been using that with this sort of assessment for too long haven’t I? Click the green button.

Interviewer: Yes, good. So do you often, like, compare all of them in one diagram, do you use that often? Or do you like to switch between sessions?

T1: Switch between.

Interviewer: So I don’t have this question but it is interesting. Do you find, showing the previous session, like starting with the previous session visible useful when you draw the slider?

T1: Yes, I find it really interesting to see what they have done.

Interviewer: Yes, it is not confusing?

T1: No.

Interviewer: Do you use it as a basis where you put the point or you..?

T1: No because it is usually a completely different session and they do different things each time.

Interviewer: Okay.

T1: So it is not like when I am assessing their English and they can do something confidently and then they will move on to the next thing. It is more to do with how they are in that session.

Interviewer: Okay. So you don’t use it as a basis to help you with the..? You work independently on the previous?

T1: Yes, independently on the previous session. Sometimes they are having a really bad day and they don’t do anything.

Interviewer: Yes, great. Do you have any other comments or anything you want to add?

T1: No.

Interviewer: Brilliant. So, yes, thank you very much.

T1: Oh, is there a way to print it off? Print off the..?

Interviewer: Now, no. But we will definitely need to add that.

T1: What would you do, just do a screen-print?

Interviewer: So screenshot, yes. But once we add that, you will be able to print previous ones because the data is still there.

T1: Yes, it is just for the research.

Interviewer: Yes, it makes perfect sense.

T1: But, screen-print is fine, isn’t it?

Interviewer: We should do that, almost like a reporting tool and then you pick whatever you want to compare or average. Have you ever tried the average feature?

T1: I have but then I thought, “Oh, I don’t think I’ve done the right thing there,” then turned it off again.

Interviewer: Okay.

T1: There are lots of bits on there that I shouldn’t have pressed.

Interviewer: Great. Yes, great. Thank you, thank you very much. I will stop that now.

[Silence 0:21:56 - 0:22:03]

END AUDIO

[www.uktranscription.com](http://www.uktranscription.com)