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START AUDIO

Interviewer: Just to make sure you are alright being recorded?

Respondent: Yes, that’s fine.

Interviewer: Yes, brilliant; okay, cool. This is really just a thing to try and get into your head on how you’ve been thinking about the app so far and how you’ve been using it with the kids.

Respondent: I think one of the things we’d talked about was how we use it now more purposefully and how, rather than the children just learning to use the different functions, of how it will support learning and support the lesson.

We’d talked about, hadn’t we, that if I was to set different groups a task to do, there’s more value when we get back into class in using the app, because the children are reporting something to their classmates? It’s seen from them and from our point of view as more purposeful.

Interviewer: So, they’d be collecting the resources to present to the other kids and teach them about something?

Respondent: Yes. They’re given a specific task and they take ownership of that task, knowing that other groups are not doing that, so they’re feeding into a whole, as it were. Then, when they come back after park visits where we’ve all done the same, children’s enthusiasm is not really there for what others have done. The enthusiasm is, “Can I see, myself? Can I see what I’ve done?”

It’s as a record for me on an individual level rather than anything else, whereas when we went to the zoo – and that’s obviously something we can transfer to the park, which is the type of activity I did – everybody was doing everything. Actually, it would have worked better if children homed in on just one area, and, when we come back to school and we feedback, there’s a great interest in what each other has produced, because we’re informing everybody.

Interviewer: Because they haven’t seen it.

Respondent: And a purpose to why you’re recording, a greater purpose.

Interviewer: Do you have any lessons structured in that way at the minute at all, like any activities without the use of the app, doing the individual projects and presenting back at all?

Respondent: Not whole projects, but, within learning for everything, we could set… Our history topic, for example, we might set each group off on looking at a different aspect, then to come back and to feed in to report back to the whole.

Or we’ll have setups with anything whereby you go away, you discuss it as a group, one person might go onto the next group as like an envoy, and they take that information. Then your groups can be made up of one person from each of the other groups, and they can feed that back to everybody so everybody gets new information. Does that make sense?

Interviewer: Yes.

Respondent: If you have five groups, with five children in each group, each group member has a number. Let’s go back to the zoo. You have your reptile group, your mammals group, blah, blah, blah, so you have a whole group, one to five, of mammal experts.

Then you create five new groups, with one person from each group, so you have in that group it’s made up of a mammal expert, a reptile expert, and that person is then presenting to each other person.

Everybody gets what everybody else has got, but collectively in one group you can kind of empower yourself through your knowledge and how you’re going to present it and then go off and do it.

Interviewer: Do the kids engage with that quite well?

Respondent: Yes, because it’s meaningful and it’s purposeful. They’re not just doing it because I’ve said to do it. We do homework projects and it’s something that’s come out of learning through that. I set the same project for everybody, and everybody gets the same question every week, to lead to an end-of-half-term presentation.

Interest in children listening to each other’s presentations is not good, because everybody, although we say, “You bring to it what you want to bring to it yourself, so, if you like making models, make a model,” they don’t. They just answer the questions and there you go. Who wants to sit and listen to 24 presentations of the same thing?

Interviewer: Of the same thing, yes.

Respondent: The discussion came out of: what if different groups of children were set different aspects to feed into a big project? Therefore, you’re going to be more interested in hearing what somebody else has got something to say about something that you haven’t researched about.

Interviewer: Do you think there’s an aspect of this app which is well-suited to supporting this?

Respondent: I haven’t thought more beyond what we talked about on the coach, so I would set up the same activity, but the focus would be different for each group.

Interviewer: So, same/similar formats, yes.

Respondent: It’s how I would transfer that. You’ve got: “You’re going to be experts in this. You’re going to go off and find that.” I suppose when we went to Saltwell Park I’d send them, if I could logistically, to different areas of the park, or, if you all need to stick together, you’re recording a different aspect of that one thing. One group are collecting evidence on this or information on this, and another group are reporting on something, so, collectively, when we come back, there’s greater interest generated over what each of them have produced.

I think that when we were at the zoo the presentation of information to me seemed to open up ideas for what we would do. They were getting information for an expert. They were trying to absorb that information and then present it as a way of recording it through video. I think the video for children is the most… They get a lot back from it, seeing themselves.

Interviewer: It’s sound as well, yes.

Respondent: It’s automatic. They can just speak. I think when a child was showing that they could summarise what they’d learnt, that was learning in itself, so they were having to recast that information, process it, understand it, recast it. We did do that a little quickly at the meerkat enclosure. That was good.

Interviewer: It was something which you realised you could do on the day, right? It wasn’t when you were designing the activity you were thinking about that?

Respondent: When I designed the activity, I basically did the video, because I wanted them not to have to write or record in any other way. I did want them to say what they’d learnt, but I’d only gone as far as that. The actual presentation skills and, “Can I convey this information eloquently enough so that an audience is going to receive it?” I didn’t really look that far ahead, but that’s there now when I come to do that again.

In class I think we would practise that as a skill away from the app, away from actually recording. We’ll do how do we summarise/present? Then it will be more effective when we come to video ourselves and do that.

Interviewer: When it came to, you said, the meerkat enclosure, did you ask some kids to repeat what the guide said, or was it, “What have you learnt in the last 10 minutes that was of, like…? What was your favourite thing?”

Respondent: Yes, it was, I suppose, a bit of both, but it was the latter. It was the same when we went to the reindeer, and it gave them a reason to listen more carefully, because there was an expectation that they had to do something with it. That’s why it’s a more powerful tool.

[Aside conversation 0:08:37 - 0:08:54]

Interviewer: Sorry, I’ve completely forgotten what we were talking about. Was it in the classroom, presenting back?

Respondent: It was along the line of did I envisage when I was asking children to report back? It was that they would listen to what information they’d been given – and it’s not necessarily a talk, it’s just anything they’ve learned – and then to give that information to someone else. It’s the fact that they’re not just recording, that they’re imparting information ready for somebody else to receive it.

Interviewer: Is it that they’re able to compute it and reword it so that it shows that they understand it, because they’ve relayed it further, without just saying the same words?

Respondent: Yes. It’s a case of right at the point where they’ve heard it, whereas we would come back to school and we might write down what we’ve learnt, but right at that point you’re taking what they’ve processed and what they have.

Really, we were asking them to do it very quickly. Not all children can do that, but whether they were doing it as part of a group and, “Everybody, okay, how many points do we need to remember?” and if there were five children lined up and they each remembered one point, that’s a way that less able children can do it. Whereas, I remember Aisha stood there and, with a little prompting from me, she remembered the country they came from, why they dug holes, the effect that that had. She could do it.

Even thinking when we say, when we come back to school, how we could… They’d be more interested at looking at everybody else’s, if the children could actually log on, they can just access each group’s video. They could do that for themselves and it wouldn’t actually need to take, “Let’s watch this group and watch this group.”

It could be, “Okay, I’ve made up a folder, and in your folder you’re going to hear five different people speak. One will speak about reptiles; one will speak about this, this, and this. What have you found out?” Or I’ll set them a question, and that’s just their listening skills, and they’re trying to process information. Or they’ll have something to fill in, or complete, or answer.

Interviewer: They could have everyone’s uploads, even if it’s in groups and they’ve got the tablet or something and they’re able to see what everyone has uploaded, and maybe activities based around that.

Respondent: Yes, but the way that it was so easy to record, I could literally make up folders where each group has one upload of each type, even though there might be five children in that. What I liked about when we used the app at the zoo was that it was so open-ended and that the children… They still don’t want to read it, but that’s our children (Laughter).

I still believe, if it could be categorised somehow so when you go out to the park, unless you walk a certain route and you meet things in the order that I’ve put the activities in, you’re going to have to try and locate where you record things. Unless it is literally there’s a video for anything you want to record, there’s an audio for anything you want to see-

Interviewer: Whatever you’re interested in.

Respondent: But if I’ve got multiple choice, if I’ve got [whatever 0:12:18], “You need to be in this location to do it,” I think it does need to be divided – for me. It would be easier if it was divided up so actually it’s there with a picture.

Interviewer: Into chapters or whatever, okay, yes.

Respondent: Yes, so maybe I’ve got three chapters and I’ve attached a picture to those chapters, so maybe a landmark in that area or something, or, very cleverly, a location point if you were connected to Wi-Fi or whatever, so that when they get to that area they’ve got then a set of activities to do, rather than looking through all the activities.

When we were going around the zoo, the fact that we would only see reptiles in one particular place, so you had to read along the list, so, “Where is my bit where I record the reptiles?” I could have made the activities in a different way, but they’d still have had to locate.

Interviewer: Yes. Especially when you start adding all the photos, it gets really long, yes.

Respondent: Yes, and with this there’s a photo activity, there’s a matching activity, and there’s a video activity. It would group them and tidy it up into folders, really.

Interviewer: Into a subject, yes.

Respondent: Yes.

Interviewer: What I had found – I don’t know if you saw this in your groups – was that, even though they were going around and they were actually having to scroll quite a lot, because some of them were taking loads of photos, they would actually care that it was going in the right section and things like that. They weren’t just taking photos for the sake of it.

Respondent: I think it’s to do with the ability of the child: if they’re a reader or a non-reader. Even though we had the [speech there 0:14:01], I think it needs to be louder. That’s our device or the fact whether they have earphones or anything that comes with it. I think a few of the issues are just the fact that they’re young children; they’re on an electronic [device] in the outdoors.

Interviewer: Sometimes it’s that they’re not the easiest things to work for adults either, because those tablets in particular they’ve got buttons on the side. I’ve noticed them constantly pressing the buttons by accident. I do it. They’ve got the big flap on the top and it’s too heavy.

Respondent: Ours are, yes, absolutely.

Interviewer: But, yes, for the year sixes they work it fine, obviously.

Respondent: Yes. I think the more confident a reader a child is, they take that because they’re aware then that there are sections, and they do put them in, so I suppose a lot of… Some of it is putting things into folders just to tidy it up, but it would help less able children if that is on there.

Interviewer: Yes, especially [because of the 0:14:56] visual with the picture.

Respondent: Yes, because you’re going to get less able children. You can get non-readers right the way up the school, really, so it would help them.

Interviewer: I think it was one of the first times we’d talked you’d mentioned if you could go to the park and see what the rangers or volunteers had made in the app, and their learning resources and activities. Have you thought about that at all, if there were activities which you hadn’t made which were available based on-?

Respondent: I haven’t thought about it, but, thinking about it now, that’s certainly something we would use and we would access, especially Saltwell Park since it’s a big park that’s established now. The idea that we could go there, we could log into something, and that they would have a trail, or information, or a map that we could follow to find the salt well, to find this, yes, absolutely.

Interviewer: We have been talking a lot with some of the volunteers, the ‘Friends of Saltwell Park’. I don’t know if I talked to you about the talking statues stuff.

Respondent: I’ve heard a little, but not in great [detail, yes 0:16:16].

Interviewer: They got in contact with us quite a while ago now, but they were like, “We want a talking statue.” I was like, “I’m not going to wire up a statue for you. That’s not what my project is, but I’ve got this app and you could make an activity where you’re recording yourself as the statue,” blah, blah, blah, giving information about the park, sending them around with the tracking down locations and stuff.

Respondent: Yes, absolutely.

Interviewer: We actually put that together the other day, but it’s the kind of thing where that’s not really meant for year-two children, like obviously it’s-

Respondent: But it’s the technology is adaptable to exactly what we would want, so take us to… Yes, putting it in as we’ve used it. Take us to Saltwell Park, go to the statue of the angel, and, as we approach it, that angel tells us what they are, why they’re there. It asks us a question; it gets us thinking about its purpose or whatever its function is. We learn something from it, and we could also do something in relation to it.

Those things can be markers that send us from one place, like a trail with clues. Your talking statue, if it’s prompting ideas to stimulate our creativity to go back to either your moviemaking or your storytelling, so, if there’s a character telling us a story or if there’s a character prompting us to think of a story in order to initiate play, that technology, it can link to anything we do. Whether it’s a specific skill within geography or history, or whether it’s just to make us think about something we want to talk about or find out about, the possibilities are endless.

Interviewer: Because obviously at Saltwell Park there are volunteers who are passionate about the history of the park and stuff like that, and so you would see value in those groups being able to create content which the school or families outside of school time could take advantage of?

Respondent: Absolutely, to stimulate that family to participate in an activity, whether it’s bird spotting, because I know they’ve got there [something as 0:19:00] simple as noticing the squirrels, whether it’s – I’m pulling something off my head, but the stepping stones. There could be a nursery rhyme that they could prompt that they do it, or a game, or, “Have you thought, you’re here; [there’s a] really good game, like ‘Pooh Sticks’?”

Some parents might never have done that, so it’s like at this point this is a really good place to do this but to dress it up in a different way. It could be just purely leisure, social, or doing that historical and giving information which a lot are interested in. I’m thinking of parks and things that I’ve been around on holiday. It’s like we’ve done a Gruffalo trail and things like that – not the one with the app but [the little 0:19:53] stick man. When you get to a certain thing, there are piles of sticks there.

Interviewer: What, like ‘Blair Witch’? (Laughter)

Respondent: Or there’s like a little forest area. It’s like, “Can you use it to play noughts and crosses?” or, “Can you do it to this?” or, “There are fairies in the trees; can you build them a den?” or just anything that relates to anything like that, to get them to use the environment and interact with it. It works on so many different levels, doesn’t it?

Interviewer: Yes. I guess this would depend on area, and parents and things like that, but could you see a possibility of asking people to go out at all outside of school, to go visit parks or anything like that, or is that too much of an ask?

Respondent: Here it depends on the parent. As I was saying with our meeting to taking the reception children into year one, we don’t have a lot of parental support, but, where we do have parental support, we’re looking to make cultural links, so to develop their experiences.

Say my class, we all wrote letters to John along at Felling Park to say, ‘Thank you for inviting us to be a part of the park.’ We’ve been along there this week and we’ve planted all the flowers. I’ve put it into newsletters home that we’re helping to redevelop the park, that we’re developing the park. In the letters that the children wrote to thank him, they put in things, like we had no idea it was there.

We’ve told mum and whoever, so really the next step would be, “Have you thought about going to the park, mums and dads, because actually your kids have planted up these flowerbeds and it would be nice for you to see them now?”

Interviewer: It would be nice for the kids to see how they’re doing and stuff, as well.

Respondent: Yes. Our parents might go along and just say, “There’s nothing there,” because they don’t see the resource. However, if there was something there to do on the app, it’s just like, “And we’re involved in it, for us, personally. We’re involved in it, so go along and try what your children have done.”

Or we do have a talking statue there. Just we could set it as a homework: “Go along. Will you take your child along? Will you download the app, and will you have a go and then record, maybe, what you think?” and if there is a way of uploading that.

Interviewer: Or even having it so the kids are keeping track, using photos and things on how things are growing over time and stuff that they’ve planted.

Respondent: Anything, yes. I think with ours it’s there’s the type of parent I am and probably how you were brought up, like ‘Pooh Sticks’ and this. There are things you just automatically do, but, with some of our parents, engaging and playing with their children doesn’t come naturally. To have them in a space and to give them, maybe, an idea of some of the things they could do or something that they’re interacting with is a way of occupying their children while they’re there.

Interviewer: It’s like a nudge.

Respondent: They can only see it as a benefit if they see that there’s something to be had within it.

Interviewer: Yes, so it’s like a nudge for suggestions of what could be done.

Respondent: Yes. First of all, why would we go there? We’re going to go there because there’s a talking statue. So, we go, and we do it, and then actually while we’re there we didn’t think there was anything to do there, but it’s been quite interesting because we got to do that.

Or, if it says, “Find this place, go to this place,” and it gives us a game, like a suggestion for a game to play or something like that, or an activity to do and it was like, “We’d have just walked here on the way to Asda, but actually I never thought of that,” that I think it would be quite powerful.

Interviewer: Yes, cool. We’re also thinking about having a more context-neutral version where it’s not just focused on parks but there would be an activity toolkit which could be still, probably, quite place oriented, just because there’s things to do with maps and stuff like that, but there’s no reason why it would have to be. Do you think there are any other contexts which spring to mind which you might use something like this in?

Respondent: That’s not specific?

Interviewer: Other than parks, yes.

Respondent: Right, other than parks.

Interviewer: Like museums was the second one which was suggested, but that’s quite a-

Respondent: Any public place, really, that has something to access or information to give. Definitely museums, like when we went round the zoo. Any place like that. Things like Beamish. It’s the fact that if something can locate you in a place and give you some information or offer you something that makes you think about something, or prompts you to do something, is good.

Interviewer: Or what other kind of trips would there be where you would want to have the children create resources to bring back to the classroom [as well 0:25:32]?

Respondent: Every trip.

Interviewer: Every trip.

Respondent: Every trip you would go on has an opportunity to record. I think what it is is for me to think other than taking a photograph, matching a photograph in order to gain the name of something, because that’s how I’ve used it, haven’t I – [I’m 0:25:53] matching?

Interviewer: Yes.

Respondent: Or use a video to record what you’ve found out, or your opinion on something. I think I need to think beyond that now. I can use that and how you get that into daily, everyday practice with the app, but to think, “Are there other opportunities of which I haven’t realised yet that can be harnessed?”

Interviewer: It’s not particularly obvious, is it?

Respondent: No. I think it comes through, like when we went to the zoo and our conversation, you realise actually that is the power of that. I haven’t used the multiple choice yet, I haven’t used the location, just because I think of the age group that the number range is too great. But I really think, and I don’t know if it’s possible, but that idea of Google Maps, if there was a very basic map that picked up on a place, and it tracked me as I walked and I could find places, so I was either trying to find places or I could see my route and see where I was, for geographical skills that would be huge.

A whole part of the curriculum is mapping, so, in order to take something and have that image, somehow transfer that to a more abstract map, with objects rather than the actual photographs, because I suppose you could take… You could get a picture of something and you could lay that over, but to see how you move around that, I think that would be very powerful.

Interviewer: You mentioned the curriculum. Is it difficult…? A better way of asking this: do you think the app is like a good way of being able to support having to conform to the curriculum requirements and things like that?

Respondent: Yes, because you talked about stripping back specific activities, but it’s already stripped back in the terms that you have videos and this, that, and the other, and we can use it for whatever. There are a few members of staff who… Somebody’s gone to Saltwell Park today, and year one did tree identification a month or so ago and it was just like the app is the best way to do that.

It’s always like if I had the time or the whatever and we had enough devices, you just want to do that using the app, because if you go out on a trip, as long as it’s not raining, a teacher always has to evidence everything with their iPad, with their camera. If children are involved in doing that and yet doing something with it at the same time, no matter what you’re learning or what you’re doing, you’re using it.

Interviewer: So, even if the kids aren’t using devices, there’s still an expectation that evidence is collected through photography and things like that anyway. Is photography like an expected evidence now?

Respondent: Huge, yes. We have bought a program called ‘Earwig’. It’s ‘Earwig Academic’; ‘Earwig Academic’, I think. If you Google that, a company have put together… We upload photographs and every child has their own account, which the parents can access at home.

[Aside conversation 0:29:37 - 0:30:04]

What was I saying?

Interviewer: Evidence.

Respondent: Yes, so what we usually do is children’s books now, the work children produce or the experiences they have, evidence is based on that. When we’re inspected or assessed or we’re looking to see whether the children are making progress, we look through the books.

Because it was very time-consuming to take a photograph, print it out – and costly – and stick it in their book for all the children, this program was the best, so where we take the photographs, we upload them into the program, we can tag children into them; it goes into their individual file.

Basically, I could put up a child in my class, and anything I’ve uploaded and attached to them I can add a little comment to. It shows what they did, why they did it, and I can make a comment on it. That is alongside our books as evidence, so that’s what we use.

Interviewer: Do you think photos and stuff that they take through ‘[Park Learn 0:31:14]’ or whatever, would you put them in ‘Earwig’?

Respondent: Of them doing something, yes.

Interviewer: Yes, okay, I see.

Respondent: Actually, at the minute it’s the picture of them holding the iPad, saying that they’re doing a ‘Park Learn’ activity, because we’re using ICT.

Interviewer: Yes, or, I guess, the videos of them explaining something, maybe.

Respondent: Yes, the video would be, so anything where we’d need personalised evidence of what they can do. The actual photographs of the park, of the flowers, they wouldn’t go on, because that’s not evidence of what they have done. That’s just the product of what they’ve done, but I think initially I asked, “How would their photographs and that print out?” because I need that as evidence to say, “They’ve located those flowers, with a view to them having access to the names of them. Let’s see if they’ve learnt the names.”

When I log onto the ‘Park Learn’ site, it does bring up a sheet and I could take a screenshot of that so the screenshot is what they’ve got, or I’ll just reference the fact that where I’ve saved it.

Interviewer: Yes, because there is a download button which lets you download all the photos and stuff.

Respondent: Yes, so I would download it, I would keep it in a folder, dated with the experience, and the activity, and the objective. If anybody wanted to see that evidence, they would go electronically and they’d look on it.

Interviewer: But, ordinarily, things that you put in ‘Earwig’ would never be pulled out again for use with the kids? It would just be for-

Respondent: No, it’s a record, an out-and-out record, but, going back to a school trip, we’re taking photographs of the children, with their experiences. That’s what goes on ‘Earwig’, but any photographs the children take, that is with a view to use it in class to work from, so it’s a different thing.

Interviewer: Yes. How much value do you see in sharing those, what the kids have produced, with other people – like, for example, with the park ranger from Felling, and maybe the parents or anything like that?

Respondent: If that’s the aim, yes. I don’t think everything does, but we wrote letters to John. If what the children had done was specifically designed to, “Okay, you’re going to record your opinion,” John’s asked us how we could see the park being developed, so we’ve told John our favourite place in the park at the moment. We’ve picked out a place where we think that could be developed, and we’ve got an opinion on what we think we would like to see and what would bring more people to the park.

That, as a document in itself, if we could send that to John, then that’s great, so it’s coming up with a reason, a real valid reason of why we would want to send something to the park ranger. If the park ranger has asked us an opinion or for input somehow, we go off, we do it, we send it. Yes, brilliant, because we’re all about making real experiences. It’s why our link now with the park is so good. I got fabulous writing out of the children because it was a real reason to write to John to thank him.

Interviewer: They’re talking to a person, not just some black hole.

Respondent: Yes, but it had a real meaning. They were telling him things other than what they liked and they enjoyed, but they also went on to say, “Okay, you asked us: ‘How could you improve the park?’ These are my ideas.” But what we’d already done through the app – unfortunately, we lost it – is, if we could have sent him our videos if we had all of the right privacy and whatever, if we could send him that, then great.

If we could send things to not even real, but I know that there have been computer programs in the past where there’s like a newsroom, so you’re a journalist, you’re a reporter. If something is set up, and it might be false but it’s got real meaning to the children, so whether you’re a detective and you’re reporting something back, you’ve got a real reason to do it. You could be a nature detective, or you could be a history detective and you’re reporting back to something that’s quite exciting. Or you are a journalist, and the idea of journalism you’re out there in the field, and you’re gathering your information, and you make your report, and you send that to your editor. That’s a real purposeful-

Interviewer: It’s an applied activity, isn’t it?

Respondent: Yes.

Interviewer: Yes, definitely.

Respondent: That’s transferable, so, if you’re a child and there’s something that’s generated that you are this, no matter which park you go to, you’re sending it. It’s whether we’re sending it to a real person or we’re sending it to motivate the child to do it in the first place, but actually it’s just kept for the parent to see.

Interviewer: Outside of the more direct talking to John at the park, do you think there’s anything that sharing these resources would be good for, or is it just, “This is what we’ve been up to,” type thing?

Respondent: I think it would have to relate to something real. The link with the park was generated out of trying to get the children involved so that they take ownership and you get more people in there, so anything.

I’m pulling the first things that come off the top of my head, but we have a topic on what is there in our local area to do? We started and we looked at Saltwell Park, we looked at The Baltic, we looked at The Sage; we started to look at the skate park.

The purpose for that would be to produce something to advertise our area, so, yes, we’re just making it up because nobody’s really asked us to advertise the area. It’s the difference between, “Are we sending it to a real person or just for the sake of it?” but you could report on things.

Interviewer: That ties in quite well to what I’m hoping to do next year, actually, around the ‘Great Exhibition of the North.’ I’m hoping to tie into that, having schools, or it depends how we manage to get people on board, but having kids talk about what they do value in their local areas, all over the North East or the North in general.

Respondent: That’s what you buy into. It’s a project that we’re doing it for a real purpose.

Interviewer: If you go, “There are 20 schools doing this. What does our specific place have that other places don’t?” and things like that. Again, talking to the people at Saltwell Park, they were really miffed about the ‘Great Exhibition’ because they’re not really included in it.

Even though it’s Newcastle-Gateshead, it doesn’t include places like that. Then if you go, “We’re not even near Newcastle or Gateshead, we’re in Durham. What’s the ‘Great Exhibition’ doing for us? We’re still in the North?” I think having an opportunity to shout out about-

Respondent: Showcase.

Interviewer: Yes, exactly.

Respondent: Yes, and to have then the children play the part of, “You are reporting on this.” You see, that’s it: it’s just generating any real experience. Anything can be adapted and used within the app then in order to do that, as long as the first thing we talked about is where does the information go?

I create something and, okay, the parents are fine with somebody seeing a video, like the ‘Friends of Felling Park’ want to know what people think. Where do I press the button to send it to somebody so that they receive that and they get that message? At the same time, we can save it, and we give it to you and you use it in a different way.

Interviewer: I think yesterday I got the sharing working, so you can now copy a link and send it to someone, and they’ll be able to see it without logging in.

Respondent: It’s just for children. It’s all about that purpose. It hits so many parts of the curriculum. It doesn’t matter what it is, it’s being involved in something. I suppose you’re talking about using the app as a way of recording and interacting with that, which is different to the other uses of the app of having a talking statue, whereby the app itself is giving something to the person using it, rather than the person using it using it for their own purpose.

Interviewer: Yes, it’s delivery versus construction, almost.

Respondent: Yes, it’s a completely different area which there’s benefits to both.

Interviewer: Another idea which I’ve been toying with, which I don’t know if I’ll do, is having almost like a pen-pally type situation if you’ve got two different contexts, maybe two different countries of classes, maybe, talking about their community and stuff.

Respondent: Funny because, when we were talking there, what came into my mind was we have a link with a school in India. It hasn’t been as great this year, but we’ve had staff go to India and staff from India come here, with a particular school. The app is a perfect way of interacting with them, showing each other.

Interviewer: Difference in culture and sharing, yes.

Respondent: Yes. What I like about the app is you can pull together different ways of collecting and showing information. Simply by pressing that upload button, it puts it in its simplicity; it puts it onto my screen to save and to use in that format. That’s the beauty of it. I think if it could do it as a whole, so I don’t know… When it comes up onto the ‘Park Learn’ site and I access it, it does come up in a unit, doesn’t it? It’s got my pictures, it’s got my videos.

Interviewer: It’s in the same listing as it appears when you fill it out.

Respondent: Yes, so can that in its entirety be sent somewhere?

Interviewer: How do you mean, sorry? At the minute the thing that you share is, when you do an activity and you upload it, all the photos and stuff are shared as one thing, if that makes sense. Then you can see-

Respondent: It’s still grouped as my one activity, isn’t it?

Interviewer: Yes.

Respondent: When I save, I can save individual photos, but when I save it… Could I send to John in one thing, packaged under a child’s name, the photos I’ve taken, the video I’ve done, and something else I’ve done?

Interviewer: That’s currently how it works, yes.

Respondent: That’s how it works, yes.

Interviewer: Yes. When you click on the upload or whatever and it comes up with the, ‘This is what you were meant to match, this is what you did do, this is the video you did,’ it’s literally the same screen.

Respondent: Everything goes together, yes.

Interviewer: It’s just a different link so you don’t have to log in.

Respondent: Yes, because I know when I saved I was saving the videos separately when I was downloading them.

Interviewer: What, clicking the download button?

Respondent: Once it was there and when I opened it, I was putting all of my videos together in a file to save them, but I don’t need to. Do I always have to access it through…? If I was saving it to my own system rather than using the ‘Park Learn’-

Interviewer: Shall I get my laptop?

Respondent: Yes.

Interviewer: I left it through there.

Respondent: Because that’s what I’m saying. That simplicity, it takes away a lot of hassle for a teacher because, if I was to take photographs on my iPad, I’ve got to get the lead, plug it into my hard drive. I’ve got to transfer the photos across, choose where I want to save them, and then do something with them, whereas this packages everything together.

Interviewer: The one thing that I haven’t figured out how to do with the download is still have the context of what they’re talking about and stuff. It’s just the files. Hang on, have I got internet here?

Respondent: So, it doesn’t put my question with it.

Interviewer: Exactly. When you share, it does, just because it’s on the website, but I guess I could make a webpage which you can… I don’t know.

[Aside conversation 0:44:45 - 0:44:56]

Respondent: I’m just trying to think because, when I went on with [Ting], I did start individually saving each video.

Interviewer: Right-clicking them?

Respondent: I can’t remember.

Interviewer: Come on. There we go, connect. There we go. Okay, so this is what we made yesterday. Yes, if you go to ‘uploads’, and then at the minute what I’ve done is I’ve got this little ‘share’ icon. You can just copy the link and you can give it to anyone.

Respondent: Through the app, through the site?

Interviewer: Just if you email the link, anything like that, and you just-

Respondent: They wouldn’t need to have it installed on there?

Interviewer: No, because it’s just the website. This is what I uploaded for this thing, and I’m not logged in at all or anything, so that’s one way to do it. The thing with the download files… Actually, I don’t know if I’ve done [this for if you haven’t 0:46:18].

Respondent: See, that’s good and that all you’re looking at is, when someone receives that, what’s the format at the top that sort of says, “I’m sending you this. I am, because,” that sets that context, because I forgot to do that on the other one. But one of the whole things is, when you look at it, we need to know who we’re looking at, so we need something to automatically, when I log on or I say who I am, that it attaches itself to that as a-

Interviewer: It’s the issue with them all sharing the same account, I guess, which is something we need to think about. Yes, so at the minute it just downloads. Is that what you had been doing: clicking this download button at the bottom?

Respondent: Yes.

Interviewer: Then, yes, it just downloads it in a folder, but it’s not ideal, because it’s literally just a folder with the things in it – so, that, for example. It doesn’t have the questions and stuff.

Respondent: But to do that share and to have it… When the children access it, we want them to be able to access it in that format.

Interviewer: Yes.

Respondent: If you go down to the video again, if there is a video on that one…

Interviewer: Was it this one? Not on there. I’m trying to think what has a video. I’m going to have to click all these. That’s just me testing at my desk (Laughter). Does this have a video? Yes. So, yes, that’s got a \_\_\_[0:47:53].

Respondent: I can play it on there, but I’m trying to think of why, when I went on something with Ting, it was in a different format, I’m sure. Maybe it’s just changed.

Interviewer: It might have done, yes.

Respondent: Because I could save them all. I could save the videos, but it didn’t have the child’s name on, what it was called. I was saving the files to a folder so that the videos were together, but something came up that had… Why would it do that?

Interviewer: It might have been, if you click this download button, it will just be, once it downloads-

Respondent: I think she went on something that it downloaded and then I could see where the videos were, but I didn’t know whose video was whose.

Interviewer: Yes, it would just be like this.

Respondent: There.

Interviewer: Yes. Was it this kind of thing, was it?

Respondent: Are they videos?

Interviewer: One of them will be a video, yes.

Respondent: Yes, [MP4 0:48:50]. It was that, so I was saving that then to a file. That’s where I was talking, if we were looking at it as a group and you were trying to watch everybody else’s video, it would need to be saved in that format, possibly. Or, as long as they’re in the ‘Park Learn’ site, that they can open each separate activity that somebody else has done, but to do it offline, really, which is ideally what you want, that I can save that somewhere and they can just open it up.

Interviewer: Yes. It’s tricky. It’s tricky without them all having separate accounts or something so it remembers who’s who and things like that, because the alternative is for them to type out every time who they are.

Respondent: Yes, but even if we did do that, the fact that in its entirety I could put those in a folder for a lesson, for children to open the folder and they come up.

Interviewer: We could have it where – this is just me – when you first install the app you go, “Is this a shared device?” If it is, then every time you start an activity it’ll ask you to put your name in. Then maybe we can work with it that way. Then people who download it on their own phone who don’t share their phone don’t have to do that at all and it doesn’t really matter.

Respondent: Yes, because it’s just them.

Interviewer: They’re not sharing an account. Maybe that’s the best way of doing it. Then you can at the top say, “Uploaded by [Daniel 0:50:26].”

Respondent: Yes, so other people will access that.

Interviewer: [Exactly], yes. Okay. I think I’ve run out of questions (Laughter).

Respondent: I think [without talking about it, but] it is. Everything you say is, yes, there is a use for that, but I’m feeling that the actual specific things I’m not at that point with my experience with it beyond, “Yes, we’re going to use it for video, we’re going to use it for this.” But I do feel since the zoo we are that bit further. I’m that bit further on with how I’m going to use it.

Interviewer: I think your idea about having them in separate groups and doing their own independent reporting.

Respondent: That reporting, yes.

Interviewer: Investigation, yes. I think that’s really cool.

Respondent: It’s just over time, and maybe it’s a little frustrating that there aren’t lots of other things. It’s over time of using it and finding uses for other things, but I do think, seeing there with your talking statue your QR code – is that it, so you go to it? – that’s anything.

Interviewer: Yes. This is just on the website so you can scan it if it’s on a whiteboard or something, but they purposely don’t want you to be able to do it without scanning the QR code. If you’re nearby, it won’t pop up because you’re nearby, because they want you to be at the statue.

Respondent: To do it, yes.

Interviewer: Exactly. That’s quite interesting.

Respondent: The flip of that is for children to create that talking statue and create the QR code themselves.

Interviewer: Yes, or even record that maybe they learn about George Charlton’s life or whatever, and then they do their own impersonation of him, record their voice, and things like that.

Respondent: That’s a whole other area and that is very much something they can do. You’re going around a park and it has whatever, and there’s a link to – I don’t why I’ve thought of it, but sea shanties. So, your children are singing sea shanties, and the link is created that, when somebody else goes to the park, they can do your QR code and they can hear you singing, or anything that just links to that idea.

Interviewer: Do you think the year twos will be too young to make their own activities in the app the way that you’ve done it? Do you think that might be beyond them?

Respondent: I wouldn’t like to limit them. Certainly, maybe, it’s something we could try. Yes, we could definitely try it.

Interviewer: Yes. The only thing is there’s typing involved at the minute, isn’t there?

Respondent: We’ve got some. It’s something I could possibly try before the end of term, just to see where it goes with a very small group. If it crashes and burns (Laughter), we can adapt what we’re doing, and learn from it and learn through it.

Interviewer: Because they at one point-

Respondent: You could come in if you want. You could work with them.

Interviewer: Yes, great.

Respondent: You could be the one who did it.

Interviewer: That would be good. What kind of things do you do in your class at the minute? It’s probably all winding down, right?

Respondent: Yes, it doesn’t really matter; anything (Laughter). You see, yes, we do want to give them a purpose, but your initial session would very much be, “Okay, you’ve seen, you’ve used it, and I’m going to show you how you create this activity,” so it doesn’t actually matter what it is. Your first thing would be, “Can you set up an activity for somebody else whereby you’re asking them to match a picture, or take a photograph, or do a video?” It’s the process rather than what it’s linked to.

Interviewer: Yes. The one thing we’re trying to avoid in some capacity is learning about the technology rather than what the technology is meant to be supporting, but I guess when they’re so young you have to do that.

Respondent: Yes, but you have to do that. You have to teach them how to make… If you want them to make their own activity, you have to teach them that process. It might be just a very quick thing that they can do, but that’s got to be where you would start from.

Interviewer: It still has to be included in it, yes.

Respondent: Yes. It’s your basic skill and then you use that skill for whatever use. That’s secondary to it, really.

Interviewer: Yes. At one point we were considering, maybe, if the year sixes could have created activities for the year twos.

Respondent: Absolutely, but the first thing you need to do with the year sixes – and it might be a 10-minute thing – is to show them how an activity is created and do… We’d call it a ‘focused practical task’, whereby you would give them a blueprint and, “You are going to try and make this. I’m going to show you how to make it. Make it.”

If they can do that, fine. Then, “Okay, now you can do that. I’ve given you this scenario. What are your questions going to be? What could you ask the people? How do you want to ask them to respond? What kind of activity?” That’s the second step, isn’t it?

Interviewer: Do you ever do that kind of thing, where the kids set up activities for other kids to do at all?

Respondent: I haven’t done an awful lot, but I’m sure plenty of other teachers do. More so up the school they would, because they would do things for others and for younger children, but there’s no reason why we couldn’t. We could just have a go, and test and see how easy it is with my most/more able year twos, but, if they crash and burn, it’s like, “Let’s try it with year six,” because they’re just going to be able to do it automatically, aren’t they?

Interviewer: Yes. It was crazy when I sat in at the beginning of the lesson. They all had to clear the data from the fifth setting that was in the-

Respondent: With what they’ve done, yes.

Interviewer: Yes, I was just like, “\_\_\_[0:56:31].” (Laughter)

Respondent: All Mr [Reilly] needs to say to his class is, “For the autumn term, Mrs [Cahoon] needs an activity whereby the children can go out. We’re back to bog standard, but the children can name the trees, and she needs them to do this, this, and this. Can you create the activity?” at the most simple level and then build it up from there.

Interviewer: I guess you could layer both of the ideas together, where you could have the year sixes have to investigate something. Then, rather than present what they’ve learnt, they create a learning activity.

Respondent: Yes. It’s like, “The teacher further down the school needs an activity for this. You make it. These are her specifications.”

Interviewer: Yes, it’s like a job spec.

Respondent: Yes, real purpose, real reasons.

Interviewer: Applicable stuff. Then they know that people are going to be using it, as well, because it’s in the school.

Respondent: Yes. If it was anything on map work: “Further down the school they need something whereby they need to do this, this, and this, and they need to be able to show they can do this, this, and this. What activity can you set up?” Yes, very powerful.

Interviewer: Thank you very much. I’ve run out of things (Laughter).

Respondent: No, on that, you see, we’re dotting from one thing to another because there are so many possibilities. I suppose at the minute we’re talking about what could be and what could be developed. When it is developed, we can use it and come up with more uses.

I keep coming back to what we’ve actually got at the minute, but even what we’ve got at the minute, thinking about older children and younger children, and I know it’s very much based outside, but what can an older child make for a younger child to access – in any way? I mean first of all to entertain them, but the idea about going around the park.

Can they do something whereby even the school grounds where we go around that there’s something that older children have set up, whether it’s QR codes that a younger child can then use the app to access? Yes, I suppose it’s coming up with that big open-endedness, isn’t it?

Interviewer: Yes, that’s it, and also having it so, if they’re taking photos or whatever, there’s a reason for it. I think that’s the main thing, even if sometimes the intrinsic motivation for that is, “I just want to take good photos,” which is definitely what some of the kids were doing at the zoo.

Respondent: Yes. Where you’re at at the minute, I know you’re looking outward now to other things, but, when it comes back to the app, how would you really like to see it being used?

Interviewer: The original intent was to make it as accessible as possible for anyone to be able to create activities about stuff they care about, and solicit in some way material to be made, like photos and things like that. The Felling Park ranger is like a perfect example of that.

Alternatively, because it’s accessible enough, have kids to be able to engage with what they’ve learned, to the point where they’re teaching other people and passing on knowledge. I think that was like the dream scenario of-

Respondent: Is that in an educational setting rather than a social setting?

Interviewer: Yes, so there are the two aspects of sharing knowledge that’s in the community, like the park volunteers who are sharing about the park history, and the statue and stuff like that, and then also this more formal setting of within schools and stuff like that.

Respondent: Yes. When you think of our school website, anything that we were going to go out to do – I mean any of our topics, homework – there you go: we set homework project and, if your parent has the app on their phone, you can present your homework project through the app because you’re taking photos, you’re doing video. It’s up. There you go, perfect.

Interviewer: Cool. The only issue with that is then you’re assuming that people have devices and stuff like this.

Respondent: But that’s what you’re assuming when you go to the park, and that’s what you’re doing. To be honest, the majority of our parents, they don’t have a lot of anything, but they have a phone (Laughter). Maybe not an android phone, but-

Interviewer: Yes. We’re hoping to fix that this year and get Apple devices supported.

Respondent: That’s massive.

Interviewer: It’s big.

Respondent: That’s massive for us in that our homework – presentations, make models, do whatever – let’s say you don’t get a lot of that, but, if it can be done on your tablet… Not for our school. There are other schools where children at home have their own tablet. Their parents will upload it. You can do your whole presentation through photographs, and videos, and audio. That’s massive.

Interviewer: When I was in – I think it was in GCSE, it was when phones first started having video cameras on. You occasionally got the odd person from a more well-off background who would have a digital camera, and it was like, “Wow.” People discovered Movie Maker and how, instead of making a PowerPoint, you could make a movie. Suddenly everyone was doing it because it was way more exciting and way more engaging. It took 10 times longer because you were editing it, but-

Respondent: You see, we have now, and there will be other ways to do it, but, “Miss, I’ve done my homework,” and they hand you a memory stick. You think, “I don’t want to put that in my computer.” (Laughter)

Interviewer: “How many viruses are on there?”

Respondent: Yes, whereby if it’s just uploaded and I access it, then there I go.

Interviewer: Yes, [and it’s in 1:02:34] [Crosstalk].

Respondent: We’ll all have a look at your homework.

Interviewer: It’s all collated in one place, maybe.

Respondent: Yes.

Interviewer: Again, the only issue would be their parent would be on a different account, stuff like that, so they’d have to share the link or something with you. Maybe you’d have an email or something that they would send it to.

Respondent: Yes, but the format is there. It’s the fact that it’s all packaged together. I could set the homework as the activity, so, “There’s your activity. I’ve told you, go away,” there you do it. It can be anything.

Interviewer: Do it within a week or something and then feedback what you’ve got.

Respondent: Email the thing back and there you go.

Interviewer: Or maybe it would be… Do you do group homework at all, like if they’re meeting up after school, anything like that?

Respondent: No.

Interviewer: No. You can’t rely on people being near each other and things?

Respondent: No. Working together in school is quite difficult (Laughter).

Interviewer: Yes, I guess they’re a bit young for that, aren’t they?

Respondent: But, whatever you say, within the curriculum or within what we do, the possibilities are endless. I keep looking for that more creative way to use it, but actually just to use what you’ve got and use it well, until there’s another aspect of what you develop, I think is the best thing if we’re limited in that we have that set of tablets, because I could go to year three, and say to year three and show everybody. Everybody then would, but we wouldn’t be able to access.

If we got money and we could do that, we can trial anything you like. The possibilities are endless, really, because the more teachers you have involved in giving input, I’m coming from my perspective, whereas, once anybody else is up and running with it… But I suppose a lot of people are going to start from the same point that I started at and then they work their way.

Interviewer: Yes, it’s where we started as well when we were playing around with it. We were like, “The easiest thing to do is bug hunts and matching.” Literally the first things we did were matching leaves and stuff like that, which is exactly what you did with the flowers. Then it was like, “Let’s try and get them to do something creative,” and it’s like that’s where the movie thing came from, [or it’s like the 1:04:54] collecting sound effects and stuff like that.

Respondent: Anything where you’re gathering information, whether anything, it’s a vehicle to do that, isn’t it?

Interviewer: Yes.

Respondent: I really like the idea of using it as a way to report on anything you do. It’s like, let’s say, Christmas you go to the care home. When we go to the care home, we sing for them, they play games with us, they do whatever. Let’s just take that scenario. How can we use it? We can use it to record what we did and use that within school. That’s where I was leading. We could upload it to our website to share it with parents. That’s an easier way of doing it. If there’s something whereby parents just click on the link and that opens, that’s the best way of sharing a collection of photographs, videos.

Interviewer: Because it’s all these different things in one go, whereas, if it’s uploaded to YouTube or something, you can only have a video.

Respondent: And it’s there because we’ve attached it to our website. It’s in that location. You could have a class folder within a section on the website. So, as well as the parents can log onto ‘Earwig’ to see what their children have been doing, we can upload videos, but actually it takes a very long time to upload a video within ‘Earwig’, so we’ve stopped doing it, really, but if a parent could go on a website… We do a [Bede 1:06:31] newsletter every term. Whatever is in that, that would be the actual photographic video that goes with the words. That’s good.

Interviewer: Do you know, can the parents access ‘Earwig’?

Respondent: For their individual children, but they can certainly go on the website.

Interviewer: Yes. Do you know if they do access it?

Respondent: Yes, some do. Not as many as we would hope. You would hope, because nearly every parent in every class has given us the email address and they get notifications on a two-weekly basis when we’ve uploaded photographs, so they know to look on.

Interviewer: That’s cool.

Respondent: That could be a… We also work with ‘Earwig’, and if we say to them, they develop things for us, so it’s whether… Okay, a child has made this, and it’s recording the event in some occasions, and it’s also recording their ability to use information technology to record something. That’s a way of sharing that with parents.

Interviewer: Definitely.

Respondent: It’ll be quicker. I don’t know how long it would take to upload, but it would be quicker because you’ve got a group of photos. It’s certainly something worth looking at.

Interviewer: We’ve purposely made the files as small as we can, so it probably wouldn’t take that long to upload. Cool.

Respondent: Yes, but certainly before that would be the website because you put it on once for everybody to see, whereas on ‘Earwig’, assuming the child has done it individually, you’re putting it on for that one child. Then you’ve got to put another one on for the other child and tag it in, but, if it uploaded quickly enough and easily enough, then that wouldn’t be difficult. It’s a way of showing a parent: “Okay, we’ve done this event,” or, “We’ve done this research and that’s what I found out.” Yes.

Interviewer: “This is what the kids have done.” Yes, that would be cool.

Respondent: Yes, exactly the same way as I’d access to see what they’d done individually when they were out doing whatever they were doing. We just need to continue to use it more and more, and use it as a tool whereby you can send children off individually and they can report back to be a greater part of the class or report back to me individually so I can see what they’ve done.

Interviewer: That would be great. That would be awesome. Cool. I feel like I’ve taken up your entire afternoon.

Respondent: Yes. What time is it? (Laughter)

Interviewer: I’m sorry, yes, it’s 3:40.

Respondent: That’s alright.

Interviewer: But thank you very much.

Respondent: You’re welcome.

Interviewer: It’s been really, really helpful.

Respondent: You need the university to give you funding to give us a class set of tablets that we can use all the time. Our feedback would be so much quicker because we can use them then. They’re at our disposal, rather than… Or a class: “Okay, you’re going to have two weeks on them, so you get them and off you go,” rather than borrowing class six’s, which we’ve already proved are not that helpful in terms of the way they go.

Interviewer: I was going to say. I haven’t got mine in here, but yes, you could almost do with smaller ones, as illogical as it sounds. You’d think little fingers want big targets, but they [want something 1:09:55] smaller.

Respondent: Absolutely, because actually your phone screen is sometimes far clearer to see outside – I don’t know why; less to reflect – than that big screen. I know I can walk around the park on my phone and I can look at things, whereas having that tablet out you’ve got all kinds of reflection and interference from it.

Interviewer: Yes, it’s weird. Sometimes the smaller one is the better one.

Respondent: It’s like developing something without that initial tool to test it on. Do you know what I mean?

Interviewer: Yes.

Respondent: I know we have, but I don’t think it’s-

Interviewer: I’ve been very lucky in that you guys have those tablets, because otherwise I’d have to raid the lab every time and bring them all in. Then you wouldn’t be able to mess around with them easily and things like that.

Respondent: No, and it would only be on that day. So, if ever they get any money, we’ll use them and trial them for them (Laughter).

Interviewer: Yes. It’s on the microphone, so I’ve got evidence.

Respondent: Yes, we need it. It would be so much better.

Interviewer: You’ve been a great help anyway.

Respondent: [I’ll say, “In fact 1:10:54], we can’t carry on until you do.” (Laughter)

Interviewer: Yes, cool. I should stop that. Okay, it’s going again.

Respondent: So, the idea of using it for another reason, let’s say year one are retelling the story of ‘The Three Billy Goats Gruff’. Out on the yard we’ve got a bridge, so they’re using the app through activities I’ve set to stimulate re-enactment, collecting sounds, whatever that can be used to demonstrate their understanding of the story. So, instead of we do this talk for writing where they make a picture map and it prompts them to think of, “This was the beginning of the story. Then this happened, and then this happened, and then this happened,” and ideally you’d want them to transfer that into being able to tell the story. The app is a way of just recording that, but, if they struggle with the steps and they need prompts at each point of the way, you could give that if they press the audio or if they’re a reader. You tell them which bit of the story we’re up to, and they’re either videoing themselves doing it or they’re thinking about collecting sounds. It’s a way of putting all that together, isn’t it?

Interviewer: Yes (Laughter).

Respondent: [You’re wishing I hadn’t turned it on 1:12:24].

Interviewer: No, I was about to say something and I completely just brain wiped.

Respondent: I think we’d said this before that, when they had those separate videos, there wasn’t then a way of linking it together to play it as a continuum.

Interviewer: [It’s just as 1:12:41] one continuous thing. We could put something in to, when you upload it, it does stitch them together, maybe.

Respondent: Is it just the program that we use to do it, because could we edit within…? That’s my knowledge [for ICT]. It’s difficult, yes.

Interviewer: That’s becoming a bit more complicated. You can download the files and then load them into your computer and edit them if you wanted to, but that’s going into more advanced stuff.

Respondent: Let’s say, “Video activity: how are you going to start your story? Remember to think of introducing your main character and where they live,” so the children go, “Once upon a time,” blah, blah, blah, blah, blah, blah, blah, blah, video it or record it by audio; done.

Next bit of the story: “What happened one day,” blah, blah, blah, blah, blah, blah, blah, blah, blah. Next bit: “The big bad wolf came. You’re thinking about the sounds. Can you create the sound effects?” There you go. I would use that.

Interviewer: Yes, that would be awesome. Then, if you had different stories for different groups or something, they could present them back to the classroom as like a little drama project or something.

Respondent: The ideal would be that it’s set up as a, “If I piece this, and this, and this together, there you go.” They can put it together and there hasn’t been the onus to tell the whole thing altogether, but, obviously, initially we could look at each separate bit. You could look at everybody’s starter, because it is packaged up as that as the way. Yes, I’ll use that. I’ll do that.

Interviewer: Please, do. Then invite me along. That’ll be great (Laughter).

Respondent: I’m running out of time now because we’ve got transition next week, which you get the new class up, but already they’ve just written a story about a fish, based on an [author’s 1:14:28] produced story. Even performing that, you haven’t got the confidence to just read it out, but a child will perform and put the voices in if just their friend is videoing.

We have free time, and free time they always go to the camera and the video. We have a bit of a laugh on a Friday afternoon because we just watch what they’ve done when they think nobody is looking (Laughter). It’s great.

Interviewer: Is there stuff left over on the tablets or something?

Respondent: Yes, so it’s like free time, golden time, “You’ve earned it this week.” “Can I get the iPad?” “Yes,” so they’re round the corner, telling each other jokes and going for it. You’d get a far more enthusiastic/realistic from a shy child, or even somebody who, “I don’t think I want to do that,” but they could re-enact or tell a story, give it all they’ve got because it’s on video. They’re just doing it to their friend and they’re having a laugh or they’re enjoying it, but then we get to watch it. We see it, whereas if I stood them up at the front and I just said, “Can you tell me this part of the story?” it’s a bit threatening.

Interviewer: Yes. That’s kind of how we started in Saltwell, I think, wasn’t it? It was like, “Can you tell us on video about what this sign says,” or something, wasn’t it? I can’t remember.

Respondent: Yes. We just need to practise that more, and more, and more, but that hits a huge part of the curriculum for us, without getting the app – that preparation for presentation. It’s all comprehension, speech, everything; huge. It hits so many areas.

Interviewer: Awesome.

Respondent: Right, it’s Friday (Laughter).

END AUDIO

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