SELECTIVE TRANSCRIPTION

Teacher:

The first part is ‘this is what I’m going to tell you about’, and then in the next task it would be to record an audio about ‘what do you need to know about this area?’ So do we have any rules? Do we have any routines? How do we use it? And they can decide to put that information in there. So that a year 1 child can literally go into it: ‘Oh this is the crafty area, this is what you need to know about this area.’ So, then another child is *not* doing the crafty area: another child is doing the cloakroom, they’re doing when you’re sat at your table with the pencil pots and the rulers and things like that. So the idea is children could go off and give that information. So I had set that up as a simple idea, but then I was going to do a basic video as in, a fun thing, so: [Teacher 1] is your teacher – what would you like to tell class 1 about her? What does she really like to see you doing, and what does she really not like? And I thought that might just be, well, nice for me! And they would enjoy listening to each other and what they had to say. So, I was going to leave it that simple so it wouldn’t take them long to do it, so we have a couple to look at as a class – we can upload it and it’s a case of what we get out of it collectively.

Teacher:

That transfers to going out to the park, out to the zoo: you’ve been set something to find out about, we come back to class and you present it to your class. So you could present it as in, ‘well I was asked to do this’ – so they’re actually up at the screen, and they’re pointing at their pictures, they’re talking about their things. And if they’re not confident enough, then obviously you click on the audio button and it speaks to everybody, and we do it. I was going to talk to them about presentation, and planning before it. Planning and rehearsal for a presentation, because they haven’t done any of that since the zoo. This is another way of practicing that. So although there’s not a lot of tasks in here, it’s more of an overall process.

Part 1 05:40

Interviewer:

I do like that you always have a picture [for the created activities]

Teacher:

It helps them to find it, really. And again I say – I’m not that prepared and I say ‘Oh I forgot my picture’ and I pick it up, I go and take the picture and I sit back down and do it. So it’s a lot easier doing it on here [the tablet].

Part 2 41:40

Teacher: Did you enjoy that?

Child 1: Yep!

Teacher: What did you enjoy about it?

Child 1: The recording

Child 2: I liked video recording!

Teacher: Did you like recording, or did you like seeing yourself?

Both: Seeing myself

Child 1: It made me laugh, [Child 2]’s and mine

Teacher: Is it a good way of learning?

Child 1: Uh huh!

Researcher: Would you like the rest of the class to see?

Child 1: Yeahhh!

Child 2: Yeah yeah yeah!

Teacher: Is it easy?

Child 2: Umm no

Teacher: What’s hard?

Child 2: The words are hard

Teacher: Remembering what you want to say?

Child 2: Mmhmm.

Teacher: Is the tablet easy to use?

Child 1: It’s a little bit hard because the [capacitive] buttons at the bottom, you try to use it but you might touch them.

Part 2 43:00

Child 1: (looking at the main feed) Hey that’s the zoo! And that’s the one we’ve just done now

Teacher: And that’s the power of the picture – they’ve just picked out and remembered which ones they’ve already done.

Part 3 18:26

Teacher: Did you enjoy that?

Child 3: Yeah

Teacher: What was the best bit?

Child 3: Videoing

Researcher 1: Videoing – but you didn’t like to watch the videos, did you?

Children 3 & 4: No (shyly)

Teacher: No… are you looking forward to other people seeing you, on the big screen?

Children 3 & 4: Yes

Teacher: Yes, but you didn’t want to look at yourself?

Researcher 2: Why’s that?

Child 3: It’s because it was my first time doing it

Teacher: Ah, do you think the more times you do it, the more you’ll get used to it?

Child 3: Yeah

Teacher: Is it easier to talk on the video and let people see you talk, or just stand in front of everybody and say your ideas?

Child 3: Hmm

Teacher: What would you rather do – record the video or just tell everybody?

Child 3: Tell everybody, yeah

Teacher: So you’d rather stand in front of everybody and tell them? Why?

Child 3: Hmm

Teacher: Because [the app’s] different?

Child 3: Yeah

Teacher: But you’d probably get used to it

Child 3: Yeah

Part 3 19:49

Teacher: So that was quicker, because they’re more able. But, really for me as a tool…. It’s, they would stand up in front of the class. But [Child 2] won’t. Well, he will, but he doesn’t know what he’s going to say, he gets tongue-tied.

Researcher: It’s practicing, and being able to re-do

Teacher: Yeah. The pride he’ll take in actually being able to give a coherent message and seeing himself back… you know they far more enjoyed what they were saying and what they were doing.

Part 3 22:34 (Looking at the uploads on the website)

Teacher: I really like that, because you’ve got your picture, and you’re telling them about it. And you’ve got your question or your prompt, and you’ve got your information.

Part 4 15:35 (talking about viewing the results on the website)

Teacher: That format worked really well […] I was saying about homework, before – if their parents had the app… they could do homework presentations, so it’s like year 1 have been set a problem about a story, and they make models of lighthouses and stand at the front and do a little speech. So they could record themselves doing their speech and take photographs of their models… […] and that’s really powerful, because we’ve tried to record, just using the tablets, and the uploading of each separate video took ages. But that just shows how quick that was. So actually as a way of me using that – I could take a quick photograph, record that child doing their presentation and I could upload that, for me. That’s a much better way of keeping that as a piece of evidence than how we’ve been doing it in the past, so that’s good.

Researcher: Do you think they engaged with it? (the activity)

Teacher: Well, it’s Friday afternoon, so it’s hard to tell. But I think it’s a really good way – that was immediate as well. If you think – we were down here, I pressed a button, opened it up – and it was there, packaged for me, ready! Couldn’t have been happier with the presentation of that, really. It was good, especially the fact that you’ve got my information, what they’re responding to, and the pictures. It’s a great way for a child to present what they know, in any form.

Part 5