# 2017-05-17 Teachers interview notes

Teacher 1 – Female, Year 2 teacher

Teacher 2 – Male, Year 6 teacher

**[Trying to think of and create ‘outside the box’ activities]**

Teacher 1: I think very much from my point of view, I can share with you or you might have already seen what I’ve made. I want to do in association with Felling Park and we’re just starting that and I then need to start to think “outside the box”, because now I think “now I’m on my second, and I know the children will be fine”. So we’ll see it being used as it should be, because they’ve had their practice. It’s a case of, c’mon, how can you use this creatively – in a different way. Other than just matching and naming plants and –although it is very good for that—I’m sure you’re now looking for other ways it can be used. […] If you’ve got ideas and suggestions as well, as in to – “this is the little bit we’ve done… have you thought of…” Otherwise I possibly am going to carry on using it in the same vein – until inspiration hits me and I do think of something else.

**[App simplicity, children getting used to it]**

Teacher 1: I’m expecting that the children will be able to access it, because it is so simple to access. We had a run-through before we went to the park last week. And it was – “Ok, if you see this icon, you know what you need to do… if you see this icon…”. The fact that it’s got the speaker button- fabulous! Because I don’t have to manage anything to do with them being able to access it.

**[Using the app for active citizenship in lessons, concerns about the impact of software bugs, use of material on return to the classroom]**

Teacher 1: We went along to the park last week – the whole point was meeting John, who you’ve met yourself [interviewer 2]. It was a case of, I wanted him to talk to the children and walk them around. He’s asked use to take a flower bed and he’s also asked for our opinions on what should be done with the basketball court.

Interviewer 1: So he’s given you free-reign for a flower bed?

Teacher 1: Yeah we’ve got two flower beds. He’ll provide the flowers in turn, he did say we could choose what kind of flowers we’ll have. So my idea was we could do things whereby there’s pictures, and children could draw on the pictures of where they think they could be, but I couldn’t get back far enough to take the whole picture for them to say where they’d want the flowerbed. Anyway, we’ve chosen them, but that took quite a long time. And I had the app, they all had the tablets in their own backpacks and we were ready to go, really excited. And we had twenty minutes then, to go off. And I thought, “If I let you go off, and it doesn’t save… we’ve just wasted 20 minutes”. So we didn’t, and we’ve saved it for this week when the weather’s not as good. So the idea is we go into the park, and I don’t know if you’ve seen what I’ve made [in the app], it’s just a case of I wanted them to log all of the different areas, so that they’re aware that we’ve got a basketball court… there’s a rockery… there’s a bowling green. As in, this is what the park has to offer. And we could use that back in the classroom – “ok, what’s at Felling park at the moment?” And we can access that, and we can draw upon that information. I did on a different – because we are doing a flower bed – “Ok, so what flowers are already there?” And then in the future we’ll come to designing it, they’ll use it in the design. So I did a picture match of the flowers that are in the park and literally, like we did at Saltwell Park, we’re going to learn the names of the tulip, the bluebell, this that and the other.

Interviewer 1 [looking at the activity in the app]: And what’s the “mystery flower”?

Teacher 1: We think it’s a Star of Bethlehem, because I had my mum at 11 o’clock at night Googling! Because I’m quite good with flowers, but I did see this one and I didn’t know what it was. I’m still not convinced it’s a Star of Bethlehem and I wanted to ask John, but just the way he took us, it just went out of my mind. But he is there, I will – but again with that, I was thinking “Well what could I do with that then?” Because let’s picture match it – “Yes I’ve found it, it’s the mystery flower.” And when we get back to school, how would we do it, it would lead into research and classification [with the different books]. So that would work, or even using the tablet itself to do a Google search, and you could teach them to search based on that. And then we had a lovely part of the session with John, where he took us to the basketball courts and he said “Right, we’re going to do something with this area – what are you ideas?” And it showed where the app really is very useful: because all of the children talk to their partner, and I said to John “oh we’ll get back to you just to feed you a few ideas”. But obviously then it’s turn-taking, so everybody listening to everybody else. Whereas the idea is “ok, go off to an area and think of what your idea is, and either do an audio or a video”. Because I’ve done a section on it: what could you do to improve or develop this park so more people are going to want to come and use it. So that’s their chance at saying “Well John, I think in the basketball court….” And because it’s all stored, that’s a way of… how could we use that back in the class to look at each other’s ideas, what do we each think… and that’s something that we haven’t done yet because we haven’t accessed and used as part of lesson what’s on the website.

**[Getting children’s feedback out there, making their voices heard]**

Teacher 1: So where does that go? You’ve got it recorded, and you can access it—and I can access it as a teacher to see what they’ve said. How can we make that public, or compile it? […] See at the minute, all I’m using it for is once we’re back at school, I can see what all their ideas were, and I can also look at how well they’re presenting, speaking and giving their information. From John’s point of view – I would need to transcribe that.

Interviewer 2: So it’s more of a consultation, he wants something where we can create something like a picture map of things that other people can look at, use for funding proposals and things.

Teacher 1: If we had parents’ permission, could we save children’s audio or video document, where they’ve said about their ideas, somewhere whereby he can access it? Because that would save me listening to everything – which I want to do anyway – but then, “Ok John, the children think this, this, this and this”. And if members of the public wanted to hear what other people had to say about it, you have your picture map or your map, and you’ve dropped your files into, say, the basketball court – people could click on the basketball court and “These are the ideas from the children at Bede school”. Up it pops, all the audio and whatever and you can see what different people think. […] We need something whereby Felling Park has their own access to somewhere I’m putting those files – this is what we’ve got for you, you access it, you look at it – I’ve had the parental consent. That’s where I could see it going. That would work on a wider level if it went out to parents – in that, if you’re on your phone and you know that they want ideas, you pinpoint your location within the park and you give your ideas about that location in the park or the park in general and you pop it in and it’s all saving for them, then they can access it and see what people want to say.

**[Use of Google services and accounts]**

Teacher 2: We use a lot of Google cloud things – like Google Classroom, Google Drive. In my class the children all have their own Google sign-in.

Teacher 1: And in mine they’re all on the same one.

**[Use of different task types, how appropriate they are for age groups]**

Teacher 1: I’m still just using the four main… I could use multiple choice as well. I’m using the take a photograph, the match the photograph, audio and video. And I haven’t obviously I haven’t gone into the realms of all the mapping things, because of the need for internet.

Interviewer 1: The map one does, the location one should be fine without internet access.

Teacher 1 (to teacher 2): I think that for my year group though, I think you might get a bit more out of that. I think mine would be a bit like headless chickens. Because their number range… they can’t deal with that number range so it’s not for Year 2 really.

**[Older kids getting used to the app quickly]**

Teacher 1: I would do a task in school before you go to Cragside.

Teacher 2: Try it out. Yeah I was thinking Tuesday afternoon just on the grounds, so we can see where we’re at, just cos they’re very tech savvy. They’ll just pick it up and go.

**[Use of metadata]**

Teacher 2: It’s good when the pictures tag themselves, you get what’s called metadata in the picture. When your GPS is accessed. Would it just tag it on, or would you have to position it on a map?

**[The app becoming part of the regular teaching toolkit]**

Teacher 2: So as a teacher, I’m starting to think. We’ve got a tree extravaganza next Friday with the parents. And it is: we can use Park:Learn for that. I don’t know if we can get my head around it and we can let the parents physically walk around with their child, and not walk home with one of these, with the gate open. So that’s an issue. But it is already like, “Oh yeah. We can do that.” I’ve talked to the year 1 teacher and obviously they do tree identification. “What you using at the moment?” and he’s come up with something and it’s like Park:Learn would do that.

**Asking for ability to break activity tasks into segments/chapters. Maybe tying to locations, or at least having an icon per chapter. Placing geofences for activities and/or chapters.**

**[Younger kids getting to grips]**

Teacher 2: We’ve been out, they’ve had a go. And when we let them have free-reign, they just took to the videos, didn’t they? They just made the videos. They just did the picture matches. So my anticipation is when we go, let’s watch them – how independent are they? The only thing I can think is that they have to get into the right place to do the right activity.

**Idea for stock images for different activity types**