[interview interrupted]

R: Yeah… so [laughs]

M: [laughs] That was unexpected.

R: That’s just how it works…. Uhm… So was there something about it…. So what kind of made you… want to take part?

M: Because I’ve… used a micro:bit before…

R: Hmmm

M: and it was amazing, it was actually pretty easy to use, and then I’ve used a raspberry pi and tried to use an Arduino and they weren’t as easy… but the whole idea of like, micro:bit is really nice. So, to get involved in like, learning more about the… teaching people that, it just seemed to… do something. So I’m like sure.. why not?

R: Yeah.

M: [muffled] Like uhm…

R: [muffled]

[interview interrupted]

R: You just have to get used to it [laughs]

M: [laughs]

R: So… I stopped it, so I can just get rid of that bit. I’ll ignore that twenty seconds…. So, the biggest thing I’m interested in are the motivations and the barriers. Were there… any big difficulties you had to kind of… overcome… or whatever… to take part?

M: To take part? Or during-

R: Across the whole thing? So there was the proposal to begin with? So lets start there.

M: The proposal…?

R: So like kind of… putting it together, with the amount of information you got…

M: Yeah… like at first I wasn’t sure what to do in the proposal… how much to write and things. But then I kinda… imagined… and the [muffled] and do things… do different things and that helped. So yeah, that was… like… my information, but before that there wasn;t information on what to do in the proposal.

R: So, one of the things I was thinking of, is instead of doing a proposal being two pages, having a page of A4 per lesson…?

M: hmmm?

R: Have it structured a little bit like a lesson plan, because I think the lesson plans… did they help you structure your lesson a bit more than the proposals…? Or….? Did they help at all?

M: Like the sheets we used in…?

R: Yeah

M: I didn’t really use them to be honest, but I think structuring… sort of… treating them like individually as a lesson is… definitely good because they…

R: yeah

M: Maybe not so early on, because in my… it might turn people off to turn in three lesson plans from the start, but just having them separated in some sort of structure it would make it easier to go ahead and make the lessons afterwards.

R: Yeah

M: Because when we made the lesson plans we didn’t have much going on with them… like… like we sat there with the lessons.

R: Yeah, like thinking about… one of the things I’m interested in is uhm… so we had the proposal time, so how could we kinda structure it better? Like having these three sheets of A4, and you manage to meet with the teacher in the training session. And talk to her there, and kind of get a bit more of an idea… do you think that.. more of that would have helped? So if there was more time before you went into the lessons? More time to… talk to your teachers? Maybe go in and visit the class?

M: Uhm… yeah… I think that would help, maybe seeing how… one of the lessons goes…. Like sitting in one of the lessons… and I think she sent me a lesson as well, so that helped for sure. It’s… it’s not so essential to go and have many meeting with them up until the lessons, but it would help to like… just see like.. see how the lessons go and learn about it, and then it helps you to structure the lessons and then… like…

R: Hmmm.. definitely. Some other things next… did you see the career development module or anything?

M: No… I missed that… I left.

R: So uhm, like… you basically get students to do like… it’s like a job…. I was thinking, next year… running something for third years where they get to get in for like a semester and then do basically… this as a second semester project. Try and… like… let them… see a little bit more… like a classroom assistant rather than leading it… because I don’t know how you felt but it was very much like you went in, you had to teach and it was…

M: Yeah

R: There kind of wasn’t support… I don’t know what you thought about that?

M: Teaching the first lesson straight out… yeah… I think uh… so the third lesson, TeacherR was the one that lead it and I was the assistant… and I really enjoyed it more, because I was like… there was less pressure… like… managing the class, I could just walk around and sort things out and stuff and it was fine…

R: Yeah

M: Like I just get to work with them hands on… so yeah if like… if the first lesson was more like an assistant part… then that would… that would help you see how the lesson goes and stuff…

R: Yeah definitely… Uhm.. So were there any other things that were kind of… difficult for you? Like, that might… like that were like barriers to taking part in like… was there was anything else that was hugely… difficult for you, that you think might be difficult for other computer science students?

M: Uhm… I… I can’t think of anything right now, but I think there may be… maybe if… maybe if people haven’t used the micro:bit and they think it’s a completely new thing that;s like a raspberry pi then like… that might turn them off from the start? But if there were, just like… something to just try them out and stuff, that might get more people interested, so then they knew about plans and what the could-

R: So maybe something like a… micro:bit workshop type thing?

M: Yeah, or like… even something just at the start of one of the lectures like everybody else does. Just ten minutes to show what it’s like, then everyone in the lecture will know about it

R: Yeah that would be really-

M: and then they’d be more likely to take part-

R: I like that idea, I might borrow it [laughs] uhm, so yeah. Another one thing I’m interested in… like… the skills that you’ve learned as part of… this project. SO you’ve done quite a lot of stuff that wouldn’t usually do as part of being… a computer science student.

M: Yeah

R: Looking at lessons and… you said you’d been thinking about setting up… looking to set up this business with your friend… is there anything you think that you’ve learned… as part of this project that is useful for your own project?

M: So like, working with people in general?

R: hmm

M: So there was some stuff with you, and then working with TeacherR, designing stuff and getting feedback, responding to that… all that stuff over email… so that was-

R: She’s very particular [laughs]

M: interesting [laughs] she’s different in real life… it was like… she was a lot nicer in real life… I think she’s

R: I think she’s a trainee… she’s trying to come across very professional

M: That’s what I was thinking

R: And you’d talk to her and she’d be like “oh no it’s fine!” but her emails would be really mean

M: Exactly

R: I think it’s because she’s trying to build a-

M: Yeah… Yeah… when she was in class, there’d be two or three kids and it would be.. yeah [laughs] So it was like, just…. Interesting to like observe the way people work and collaboration with people and stuff… it gives you insight about what it’s like after university, which was interesting.

R: Yeah

M: -[muffled] And yeah that’s it I’m pretty sure…

R: What about presenting? Do you feel like you have to do much presenting?

M: So… like… what do you mean?

R: So when you were teaching the lesson… presenting ideas to the students…

M: Yeah…

R: And like, one of the things from being… from a computer science background… is taking these concepts and then… making them easier…

M: So of making them more defined..?

R: Yeah

M: So it’s like… some stuff I thought the students would struggle with and they didn’t… and then I thought some things they would do easy they would struggle and stuff…

R: Yeah

M: Like installing the program. We explained it to them… we showed them screenshots..

R: Hmm… yeah…

M: showed them a demo of it and they just said they couldn’t so it… until they got the hang of it… so that was useful just like… the levels people are at, if you should simplify things. The way you should. word it to… cause like... we’re in like… our own sea as well now right, so everyone understands it when we go a bit technical, but then outside that it’s like… you need to know… where other people are at in terms of like… technical… technical skills and stuff

R: Yeah

M: So that was just… yeah…

R: So… next questions on the timeline…

M: Yeah

R: -of the project, cause I know originally I was like “it’s gonna be in March” and you were all like “no, that’s over the holidays”… Uhm [laughs]

M: [laughs]

R: If we could move it to any point in the year… what… like.. for you… ideally… if it could be run at any point…. When would it work?

M: I can’t think of… I think… throughout the whole third year there isn’t a great thing to get things done anyway. If it’s like… super early on… but then it’s early on and it’s difficult to get everything sorted in November or something… it’s hard… Decemeber we’ll have so many deadlines…

R: December is-

M: December…

R: I think deadline months are out. I don’t like the idea of it getting in the way of stuff

M: There’s like.. it would be difficult to take part in December, there’s just so much going on

R: But if it was something run from September…? Like advertised in September…

M: Hmm… but then it might be harder to get people ob boar- on like… If it’s that early in the year… but I also feel like people are more like… motivated to take part in things early on… once they’re like…

R: Or maybe it’d be something like you prepare it in Semester one, and then deliver it in semester two? So like, after exams…. You have to… like after January…. And then you have a bit more free time…

M: More time to prepare early on in the semester…

R: Yeah, like prepare… the… I don’t know… the end of… or even if you advertise the beginning of Semester one, prepare until… January or something… and then you don’t have to do loads of stuff, and then do the lessons.

M: Yeah.. Like… yeah

R: Might have some more time at Easter…

M: Like, during the breaks, everyone is like, out of Newcastle anyway…

R: Hmm

M: People could… Like… we could work on the… lessons during the break, that’s fine, and then uh… easily make people work after the… oh no because we’ve got exams when we get back. Yeah… I see.. [laughs]

R: Yeah, I was just thinking and stuff… when could I put it?

M: Yeah

R: But…

M: I don’t know if there’s a time when entirely…

R: I don’t know if you should… work on it… like then you can decide what time this thing would run. And then you know you have the stuff organised after January exams…

M: Hmm

R: Because then you’re like not quite started your stuff yet.

M: Yeah

R: then you’ve got questions… that’s one of the things I’m trying to figure out, like if it was…

M: Most of the work I did was after the first lesson, because up until then like, yeah, it sort of the second and third of lesson but even then the ones I sent to you, they were similar to the first one just because I wanted to do… the first lesson and then, do all of that. So before… I guess they would do most of the work, if they’re like me at least, after the first lesson, so it would come down to doing it again, and then doing all the lessons and then…

R: Yeah. Maybe one of the things though, is that… it would be interesting to know what you think… if we had three sessions, but two sessions are just… being in the classroom assisting… going in meeting, helping out the class… and then the third lesson is like… you having… you can maybe come in and start off with an idea like the proposal but then you can… as you’re working with the class you can like… maybe do a five minute little lesson about something and then you build up to do your third lesson which’s the full thing

M: Yeah so one, at the end… yeah that would work… yeah

R: and then you’re kinda preparing just a little bit more

M: Then it’s more based off the ability of that set, that would be cool.

R: So I’m thinking of… playing with the idea of proposing to the BBC…

M: Then would the students have to come up with the idea for the first two lessons or would that be up to the teacher?

R: I don’t know… I don’t know whether we give them two lessons… like… the ones like I sent, you know, the example lessons, and then be like… “Hey, here’s some lessons that you can teach”

M: Hmm

R: and then it’s like, around micro:bits and then the third lesson is like… up to the student to decide what to do…

M: I think that would, that would be good, that would…

R: The thing is it’s slightly less pressure than “deliver three lessons!” [laughs]

M: [laughs] for sure

R: So uhm, how did you feel about the timeline of the project, “were there any issues, if you could have chosen any time in the year, what would it have been and why?” Feel like we’ve covered the timeline thing… so kind of thinking about that idea of… doing fewer lessons, was the teacher training half day thing… that you did…

M: [muffled]

R: I know we got feedback for that, but was there any more feedback along those lines that you think we coul have done? More work with the teachers coming in, kinda doing those round table discussions about things?

M: I don’t think we needed more than this? I think it was enough

R: Okay

M: yeah…

R: See I was trying to think like, we had a bit of the play around with the python stuff- [laughs

M: [laughs] yeah

R: Like with buzzers and some of the classroom management stuff, and yeah. Uhm… So there was a little bit about the partnering... we’ve kinda covered this a little bit already… but… was there maybe a different way we could have introduced… like, students to partnered teachers? So a lot of it was like.. “Here’s an email have a talk” and then most people met them on the day, yours was slightly different with TeacherR because she could come in… but… do you think there’s maybe- we could do something where all the teachers come in and meet al the students or-? Yanno, arrange students to meet the teachers before anything… like… just to go and meet the teachers, see the school… talk face-to-face?

M: It… might help? It’s not necessary, especially if students are going to be like assistants in the first lesson…? Then there’s no like, need to go and meet them and then come back, because it’ll be like what happened in the first lesson. So it’s not essential but it could help.

R: Okay, so maybe something that’s an option, like you could be there..?

M: Yeah