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START AUDIO

Interviewer: Okay, so what did you notice yesterday?

Respondent: Right. 'What worked well?' So the 3D printing workshop itself went very, very well. So overall understanding of the topic was very nice. 'What did not work?' I have not noticed anything that went wrong, actually. Everything was very nice and you, as a teacher, were brilliant.

Interviewer: Oh, thank you.

Respondent: No mistakes, I noticed. 'Challenges and support'. Oh, 'How could the workshop be improved?' Again, everything was very, very nice and even better than the first time, so I have no complaints at all. You were extremely helpful and- what other guy was? The [helper 0:00:52], the other assistant. The other ____.

Interviewer: Oh yes, [anonymised].

Respondent: [He] was very helpful as well.

Interviewer: Think he was really good in doing a good atmosphere. He was very friendly.

Respondent: Yes, he was extremely handy.

Interviewer: Something that was interesting, since this was now a group session where we had quite a lot of participants at once, it was quite good to see how it changed the atmosphere. It was less focused, but still very productive.

Respondent: Was it?

Interviewer: I think so.

Respondent: I missed the beginning, that's the thing. ____[0:01:27] at the beginning. 'Which challenges did the participants face?' Probably some members of the group found a challenge understanding instructions. Just some of them ____[0:01:47] time and again, you and [workshop assistant] really helped to understand what they have to do.

Interviewer: So on Tinkercad, you mean, right?

Respondent: Yes.

Interviewer: The little written instructions where you had to go from step to step.

Respondent: Probably because the lesson was quite difficult for them at this level. Sometimes I saw that they don't really understand what they have to do. Or they have problems with reading stuff or understanding. Sometimes even [P1] faced some problems. I'm not saying anything about- these guys who are completely new to technology.

'Did the participants come up with a new work [round of 0:02:27] ideas?' Yes, I think they were extremely inspired after the workshop. 'Did the participants respond to the introduced technology?' Some of the participants responded very well, but some of them really struggled due to their health condition. It was quite difficult for some of them to take part in the workshop.

For example, [P4], he couldn't see and read the instructions. That's why when [P1] asked him for assistance with the key chain he was like, "No, because I don't see." So he cannot see the exercise properly. He can't manage to do it by himself. Again, I wasn't introduced to these guys. What was the wheelchair's name?

Interviewer: [P5].

Respondent: [P5], he also couldn't do much work just because he couldn't move his hands. 'Did they come up with any ideas?' Yes, of course. 'How did the participants seem to feel about the workshop and its content?' They were definitely very impressed. I've seen their faces. Unfortunately, I didn't film

them while watching their very first printing. They were, like, impressed.

[P4] was sitting with an open mouth like, really, really, really impressed. In the middle, they were very excited and at the end I would call them inspired. They really enjoyed what they did and I think they loved the result.

Interviewer: Yes, even though it was not perfect.

Respondent: Yes.

Interviewer: Which I think was really impressive that, even though it was not perfect, they were really happy about it.

Respondent: Yes. 'Did you notice any other noteworthy situations?' [P1] worked extremely well with technology, easily understood the instructions. [P4] faced difficulties because he couldn't see the instructions properly. He mostly sat leaving most of the work to [P1]. [P5], due to his health conditions, can't control his hands but sometimes he helped with advice to his group mate. What was the other guy's name?

Interviewer: [P2].

Respondent: [P2]. He also faced difficulties with some lessons, but he seemed excited and concentrated on exercises as well.

Interviewer: Yes, and he was very patient.

Respondent: Was he?

Interviewer: Yes because, for example, the ruler task, it was like, this is such a complicated lesson and-

Respondent: "We're going to complete it."

Interviewer: But he really wanted to complete it so he just kept on doing it, kept on doing it. I think I would have thrown away all my patience and just given up on it.

Respondent: [P4] showed his excitement on his face with expressions, and probably that- what's his name again?

Interviewer: [P5].

Respondent: No, the second one.

Interviewer: In the wheelchair?

Respondent: In the wheelchair is [P5], what's the second one?

Interviewer: [P2].

Respondent: [P2]. [P2] showed his impressions with [patience to do it 0:05:52].

Interviewer: Oh yes, he did. Yes. That's interesting.

Respondent: I think [P4] didn't get much from this workshop, unfortunately, because he couldn't- I'm not sure if he could see anything. He left most of the work to [P1]. I'm not sure if he remembers the sequence of movements.

Interviewer: Yes. So this is mostly about the modelling, right? I think he said very early on, "Yes, I'm happy to play around at home with it. I want to do it at my own pace." He also told me then later on that he has his computer settings made to a far bigger font so he can see it easier. So I guess he just wants to not be pushed to a pace. I think he might feel a little bit stressed if he has to do it right away.

Respondent: Maybe.

Interviewer: So maybe it's good for him to just have a look at it at home first. Maybe he will feel better about it next time. I think maybe it's also something that- because he is probably the one who has to be at best dexterity and mobility of all participants, at least from the hands.

Respondent: Yes.

Interviewer: So I think maybe he also took a little step back to have the others go first.

Respondent: Probably, yes.

Interviewer: His preparation interview was also very much focused on how to help others.

Respondent: [Was it 0:07:47]?

Interviewer: Yes. I think he said a lot like, "I really like to help others and whenever I can, I do that." I think he's one that might just think, "Oh, it's better if [P1] just does it first because it means more for him than if I would use the mouse and do something."

Respondent: But [P1] did extremely well.

Interviewer: He was very independent yesterday.

Respondent: Yes.

Interviewer: He hardly needed any instructions at all.

Respondent: I [think I'm shocked 0:08:18], like, about how he worked. It was like, he read the instructions, two seconds, done. Read the instructions, done. Read the instructions, done. It's like so fast.

Interviewer: Yes. And even though it takes him longer to scroll or move somewhere with the mouse- I mean, he is very skilled but still, it takes a longer time as if he would use [a normal mouse 0:08:39].

Respondent: He has a very quick brain as well.

Interviewer: I think so. It's really impressive. He's very good at remembering sequences and what to do first and what next and how to do it. Any general thoughts about comparing the first session with [P1] alone and now with the bigger group?

Respondent: I think he worked independently this time. He was reading instructions instead of-

Interviewer: Following my instructions, right?

Respondent: Well, he was both following the instructions but he worked really well. Like, very nicely. He really enjoyed working, [P1]. I think if he will be working in the future again, like at home by himself, he will get extremely good results.

Interviewer: I think so too, yes. I think he also got a little bit more relaxed this time here. He already knew around and you could feel that he felt more comfortable being in the space.

Respondent: Despite the fact that the space was crowded.

Interviewer: Yes. He was definitely also the one who became most tired at the end. I think so, yes, he was yawning a lot and really-

Respondent: I hadn't noticed this.

Interviewer: I think overall the atmosphere was interesting because now it was a lot about the actually figuring out who helps the other and who is responsible to do what on one computer. It changed the dynamics.

Whereas, on Monday, it was very much me being there and telling step-by-step. This time it was not at all like this. I mean, I told it a little bit for the printer settings, but also since we had two computers at one- [P1] was doing it simultaneously as I did it on the other computer.

Respondent: I think you spread- the teammates were right. So that these guys were working together and [P1] and [P4] were working together.

Interviewer: Yes. I think on Friday I might change it a little bit that [P2] and-

Respondent: [P4].

Interviewer: Yes, [P2] and [P4] will swap teams so that [P4] might work with [P5] and [P2] will work with Dan. Just to see if, you know- how the dynamic changes a bit. But I think it's good to have the two wheelchair users being mixed with the non-wheelchair users.

Respondent: Yes.

Interviewer: Cool. Thank you very much.

Respondent: That was a very nice workshop.

Interviewer: That was good, thank you.

Respondent: One of the best I've seen so far.

END AUDIO

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