## Students’ Desire for Independence

*Children eager to contribute, have responsibility, grow up:*

[researcher] “The children help out a lot then. So if you guys were show children, you’d be helping work. Does that sound good? Would you want to be working?”

[children] “Yes!”

[researcher] “Why would you want to be working?”

[child1] “To get money to support my family”

[researcher] “To get money, help your family get money yeah.”

[child2] “To provide for your family and buy a house and if you have some money left over to buy a car”

*Wants to be seen as having the responsibility of an adult:*

[child7] “If you’re doing the same as your family, if you’re a child you might not get paid as much because people could want to only go to adults and think that children are not responsible yet.”

*Doesn’t want to be restrained by an inherited job; values personal happiness and fulfilment over tradition; perceives Hoppings jobs as being of low societal value:*

[child1] “The reason that I wouldn’t like a job like your parents is that for example, at the fair you just go around selling for a pound and stuff, and you only get a pound. For example, say if I was an engineer, I would get for example 20 or 10 pound. It’s more, I get paid more. If I did the same as them, I wouldn’t want to do that - wait around, and maybe they wouldn’t even come, have a ride. It’s like more better, more educational for you. Saying, ‘You want a ride?’ is not really, like useful for people. Being a mechanic is more hard, and if you just carried on a tradition you might not really like it, like what they’re doing.”

[researcher] “Would anyone here be unhappy if they had to do what their parents did? Does anyone want to do something different to their parents?”

[children] “Yeah”

[child8] “It’s just natural”

[child2] “It’s natural to do something different”

[researcher] “That might not be true, you get people who do the same jobs as their parents and pass it down for generations”

[child9] “I don’t want to do my parents’ job”

[child10] “I don’t want to do my parents’ job because my Mam doesn’t work and my Dad works as a builder”

*Children’s prepped questions for showchildren focussing on them earning money and their role/impact:*

[child2] “How much do they make in a week?”  
[child14] “How much money do you earn?”  
[child18] “How much money do you make in a year”  
[child20] “What’s your net worth”  
[child21] “Do you enjoy it and do you get enough money?  
[child27] “Have you ever designed a ride”

[child28] “Have you ever chosen a ride to build”

[child1] “I would ask them their age, then I would ask an eleven year old, have you made something yet. And I would ask a seven year old, have you made a little model. ”

*Expectations of financial knowledge, independence and respect within the family:*

[researcher] “Do you think the kids would know what? Do you think they would know how much money is coming in for the family?”

[children] “Yeah”

[researcher] “Why do you think that? How do you think they’d know?”

[child1] “They’re good at maths”

[child2] “Their grandparents would tell them”

*Students earned independence, teachers’ trust:*

[teacher]"What I enjoyed was trusting you to work with Dan and Catherine, because that means you're really Year 4s, doesn't it? That we can trust you to do something, away from the class teacher and still do something really, really good. So well done."

*Independence as a reward for maturity, demonstrated to younger year groups:*

[teacher2] "I would like to also point out how good they were as teachers, as well. They really came into their own. The Year 4s were outstanding, very good, and I was very proud of them."

[teacher] "I think you really are stepping up to be Year 4s, it's wonderful to see. Well done all of you, that was brilliant. And if you're very grown up, you get to do very grown up things. So let's give year 4 a clap."

## Positive Outcomes of Students’ Independence

[teacher2] “That’s why you give them very simple things. But they don’t have to do all of these things”

[teacher1] “Oh no, I just want to know what-”

[teacher2] “The groups will decide what best fits their thing”

[teacher1] “Absolutely. I just want to know what is available.”

[teacher2] “The kids are much better at thinking of ways they can adapt what they’ve found to other things.”

[teacher2] “It would be quite nice for them all to make a section to collaborate.  Then each group can come up with their own activities, and then put it together a nice big, meaty thing at the end, a tour of [the town].”

*Creating activities involves asking questions -> independently searching for answers:*

[child1] “We are going to find Newcastle Castle’s roof...and do lots of activities. First, I’m going to ask them to find out when it was made.”

[researcher] “Oh that’s a good question, isn’t it. Do you know the answer?”

[child1] “No. But I can search it up on Google”

*Desire for access outside of school:*

[child1] “Is this app available on any type of tablet, iPad?”

[researcher] “Yeah, you can download it at home if you want to”

[child1] “I tried, it didn’t work”

[researcher] “Did you try recently?”

[child1] “No”

[researcher] “If you try again it might, because I did fix something”

[child1] “Wait... what app is this on?”

[researcher] “It’s called OurPlace, it’s one that I made”

[child1] “Can you get it on iPads?”

[researcher] “Yep”

[child1] “Ah! Can I get the app?”

[researcher] “Yeah, it’s free”

[child1] “Yay!”

Platform for their own jokes/memes (Celebrate Good Times, prequel memes), putting these to use constructively within school projects

*Tools were generalisable enough to facilitate and capitalise upon students’ varied ideas and approaches:*

[teacher2] "They were very different as well weren't they? The ideas. Even though you all started off with the same tools."

[teacher] "Well that's what's great--that everybody's had their own ideas"

## Lack of Scaffolding Leading to Focus on Tech over Content

Left to their own devices without much scaffolding/guidance, Y8 students created very general/vague activities:

[researcher] “In terms of making it useful for a trail… ‘an area of interest’ is very general, isn’t it?”

[student] “Yeah, I guess. So instead of saying ‘an area of interest’, give something more specific?”

[…]

[teacher] “It might have all the bells and whistles, but if you’re not learning anything it’s pointless.”

[…]

[student2] “I think we’ve found it easier than other groups because we focussed more on the content than using all of the different interactions. So a lot of the content can be the same [as the analogue version], it’s just changing how to interact with it”

[…]

[teacher] “it seems to me that some of you have got the basics of the technology, I think. I think that there’s some good stuff technology-wise. I think what needs some further thought, is what you’re actually asking them to do in terms of the content.”

[…]

[teacher] “You’ll learn from that experience though, won’t you. That was quite a basic set of parameters to work with, wasn’t it? I know that if that had been more freeform and open-ended, that would have been rather worse. So, they had a trail which was highly structured, and they had the opportunity to deviate and go as far as they want away from it, within the parameters of making it workable and interesting. I don’t know about you but the thing I was coming across again and again was the lack of challenge, the lack of depth, and the kind of things they were asking was really just playing with the technology rather than [engaging with the history]”

[…]

[teacher] “Henry’s looked coherent in terms of the actual structure. But when he was asked about what he was asking them to do, he had no thought.”

[…]

[teacher] “It’s worth cogitating about what parameters you probably need to introduce, to guide them towards deeper thinking. I think it’s more of a success for the technology, the medium, than the actual content. It needs to be worth doing, there’s no point in having all of the bells and whistles if there’s no substance.”

[…]

[researcher] “Some of them said they found it a bit easier than others did to convert to the pen and paper, because they were less reliant on the app’s features. I don’t know how true that was.”

[teacher] “I think it depends on how they were thinking about the task in the first place - maybe, if they’d been highly creative, obviously they’d struggle, but if they were highly creative and lost their focus, then they’d be miles away. If they were less creative, but focused on the nature of the content they’d probably find it easier to transpose. What we want is something in-between.”

Showchild’s repeated engagement about how to improve his QR code task – wanted to create a richer activity. Implies that the creation session was too short, lacked enough explanation.

## Teaching Pressures & Limitations

Time pressure –

“It’s just time pressure, isn’t it? I’m trying to meet so many times, it just… numbs you, so busy.”

Data privacy issues with new tech platforms + data formats –

“What about [sharing] kids’ voices – are voices ok? They don’t mention who they are, do they? So it should be. […] I should know, but I don’t. It’s not something we ever come across, you see.”

## Sharing Activities & Knowledge with Others

[headteacher] "You really need to listen to what they [Year 4] have to say, because they have designed this themselves. They are your teacher, ok? And I would like Year 4s to tell me if there's anyone not listening to you, ok? Please listen, because they've worked really hard--they've worked two weeks doing this, and they're really excited about you having a go."

Self organising groups - younger kids wanted to make sure they got to do all of the activities, were keeping track of which Year 4s they had been with

[teacher] “Which part of it did you enjoy most?”  
[student3] “Today, getting to go around and swap with other people and getting to find out about theirs”  
[teacher] “So then did that help you, when you had a go at someone else’s, did it make you think ‘oh, we could have done this on our app’, or?  
[student3]  “Yeah”  
[researcher] “Do you think swapping was quite important? Do you think that made it more interesting?”  
[students] “Yes”  
[researcher] “Do you think it helped that it was people in your class that you were swapping with? Or if it was another school or something, do you think that would be interesting, if you made stuff for another school, and you used theirs?”  
[student7] “I think that if we made stuff for another school that made them learn it would be really good, because you could make it about your school.”  
[teacher] “Yeah that would be really interesting. We’ve talked about M’s school, she’s out in the countryside where there’s like, ten children in a class. That’s a very different school experience to what you have here, so that would be an interesting thing to do, wouldn’t it? To swap it and see what their daily life is like and what yours is like.”

[teacher] “I think that would have been better, wouldn’t it? If we’d actually done it and then taken a different group of children out to use it, but it’s just time pressure, isn’t it. So I think that if they had then in the final stages gone out with perhaps a partner from another class-so that might have worked. So if you did it with one class, and when they finish, take the other class with them, and they’ve got to show it and not take over. And then they can evaluate: ‘Oh, I should have done this, perhaps if I’d done that it would have been better’-watching the other child do it.”

[teacher] “I run a school for the children on The Fair, so if you want to come and do a project with Showmens’ children, if you want to do a cultural minority, they are cultural minority. […] Their lives are so different, that actually it would be a nice tool to share with other children what it’s like to be a Showman. It’s a totally different way of life. […] And the children would love to do something, because as I say their work packs are super dull.”

*Children sharing technical knowledge with newcomers:*

[teacher1] “I’ll know what those 8 [potential topics] will be. It’ll come under the umbrella of the kids get to take ownership of it, because they get to choose what they want to research. But we’ll steer it, so that they do research those things.”

[child3] “How do we do the app?”

[researcher] “Oh! Have you not done it before?”

[child1] “No cos she goes swimming. I’ll help Phoebe”

[researcher] “Are you able to work together on it?”

[child1] “Yeah!”

*Children identifying the value of sharing their knowledge:*

[researcher] “How are we doing? ‘How deep is the well?’ That’s a good one.”

[child3] “This is actually helpful, because some people didn’t get to see the well.”

[researcher] “Yeah that’s a good idea. So are you making a quiz to teach them about it?”

[child3] “Yep”

## Activity Creation as a PBL End-Product

Ownership and sharing of activities enhancing PBL

[teacher1] “Looking at how to properly analyse photographs, give them frames of reference, things like that. But, in terms of an end goal - I thought this (points at app) would be a nice thing to do.”

[teacher2] “Yeah, that’s how we’d want to do it. Sounds good”

[teacher1] “No it really does. Because we do these lessons just as lessons, but the fact that they now mean something in terms of an end product. It’s not just like, here’s some maps- find out what’s changed. We’re gonna make this app and we’re going to do a hunt, find out what’s changed and find something that you’re going to research. Just makes it that much more meaningful”

[teacher1] “Making that app will be mint. If you can make it so that they all submit their own activities...that would be fab. I think this will be an amazing project.”

Activity creation sparked curiosity about software production, how to create a new app

School – warned about its lack of ‘social mobility’, lacking drama and other courses. Teacher noted that engaging with both local communities and researchers had a positive impact

*Approach supports a variety of learner preferences:*

"And what was your favourite thing about doing it?"

"I enjoyed being the teacher."

"Being outside"

"I enjoyed making the app itself"