

Q Cath (researcher)

A Cedric E (ICT Teacher at Honor Park Academy)

Q For the purposes of the recording, this is an interview with Cedric E

A Yes.

Q And you are, is it ICT teacher at Honor Park Is that correct?

A Yes, Honor Park [unclear].

Q I'm going to put it near you. First of all, what we're looking at with the project is children's use of technologies in their daily lives. When we say technology, we mean things like mobile phones, tablets, iPads, computers, that type of thing. But we're also interested in the media that they're accessing. We're thinking about things like the games they might be playing, the videos they might be watching on YouTube, the websites that they might be visiting.

It's all that encompassing stuff and how it works across different areas, how it manifests itself in schools, in home and in community groups. As you are an ICT teacher, and this is a fairly obvious question, but how do technologies, but also media, feature in your planned curriculum?

A We've got where you've seen us make use of things like Google or Google products for presenting work. We use a lot of... Certainly later on in the higher year groups, we use a lot of video and things from YouTube, all these... That students can go and watch these videos at home. We've got interactive quizzes and things like that. We set homeworks online for these students through self-marking quizzes on Google Classroom.

In terms of... It's all the way through our curriculum, basically. We use... I can't remember. Trying to think what Year 7s do.

Q What age do you introduce things like watching the videos?

A They'll see videos... They will have done some... They've seen videos for... It's been more for cover lessons maybe, but there's this Code.org website and it's all Star Wars, even though it's not that relevant to them maybe. Not Star Wars children or they don't think... They're not that generation. But Minecraft and...

Q I noticed that Jeremy has got a Star Wars bag.

A Has he?

Q Yes, I noticed that today.

A I don't know. But there's Minecraft ones and things like that. They create Minecraft one to redevelop Minecraft or have Minecraft and stuff like that.

Q It's like they're tapping into their interests that they've already got?

- A Yes. We have Minecraft Club for the Year 7s after school on a Friday. It's the most popular in [location name]. It's rammed every week.
- Q And is that held in the [overtalking]?
- A It's in that room, yes. We've got Minecraft edging [?]. We can control certain aspects of it. You can switch stuff off and on.
- Q What things would you control?
- A I can't... But it's the way that we can switch off the messaging and we can on it.
- Q It's not connected to the Internet in the sense that that is connected to chat rooms?
- A No, it's connected to our server here. We've got a microserver. We can... There's loads of... I don't run the club. I'm not a Minecraft expert. But we've got... There's all sorts of things on it. And you can teleport students from place to place and you can... Because we had some... When it started off, we had some issues with it because they were going in and stealing each other's stuff. And such and such buddy's stolen my sword and my axe from my house and I want it back.
- Q They were going into each other's areas of game and...?
- A Yes and stealing. We put a stop to that. But we can take out... Because there are some violent... Not violent aspects of it, but there are some unpleasant aspects, aren't they?
- Q I think there's survival mode, isn't there, where you do a lot of zombie killing and things like that?
- A Yes. We can switch off the zombies, for example.
- Q Is it focussed more on the construction and things like that?
- A Yes, that was the idea. But it was meant to be... We originally got it because we were pushing it as cross-curricular. And we were going to look at... Because this was my job at one point. It was this cross-curricular technology. I don't know what if you want to call it, but it was... There's been all these projects about engaging students with literacy through Minecraft.
- Q And is that part of the national curriculum or how is it being filtered through to schools?
- A It's been... We were involved in this Games Britannia thing in Sheffield, which is linked to Sheffield Hallam, I believe. And was about games, but about encouraging students into programming and all that sort of thing.
- Q When was that? Do you remember?
- A Three or four years ago. I'd have to Google it. But there was [female name]... I can't remember her name. She used to work... I don't know how much you know about what's happened in Sheffield. And there was this big organisation, The

Civica, that a lot of things... When all schools got rebuilt in Sheffield, they launched the IT in a bit of a blaze of glory and everybody's getting laptops and interactive boards and all this sort of thing that a lot of people hadn't had before.

And they launched VLEs or MLEs, whatever name it was going under. And she was involved in that and then she got involved in other things as a result of it.

Q Can I just ask what those acronyms stands for, FLE or MLE?

A Learning platform like Moodle or, I don't know, whatever you call the app, like an Internet whatever. But it all died quite quickly.

Q It was across schools?

A Yes.

Q But it didn't sustain itself?

A No, but that's a different thing. But she was employed by Civica, almost like a consultant for us. They started building this MLE, but if you want to call it learning platform, then it was... The schools didn't really adopt that very much.

Q Why do you think that was?

A Because it was built on Microsoft SharePoint, which is not friendly for school children at all.

Q It was the hardware that was the issue?

A Yes. I think as a result of it, she... That was her background and then she branched off into stuff like Minecraft in schools, in Games Britannia. And then went on to do some other things, probably linked towards your project, actually. It's to do with games and learning and all that sort of thing.

Q Was it then... When you say it was cross-curricular, they're using things like Minecraft in English classes when you're talking about literacy?

A That was the idea, yes. The idea was to write... That's what we planned to do, is write a story about your world that you're going to make and then make it. Or go and make something and then go and write about it.

Q That's fascinating.

A That was the plan. It didn't quite well like that because couldn't get people to engage with it, basically. Because that was the whole reason why Minecraft came into school. I can see it would have been brilliant, but we just didn't... It was difficult getting the staff on board and to engage with it.

Q Do you feel that you have little different... When you make decisions about using media or technology, do you have a similar outlook, do you think, to your colleagues? Do you share an outlook or do you think there's differences?

A I think a lot of people are very sceptical about... I think a lot of people have been let down really by technology, because we've got... We must have so many of these whiteboards in here. We're talking like... I don't know what an installation of it from [unclear] board is, but you probably talk about £5,000, somewhere in that region. They're not cheap and they're not used. Nobody runs Activ. People don't want another job to do.

Q It's labour?

A Yes. If you've got a load of... This is this thing that I was showing you. But if you've got a lot of... It's just Game Britannia. That's to show [?] you can look at it at your leisure later. But they are still doing things, maybe.

Q Thank you.

A There you go.

Q I'll look it up.

A But she does a lot of those things. But they launch all this stuff in a blaze of glory and then you can say to somebody... Because I got sent out across all the schools when there was all this money to spend to train people how to do Promethean ActivStudio or ActivInspire. I can't remember what the product's being called now. I was sent on Promethean training. In fact, I was a certified level three trainer on this office.

We put all this money in and then nobody really bothered because it's... I think people don't see the benefit of using the software. It was all about getting students at these whiteboards and getting them to do stuff for the class and whether that actually ever happened or not.

Q How did the students respond to it when it was instigated? You said that...

A It's a bit of both.

Q Minecraft club's really popular.

A I think they used to see... I think in primary schools and stuff, you go in and you go to my kid's primary school and you see all these low, mobile boards. They got the kids around it, don't they? They all...

Q Yes.

A I think there's a bit more than watching videos on them. I think the kids shouldn't generally engage with them. Whereas here, I think, they're like, that's a whiteboard. And especially when you just walk around and you just see PowerPoints on them.

Q They're just used as display tools?

A Yes. You may as well just about a projector point in a concrete wall. And we spend all this money. But it was just standard. I don't think we had any... It

wasn't our decision. Somebody just said, you're getting all these. We got. It's like we got some money from somewhere. There's another project to do with mobile technologies. And we bought bags of handsets, response systems so that you can connect to these whiteboards and you can make these quizzes.

And all the kids, they get to answer the question on this thing and it sends results back. And you get the student answered it quickest and all that stuff. We've got about four bags of those. I think they're somewhere.

Q Have they ever been used, to your knowledge?

A By me?

Q Yes.

A Couple of times. It's like I'm some technology evangelist, whatever. But it's like, you have to set up the quiz. You have to set up the questions.

Q It's, as you said, it's work?

A Yes. Because you have to go on to this software. You have to say, these are my questions. It's not like I'm going to create these PowerPoints that I'm just going to copy and paste those questions. And I can go and screenshot a bite size quiz, copy and paste pictures onto the PowerPoint slide. Get the kids an A, a B, a C or a whatever one, and I've done a quiz. Or I can sit down, but breathe [?]. Or I love it forever.

But every time I want to use it, I've got to get these handsets out. I've got to... They got to have batteries in them.

Q Was the idea, do you think, to create excitement or?

A Yes.

Q It was. It was being inspiring?

A Yes. I did a master's teaching and learning and this was one of my projects. To look at where those learning points [unclear].

Q What did you find? Were you in schools yourself talking to teachers?

A No, I had to do it here. I got some people to do it and we... I think I'd have to remember, but look back into my result. But I think we found that it engaged students. They liked it. It's a bit of a tree. And it was good for a bit, but could you do it every day? No, you can't because you've only got four sets and you've got 50 classrooms. Where do you put them?

Q There's logistics as well.

A It's easier now because you can just put these apps onto mobile phones. You can put Aiku [?] and all that sort of thing.

Q And what's that particularly?

- A It's a website that... It's popular certainly in computer science... A lot of the student teachers that come through love it. It's these... You set these questions, then the students will sign into it with a nickname and get to answer the questions on the screen. It's the same thing. But you can put an app on a phone if you're allowed phones in school, which you're not.
- Q Those are mobile phone...?
- A It's completely blocked here.
- Q Is it?
- A Banned, yes.
- Q How'd you feel about that?
- A It's an Honor Park thing. I don't know. It's one of those things because they've got students who've got something in front of them that they can take. I'd say to my Y11s, we've made this thing, but we can take flashcards for the exams revision. Take pictures with your mobile phone so that they're always with you. Flick between them. You spend quite a lot of time. And it's stuff like that, it's really good. But the amount of grief that it causes if they were going off in less...

You can't have the kids texting each other. And the trouble it causes can cause that lunchtimes and the social problems that it can bring in with it, it's not... You can't have it. I don't know. It's useful on one... I don't know if it's probably... Because if you spoke to somebody at [name of different secondary school], they had a big thing a few years ago. I know there's a guy that port [?] and they opened up their network to all mobile devices and phones.
- Q What happened?
- A Bring in a laptop. Bring in... I don't know. I never know what the outcome was. But it was all...
- Q They decided to turn it on its head and make it a tech open school?
- A Make them responsible, yes. Abuse it. But you can just imagine, they'll be all on social media. It'd be a nightmare. I don't know. It's one of... There was a lot of... We had projects here where we were able to... Because we have iPads here that used a lot of music, PE, dance, stuff like that when you want to record. And we had at one point, whether we still got them or not, we had iPods. The kids were... The handheld devices for whatever.
- Q And what lessons would they be used in? Did you use them in your lessons or did you...?
- A No. It'd be English and they could do recording and they could do... We have done a lot, but I don't think just... It's all good in principle, but I think that it's expensive, isn't it?

- Q Yes. Is there a sense from the leadership of the school that technology media is something that the school should be doing?
- A No. They like... I'm just going to quickly look on this Classroom to see. They like Google Classroom. Google Classroom's gone trust-wide. We have a director of computing. He oversees it all.
- Q Does he oversee various academies or is this a director...?
- A All of them, yes. There's two of them. There's 24 and he's brought in Google Classroom. It started off with us.
- Q You probably led Google Classroom?
- A Yes. But now, it's spread trust-wide. He's been on all this Google training, the fancy, but [unclear]. Now, its users are... We've got single sign-in into a lot of our systems for that we collect a student data through and things like that. And it's everybody's getting in on this document-sharing in Google Drive.
- Q Like cloud?
- A Yes. We're all in Google Hangouts now, instead of going to meetings. Do you know what I mean? It's like [unclear] doing standardisation training with somebody in Middlesbrough kind of thing.
- Q You're actually working across academies, communicating and holding meetings through...?
- A Yes. And those amass people who are doing and looking at... It's good for that, but it's... We've all adopt, but not many people, I think, really know how to use it. And I think the staff are very sceptical about it. It's like we use it to collect coursework, which it's good for. It works very well for that. But then you say to the... I know a few of the other subjects are like, no, we're not going to bother because it's not worth the... They think it's harder than it is.
- Q It feels like it's...
- A A chore.
- Q A slog to get that done.
- A I don't know whether I'm going off-track, you know what, but it's...
- Q No, it's fine. We've talked about using Minecraft and we've talked about using Google. Are there any other websites or apps or games or specific films that you use in your classroom? And what do you aim to do with those media tools?
- A We've got revision websites that are built by us... Not by us, by the director. I know they're working on... We had our own quizzing platform, Key Stage 4, but it's got these leaderboard things on it. And we've got school leaderboards and we've got trust leaderboards. And the students are obsessed with it.

- Q Are they?
- A Yes.
- Q Why do you think they're obsessed [overtalking]?
- A Because they want to be on the top of these boards. That's all they want to look at.
- Q And which subject is this? Or is this cross...
- A This is computing.
- Q Computing.
- A This is all new. I think they're going to expand this product again. It's a lot of this. This is being driven by the computing directors.
- Q Is this a product that's created outside Honor Park?
- A No. it's inside it's created.
- Q Inside?
- A Yes. They've got a lot of... Quite a few of my colleagues have got development backgrounds that are being utilised. They've got some... They're developing this product. I've not seen that much of it, but it's called Tenjin [?] or something, which is the new quizzing platform, which is even better, apparently.
- Q The young people, are they competitive with one another within the school or are they looking into other academies?
- A They're looking at other academies, yes.
- Q There's a rivalry type scenario?
- A Yes.
- Q That's interesting. Which is the one at the top? Can you remember which one's leading at the moment or which one...
- A I can't remember.
- Q Are they particularly focussed on a particular school?
- A I think [Academy name] tend to come out a bit very well at their regional school in [location].
- Q Correct me if I'm wrong, but I'm thinking that [Academy chain name], it wants to be, as an academy chain, it wants to be technology friendly.
- A I think it doesn't [?]. I don't think it's seen as... I think technology came out in a blaze of glory about ten years ago and we're all going to do this and we're all going to do that. And I had an Xbox in my classroom and all sorts of things. And it was...

Q Did you?

A Yes.

Q What were you using that for? What learning were you doing with that?

A We were looking at when that was... Again, it was cross-curricular. It was... What was it? You could use some of the games and science, I can't remember quite what for. But it had all these. And I was trying to encourage people to do these things.

Q What technologies would you use for, say, things like... Or what views do you have on technology or media as part of collaborative learning, for example? Do you think it helps collaborative learning at all?

A Yes. It's easy to share documents, isn't it? We've got things written into our scheme of work with it. You can share your peer evaluate or you're doing... Instead of getting out your seat and physically moving from one seat to another, you can share your document with that student over there. And you can fill in each with this and comment on. It's got use for that.

Q What other learning styles do you think it helps things like inquiry or problem-based or anything like that?

A It's inquiry... It's research-based anyways. You've got the Internet, haven't you? It's easy for...

Q Do they go on the Internet during your lessons at all?

A In my lessons?

Q Yes.

A Yes. That's the other... That was the stereotypical thing. One, let's get the kids to learn something. Let's... They can move on to Google. Give them the worksheets for notes [unclear]. And then you don't find... I'm sick of telling my Key Stage 4 students at the minute that if you Google... Because they've got all these horrifically hard things on the computer science curriculum now that have come down from a degree to an A level to a GCSE.

There's this thing called the von Neumann architecture of CPU, which is all about registers. It's hard. And if you Google that, you'll get some horrifically, high level... I don't understand it and I read this. I understand it for the GCSE level that I need to teach, but it's not my background. They go into Google, find this thing and they've got to make some notes. And it's like, what does that mean? Don't mean anything. It's far too...

It's in too much complexity and detail for what you need to know. And I think that's still a common thing, I think, where...

Q Do you try and use tech or media to simplify things at all or?

A We just direct them to websites.

Q It's the teacher knowledge directing the...?

A It's teaching them effective use of a search engine. If you want to find out about GCSE computer... Or put the word GCSE in front of von Neumann and you will get the answer that you want. Whereas if you type in von Neumann, you will get something that's saying that third level computer science degree student, that it goes into a lot of complexity of information that you don't need to know.

Q What would you like to have? What technology or media would you like to have or be able to use in your classroom? Because I'm getting the impression you clearly have a lot of knowledge of what is out there. What would you like to use, if you could... If say funding was there or support was there, what would you like to instigate?

A With us, I don't think now from where... We're pretty well... In terms of what we need to teach, we're pretty well-resourced in the grassroots thing of what we need to do. I can't see a product for me. The one thing that might be useful, although we can... I think because we are about IT or whatever, I think we know ways around things like a lot of departments. A Visualise would be useful.

Q What would that do for you?

A We'd take... Instead of give students exam questions to fill in or whatever, you can put up an answer, get the students to answer your question. Let's put this student's answer here onto this thing straightaway. And that's done [?] it takes it or whatever. And let's go through and mark it together and decide what mark it's got and what mark it hasn't, the scores. And it's things like that. But then we can take a picture of a whiteboard or whatever it is with a mobile phone and we can put it straight into Google Drive.

And we know how to do that because we're already equipped with that skill. The Visualise, the £1,000 Visualise through [?] the thing that... My mobile phone that I've got my pocket, I've not really got anything to gain. But I can't think now of any product really that would... Because I don't do mobile learning. I've got a bank of computers in my classroom. I've got...

Q Do you ever use tablets and things like that in your classroom or is it all desk-based?

A No, because there won't be any.

Q Is that because of the curriculum?

A Yes. I can say the advantages of a tablet, I think it's more cross-curricular where you're going to need that technology. Because for us, the nature of what you teach, you teach them how to use a computer. It's not like... And you've got a computer. Why not? And you can find that. You'll see me broadcasting their

screens. I don't really need them to have a whiteboard in front of them to write down what they need to do or whatever.

I don't really got... And then we've got that. I would have said to you, before we had Google Classroom, we had a bit of a... We might have had a bit of an issue with taking in coursework.

Q I was going to say, do you use... Does staff use any technologies for... Apart from cloud or Google for documenting learning or do you have any apps or anything that's used within school or anything like that?

A No, I think it'd probably be called a USB stick that I'm going to take around through every single computer in this classroom and take your work off it. Or I'm going to give you all... This is the other... We've had all this, not first before, but all this... We have to be quite careful because when it came down to controlled assessment and things like that as part of the curriculum, it has to be done, coursework, under controlled conditions.

We had to have separate logins for the students so they couldn't get hold of their normal work. And of course, some schools don't abide by this. It's caused a lot of problems.

Q They can basically access some coursework and look at what they've been doing?

A Yes. Because the problem that... Because you could get them outside a lesson, I'm going to go to the library and I'm going to work on my coursework. Or you could, I'm going to put it in this USB stick into the side of this computer. I'm going to take it home. Somebody's going to come and sit with me, tell me how to do this or I'm going to look it up on the Internet. Because it was all this issue with a lot of the coursework solutions, GCSE computing appeared online within hours of them being published.

And there's all these websites where all these programmers, developers got Stack Overflow and things like that. And then all these students are asking these developers how you do it. And this community developers just come together, it's like, you might want to think about doing it like this. And that we did it the right way and we blocked the Internet and we switched off all the USB drives and all that. But a lot of people didn't.

We have all those issues. We might have needed something like Google Classroom before to take this work away. We still potentially got a bit of an issue because some of the... We're allowed Google Classroom, if you check this out, the example, and quite happy with it.

A And the other nice thing about it actually is, as well, if we say to them... Because we're not allowed to get some feedback, but obviously, we will mark it very regularly. And what it does for us is it versions. It can show us only the changes that have been made since the day before the last time. Rather than remarking all

of it, you only mark the stuff that's got the grey box around it. That shows what's changed. That's a benefit. But staff don't see that.

Q Is that because of lack of understanding of how...?

A It's lack of training.

Q Training is...

A They've seen the product and somebody's said to them, put it at [?] classroom, but not really what you can do with it. And you can make this self-mark... We've got these quizzes setup where... Because we don't punish students not for bringing homework, but we set these self-marking quizzes up. We don't mark anything. And the students get an email when they've done the quiz with a certificate going, well done, you've done your homework.

They don't get... It's to get them into habit. Their homeworks take five minutes. They don't get really anything for it, but they get some recognition. And it's stuff like that. Would you rather have that or would you rather have a student, I'm going to give you the sheet. You're going to take it home. You're probably not going to bring it in... You might bring it back in. The homework's online, you can do it on the phone theoretically, but other students say it doesn't work. But you can do it wherever, can't you? You've got none of this, I've lost my sheet.

Q I'm going to move on to your perspectives on technology. And I was wondering about any aspects of technology or media that you think are perhaps negative for your students, if you think there's anything that's particularly...?

A Social media's a problem.

Q Social media. Why?

A Because problems start or a typical like the bullying and the... If there's been issues here, it gets brought into school.

Q What websites are popular among the students or the social media sites?

A Not Facebook.

Q Not Facebook?

A No.

Q Is Facebook for grown-ups?

A Yes. Facebook's for us, isn't it?

Q Yes, people [overtalking].

A It's lost its market. I think they've got Facebook profiles. I don't think they use them. Instagram, Snapchat mainly. There's a few others that they mentioned. I can't remember. I know Twitter in bits, not a lot. They have a lot of... The school's Twitter feed's quite active here, get the students responding to that.

Especially the Year 11s when they're left and stuff or they have to get the results and all those things. The students do engage with it and the parents do.

Q And do you have a Facebook site as well?

A No.

Q You just have a Twitter feed?

A Yes. And somebody's responsible for it. It's always busy. It's not like one of these things you read, you last posted something six months ago. Do you know what I mean?

Q Yes.

A It's always popular. It's always retweet. It is across the trusts. Everybody's retweeting everybody else and it's all like, the CEO says or whoever. They've got a lot of senior tiers of management that oversee this area of schools.

Q It's a community likely?

A Yes. And one of the chief exec... I can't remember the structure. You have to forgive me. But there's a chief executive, there's two regional chief executives underneath. And then they'll go to schools and it'll be like, [?] saw this in the school today and really liked this.

Q The social media that the young people are on them, it's Instagram, it's Snapchat, things like that?

A Yes.

Q And that it can generate issues?

A Yes, like WhatsApp groups. And usually, you'd expect from them. They're not bothered about Facebook and all that. Can't remember what else they were telling me that they use. I think some of them have come across some of the more... Because we were talking about there was this case of this... There's a lot of these anonymous Ask.fm and all those things, really. There's that case that girl that was bullied on it and then committed suicide or whatever because... And they were carrying on trolling her or whatever on it [?]....

Q I remember that being in the news.

A And the students seem to be... I wouldn't say a lot of them were used to these things, but they seem to be familiar with those platforms because they're out there, aren't they? Do you know what I mean? And a lot of bad things happen.

Q Do you have any concerns about data privacy in relation to the students or?

A Not really, no. We're all on our... We teach them... Do we teach them about...? We make them set secure passwords, I think, or do we? I can't remember. But we

don't really talk to most of them about it. We're all obviously encrypted drives and all the rest of it.

Q Do you teach Internet safety?

A Yes.

Q You do?

A In Year 8.

Q Year 8. That's when... What things are they learning in Year 8?

A In Year 7 actually, we use... Year 7, we've used the... Have you come across iDEA?

Q I haven't personally, no.

A It's a prince duke of some royal person. It is award for digital innovation.

00:35:07

Q Is it part of Duke of Edinburgh's Award scheme thing or is it something else?

A I don't think it is.

Q Within the royal boat [?]?

A No, but you could... It's idea.org, I think. And it's a digital citizenship. It's got e-safety in it. It's got all those things. And it goes into security and hacking and all those things. That's quite good. Year 8, we use... We do sexting and stuff like that with the Year 8s, general Internet safety. They do know it, majority of them. How far it stops some of them doing it, I don't know. But it's taught as part of their curriculum lifecycle, our PSHE curriculum as well. It's delivered.

Q Do you think that children's use of tech and media at home can impact on them in positive or negative ways? Have you got any thoughts on the impact of it?

A I've got children. Depends. It's entertainment, isn't it? I've got a child that is now ten and is fully screened, but very difficult to get them off Fortnite on a Switch. And he's got...

Q Is that a Nintendo Switch?

A Yes. Obviously, they can go wherever with it. And then he's... We've just given him a phone, my wife's cell phone, which actually doesn't really work at the minute.

Q It's a smartphone?

A An iPhone, yes.

Q An iPhone.

A It's just because we had it, but it's difficult. He's into Clash with the Clans and total [?] collaboration on that sort of thing. And he's like any ten-year-old. And I know the entire group is... They love it. It's what they want to do. And I think it's the negative effect. It's about... It's not to say that they're not very active, because they are. They do other things. And I think it's the same case with the students here. I know they're all on Fortnite and they're on all those things.

It's the addiction issue, isn't it? And it's difficult to understand. But there have been the negative effect when it starts to take over your life. I know we've had... I think we've got students that spend a lot of time on the consoles rather than other things that they should be doing. I think they rely [?] on these consoles. It's giving the impression that... Obviously, I'm not mentioning any names or anything, but I think they're on...

We've got the social problems in and there's not altogether amazing parenting maybe where there's the boundaries and you're not staying up until two o'clock in the morning in Call of Duty or whatever it is so that you can't get up for school. That you come in and then you're tired and you... We've got all that.

Q Do you have any concerns or any views about safety aspects? Things like Internet-enabled toys, things like robots or Furbies or things like that that have the Internet.

A No, I don't know which amount [?], to be honest.

Q That's fine. How much time do you have left?

A I've got about two minutes and then I'm free again. I've got to go and sit with VMG. I might be able to stretch that out. I'll just get... Let's see.

Q I'll just pause this. Thanks. Thinking about how play with technology supports children's learning and skills, I think you've already talked about your choices of digital technology and content to facilitate learning and things like that. And also, I think you've said as well about using instructions and guiding children. Do you guide them to any particular approach to technology such as games with rules and context and things like that?

And do you think that there might be any constraints within those games or things that you're using, which might...?

A We don't do a lot of games.

Q You don't do a lot of games.

A Many are the extracurricular.

Q I think... Do you use things like Scratch and stuff like that at all?

A We've used something similar. But we've used it a lot for cover lessons. We've used Code.org which is the same. It's block-based coding.

Q When you set the students an exercise or something like that, how open-ended is the task or is it always quite structured to be in line with the curriculum? How much opportunity do they have to go beyond the boundaries of the task or?

A Depends what they're doing. Because if they're doing programming tasks, they've just been doing programming in there, it's very strict. It's very, this is what it needs to do. It's an exact brief. There's no creativity in there. It's just, it is what it is. The skills that you've seen them learn, again, that's been, set this font in this. Change this. It's very precise. When it gets into the later years, we don't really have until we get to do a project type task which the...

And in fact, there is no longer one in GCSE computer science. There used to be this programming test. It was lots of different ways to approach it.

Q Sorry, I'm just going to...

A Put them right here. But we do have some Key Stage 4 stuff in Year 9 where they are asked to produce an advert for a video game. They use Photoshop. They go and collect some assets, some images to put together to tell a story of this game off the Internet and they make... Another part of it's these interactive... What they call interactive multimedia products, which is basically a PowerPoint with buttons on it.

But they are allowed to make one for the GCSE. Although the example would like us to make a website, but they actually can't tell us to make a website. We don't make a website.

Q Why can they not tell you to make a website?

A Because they want an interactive multimedia product. They want web pages with links between them basically. But everyone uses PowerPoint. You can judge the merits of that. But we do things like audio recordings and adverts. They had to design, be able to design... Write a script for an advert. Last year's was about a business that cut grass and cleaned, did window cleaning that same time. And they go on these free sound websites to find sound effects and stuff like that.

They have to write in a persuasive style that's going to persuade. There's creativity in there, but then there are...

Q Do they enjoy it? Do you get a sense of...?

A Yes.

Q How much of a sense do you get off of when you see them using technology or playing in schools either with Minecraft or on the computers? Do you get a sense of how they are emotionally, how they're feeling?

A No. We can't [unclear] test question that they gave [?], but it's saying we can't engage everyone. Do you know what I mean? I might have to go somewhere I tend to...

Q That's okay. That's fine.

A [Overtalking].

Q I'll pause that. As you could see from the information sheet, we're working with The LEGO Foundation. The LEGO Foundation is very interested in the idea of learning through play. And they have developed a research tool which looks at the characteristics of play. This project is looking at technology as a play. And as play using social media, using phones is considered as play. We're thinking about the emotions and feelings the young people are exhibiting and the skills they're learning as they use and play with technology.

You've just said that you see children when they're using the tools in school, they are actively engaged. I think you said they were engaged. Do you ever see any other range of emotions when they're playing alone or collaboratively and things like that? Do you see?

A I can see certainly when they develop deep frustration when they can't do something and the amount of times that they get fed up with it, certainly.

Q Frustration would be quite a big one?

A Yes. Certainly some of the things that we ask them to do.

Q Why do you think that is, [unclear] interest?

A Because when they do it and they think it's too hard. And it isn't... I don't know. It depends on the resilience of the children, don't it, and the perseverance. But it's only trying to get through a game, isn't it, and getting to a certain point, not being able to do it.

Q How do they react or how do they seem when they achieve what the task requires of it?

A They're happy that they can do it. Especially, I think, more so for us with the programming challenging things that we get them to do. They're happy when they get it to work.

Q And do you see them... When they're using the technology, do you see them perhaps building on their prior knowledge?

A Yes.

Q You see the evidence of that. Do they ever use tech in ways that you can maybe divine or work out might be personally meaningful? Can you see any relationship between what they might be doing outside school with how they use tech inside school or how they play or what they choose to use or which clubs they might attend or?

A I think the Minecraft thing definitely. [Unclear]. It's interesting because the point that I was saying Minecraft is quite a younger game and isn't... We've got now Y10s that are coming in and running it.

Q They're running...

A They're the experts. They'll go and support the younger, get them on and all that sort of thing. Certainly more so than the learner manager that is in a much supervise... He's not a fan. Do you know what I mean?

Q Yes. It's somebody you use?

A He's a buddy, yes, to be in there.

Q There's some ownership going on?

A Definitely, yes. And they will mentor and take on that role. In terms of other technology that they... We block a lot of it. We had the problem... Sorry.

A All our problems with...

A Now, the other issue that we had is we were locked certainly on Google Classroom. There is a communication tool so they can post things to us or to each other to the class. And we switched that off because it just... As soon as you do, it just gets abused. I think some of the students have got... They're a bit better trained in the other academies and they're using it as a form of more communication between the teacher whenever the student says, I submit this work.

And they reply going, you've submitted this work. Well done. You've managed to do this, this, this and this. And I think they're like that, but we've never gone down that path. Because certainly, tempting thing is to say, we'll open up this Classroom. Write whatever you want. Get out your system, within reason. And then you respect it. We tried. That didn't work. It's like a social media tool, isn't it, with Google, isn't it?

It's like a Facebook wall, basically, that's going to give you [?]. But I don't know if you're seeing Classroom or not. I can certainly put it on and then show you what...

Q I think I have seen it used. If you wouldn't mind so I can check it's the same thing.

A I just show you what I mean by the wall.

Q Because I think I may have used it in a previous role, actually. I think we used Google Classroom.

A On here.

Q Yes, I recognise that.

A And on this stream thing here, I can put up the... And if I enable that, the students could comment here. Where it says share something with your class, they write everything in there like LOL or whatever, and then everybody sees it. Everybody could see it.

Q They're playing with it, basically?

A They were, yes, until we switched off that tool.

Q It's quite inventive though. I'm playing devil's advocate here, basically.

A You can't blame them. It's so tempting to do, isn't it? Do you know what I mean? The other problem that we have is them looking at... Strangely enough, because it posts... The other thing, they are actually able to personalise it, choose... If I go and see the people now, it shows me pictures of them or it should show me pictures of students, their pictures mostly not been uploaded. But they can change their...

Q Their profile.

A It has got those...

Q It is very... It has got a lot of the features of social media sites, hasn't that?

A Pretty much, yes. But I'd say they only get limited access to those tools. They don't get... They've got... Here, we've used some of this stuff like the Google site so you can produce websites with it very quickly. We've used that as a technology in lessons when we want them to, instead of write as an assignment about something, produce just a website about data security methods or something. Although you always get into those issues where it's...

Because it's always the problem is attempting to copy and paste off the Internet and not read what you copy and pasted. That's not what you asked me? I can't remember.

Q I think so, yes. I think we... We've talked about Minecraft. Are there any other examples of where they're creating or using technology in school? Do you have any things with robots? I think you mentioned they use Scratch. Do they use Lego in school at all, things like that?

A No. Lego's expensive.

Q Lego's expensive?

A Yes. And gets lost. Do we have it here? I think we may used to have had some. We can't... Interesting, I am taking 60 girls down to Sheffield Hallam next Wednesday for Lego for Mindstorms. And we're taking girls to encourage them to choose computer science. It's all girls.

Q Do you find that there's a gender...?

A Yes.

- Q Why do you think that?
- A Because it's still seen as male-oriented. All the boys do computer science. All the girls do health and social care.
- Q Really? That's fascinating.
- A We're getting better. At the moment in Year 11, in my classes, I've got two girls and I've got 43 students.
- Q Do you see any difference between the reactions with when we were talking about emotions between and feelings and sense of achievement, what have you? Do you see any gender differences?
- A No. We've got... Not at all. But we're trying to recruit heavily. We did something with Sumo last year.
- Q Is that the digital video filmmaking?
- A Yes, the game. Sumo came in and led the game design thing with us. We tried to, A, target girls with that heavily. In fact, the majority of them were girls on there. We'll see what the uptake's like. Sumo's very female positive recruitment company. I don't know if you know that or not.
- Q I've seen it around, but I've never really had a reason to investigate it, I suppose.
- A I think they are. They're something like 50...
- Q They are Sheffield-based, aren't they?
- A Yes, near Meadowhall. And massive as well. But saying to girls, you can go into...
- Q Gaming and...
- A Game design, gaming, all that sort of thing. I think three or two in five or something of the developers are female, I think. There's that side, I think.
- Q It may not necessarily be in the school, but you bring people in from outside from the industry and you visit events of the industry?
- A Yes.
- Q What's going to happen with the Mindstorm thing?
- A I'm not entirely sure because I've not been before. I've not been briefed that much about it. But I know it's led by physics students, I believe. And it's a STEM thing as well. My colleagues always been in the past. But we've got... We had links with as externalists, where we do things with micro:bit still. And we had a company called Arm involved with all the schools across the trust. We had this trust-wide competition to create a programme to control something to go in the ocean to mop up an oil spill.

And we had this big tank, apparently. I didn't go. Again, my colleague did. But they set up a tank and you could build your model and connect it to a moat, in our model moats [?] and put the micro:bit in, programme mirco:bit and put it in and see what it did, kind of thing. That was quite good.

Q It is. And it also taps into current affairs and it taps into a lot of the concerns that I suppose are associated with the younger generation. Do you find that there is ways of using tech or media in the schools to develop emotional skills such as empathy or things like that? Because that strikes me as an example.

A I think there's a lot of... They use a lot of video clips in the VMG sessions and the... You got all the assemblies and all the stuff that you can find, I think. We show them Newsround, because they don't watch the news.

Q Don't they?

A No. You ask... And I might be putting our students down. But you ask them who the main party leaders are, who the political parties are, can't tell you, often. And not that it's... It's not one of the biggest things that's going on in this country at the minute. Who's the prime minister? Don't know. Maybe if we can show them Newsround, they might get some idea. We do that a lot.

Q I think we've covered using technology for things like physical scales. I think you were mentioning it gets used in PE and things like that. Just was wondering whether you've got any observations you'd like to share on the uses of technology for how it might develop certain skillsets like physical skills or social skills or I think we've just covered emotional skills. But maybe cognitive or creative. What roles do you think tech can [overtalking] play with those?

A I liked there's all the... Because I was quite interested in the idea of the Kinect stuff with the Xbox. And they were using it not to teach PE necessarily, like Kinect Sports, because the games are not technical in that respect. But apparently, you can use them to teach nutrition. And also there was all these studies done with it or all these... I can't even remember. I'd have to look them up. But it was...

Q That'd be worth following up, I think.

A Let's say we... I don't know. I've got some Kinect in education proposed to children with autism. But I'm sure I'll have some links somewhere. But it is... Just it's about getting people to buy in, do you know what I mean? Because thing is, the Xbox will actually cost a massive amount of money now. And it is the students were even seeing it. They're engaged by it, [unclear], even if it's not going to go on.

Q If they see the technology in the room, they're drawn towards that?

A Soon as they walk in.

- Q I'm just going to pause this just one second. I think the final question just in this section, it's just about if you could make any...
- Q [Unclear]. If you could make any changes to the curriculum or to the resources that you have or regarding the role of technology in play creativity or learning within the school, is there any changes that you would make?
- A I think in learning point of view, what we've got around this, we've got with these [?] IT schools out of our curriculum. We're teaching students now how to use a word processor. And we're going to spend a couple weeks and make a presentation, spend a couple weeks on that and then we won't do anything else. The question for me is, when they leave and they've got to know how to send an email and copy somebody.
- And what's the difference between carbon copy and blind carbon copy, why do you put a subject line in an email, how do you add a file attachment, are they learning that? How do they... They need to go to college and produce a word processed or go into an office and somebody turns around to them, says, produce that document with 2 cm margin, font size, whatever. Put this picture in with this [unclear]. How are they going to do it?
- Q What is in the curriculum then if...?
- A Not that.
- Q Not that?
- A There are some courses. There's a Cambridge Nationals qualification in IT, which is boring, to be honest, for the kids. It's something that I... It'd appeal to somebody like me, but not them. It's not there.
- Q What's the common [overtalking]?
- A Computer science.
- Q Computer science. Is that things like coding or is that...?
- A Yes.
- Q It's the mechanics of it?
- A Yes. These Y7s are going to do programming and two different... They're going to learn how to use the... I don't know if you've seen the micro:bits before?
- Q Yes.
- A They're going to do that. And they use the drag and drop like the Scratch-based interface for that. And they have variables and all that sort of thing, they'll learn. And they use a language that's more basic. They learn some solving problems like abstraction, decomposition, computational thinking, problem solving.
- Q If I understand you, it's more like the everyday, the life skills in...

- A There's no life skills.
- Q In a digital world that's absent, is that right?
- A Yes, don't do it because there's no... The government decided to get rid of GCSE IT because it didn't matter.
- Q This is a curriculum decision?
- A It's a government decision.
- Q Government decision.
- A We would have spent... They got rid of... It was a bit of those things like the ECDL qualifications in it which are skills in using Office-based products before. But I think they're pretty valuable skills to have because if you end up in a job, you don't just learn how... We can learn how to use this software without being taught, but you can learn how to use it badly. I'm not saying everybody learnt nothing from the spreadsheet or an Access database.
- But a good fair proportion of students might do. It's a bit of a mess really. The government doesn't regard it as a key skill. That's what we used to teach. We used to teach GCSE up until a couple years ago, and the kids really liked it.
- Q This is a very recent change, is it?
- A Two years.
- Q It's fairly recent.
- A It's just that you could teach it, but it won't count in any table for those results of the students.
- Q It wouldn't meet any targets or?
- A No. And if it comes up is it [?] that when do you teach it? You can't.
- Q Thank you. The final bit is just to think about Jeremy. Do you know...I don't know how much you notice how Jeremy might play with technology. But when he's actually in the classroom and he's on a task, do you notice how he uses the tools and technology that's on offer [?] specifically? Are there any observations that you have really about how he approaches computing?
- A Not that would stand out from the other students necessarily. I think he engages with the tasks that we give him, which they're very varied things to do. There's not anything in particular that would jump out as preferred style. He just does all of it, if that makes sense really.
- Q And what about the use of technology for creativity in classes? When you do creative, more creative projects if you do or tasks, is he... Can you judge how he...?

- A I think he's engaged with the tools. But again, to be fair, we haven't really done... I'm just looking back now on anything. You couldn't really say we've done anything that you could regard as being creative.
- Q Do you get a sense of what he's doing at home from how he is in school? Do you get a sense of how he draws on his home experiences at all or any sense of what he might be doing at home? No?
- A [Unclear].
- Q That's fine. Do you ever... If you ever do anything like... I think you were saying you don't really do gaming in class. But have you ever been to any clubs that he's part of or anything like that? Have you ever done play?
- CH I don't know whether he's in... You might know, but I don't. Is he in Minecraft?
- Q I'm not aware. It's something that I will follow up. But I'm not aware that he does it at school.
- A I hear he's in... I don't even know how to get into the registries [?]. Because I can certainly find out. See, if that's... Because if he is, that's engaging with something from outside of school straightaway, isn't it? I don't know if there's anything. Difficult to say. We've not really done gaming-based tasks or learning. It's been very much... Sorry, my computer's taking a while to...
- Q No, it's fine. Is there anything you have any comments on our notes [?] about his general classroom style with technology? Do you get any sense of how he feels about tech or media or?
- A I think he's engaged with it. We certainly haven't got any issues where he's not been ahead [?]. Do you know what I mean? He comes in and he gets on with the task, which to me suggests he's engaging with the technology that's in there.
- Q Have you ever noticed there's anything that he particularly likes that he does really well...
- A Not about anything else, no.
- Q If you ever... Have you done coding and things like that with that class yet?
- A Not yet, no.
- Q Not yet.
- A Only in bits on the Code.org, which he got on with.
- Q Has he done any... Have you taught him since September?
- A Yes.
- Q Has he done any filmmaking or anything like that?
- A No.

- Q It's been basically the word processing and [overtalking]?
- A Yes. But they've done some of this. This is the Minecraft task. And they've done that one, Star Wars obviously [overtalking].
- Q Building a galaxy with code. This is what his class has done?
- A Yes.
- Q Which site is this again? Code.org?
- A This is Code.org.
- Q It's amazing. Did you get any sense of how he felt about that particular task?
- A He's engaged with it.
- Q And that's fabulous, actually. They do Minecraft coding. That's really good. I'm going to check this out.
- A It's good. The other one, I'm literally going to have to go and teach a class now, but it's...
- Q That's okay.
- A This is the other... This is what they've been on. If you Google iDEA, idea.org.uk. And it's in here and you can sign... You get a free account. But you get these... You'll be able to see the badges and things that they've done. They've done these safety badges. I can email you badges that they've done if you want to look at the results [overtalking] that they've done.
- Q That would be really interesting, please.
- A Unless you'd be able to find out as well whether they've done... If he's done the badges or not, I think.
- Q I'm going to ask you the last question and merge it all together very quickly. Because just wondering how any technology use you think might develop any skills for this particular child in terms of social or cognitive or physical, creative, emotional. But any kind of... Those kinds of skills that tech might develop with Jeremy specifically.
- CE I think the programme... Develop problem solving skills, because that's what it is at the end of the day. And that's applicable to anything which we keep on... Which we always tell the students, because it is about breaking a problem down into decks [?] and then solving problem. It's about using logic and all those things, in terms of those. Creativity, if it goes on to later years, yes, with us.
- Q What about social?
- A Social, with us, as things are at the minute, no. Not more so than you find in any other classroom where they were doing collaborative learning and things like that.

Q Currently. But creativity in the later years?

A Creativity definitely in later years, yes.

Q When they start doing the...?

A Yes, if you make those choices and provide a brief [?] about those courses. Because sometimes, we never know. It's very much on the down to off call [?] according to what they allow and terms what they don't.

Q We'll end it there. Thank you so much for giving me so much of your time. Thank you.

A It's a pleasure. It's interesting to...