**19J EE831 student E interview 09082021**

**One of a set of six interviews co-analysed by members of EE831 student-staff project team Theory and Practice: Assessment, Identity and Agency in 2021**

Coding as follows:  
Teacher agency (in relation to assessment practice)

Teacher identity (ditto)

Learner agency (ditto)

Learner identity (ditto)

The role of theory in informing understandings of assessment

Author = STAFF F

Comment = STAFF J

00:00:25.090 --> 00:00:28.670  
Interviewer  
So are you happy for recording to continue?

00:00:29.030 --> 00:00:29.620  
19J student E  
Yes.

00:00:30.010 --> 00:00:31.130  
Interviewer  
Brilliant thanks.

00:00:32.510 --> 00:00:36.950  
Interviewer  
OK, and you know you can review it afterwards and withdraw it anytime. Any aspect of it.

00:00:37.040 --> 00:00:55.460  
Interviewer  
And so, we've got some questions here which I circulated ages ago, but they didn't need to be pre read or anything. And we don't need to stick to them rigidly because they're just a guide and so if a few get answered earlier rather than later then that's absolutely fine. We will just cover what we need to.

00:00:56.610 --> 00:01:04.960  
Interviewer  
So as a result of your study last year on EE831, what do you feel now about…?

00:01:05.030 --> 00:01:20.660  
Interviewer  
…Can we use the word capable and this was something that we you know we agreed amongst one another, but do you feel more or less capable of using assessment to provide the students for whom you're responsible with insights into their own learning?

00:01:20.840 --> 00:01:23.740  
Interviewer  
I yeah, that's a result of that study last year.

00:01:24.920 --> 00:01:28.040  
19J student E  
Definitely feel more capable.

00:01:28.680 --> 00:01:32.150  
19J student E  
The real impact on it was that I started.

00:01:32.780 --> 00:01:35.010  
19J student E  
Using assessments

00:01:35.630 --> 00:01:44.390  
19J student E  
As a tool for the children rather than as a tool necessarily just for school records or so that you can give parents results.

00:01:47.530 --> 00:01:57.400  
19J student E  
It started me thinking what do the children actually get out of doing a week of assessments because the answer pretty often is nothing except...

00:01:58.270 --> 00:02:09.220  
19J student E  
A loss of time in their own education, then having to revise at home and they lose ground in school and at home because of it.

00:02:10.090 --> 00:02:18.520  
19J student E  
I think the main change was about. I felt that I was actually aiming to make the children get something out of doing assessments.

00:02:20.050 --> 00:02:21.310  
Interviewer  
Great, and so can you…

00:02:22.380 --> 00:02:32.000  
Interviewer  
…Set the scene for us of the children that you're talking about. You know what setting are you in there, what age are they? What are you responsible for there?

00:02:32.530 --> 00:02:35.990  
19J student E  
So I'm in a small private primary school.

00:02:36.920 --> 00:02:44.170  
19J student E  
And this year I've got all the primary school together. Last year I focused on stage one.

00:02:45.010 --> 00:02:51.200  
19J student E  
And they have two annual assessment sessions.

00:02:51.360 --> 00:03:04.310  
Interviewer  
There can you just explain what that means? In terms of size because I'm next to a village primary school which is small and so I can appreciate what you might mean when you say you're responsible for all of the school now. How big a task is that?

00:03:04.610 --> 00:03:09.500  
19J student E  
OK, a lot smaller probably than your primary school. We're talking about 30 pupils.

00:03:09.540 --> 00:03:10.020  
Interviewer  
OK.

00:03:11.410 --> 00:03:20.980  
19J student E  
Because it's a private school, it has primary and secondary together. I'm not responsible for the whole school. I'm in charge of the primary classroom partteacher but.

00:03:15.580 --> 00:03:16.770  
Interviewer  
Yeah, yeah.

00:03:21.350 --> 00:03:28.080  
Interviewer  
Yeah, OK, so is that there all of the primary. So what's key stage one? What proportion of that is?

00:03:29.070 --> 00:03:30.210  
Interviewer  
That was that last year.

00:03:29.240 --> 00:03:29.700  
19J student E  
And.

00:03:31.950 --> 00:03:40.570  
19J student E  
Seven children, in phase one and 19 in the phase two.

00:03:35.590 --> 00:03:35.980  
Interviewer  
Yeah.

00:03:39.180 --> 00:03:39.610  
Interviewer  
Yeah.

00:03:41.000 --> 00:03:43.910  
Interviewer  
OK, sorry, then you just can talk about the curriculum.

00:03:42.200 --> 00:03:46.220  
19J student E  
[Interruption]

00:03:46.050 --> 00:03:49.260  
Interviewer  
You were just about to talk about the curriculum, that and yeah.

00:03:49.880 --> 00:04:08.610  
19J student E  
Yeah, so there are two kind of organized assessment times that happen one in January just after Christmas holidays and you come back and you do for about 10 days. You do exams in every single subject, or at least that's the aim.

00:04:09.250 --> 00:04:23.480  
19J student E  
And then again, you get into late May early June, and there's a time of 10 days, which is, you know, put on the school calendar given out to parents at the beginning of the year to say these are the exam sessions this year.

00:04:24.900 --> 00:04:26.780  
19J student E  
So those are kind of the...

00:04:27.330 --> 00:04:29.430  
19J student E  
…assessments that actually happened.

00:04:30.270 --> 00:04:30.860  
19J student E  
And.

00:04:31.830 --> 00:04:37.000  
19J student E  
Then you do other assessments during the year in their books. Those are the ones they actually were in, but.

00:04:34.890 --> 00:04:35.360  
Interviewer  
OK.

00:04:37.620 --> 00:04:52.830  
Interviewer  
So you said you wanted to get the children to get more, something more out of those two periods of 10 days. So what were you able to do to change that, or to find out what you needed to know to answer that question?

00:04:54.720 --> 00:05:12.950  
19J student E  
OK, so one of the things I started doing the first year I taught I handled it the same way the teacher had handled it the year before. I did the tests, I took them away and marked them and then gave it out to each child coming down...

00:05:14.160 --> 00:05:17.830  
19J student E  
…you start with the lowest mark and then hand out the highest ones.

00:05:18.440 --> 00:05:30.710  
19J student E  
Everybody sees you know what order you get in, but then that's it. So they put the task paper in their bag, take it home, show it to their parents, burn it, whatever. We never want to see it again.

00:05:32.440 --> 00:05:32.920  
19J student E  
And.

00:05:33.530 --> 00:05:37.920  
19J student E  
I thought that was probably a bit of a weird stuff with the examination because.

00:05:47.120 --> 00:05:58.500  
19J student E  
So what I started doing was planning it so I could do the marking and then dedicate a class, actually two giving it back to them.

00:06:00.550 --> 00:06:04.980  
19J student E  
I didn't. I stopped giving it out in order because that's a bit…

00:06:05.790 --> 00:06:08.800  
19J student E  
…Humiliating for the person who gets their task first.

00:06:09.730 --> 00:06:20.020  
19J student E  
And instead I would put it out at the start of the day on their desks so that they could decide whether or not they actually wanted to share the results with the rest of the class.

00:06:19.250 --> 00:06:19.750  
Interviewer  
OK.

00:06:23.170 --> 00:06:39.380  
19J student E  
Most of them did anyway, but I just felt like they had got a bit more choice over it that way and then talked about what actually people did in the test. So if there was a mistake that a lot of people had made or …

00:06:40.240 --> 00:06:46.640  
19J student E  
…There was a certain question and everyone had answered it in a certain way and I thought, well, actually…

00:06:48.830 --> 00:06:51.100  
19J student E  
…There was an opening there to do it differently.

00:06:51.390 --> 00:06:51.780  
Interviewer  
Uh-huh

00:06:51.980 --> 00:06:58.440  
19J student E  
We could actually talk about what happened in the examination rather than just saying that's over and finished with..

00:06:58.930 --> 00:06:59.400  
Interviewer  
turn.

00:07:00.470 --> 00:07:01.980  
Interviewer  
OK, so how did that go?

00:07:03.420 --> 00:07:05.220  
19J student E  
They liked it.

00:07:07.730 --> 00:07:09.660  
19J student E  
They enjoyed it, they started…

00:07:11.020 --> 00:07:21.360  
19J student E  
The idea that I wasn't making all the results public because I think it was kind of a pride thing for them. You know you have to…

00:07:19.900 --> 00:07:20.300  
Interviewer  
Yeah.

00:07:22.020 --> 00:07:22.480  
Interviewer  
Yeah.

00:07:22.250 --> 00:07:26.110  
19J student E  
…Be able to tell people you know I was near the end of the list.

00:07:26.270 --> 00:07:28.200  
Interviewer  
Rather than announcing it, yeah.

00:07:28.480 --> 00:07:32.350  
19J student E  
Yes, I got a high score whereas the teacher used to do that for them.

00:07:32.430 --> 00:07:32.800  
Interviewer  
Yeah.

00:07:33.800 --> 00:07:36.150  
19J student E  
So they actually didn't like that as much.

00:07:37.560 --> 00:07:40.120  
19J student E  
If you happen to be at the high end of the list.

00:07:39.600 --> 00:07:42.860  
Interviewer  
Yeah, I was gonna say that put up some of the children over than others, yeah?

00:07:44.260 --> 00:07:54.110  
19J student E  
Yes, but they liked to actually have the opportunity to talk about what they've done or ask questions about things that they…

00:07:55.140 --> 00:08:08.460  
19J student E  
…Maybe not understood during the exam or sometimes someone had answered the question in a different way than everyone else and they shared their opinion and the rest of the class was like. Actually that's really interesting.

00:08:09.240 --> 00:08:10.760  
19J student E  
To be able to hear that.

00:08:11.080 --> 00:08:11.770  
Interviewer  
That's brilliant.

00:08:12.100 --> 00:08:21.530  
19J student E  
And I think the younger children, because I'm talking about a wider area tree, I found the younger children liked it better actually.

00:08:22.160 --> 00:08:29.570  
19J student E  
They could hear what other people were saying. Maybe because they were listening to other people's explaining it. They felt like they were learning more.

00:08:30.190 --> 00:08:30.830  
19J student E  
Off it.

00:08:31.420 --> 00:08:32.000  
19J student E  
Whereas.

00:08:33.250 --> 00:08:37.760  
19J student E  
Particularly this year when we had everyone together in the same room because of COVID.

00:08:39.000 --> 00:09:03.150  
19J student E  
Probably some people find it a little more trying to listen to your [class] one or two discussing what they did, but I find the other way the [class] ones and twos actually, were really interested to hear what the older people were thinking about their exams, because in things like history they would do different material, but the same topics.

00:09:00.150 --> 00:09:00.610  
Interviewer  
Yeah.

00:09:05.970 --> 00:09:14.000  
Interviewer  
Interesting, so how much agency did you have to be able to change that? You know the way that had been working? Could you just do that?

00:09:15.460 --> 00:09:16.610  
19J student E  
Pretty much.

00:09:17.730 --> 00:09:27.290  
19J student E  
Because as I said, I'm kind of in charge of the primary school at this stage, simply because of the way things worked on it and arranging runs.

00:09:23.860 --> 00:09:24.290  
Interviewer  
OK.

00:09:28.080 --> 00:09:28.980  
19J student E  
And.

00:09:29.570 --> 00:09:32.220  
19J student E  
I have another teacher working with me, but…

00:09:33.330 --> 00:09:47.740  
19J student E  
…She prefers to give me the lead and administrative decisions and my principalPrincipal was happy for me to rearrange it so long as I could actually tell her I had a viable plan for how I was going to put it into action.

00:09:47.310 --> 00:09:47.810  
Interviewer  
OK.

00:09:49.470 --> 00:09:53.530  
Interviewer  
OK, so did you need to go through getting the head’s views on them?

00:09:54.190 --> 00:09:58.260  
19J student E  
Yeah, I did have to ask her first, but she was happy as long as I had a plan.

00:09:57.800 --> 00:10:01.320  
Interviewer  
What about the parents? Did you have to tell the parents that you're going to do things differently?

00:10:02.970 --> 00:10:07.030  
19J student E  
No, the children told parents I was doing things differently.

00:10:06.760 --> 00:10:07.330  
Interviewer  
OK.

00:10:08.780 --> 00:10:09.630  
Interviewer  
How did that go?

00:10:10.740 --> 00:10:13.290  
19J student E  
Well, some of the families were…

00:10:14.020 --> 00:10:18.090  
19J student E  
…which tended to help the traditionally higher achievement children…

00:10:18.640 --> 00:10:29.040  
19J student E  
…Didn't think there was a need for things to change because you know their children were doing fine and as you pointed out earlier, there was a bit of…

00:10:31.250 --> 00:10:31.960  
19J student E  
…Pride.

00:10:32.560 --> 00:10:41.930  
19J student E  
That hierarchy component and I was kind of taking the opportunity to shower away from them in that way.

00:10:34.150 --> 00:10:34.590  
Interviewer  
Yeah.

00:10:43.470 --> 00:10:50.440  
19J student E  
But other parents, actually I have one who said that she liked the way I changed it.

00:10:53.350 --> 00:11:54.450  
19J student E  
[Interruption] Right sorry, I am back again and concentrating.

00:11:55.010 --> 00:12:03.510  
Interviewer  
No, no problem, I just stopped the recording and then I just hope it just started again. So you're just saying that some of the parents did like the way if it changed.

00:12:03.810 --> 00:12:16.710  
19J student E  
Yes, we have quite a high proportion of special needs pupils in the school. There's one particular family that I'm thinking about, and they have five children in the school and most of them would…

00:12:18.220 --> 00:12:20.170  
19J student E  
…Have some kind of special educational needs.

00:12:20.700 --> 00:12:24.940  
19J student E  
And that mother actually came to me…

00:12:25.580 --> 00:12:36.520  
19J student E  
…After I'd done it for, I think it was a year. So after two exam sessions and she was like my son actually doesn't get scared of exams any longer.

00:12:37.730 --> 00:12:43.220  
19J student E  
And I thought, actually, that's kind of what I was aiming to do because.

00:12:42.690 --> 00:12:43.180  
Interviewer  
Yeah.

00:12:44.440 --> 00:12:44.890  
19J student E  
You know?

00:12:44.490 --> 00:12:45.700  
Interviewer  
Yeah, that's fantastic.

00:12:47.080 --> 00:13:06.870  
Interviewer  
I said I was just about to ask whether there was any impact of that beyond, you know that event? That lesson, I mean, did it change? But do you do any other assessments? Mini assessments between those two periods? Or were they able to apply their learning from the assessment discussions? You know what they've learned, from how to take the test sort of thing that you could say?

00:13:08.170 --> 00:13:13.800  
19J student E  
They are a lot more open about talking about what they get in their main assessments and…

00:13:14.480 --> 00:13:30.840  
19J student E  
…Not just relating it to numbers actually seeing it as something that you discuss. What? Why did I get this? Or how can I improve? Or why did I do particularly well? And can I share that even with the rest of the class and it's actually…

00:13:31.460 --> 00:13:36.680  
19J student E  
…Looking to help other people, I think is one of the changes that has come because…

00:13:37.400 --> 00:13:51.290  
19J student E  
…They're seeing your assessment result isn't just something that's individual to you, it's actually something that you can give advice to other people about it. If you go to high school then you might feel that you can...

00:13:52.160 --> 00:13:54.540  
19J student E  
…Help other people who didn't go to this school.

00:13:53.630 --> 00:13:54.410  
Interviewer  
Oh, that's lovely.

00:13:55.380 --> 00:14:07.900  
Interviewer  
That's really lovely, especially as you say, because you got the mixed age ranges and so that's sort of mentoring. That's really lovely. So what do you put all that down to in terms of you know? And I know it's not a simple cause and effect.

00:14:09.170 --> 00:14:25.930  
Interviewer  
And I know that there's some things that you studied that's a core part of the course, but also conversations that you've had around it. You know, right around the core material, so if you could help to unpack what it has been that you know affected you, what you've done, and the impact you've had?

00:14:28.310 --> 00:14:32.070  
19J student E  
I think it was probably something I started thinking about.

00:14:33.060 --> 00:14:36.820  
19J student E  
Before the 1st year that I did the Masters.

00:14:37.740 --> 00:14:49.600  
19J student E  
Then I came across something in the first year, it certainly I think it's in the second block. There's a bit about assessment and what actually the purpose of it is and that kind of helped me too.

00:14:45.840 --> 00:14:46.270  
Interviewer  
Yeah.

00:14:50.500 --> 00:14:57.720  
19J student E  
This really upped the family of ideas in my head to actually the practical things that I could do.

00:14:59.230 --> 00:15:04.080  
19J student E  
To try and get it nearer to what I thought the purpose of assessment was.

00:15:05.060 --> 00:15:13.330  
19J student E  
So I think what the study really did was showed me ways that I could put what I was thinking and to practice actually.

00:15:12.820 --> 00:15:13.280  
Interviewer  
Yeah.

00:15:14.250 --> 00:15:17.130  
Interviewer  
So what helped you make that leap?

00:15:18.200 --> 00:15:23.630  
19J student E  
Reading about case studies of different schools, the ways in which they had done that.

00:15:25.440 --> 00:15:35.090  
19J student E  
Black and Wiliam talking about formative assessment and then the Diane Reay talk about that study and what they've done with particular skills and…

00:15:35.830 --> 00:15:52.530  
19J student E  
…That's probably more helpful to me than the generality of ideas. It helped when I could actually see what happened in other classrooms, and then I can I do something similar, and see if we get similar results?

00:15:52.440 --> 00:15:52.900  
Interviewer  
Yeah.

00:15:53.430 --> 00:15:57.820  
19J student E  
And also the discussions that we had on the forum around that time.

00:15:58.800 --> 00:16:07.810  
19J student E  
Particular people and you bounceparry ideas off other people. Again, you get practical real world examples from them.

00:16:00.700 --> 00:16:01.090  
Interviewer  
Yeah.

00:16:03.300 --> 00:16:03.770  
Interviewer  
Here.

00:16:08.500 --> 00:16:16.820  
19J student E  
And people talking about their own experiences. And somehow it's easier to relate that to what's going on in a day to day way.

00:16:17.350 --> 00:16:19.180  
Interviewer  
Yeah, yeah, sure.

00:16:21.070 --> 00:16:21.550  
Interviewer  
Brilliant.

00:16:21.880 --> 00:16:22.730  
Interviewer  
Uhm?

00:16:24.200 --> 00:16:28.630  
Interviewer  
So yeah, that was the first bit of the next question was.

00:16:29.320 --> 00:16:41.120  
Interviewer  
And about the purpose of assessment, has your thinking or practice being confirmed, changed or challenged? So I think you've probably there anymore. You want to say on that.

00:16:41.690 --> 00:16:42.050  
Interviewer  
I.

00:16:44.850 --> 00:16:49.260  
Interviewer  
In relation to the EE830 or 831.

00:16:49.850 --> 00:16:50.300  
19J student E  
Yeah.

00:16:50.570 --> 00:16:59.840  
Interviewer  
Or even now, even on your dissertation? Actually, you know what, how about you tell us a bit about your E822 project and whether that's related in any way to assessment identity.

00:17:00.800 --> 00:17:15.990  
19J student E  
It actually is related to assessment in a way, because it's what I chose to do is about teacher questioning in the classroom why we ask the questions that we do and what we actually use. The answers from the questions too.

00:17:18.060 --> 00:17:18.690  
19J student E  
So…

00:17:19.470 --> 00:17:25.410  
19J student E  
…Again, it's feeding off that kind of formative assessment interest, their stuff.

00:17:26.720 --> 00:17:27.370  
19J student E  
And.

00:17:28.040 --> 00:17:28.530  
19J student E  
Come.

00:17:29.680 --> 00:17:33.950  
19J student E  
Yeah, another one at the end of it. To your very particular aspect.

00:17:34.330 --> 00:17:35.450  
Interviewer  
Yeah, yeah.

00:17:37.350 --> 00:17:55.910  
Interviewer  
So is that is that part of the process that you've been through on the masters of confirming, changing or challenging what you think about the purpose of assessment? How? Where do you think you've gone on that journey? You said you started thinking about it before you came on the masters? And was that why you came on the masters?

00:17:57.000 --> 00:18:05.760  
19J student E  
Well, I wasn't actually thinking about it [the purpose of assessment] when I came in the masters, so I started the masters as I kind of just more general.

00:18:01.400 --> 00:18:01.940  
Interviewer  
OK.

00:18:05.810 --> 00:18:07.180  
Interviewer  
OK, OK.

00:18:05.970 --> 00:18:30.630  
19J student E  
Yeah, that's a pathway and I didn't realize it was going to link up with my previous interests in the way it did because it's so broad and then it gives you such an opportunity to really narrow down as you get through. Yet it would probably have been just the same amount of work my interests were in for that would inevitably have linked up with him at some point.

00:18:30.720 --> 00:18:31.150  
Interviewer  
Sure.

00:18:31.860 --> 00:18:44.300  
19J student E  
But yeah, the whole assessment and questioning things is something that I've been thinking about since my undergraduate degree because I had a teacher actually who was interested in it.

00:18:44.880 --> 00:18:49.950  
19J student E  
And give me extra books to read that had nothing to do with what I was studying at the time.

00:18:50.130 --> 00:18:50.690  
Interviewer  
OK.

00:18:51.290 --> 00:18:58.350  
19J student E  
Then I had that idea in my head, but like I said it was kind of a jelly of ideas all mixed together.

00:19:00.050 --> 00:19:03.230  
19J student E  
I wasn't really putting it into practice because I was…

00:19:04.330 --> 00:19:08.870  
19J student E  
…copying what I was seeing, other people were defining me.

00:19:07.690 --> 00:19:08.870  
Interviewer  
Yeah, yeah.

00:19:09.870 --> 00:19:21.140  
19J student E  
…Rather than actually having the confidence to put theory into practice and think well, I'm going to do this even if I haven't seen the person in the next room doing it because...

00:19:21.300 --> 00:19:21.770  
Interviewer  
Yeah.

00:19:21.810 --> 00:19:24.280  
19J student E  
…It still might work for me even if they don't do.

00:19:23.790 --> 00:19:25.200  
Interviewer  
Yeah, yeah.

00:19:24.830 --> 00:19:25.250  
19J student E  
You know?

00:19:25.900 --> 00:19:33.560  
19J student E  
So I think the the masters changed my thinking in that way, in that it kind of expanded it made it more specific.

00:19:34.690 --> 00:19:36.460  
19J student E  
And linked it back to evidence..

00:19:34.700 --> 00:19:35.120  
Interviewer  
Yeah.

00:19:38.320 --> 00:19:53.050  
Interviewer  
And also you know you were talking about being prepared to take the risks as well. I mean did you? Did you feel that as you say you referred area to the fact that there was evidence in other classrooms of things working? Is that what gave you the confidence?

00:19:42.840 --> 00:19:43.270  
19J student E  
Cool.

00:19:53.520 --> 00:20:04.750  
19J student E  
Yes, I think reading about a wider scope of teachers and teaching methods rather than just what I was seeing because you do tend to go for, you know, what actually works..

00:19:58.030 --> 00:19:58.410  
Interviewer  
Yeah.

00:20:00.930 --> 00:20:01.450  
Interviewer  
Yeah.

00:20:04.860 --> 00:20:05.380  
Interviewer  
Yeah.

00:20:05.590 --> 00:20:07.270  
19J student E  
It tends to be based on your own experience.

00:20:07.710 --> 00:20:08.160  
Interviewer  
Yeah.

00:20:08.640 --> 00:20:15.660  
19J student E  
With the Masters I started at reading in depth, like about other education systems in other classrooms and other teachers.

00:20:15.530 --> 00:20:15.920  
Interviewer  
Yeah.

00:20:16.290 --> 00:20:17.040  
19J student E  
And.

00:20:17.700 --> 00:20:24.290  
19J student E  
It didn't need it, didn't need to be in [my national context] for it to work or be relevant to me.

00:20:22.690 --> 00:20:23.210  
Interviewer  
Yeah.

00:20:24.570 --> 00:20:32.480  
Interviewer  
Yeah, great, did you turn to any of that earlier reading that you’d been given by your undergraduate tutor? Do you go back to any of that?

00:20:32.940 --> 00:20:38.220  
19J student E  
Yes, it's it is all there in my dissertation actually.

00:20:33.980 --> 00:20:34.730  
Interviewer  
Ah.

00:20:37.860 --> 00:20:47.140  
Interviewer  
Alright, that's interesting. That's good filing from you. To be able to find that. Have you been in contact with them and let them know?

00:20:48.510 --> 00:20:51.810  
19J student E  
I emailed him last year for something…

00:20:52.000 --> 00:20:52.610  
Interviewer  
Yeah.

00:20:53.060 --> 00:20:55.570  
19J student E  
…Unrelated, but I said…

00:20:54.460 --> 00:21:26.010  
Interviewer  
…Yeah, be thrilled to know that you've carried on and used it. Yeah, great, so that's another question to have it so if it was there anything that you think we could be building into the course that you know you've drawn on that you think other people might be interested in the future, that would be something that you could let us know. Whether there are any key readings that you know you think other people would find useful? We could build into the course 'cause if you've used them then other people might find of interest as well. So, do you have a think if there's anything that really…

00:21:26.060 --> 00:21:33.750  
Interviewer  
…You really reached for and said, oh I find that really useful. 'cause yeah, that would be really helpful. But some of this is getting beyond this project, sorry.

00:21:35.840 --> 00:21:47.790  
Interviewer  
OK, so the other part of the question was whether you're thinking and practice of change in terms of thinking about the impact of assessment on learners, which again you've already talked about quite a lot?

00:21:49.070 --> 00:22:00.500  
Interviewer  
So you said at the beginning that the whole thing was that you started to think about it from a student's perspective, a learner's perspective. This assessment experience so…

00:22:00.550 --> 00:22:06.860  
Interviewer  
Uh, is there anymore you want to say about how the module and the modules have helped you…

00:22:08.980 --> 00:22:13.310  
Interviewer  
Make that flip in thinking about the stakeholders, I guess?.

00:22:15.380 --> 00:22:22.270  
19J student E  
I think that there was a pivotal point when we read one particular paper and.

00:22:22.910 --> 00:22:33.870  
19J student E  
I tried to find the title before I came today and I did it in a rush and therefore was not able to so I will just tell you it started with “I’ll be a nothing” in quotes.

00:22:33.620 --> 00:22:38.780  
Interviewer  
Yeah, it's the Diane Reay paper yeah, yeah.

00:22:36.580 --> 00:22:37.100  
19J student E  
Yeah.

00:22:38.560 --> 00:22:47.310  
19J student E  
OK, I can remember the first time I read that because it's like a point where something flipped inside.

00:22:47.550 --> 00:22:47.900  
Interviewer  
Yeah.

00:22:48.220 --> 00:23:01.630  
19J student E  
And I started thinking in a new way because up until that point I was thinking of assessments as being something I could use to make my teaching more effective rather than thinking about them from a learner's perspective.

00:23:02.230 --> 00:23:02.540  
Interviewer  
Yeah.

00:23:03.070 --> 00:23:09.090  
19J student E  
And the way that she took out learners’ feelings about assessment and there.

00:23:08.030 --> 00:23:08.360  
Interviewer  
Yeah.

00:23:10.260 --> 00:23:12.440  
19J student E  
The impact they actually had on them.

00:23:13.250 --> 00:23:21.490  
19J student E  
Kind of made me take a step backward. Start to look at what was happening in the classroom and identify things like…

00:23:22.660 --> 00:23:25.340  
19J student E  
…Giving out the papers in order and thinking...

00:23:25.980 --> 00:23:30.400  
19J student E  
…If I was one of the people that didn’t get my papers first, I wouldn't like that.

00:23:32.350 --> 00:23:35.030  
19J student E  
And it was a proven attitude shift.

00:23:32.580 --> 00:23:33.000  
Interviewer  
Yeah.

00:23:34.670 --> 00:24:05.770  
Interviewer  
Absolutely. I remember when I was doing my masters when she was talking about that paper and it was the same for me in that situation. She just gave us sort of a really straight reading of the paper and you could have dropped a pin in the room and I think it was so profound for me. That's why I know exactly you know what it was called. We were a bit sort of challenged as to whether to be included in the course because it was so old. But that's what's so shocking - it's so relevant.

00:24:06.700 --> 00:24:12.310  
Interviewer  
You know, it doesn't matter that it's not a current contemporary paper, but it is, it is.

00:24:07.050 --> 00:24:07.610  
19J student E  
Yeah.

00:24:12.610 --> 00:24:13.090  
19J student E  
No.

00:24:12.990 --> 00:24:18.930  
Interviewer  
Yeah, yeah, no, that's that's really interesting and the impact it had on what you did next.

00:24:19.740 --> 00:24:24.660  
Interviewer  
And so you also talked about sort of ways of using assessment.

00:24:25.080 --> 00:24:25.750  
Interviewer  
Uhm?

00:24:27.230 --> 00:24:38.190  
Interviewer  
So talking about the different things that have helped you, you've mentioned a couple of particular readings. Any of the particular activities that have helped you in working through.

00:24:38.880 --> 00:24:39.600  
Interviewer  
Ann

00:24:40.520 --> 00:24:43.410  
Interviewer  
you know? Thinking and practicing about assessment.

00:24:46.860 --> 00:24:53.510  
19J student E  
I think that anything had a forum discussion in it generally ended up sticking more.

00:24:53.790 --> 00:24:54.240  
Interviewer  
Yeah.

00:24:55.140 --> 00:25:06.110  
19J student E  
Because it makes you think through things deeper and we got different people's perspectives on. It's something you might not have got or understood they bring out.

00:24:58.800 --> 00:24:59.110  
Interviewer  
Yeah.

00:25:03.780 --> 00:25:04.260  
Interviewer  
Yeah.

00:25:07.170 --> 00:25:12.460  
19J student E  
And sometimes of course they come up with a totally different perspective to you and…

00:25:13.320 --> 00:25:21.050  
19J student E  
…That can do challenge to your thinking actually need to think more clearly 'cause you're trying to explain what you mean.

00:25:15.890 --> 00:25:16.370  
Interviewer  
Yeah.

00:25:21.390 --> 00:25:21.960  
Interviewer  
Yeah.

00:25:22.450 --> 00:25:22.900  
19J student E  
And.

00:25:24.260 --> 00:25:24.820  
Interviewer  
Yeah.

00:25:24.890 --> 00:25:28.620  
19J student E  
So I'm not sure that I would give particular numbers, but yeah.

00:25:28.250 --> 00:25:41.340  
Interviewer  
No and again, you know we're always challenged as again about how many of those interactive activities to put in.

00:25:42.330 --> 00:26:09.970  
Interviewer  
You know, it's recommended, but some people are more interested in discussing one area than another, so we've put quite a lot of them in because we, you know, you can take them up when you when you want to. I, I hope, but I know some students you know do feel under pressure, that they're all there and they're not able to have the capacity to engage with all of them. So I yeah, did you feel that you could choose the ones you wanted to engage with?

00:26:10.490 --> 00:26:15.390  
19J student E  
Yes, well, as we knew why I tend to be quite active around it anyway.

00:26:11.040 --> 00:26:11.910  
Interviewer  
Yeah, yeah.

00:26:15.450 --> 00:26:16.400  
Interviewer  
Yeah, yeah.

00:26:16.620 --> 00:26:25.720  
19J student E  
But there are definitely forum discussions that I would have put, say one or two posts on and then not actually come back to and then there are ones that just somehow.

00:26:23.460 --> 00:26:23.850  
Interviewer  
Yeah.

00:26:26.410 --> 00:26:32.270  
19J student E  
And keep on going because you're actually interested in what you're saying and modified it since it grows.

00:26:27.790 --> 00:26:28.250  
Interviewer  
Yeah.

00:26:29.960 --> 00:26:30.290  
Interviewer  
Yeah.

00:26:31.900 --> 00:26:41.290  
Interviewer  
Yeah, yeah, and a few of those went into other discussions and I remember you asked for an extra forum about one area.

00:26:41.740 --> 00:26:42.250  
19J student E  
Yeah.

00:26:41.830 --> 00:26:55.000  
Interviewer  
And discussion with peers is the next question. Is there anything in the tutorial side of things in your tutor group that happened around assessments, because obviously that's the bit that we don't see?

00:26:55.600 --> 00:26:56.100  
Interviewer  
And.

00:26:59.490 --> 00:27:00.440  
19J student E  
Probably.

00:27:01.480 --> 00:27:10.330  
19J student E  
It happens most [tutorials]. You know, when he split us off into breakout rooms in the way and you talk about readings.

00:27:12.300 --> 00:27:24.430  
19J student E  
With my children, but quite often we have gone away and done our reading and then talked about what we're actually reading, and that gives you the freedom sometimes to go in our own

00:27:25.000 --> 00:27:26.030  
19J student E  
Direction.

00:27:26.670 --> 00:27:29.540  
19J student E  
It's connected to your own interests.

00:27:29.660 --> 00:27:30.170  
Interviewer  
Yeah.

00:27:30.840 --> 00:27:35.080?  
19J student E  
So again, like the forum discussions, those are really helpful because.

00:27:35.810 --> 00:27:40.310  
19J student E  
You've got different perspectives and sometimes opposing perspectives.

00:27:41.030 --> 00:27:48.600  
19J student E  
We have to actually put what you're thinking into words, which sometimes you get things like we don't actually know you're thinking well until you said..

00:27:43.760 --> 00:27:44.320  
Interviewer  
Yeah.

00:27:49.110 --> 00:27:56.570  
Interviewer  
Yeah, yeah, absolutely yeah. 'cause there's just still a bit woolly. And yeah, you haven't formed the words in there. Yeah, yeah.

00:27:56.620 --> 00:27:57.070  
19J student E  
Yeah.

00:27:57.500 --> 00:27:58.280  
Interviewer  
Uhm?

00:27:59.720 --> 00:28:08.580  
Interviewer  
Great, now that's really good and that would be really good to pass back to the tutors you know to support them in in running those sorts of tasks.

00:28:10.010 --> 00:28:12.190  
Interviewer  
OK, well I think I think that's.

00:28:13.990 --> 00:28:28.970  
Interviewer  
We've talked about assessment and your agency related to your confidence, and you talked a bit about that. Is there anything you want to talk about? The learners and their sort of identity. You talked a bit about how they're less scared of assessments.

00:28:29.980 --> 00:28:38.310  
Interviewer  
And you talked a little bit about how they've been more open to discussions. Is there anything else you just want to say to finish on that front from their perspective?

00:28:42.470 --> 00:28:45.160  
19J student E  
I think we've probably covered without it.

00:28:43.830 --> 00:28:45.070  
Interviewer  
Yeah, yeah.

00:28:45.800 --> 00:28:52.730  
Interviewer  
OK, OK no problem. OK so well, thanks very much. So what I'll do now is I will stop this recording and.

00:28:54.240 --> 00:28:59.910  
Interviewer  
And will finish this transcript and then I can tidy that up and circulate the set.

00:29:00.530 --> 00:29:07.370  
Interviewer  
Uh, and then we need to think about what we going to do. I mean, we're going to use the ideas of agency and identity to look across them.