**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.