**EE831 project interview student m 23092021**

**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

00:00:00.000 --> 00:00:06.320
Interviewer
It can be the live transcription can do strange things with anybody’s speech, and sometimes it's quite hilarious.

00:00:08.990 --> 00:00:10.890
Interviewer
You think, no, nobody said that.

00:00:13.020 --> 00:00:37.850
Interviewer
So no lovely, you're coming through clearly so uhm OK, so we had. We had an interview schedule as you know but we realized we needed to add on at the beginning a bit about your context so that we've got a context for the discussions at the beginning. So if you could tell us a bit about your role and your context for the tape, that would be brilliant.

00:00:38.640 --> 00:00:38.910
Student M
Well.

00:00:38.960 --> 00:00:51.980
Student M
I'm working here in this school. It is an International School. It has an international (IB) program and I'm teaching physics at standard level and higher level also.

00:00:52.570 --> 00:01:09.300
Student M
And well, this is this is my context. I'm also coordinator of the science area and sometimes I'm consultant to the organization of learning and teaching here in this school.

00:01:09.890 --> 00:01:14.380
Interviewer
Great and you're in Ecuador aren't you? Just for the tape.

00:01:10.720 --> 00:01:11.250
Student M
Uh-huh

00:01:12.800 --> 00:01:15.000
Student M
yes, this is Ecuador.

00:01:16.920 --> 00:01:23.040
Interviewer
So yeah, brilliant that we can include you in the project, and many thanks for finding a time which works for us all.

00:01:24.340 --> 00:01:31.410
Interviewer
Uhm, so you studied EE 831 last year.

00:01:32.000 --> 00:01:32.570
Student M
Yes.

00:01:32.540 --> 00:01:36.590
Interviewer
And you have completed E 822 now or you've almost completed 822 it as the exam boards are still to take place.

00:01:34.480 --> 00:01:35.070
Student M
Yes.

00:01:35.820 --> 00:01:36.470
Student M
I've

00:01:38.780 --> 00:01:44.180
Student M
…completed the module but I don't have the results.

00:01:44.600 --> 00:01:59.540
Interviewer
No, no, you're in in that sort of that limbo land. Believe me, everybody is busily marking the work and preparing for the exam board. So it's all underway. And what did you take before EE 831? Did you take our first module?

00:01:45.010 --> 00:01:45.880
Student M
Yes.

00:02:00.010 --> 00:02:11.620
Student M
I'm following the learning and teaching pathway. So it is the I don't remember the code of the but it was about Learning for the next generation.

00:02:04.680 --> 00:02:05.020
Interviewer
Yeah. EE830

00:02:09.210 --> 00:02:13.650
Interviewer
So, you didn't come in with credits.

00:02:12.310 --> 00:02:12.700
Student M
Uh-huh

00:02:14.100 --> 00:02:15.450
Interviewer
Uh, learning.

00:02:14.830 --> 00:02:18.420
Student M
Learning and teaching for the next generation or something like that.

00:02:18.360 --> 00:02:22.060
Interviewer
Exactly, EE830.

00:02:21.720 --> 00:02:22.140
Student M
Uh-huh

00:02:23.010 --> 00:02:37.340
Interviewer
So uhm, and could you just tell us what your E822 project was about? Just so that we can see whether it is relevant to your study from last year and feel free that although we're talking about EE 831, they'll be connections with things you studied before and after that year of your study.

00:02:37.850 --> 00:02:42.490
Student M
So, if what I'm going to do is linked with my last modules, is that a question?

00:02:42.750 --> 00:02:43.570
Interviewer
Yes, yeah.

00:02:43.860 --> 00:02:46.240
Student M
Well, can I talk about my EMA?

00:02:46.800 --> 00:02:48.440
Interviewer
Yeah please yeah please.

00:02:49.030 --> 00:03:00.380
Student M
I can share that because I'm very proud of this work. It was a very extensive work, but it took me a lot of time.

00:02:54.780 --> 00:02:55.450
Interviewer
Excellent.

00:03:01.430 --> 00:03:12.840
Student M
For example, I was in three weeks holidays for my school work and I went to the monastery to concentrate better.

00:03:13.710 --> 00:03:14.840
Student M
And I stayed there for…

00:03:13.830 --> 00:03:15.030
Interviewer
Oh wow.

00:03:16.470 --> 00:03:21.230
Student M
.. just to concentrate on this work.

00:03:16.520 --> 00:03:17.050
Interviewer
OK.

00:03:21.390 --> 00:03:36.910
Student M
Yeah, and it was very hard work and it was inspired also by the work of Paulo Freire which is mentioned, frequently mentioned in the course material.

00:03:37.790 --> 00:03:38.990
Student M
Yeah, well.

00:03:40.140 --> 00:03:43.460
Student M
Here it is, I'm going to share my screen.

00:03:44.150 --> 00:03:44.640
Interviewer
Nothing coming through yet.

00:03:45.810 --> 00:03:51.560
Interviewer
And was it a small scale investigation or was it an extended literature review and research proposal?

00:03:52.790 --> 00:04:00.780
Student M
I would like to conduct the small scale research in fact, in this this coming year. I was…

00:04:01.640 --> 00:04:15.280
Student M
…included in a committee, something like that, that organized learning and teaching, and we have to revise many documents of the school to present to the local authority and…

00:04:15.340 --> 00:04:22.940
Student M
…I proposed as one of these activities that we conduct a participatory action research.

00:04:23.750 --> 00:04:24.680
Student M
Uh.

00:04:25.790 --> 00:04:26.830
Student M
And this will be…

00:04:28.200 --> 00:04:32.580
Student M
…essentially my small scale research, but I'm involving many teachers.

00:04:31.150 --> 00:04:31.440
Interviewer
Yeah.

00:04:32.920 --> 00:04:34.500
Interviewer
Yeah, that sounds brilliant.

00:04:33.970 --> 00:04:35.640
Student M
As I'm the leader of this committee.

00:04:36.570 --> 00:04:37.250
Student M
Yeah.

00:04:39.100 --> 00:04:47.060
Interviewer
And so were you able to complete it this last year, because I know a lot of people needed to change to an extended proposal during the year because of various reasons?

00:04:39.130 --> 00:04:41.170
Student M
I don't know if you can see my screen now.

00:04:48.070 --> 00:04:49.860
Interviewer
Were you able to complete it?

00:04:48.190 --> 00:04:52.770
Student M
Ah, because sometimes they didnt have the access to the school context they needed.

00:04:51.720 --> 00:04:52.040
Interviewer
Yeah.

00:04:53.380 --> 00:04:55.420
Student M
Because of the pandemic.

00:04:55.110 --> 00:04:56.610
Interviewer
And how this affected personal situations, yeah.

00:04:57.370 --> 00:05:00.320
Interviewer
So you completed a small scale investigation?

00:05:01.270 --> 00:05:03.880
Student M
No, I'm going to do it. I would like to.

00:05:04.880 --> 00:05:05.460
Student M
Or

00:05:04.980 --> 00:05:10.930
Interviewer
Oh, OK, so you've done the research proposal part and then you're going to use that beyond the masters.

00:05:11.020 --> 00:05:12.810
Student M
yes, I'm going to use it.

00:05:11.930 --> 00:05:15.890
Interviewer
Really? That's what we're hoping people will do with after their EP. That's fantastic.

00:05:16.520 --> 00:05:26.720
Student M
Because I would like to investigate the impact of relationship quality on teacher- student agency and this is very long section about that in the modules

00:05:27.090 --> 00:05:32.620
Student M

There is a theoretical framework I am going to use from that in my research.

00:05:33.380 --> 00:05:40.860
Student M
Can I share my research question? I don't expect you to say if it is OK because I know it is it's not appropriate at this point…

00:05:39.400 --> 00:05:41.940
Interviewer
No, I better not make any comments that would.

00:05:43.010 --> 00:05:44.700
Interviewer
Compromise the marking process.

00:05:42.560 --> 00:05:57.990
Student M
[sharing screen] So this is: what is the impact of relationship quality on teachers’ agency in an educational context with students age 12 to 17, this is the secondary age group?

00:05:57.280 --> 00:05:57.630
Interviewer
Uh-huh

00:05:58.040 --> 00:06:04.210
Student M
Uh, it is understood as middle and high school here.

00:06:05.300 --> 00:06:05.670
Interviewer
yeah.

00:06:05.350 --> 00:06:05.980
Student M
Uh.

00:06:06.870 --> 00:06:08.390
Student M
This range of ages.

00:06:08.750 --> 00:06:09.090
Interviewer
Yes.

00:06:09.460 --> 00:06:22.600
Student M
…using a relational dialogic approach to teaching and learning? So I'm going to conduct this research in three stages, which are planning, action and reflection…

00:06:23.650 --> 00:06:26.860
Student M
with students and teachers. We're going to...

00:06:27.390 --> 00:06:35.740
Student M
…set up an assembly of research and we are going to meet frequently and we are going to use the...

00:06:37.480 --> 00:06:40.520
Student M
…observation schedule we used during the module.

00:06:40.700 --> 00:06:41.210
Interviewer
OK.

00:06:41.490 --> 00:06:44.210
Student M
Yeah, to see how teachers…

00:06:44.950 --> 00:06:54.860
Student M
…apply the dialogic repertoires of teaching and learning and propose some improvement for the practice.

00:06:52.140 --> 00:06:52.420
Interviewer
Yeah.

00:06:56.010 --> 00:07:11.020
Student M
[sharing screen] This is the planning stage. Then in the action stage, we're going to implement those changes and then reflect on the effect of this change on the student experience of learning and teaching.

00:07:12.310 --> 00:07:14.250
Student M
Well, I'm going to apply this this year.

00:07:12.760 --> 00:07:29.700
Interviewer
That's really exciting to have included everybody in that project for this forthcoming year. That's a really, really great outcome of the masters. You know that you've become a leader of research in your setting. It's fantastic.

00:07:29.660 --> 00:07:30.070
Student M
Yes.

00:07:30.750 --> 00:07:34.760
Student M
And in fact I did not require…

00:07:34.820 --> 00:07:38.330
Student M
…extra permission because I'm inside…

00:07:39.140 --> 00:07:48.910
Student M
…the organization. And with this organization we have to present at the beginning of the year our planning of what we are going to do during this school year.

00:07:48.960 --> 00:07:49.360
Student M
Right?

00:07:49.780 --> 00:07:50.030
Interviewer
Yeah.

00:07:49.960 --> 00:07:50.320
Student M
Uh.

00:07:51.800 --> 00:07:52.170
Interviewer
Yeah.

00:07:53.710 --> 00:08:12.170
Interviewer
OK, so that's really useful context for the discussions about assessment, agency and identity. So we are just make connections, where you see them, between what you studied last year and the previous year, and anything that's fed into this work that you've just talked about.

00:08:13.430 --> 00:08:23.970
Interviewer
Now that is really exciting to hear about. Thank you. So let's turn to the schedule and focusing on assessment and your practices of assessment.

00:08:24.290 --> 00:08:25.060
Student M
Uh-huh

00:08:24.630 --> 00:08:25.040
Interviewer
So.

00:08:26.010 --> 00:08:42.600
Interviewer
We're thinking about specifically the EE 831 module, so the understanding your educational practice mode and whether you think it really changed how you felt you could undertake, and we've used the word capable in the interview schedule, of undertaking assessment.

00:08:43.770 --> 00:08:44.420
Student M
M.

00:08:45.050 --> 00:08:46.650
Student M
One area of concern that was raised…

00:08:46.720 --> 00:08:55.760
Student M
…during my studies was about Assessment for Learning, Formative assessment and…

00:08:55.120 --> 00:08:55.510
Interviewer
Yeah.

00:08:56.660 --> 00:09:01.480
Student M
This inspired me to change something in my practice.

00:09:03.070 --> 00:09:18.550
Student M
From this year on, and this is a very radical change, because at the beginning of this school year I proposed to the students that they will organize their own learning…

00:09:18.630 --> 00:09:22.110
Student M
Move at their own pace and…

00:09:23.180 --> 00:09:25.720
Student M
Choose from a list of…

00:09:26.860 --> 00:09:33.370
Student M
…Topics that they will select from and do this to study the whole two years program.

00:09:35.230 --> 00:09:41.150
Student M
And I'm organizing all this process, so like every student is…

00:09:41.620 --> 00:09:43.650
Student M
…organizing…

00:09:44.350 --> 00:09:55.370
Student M
…the order of the topics and the depth within this subject physics. I know that at the end of the process …

00:09:49.590 --> 00:09:49.880
Interviewer
Yeah.

00:09:55.430 --> 00:09:58.760
Student M
…they have some high stakes examinations.

00:09:59.350 --> 00:10:09.670
Student M
And should have studied many of these topics at the at the end of this process, and I'm trying to organize this process in in order that…

00:10:09.720 --> 00:10:32.410
Student M
…they can self evaluate the way in which they are learning.. And I'm preparing many resources like lessons in videos, video lessons, that they can choose from and organize their studies and self evaluate through using Microsoft forms quizzes.

00:10:23.590 --> 00:10:23.940
Interviewer
Uh-huh

00:10:32.080 --> 00:10:34.090
Interviewer
OK yeah.

00:10:35.300 --> 00:10:37.680
Student M
So this is this is a very…

00:10:35.620 --> 00:10:36.070
Interviewer
Right?

00:10:38.910 --> 00:10:40.870
Student M
…Radical change in my teaching.

00:10:40.260 --> 00:10:46.670
Interviewer
So who sees the responses from those Microsoft forms? Or they just going back to the students? Or is it the students and you?

00:10:47.250 --> 00:10:49.410
Student M
I can show you this.

00:10:50.260 --> 00:10:57.200
Interviewer
Because we've started using Microsoft forms and quizzes ourselves, but you can share them in different ways, can't you?

00:10:57.580 --> 00:10:58.150
Student M
Yes.

00:10:58.730 --> 00:11:28.300
Student M
[sharing screen] These are my classes and I can send them, let me see for example here and in general I can send them assignments and these are questionnaires that they have to reply to. I told them you have to study Unit 1 and 2 in the same order and then the program is free for you to choose topics. What do you want to study next?

00:11:13.860 --> 00:11:14.310
Interviewer
Uh-huh

00:11:16.400 --> 00:11:16.890
Interviewer
OK.

00:11:21.930 --> 00:11:22.250
Interviewer
Yeah.

00:11:23.060 --> 00:11:23.420
Interviewer
OK.

00:11:28.760 --> 00:11:35.670
Student M
And the way you can assess your learning is by taking these questionnaires at the end of these videos..

00:11:36.630 --> 00:11:36.980
Interviewer
K.

00:11:36.920 --> 00:11:39.430
Student M
[sharing screen] And I have a share folder with them…

00:11:39.490 --> 00:11:53.200
Student M
…for me where I have organized all my classes. These are all the external resources that I have gathered together and these are all the videos prepared also by me.

00:11:53.840 --> 00:11:55.330
Interviewer
Wow, that's a lot of work.

00:11:54.050 --> 00:12:10.330
Student M
Exactly what I did was very hard work, because these are like 36 videos with classes of one hour. For example using simulators and calculators everything.

00:12:02.560 --> 00:12:02.970
Interviewer
Yeah.

00:12:08.280 --> 00:12:09.100
Interviewer
Wow.

00:12:11.400 --> 00:12:12.550
Student M
And these are the topics.

00:12:12.080 --> 00:12:14.150
Interviewer
I hope you have some fun doing those. They look amazing.

00:12:15.200 --> 00:12:21.980
Student M
Yeah, so this was like 2 years work organizing all this material to start this year.

00:12:19.260 --> 00:12:20.120
Interviewer
Yeah, sure.

00:12:21.000 --> 00:12:21.280
Interviewer
Yeah.

00:12:22.830 --> 00:12:23.610
Interviewer
Oh I can see, yes.

00:12:26.020 --> 00:12:34.330
Interviewer
So then you will know when they finished the topic because you'll see that they've filled in the self evaluation and it'll pop up in your Teams..

00:12:33.290 --> 00:12:38.900
Student M
Yes and also and they have inside this Microsoft Teams a class notebook.

00:12:38.940 --> 00:12:39.380
Interviewer
Yeah.

00:12:40.220 --> 00:12:46.640
Student M
[sharing screen] Well, I think their names will be seen here, so this shouldn't be mentioned.

00:12:47.860 --> 00:12:52.820
Interviewer
No, we won't include any names and we won't use the video. Don't worry, we'll just use the transcript.

00:12:47.990 --> 00:12:48.420
Student M
Exactly.

00:12:51.850 --> 00:12:54.620
Student M
[sharing screen] OK this is one student’s work.

00:12:55.350 --> 00:12:55.630
Interviewer
Yep.

00:12:55.420 --> 00:13:06.390
Student M
They have the topics and the time suggested to study that topic and these are in in standard level and these are the additional topics of high level.

00:13:01.270 --> 00:13:01.720
Interviewer
OK.

00:13:05.910 --> 00:13:06.210
Interviewer
Yeah.

00:13:07.160 --> 00:13:20.200
Student M
[sharing screen] And then finally they have to choose one unit from 4 possibilities. Then these are the weeks of study we have available.

00:13:14.390 --> 00:13:14.820
Interviewer
OK.

00:13:21.350 --> 00:13:46.150
Student M
And they have to select which unit they will study and how many hours does this represent. And at the end they should have something like 100 hours. I'm suggesting that they colour these units with green or yellow or red.

00:13:44.900 --> 00:13:45.260
Interviewer
Yeah.

00:13:47.100 --> 00:14:11.980
Student M
When they have finished this activity and also it is considering the goals they are going to set for this subject. If they want a high score in this subject, they have to study almost every topic on this list. If they just want to pass….

00:13:50.240 --> 00:13:51.140
Interviewer
Yeah, looks like.

00:13:59.650 --> 00:14:00.090
Interviewer
Uh.

00:14:08.770 --> 00:14:09.180
Interviewer
Yeah.

00:14:13.230 --> 00:14:18.090
Student M
… they can study some essential units.

00:14:13.320 --> 00:14:13.780
Interviewer
Yeah.

00:14:18.760 --> 00:14:19.100
Interviewer
Yeah.

00:14:19.410 --> 00:14:22.280
Student M
So, this is the way I'm trying to organize this.

00:14:22.030 --> 00:14:24.070
Interviewer
Alright, so this will be the first year through then.

00:14:24.280 --> 00:14:24.780
Student M
Yes.

00:14:26.680 --> 00:14:31.170
Interviewer
And have you started your school year? How is it going down with the students?

00:14:32.240 --> 00:14:41.050
Student M
Well they are still in online classes, but next week they will start to come on campus.

00:14:36.800 --> 00:14:37.260
Interviewer
OK.

00:14:42.150 --> 00:14:51.520
Student M
They will be present in the school and I'm going to work with them in the laboratory, so in practical activities that we have to cover during the two years program.

00:14:44.550 --> 00:14:45.000
Interviewer
OK.

00:14:51.020 --> 00:14:51.420
Interviewer
Yeah.

00:14:52.010 --> 00:14:57.490
Interviewer
Yeah, so have they chosen their units then by now have they? How did that go down with them? Did they enjoy doing that?

00:14:52.730 --> 00:14:53.950
Student M
And we haven't done that yet.

00:14:58.770 --> 00:14:59.460
Student M
Umm.

00:15:00.340 --> 00:15:08.620
Student M
As this is just starting, this process was a bit slow for some of them because they haven't studied…

00:15:09.400 --> 00:15:14.520
Student M
…in this way before so this has essentially been flipped classrooms.

00:15:11.130 --> 00:15:11.850
Interviewer
Yeah, sure.

00:15:15.040 --> 00:15:28.880
Interviewer
Yeah, yeah, but you're giving them. I mean, it relates to what we want to talk about their agency and possibly not everybody will find that comfortable to be given this much choice. So, I was just wondering whether you knew anything about the reactions of the students?

00:15:29.250 --> 00:15:37.710
Student M
Well, the students in the first year of this program were surprised, so we can choose what we want to study?

00:15:38.800 --> 00:15:48.020
Student M
And this was shocking at the beginning for them, but I'm trying to elicit this student agency that they feel responsible for what they are studying and…

00:15:48.070 --> 00:16:17.620
Student M
…one difficult thing I have to resolve. I have thought about this, because I share this subject with another teacher, is the assessment. How can we assess if everyone is following a unique path of studies and for example we have to set up a written test for them and my proposal is very…

00:15:56.160 --> 00:15:56.530
Interviewer
Uh-huh

00:15:57.740 --> 00:15:58.020
Interviewer
K.

00:16:00.780 --> 00:16:01.120
Interviewer
Yeah.

00:16:05.520 --> 00:16:06.000
Interviewer
Yeah.

00:16:12.720 --> 00:16:13.060
Interviewer
Yeah.

00:16:18.180 --> 00:16:26.350
Student M
…challenging, but it's to create a test with something like 50 questions where they have to select 10.

00:16:24.230 --> 00:16:24.780
Interviewer
OK.

00:16:26.800 --> 00:16:30.840
Interviewer
Yeah yeah so has some optionality built in, yeah?

00:16:28.510 --> 00:16:35.950
Student M
In these 50 questions I'm covering everything and they had and they can choose what they want to do to based on what they have studied.

00:16:34.260 --> 00:16:34.530
Interviewer
Yeah.

00:16:35.120 --> 00:16:36.250
Interviewer
Again, a lot of work.

00:16:36.710 --> 00:16:37.390
Student M
Yes.

00:16:37.770 --> 00:16:43.130
Interviewer
And I guess also trying to get the questions matched for level of demand as well…

00:16:44.130 --> 00:16:45.780
Interviewer
…is also a challenge?

00:16:46.240 --> 00:16:49.990
Student M
Yes, this is challenging, but also they have in this program.

00:16:50.050 --> 00:16:59.830
Student M
…something that is called internal assessment that they have to create their own laboratory practice and create a report of this…

00:16:54.310 --> 00:16:54.730
Interviewer
Uh-huh

00:17:00.300 --> 00:17:01.890
Student M
…practice.

00:17:02.840 --> 00:17:11.490
Student M
Following the procedures according to the subject and methodology, and we assess also criticality.

00:17:12.310 --> 00:17:28.300
Student M
And this is essentially chosen from their interest. There they can choose what they want to investigate, and this can be the final assessment of this subject, because it is also part of the assessment of the program.

00:17:12.400 --> 00:17:12.780
Interviewer
yeah.

00:17:18.570 --> 00:17:18.900
Interviewer
Yeah.

00:17:21.450 --> 00:17:21.930
Interviewer
Yeah.

00:17:28.960 --> 00:17:44.590
Interviewer
Yeah, that's part of an International Baccalaureate all around the world, isn't it that they get to choose this kind of personally chosen task for each subject? So yeah, it's not too much of a leap, that they can choose how to study the rest of the curriculum as well. But it might feel it to them.

00:17:33.230 --> 00:17:33.830
Student M
Yes.

00:17:44.400 --> 00:17:44.870
Student M
Yes.

00:17:45.720 --> 00:17:57.540
Student M
And I have also prepared many materials for them like uh, assessment samples or extended essays. This is assignments by units.

00:17:55.020 --> 00:17:55.210
Interviewer
Yeah.

00:17:55.260 --> 00:17:55.470
Interviewer
Yeah.

00:17:58.850 --> 00:18:05.190
Student M
So they can get use to this material also.

00:17:58.980 --> 00:17:59.510
Interviewer
OK.

00:18:05.240 --> 00:18:11.310
Student M
to learn at their own pace and become autonomous learners. These are past….

00:18:12.100 --> 00:18:13.300
Student M
…exam questions.

00:18:14.580 --> 00:18:16.140
Student M
So this has the level.

00:18:15.040 --> 00:18:29.840
Interviewer
So you've been able to show quite a lot of agency yourself in being able to change the curriculum for your students so radically. So, tell me about that. How, did you negotiate that with your setting?

00:18:32.530 --> 00:18:39.790
Student M
Two days ago I was having lunch with the vice principal, who is in charge of this academic side.

00:18:40.080 --> 00:18:46.410
Student M
Yeah, and I told him that I was doing this and he said he was impressed.

00:18:47.520 --> 00:19:18.040
Student M
I feel appreciated here in this school and sometimes when I propose some idea. I think they are also considered and sometimes in fact for example we hadn't used Microsoft Teams before I started using it three years ago and when the pandemic started, many teachers started to deliver their classes through Google meets and so on.

00:19:06.520 --> 00:19:06.930
Interviewer
Uh-huh

00:19:09.920 --> 00:19:10.510
Interviewer
ah

00:19:15.350 --> 00:19:15.750
Interviewer
yeah.

00:19:18.400 --> 00:19:22.270
Student M
and Microsoft Teams and it was chaos.

00:19:21.670 --> 00:19:25.590
Interviewer
But you were ahead of the game. You were already using it before the pandemic?

00:19:25.860 --> 00:19:35.940
Student M
I was using it before the pandemic and I proposed to the authorities that we use it as the institutional tool for delivering classes.

00:19:27.870 --> 00:19:28.620
Interviewer
Ah, OK.

00:19:35.270 --> 00:19:35.610
Interviewer
Yeah.

00:19:36.550 --> 00:19:37.060
Interviewer
OK.

00:19:36.760 --> 00:19:39.690
Student M
And the whole school now is using it.

00:19:40.340 --> 00:19:40.680
Interviewer
Yeah.ur

00:19:40.560 --> 00:19:44.330
Student M
And so sometimes my ideas are taken…

00:19:44.390 --> 00:19:49.380
Student M
…up in this way.

00:19:48.350 --> 00:19:49.450
Interviewer
Yeah, yeah.

00:19:49.430 --> 00:19:50.480
Student M
In yeah

00:20:01.550 --> 00:20:01.820
Interviewer
Here.

00:20:01.870 --> 00:20:10.790
Student M
Students respond to this new methodology, and especially if it is worth it for the assessment results.

00:20:12.210 --> 00:20:14.840
Student M
So this is going to be assessed.

00:20:15.420 --> 00:20:23.630
Student M
Uh, like in two years when these students that are starting now are going to take these international assessments.

00:20:18.750 --> 00:20:19.100
Interviewer
Uh-huh

00:20:20.250 --> 00:20:20.590
Interviewer
yeah.

00:20:24.060 --> 00:20:24.460
Interviewer
Yeah.

00:20:24.460 --> 00:20:24.910
Student M
Yeah.

00:20:26.950 --> 00:20:37.070
Student M
And I think this vice principal took this idea happily, like if it could work, I'm going to propose this for the whole school.

00:20:36.480 --> 00:20:37.270
Interviewer
Yeah, OK.

00:20:39.410 --> 00:20:52.140
Interviewer
Yeah, so he is very interested in how it's going and they'll you know watch this space, but you weren't given any concerns about any of the risks? They were happy for you to take the risk that you did this with a whole group?

00:20:52.410 --> 00:20:57.130
Student M
One of the risks is that students do not study enough.

00:20:58.360 --> 00:20:59.680
Interviewer
Yeah, yeah.

00:20:59.360 --> 00:21:03.590
Student M
And I need to motivate them and be like….

00:21:03.640 --> 00:21:11.270
Student M
… controlling this or have a lot of feedback from them. What are you doing? Are you learning OK?

00:21:10.370 --> 00:21:10.690
Interviewer
Yeah.

00:21:11.480 --> 00:21:17.050
Student M
Or controlling if there are taking these Microsoft forms quizzes…

00:21:17.730 --> 00:21:21.920
Student M
…checking if I don't see the results. To check if they are advancing well.

00:21:17.740 --> 00:21:18.190
Interviewer
Yeah.

00:21:22.750 --> 00:21:23.170
Interviewer
Yeah.

00:21:24.420 --> 00:21:32.310
Interviewer
Yeah, and so that links back to what you were saying about the role of formative assessment and how important that is in helping them move on.

00:21:29.600 --> 00:21:30.110
Student M
Yes.

00:21:33.940 --> 00:21:55.070
Student M
And as I have 100 students, this is a very hard work indeed and I need to use also the time during the lessons to see their progress. While there are working autonomously, I have to check what they are doing or what they have done before in other classes and I distribute...

00:21:38.850 --> 00:21:39.810
Interviewer
Yeah, yeah.

00:21:45.340 --> 00:21:45.640
Interviewer
Yeah.

00:21:55.550 --> 00:22:07.170
Student M
…pages in this digital notebook and I can control what they are writing there. If they are not doing anything I have to create some reports if they are not working.

00:22:04.050 --> 00:22:04.370
Interviewer
Yeah.

00:22:07.870 --> 00:22:08.270
Interviewer
Yep.

00:22:09.070 --> 00:22:14.250
Student M
For example, two or three students in one class…

00:22:15.180 --> 00:22:17.510
Student M
… haven't complete their planning.

00:22:18.660 --> 00:22:24.670
Student M
This is week one and they should have started their own study…

00:22:25.450 --> 00:22:25.810
Interviewer
Yeah.

00:22:25.940 --> 00:22:26.940
Student M
…from this week.

00:22:27.650 --> 00:22:37.620
Student M
And I send them to breakout rooms to work in the unit as many of them chose the same first unit.

00:22:37.730 --> 00:22:58.060
Student M
I wanted to put them together in a group to study together but these students that haven't completed their planning I told them you have to complete this now during this hour. So I put up a bit of pressure then to finish their work.

00:22:41.550 --> 00:22:41.890
Interviewer
Yeah.

00:22:56.440 --> 00:22:56.850
Interviewer
Yeah.

00:22:59.190 --> 00:23:02.440
Interviewer
Yeah, and they could see that there were consequences as well.

00:23:03.490 --> 00:23:09.050
Interviewer
And you know that if they weren't prepared, they wouldn't be able to engage in those activities that you'd organized.

00:23:07.820 --> 00:23:08.130
Student M
Yes.

00:23:08.190 --> 00:23:08.470
Student M
Yeah.

00:23:10.310 --> 00:23:26.430
Interviewer
OK, it looks like that's a major change and obviously very exciting and exciting that presumably, are you going to be integrating the research project you talked about with this group as well, or will that be with a another group of students? Will that be with younger children?

00:23:26.220 --> 00:23:37.920
Student M
They will be included also, because I have this research in the whole school from 8th graders to the third year Baccalaureate.

00:23:28.110 --> 00:23:28.630
Interviewer
OK.

00:23:33.240 --> 00:23:33.800
Interviewer
OK.

00:23:35.280 --> 00:23:35.540
Interviewer
Yeah.

00:23:38.830 --> 00:23:48.110
Interviewer
So that's lovely, so you'll be able to include how you've embedded dialogic learning and teaching into this? This mode of working as well.

00:23:48.970 --> 00:24:18.730
Student M
Yes, I'm very interested in seeing the results. The effectiveness of this methodology because also I wasn't very happy about teaching in the traditional way. Like all the students sit in lines in front of the board and I'm solving problems and I have to repeat this, like reproducing the same CD in the next and the next class.

00:23:49.080 --> 00:23:49.800
Interviewer
Excellent.

00:23:53.680 --> 00:23:53.960
Interviewer
Yeah.

00:24:19.010 --> 00:24:20.340
Student M
…class so...

00:24:21.020 --> 00:24:24.830
Student M
I did do it, but just once in a video.

00:24:25.810 --> 00:24:29.390
Student M
And they can watch this video as many times as they want.

00:24:26.250 --> 00:24:26.700
Interviewer
OK.

00:24:30.420 --> 00:24:39.330
Interviewer
Yeah And so you can use the time in different ways as to how you respond to the videos when you are with them?

00:24:35.340 --> 00:24:36.670
Student M
In different ways, yes.

00:24:38.670 --> 00:24:44.830
Student M
And focus on their issues as to what they found challenging in the program.

00:24:45.540 --> 00:25:01.940
Interviewer
Brilliant, so I mean the next question was about how it's changed your sense of our agency, but it's also how it's changed your identity. I guess as a teacher because it's changed your role, really. You've divided up your role into different tasks…

00:25:02.650 --> 00:25:07.440
Interviewer
…with different purposes. Do you want to just reflect on that?

00:25:09.440 --> 00:25:09.920
Student M
Yes.

00:25:11.880 --> 00:25:25.010
Student M
I'm trying to become a different teacher, like not traditional in the traditional way of teaching to the to the whole class but instead…

00:25:26.370 --> 00:25:29.320
Student M
…really becoming a facilitator of knowledge..

00:25:29.470 --> 00:25:30.320
Student M
Uh.

00:25:31.620 --> 00:25:50.470
Student M
Where a student can ask me a question and I told them at the beginning of this year I don't have all the answers. These questions will help you to clarify your own thinking and…

00:25:41.020 --> 00:25:41.390
Interviewer
Uh-huh

00:25:52.000 --> 00:25:54.700
Student M
they will also…

00:25:55.080 --> 00:26:13.180
Student M
…help me to clarify my own thinking and sometimes I do not (know) the answer. I say I may I have more experience than you and my experience will lead me to give some steps help in finding the solution to the questions you pose…

00:25:59.270 --> 00:25:59.740
Interviewer
ah

00:26:13.590 --> 00:26:20.510
Student M
…and this is the way I'm trying to transform the class teaching this year.

00:26:21.290 --> 00:26:37.300
Student M
I can also offer them resources. For example, a student wants to investigate something and I can suggest some videos to watch or some book chapters to read.

00:26:38.000 --> 00:26:40.690
Student M
I can lead them to...

00:26:39.530 --> 00:26:39.800
Interviewer
yeah.

00:26:40.740 --> 00:26:51.700
Student M
… materials that will answer their questions because also on the Internet you can find many resources that explain things about physics better than...

00:26:50.090 --> 00:26:50.470
Interviewer
Yeah.

00:26:51.750 --> 00:26:53.520
Student M
… I could.

00:26:54.240 --> 00:27:04.680
Interviewer
Yeah, yeah yeah, but you can also find ones that you know, confuse and are not clear and might even be not founded on anything solid.

00:27:06.290 --> 00:27:17.870
Student M
It could be said that teachers will become lazy with this methodology because they did not that do not have to teach their subject.

00:27:18.300 --> 00:27:20.730
Student M
And it's not because you have to…

00:27:21.790 --> 00:27:36.910
Student M
…keep track of what everyone is doing during the class. And also I need to know that subject. I could not teach in this way, for example biology.

00:27:26.130 --> 00:27:26.450
Interviewer
Yeah.

00:27:31.080 --> 00:27:31.480
Interviewer
Yeah.

00:27:37.640 --> 00:27:38.990
Interviewer
Yeah, yeah.

00:27:40.050 --> 00:27:40.760
Student M
Because…

00:27:40.070 --> 00:27:52.030
Interviewer
… you need to know the content, you need to know the way that physics is studied and it's showing a lot of integrity with how physics is developed. You know this approach you have taken, you know.

00:27:49.750 --> 00:27:50.480
Student M
Uh-huh

00:27:51.380 --> 00:27:55.070
Student M
and I need to be aware of the new research that is being done.

00:27:55.300 --> 00:28:13.150
Student M
… or where can I find a good chapter to explain difficult concepts of physics? If I do not know the subject, I cannot guide the students through this…

00:28:05.900 --> 00:28:06.150
Interviewer
Yeah.

00:28:06.990 --> 00:28:07.210
Interviewer
Yeah.

00:28:12.300 --> 00:28:12.610
Interviewer
Now.

00:28:13.750 --> 00:28:14.680
Student M
…through this process.

00:28:15.720 --> 00:28:24.690
Interviewer
It needs a lot of expertise as you say in the subject domain, but also in the pedagogy and the assessment, you've been saying as well.

00:28:25.060 --> 00:28:38.530
Interviewer
Uhm, OK that that's brilliant. So that's probably covered a lot of the changes in your practice. So let's tie it back to EE831. The study of that module or the pathway?

00:28:39.130 --> 00:28:49.980
Interviewer
So how has this study, has it confirmed or challenged or changed what you thought previously about the purpose of assessment?

00:28:52.890 --> 00:28:54.930
Student M
This is a very interesting question because...

00:28:56.710 --> 00:28:59.360
Student M
…I was very dumb.

00:29:00.840 --> 00:29:17.490
Student M
I trusted a lot on the assessments and I wanted to be the best school of the country or the best students with the best course. I like this kind of results which assessment can produce.

00:29:18.320 --> 00:29:19.540
Student M
But I'm trying to…

00:29:20.310 --> 00:29:21.470
Student M
Uhm?

00:29:22.380 --> 00:29:28.100
Student M
…I don't know how to say yet but reduce the importance we give to…

00:29:29.040 --> 00:29:30.540
Student M
…standardized assessment

00:29:30.960 --> 00:29:31.430
Interviewer
Uh-huh

00:29:31.590 --> 00:29:32.470
Student M
and...

00:29:33.310 --> 00:29:40.540
Student M
…focus more on students’ interests. This can be done through formative assessment.

00:29:36.960 --> 00:29:37.360
Interviewer
uh-huh

00:29:41.320 --> 00:29:57.990
Student M
And we cannot forget about the standardized assessment because at the end of this process we have to face some of this assessment. So what we teach also have to be oriented to...

00:29:59.770 --> 00:30:01.180
Student M
…Passing these exams.

00:30:02.660 --> 00:30:04.450
Student M
But I want the process to be…

00:30:04.950 --> 00:30:05.410
Student M
Uh.

00:30:06.320 --> 00:30:08.000
Student M
…Fun for the students.

00:30:09.130 --> 00:30:17.170
Student M
That they can enjoy this process and think that the experience is that they are learning something that is useful for their lives.

00:30:18.190 --> 00:30:33.980
Student M
And for this reason I'm trying to not to take as many tests as before, but using different forms of assessment. Like these reports that they have to do after every laboratory practice or.

00:30:32.750 --> 00:30:33.160
Interviewer
Yeah.

00:30:34.030 --> 00:30:37.640
Student M
…from completed an activity or…

00:30:39.130 --> 00:30:40.560
Student M
…Oral presentations

00:30:41.750 --> 00:30:49.350
Student M
But in physics it is difficult to incorporate other forms of assessment because it is a very quantitative subject.

00:30:41.940 --> 00:30:42.280
Interviewer
Yeah.

00:30:49.190 --> 00:30:50.290
Interviewer
Yeah, yeah.

00:30:52.060 --> 00:30:52.670
Student M
But this…

00:30:52.150 --> 00:31:03.050
Interviewer
So what would you put down to what's changed your view of assessment? You know in terms of what you studied or how you studied it?

00:31:05.080 --> 00:31:15.270
Student M
One reading I have done the first year that impressed me a lot even though it referred especially to primary years of schooling.

00:31:15.850 --> 00:31:22.730
Student M
It was something I don't remember exactly the title, but it was something like it Can you imagine…

00:31:22.780 --> 00:31:25.540
Student M
…learning without assessment?

00:31:26.090 --> 00:31:26.540
Interviewer
Uh.

00:31:27.340 --> 00:31:29.190
Student M
It was this.

00:31:27.380 --> 00:31:27.770
Interviewer
Uh-huh

00:31:30.800 --> 00:32:00.600
Student M
It challenged my point of view because sometimes students, when they are in front of a test that they know will affect their studies or their reputation or will have consequences in front of their parents or their result that they want to get through this year, they are also sometimes under such pressure that they can also cheat in these exams.

00:32:01.210 --> 00:32:17.490
Student M
And the purpose of learning is not achieved because they are showing they have learned everything OK, but as they have cheated, then these results are not real, huh?

00:32:01.380 --> 00:32:01.720
Interviewer
uh-huh

00:32:15.310 --> 00:32:17.370
Interviewer
They are cheating themselves, yeah.

00:32:17.990 --> 00:32:18.340
Interviewer
Yeah.

00:32:18.240 --> 00:32:19.070
Student M
Yes, it is not real.

00:32:19.840 --> 00:32:20.200
Interviewer
Yeah.

00:32:20.180 --> 00:32:28.770
Student M
Yeah, I cannot measure exactly so this this questionnaire, for example. I'm using it in my programme, my curriculum…

00:32:29.200 --> 00:32:33.630
Student M
… are not summative assessments.

00:32:34.190 --> 00:32:34.600
Interviewer
Uh-huh

00:32:34.850 --> 00:32:47.630
Student M
They are just formative. They get a score, but the score won't affect their results in the school year, so they can show honesty.

00:32:47.940 --> 00:32:59.190
Student M
It's meaningless if they cheat in these exams, because they are all only cheating themselves, fooling themselves.

00:32:51.080 --> 00:32:51.510
Interviewer
yeah.

00:32:59.960 --> 00:33:19.980
Interviewer
You started talking about the impact of assessment on the learners themselves. So is there anything that helps you think through that? You've mentioned the one reading. Any discussions or activities you did on the module that helps you think more about that impact of assessment?

00:33:22.400 --> 00:33:32.050
Student M
One of these impacts is the pressure. I think students are put under great pressure through examination regimes.

00:33:32.380 --> 00:33:35.780
Student M
And if they can choose what they want to...

00:33:35.840 --> 00:33:43.830
Student M
…and the ways in which they can demonstrate what they have learned, I think it is a more relaxed environment.

00:33:44.590 --> 00:33:57.510
Student M
And also assessment can challenge your own abilities when you know that you have to solve a problem that is presented in a test.

00:33:58.180 --> 00:34:26.070
Student M
Sometimes I think it's more like real life. So there should be a combination of both types of assessment. With one type of assessment when you can choose what type of problem you want to solve in order to be able to solve things when life presents you a problem and you have to demonstrate your ability to solve that problem.

00:34:23.060 --> 00:34:23.400
Interviewer
Yeah.

00:34:25.110 --> 00:34:45.810
Interviewer
So, what's helped you thinking like that? Because we're trying to unpack which ways of thinking, or which evidence you've been presented with, whether it was from discussions with your peers or articles you read, or activities you completed that has helped you with such self reflection? What sort of activities and resources helped you think this through and…

00:34:46.920 --> 00:34:50.050
Interviewer
…come to this sort of very clear picture you have?

00:34:51.010 --> 00:35:09.550
Student M
The resources that helped me a lot in this and change my mind were the readings, the papers you have been suggested throughout the module and also I have read through the module threads about some other papers and also been independently reading…

00:35:10.800 --> 00:35:12.310
Student M
…about this topic.

00:35:13.050 --> 00:35:22.170
Student M
This is the most important thing because it is like we are reading something that we have trust in, has trustworthiness.

00:35:23.200 --> 00:35:27.410
Student M
That is investigated and has been peer reviewed and not…

00:35:28.430 --> 00:35:34.620
Student M
…every idea becomes published through these journals and....

00:35:35.650 --> 00:35:38.820
Student M
…essentially, evidence-based research or evidence means teaching can be …

00:35:38.880 --> 00:35:41.100
Student M

… research based.

00:35:42.090 --> 00:35:43.520
Student M
…in its transformation.

00:35:43.880 --> 00:35:52.910
Interviewer
Yeah, so can you remember any of the particular papers that you'd recommend to other people that that were or are important for you?

00:35:54.410 --> 00:35:59.940
Student M
One that has been important is Dylan Wiliam. Let me see because I have...

00:36:01.070 --> 00:36:04.610
Student M
…all my papers in here.

00:36:03.390 --> 00:36:06.410
Interviewer
[sharing screen] Is that the Diane Reay and Dylan Wiliam paper?

00:36:05.690 --> 00:36:07.720
Student M
Dylan Wiliam, yes.

00:36:07.590 --> 00:36:08.190
Interviewer
Yeah.

00:36:09.300 --> 00:36:09.980
Student M
Let me see.

00:36:09.520 --> 00:36:10.570
Interviewer
I'll be in nothing.

00:36:11.450 --> 00:36:19.890
Student M
[sharing screen] Yes, I'll be in nothing. This shows a lot of the impact of assessment on students. OK, this one.

00:36:12.280 --> 00:36:14.140
Interviewer
Yeah I can see that.

00:36:16.880 --> 00:36:17.180
Interviewer
Yeah.

00:36:20.710 --> 00:36:24.480
Interviewer
Yeah, yeah, everybody is mentioning that, Yep.

00:36:22.020 --> 00:36:34.150
Student M
Sahlberg a model, a model lesson in Finland showed us what equal opportunity looks like. Wiliam and Bartholomew "its not which school but which set you're in that matters"

00:36:35.080 --> 00:36:50.370
Student M
This is about settings within the school which is not a practice here in Ecuador, but it was interesting to read because even though you have not settings.

00:36:51.040 --> 00:36:54.190
Student M
Yeah, there is no settings regime here.

00:36:55.410 --> 00:37:14.020
Student M
Teachers usually set students within their minds like this is a good student, this is a bad student. We have to create some groups and let's put the good students together and the bad students together. This is kind of settings. It's not formal, but students can lead a teacher to group them through their practices.

00:37:00.770 --> 00:37:01.250
Interviewer
Yeah.

00:37:15.780 --> 00:37:46.030
Interviewer
Yeah, absolutely, now that's very perceptive. Yeah, because there's a big debate going on in the UK now about setting. I was just at the British Educational Research Association Conference last week, and the Education Endowment Fund, which funds a lot of the big randomized control trials, is really trying to build up some evidence about this. But they're finding there are so few schools that don't set even though they're saying that they think that's the way forward, that they're finding it hard to...

00:37:46.080 --> 00:37:51.810
Interviewer
…find the evidence for it to help support reform of the system, really?

00:37:49.130 --> 00:37:49.960
Student M
Uh-huh

00:37:52.830 --> 00:38:01.000
Interviewer
Uh, so interesting to say that even in non setting the way you organize your teaching and learning is affected.

00:38:02.340 --> 00:38:09.950
Interviewer
It comes through differentiation, doesn't it really? But you end up with labels and categories in your head.

00:38:10.980 --> 00:38:16.130
Student M
…and students respond to this aspect radiating from the teachers.

00:38:16.670 --> 00:38:17.010
Interviewer
Yeah.

00:38:16.750 --> 00:38:34.690
Student M
If you expect the student to be a good student, he will do the best effort to live up to this expectation. Like if you expect them to be lazy and uninterested in the subject, they will reflect that. This is my opinion.

00:38:25.290 --> 00:38:25.560
Interviewer
Yeah.

00:38:29.370 --> 00:38:29.710
Interviewer
Yeah.

00:38:33.130 --> 00:38:33.400
Interviewer
Yeah.

00:38:35.670 --> 00:38:51.880
Interviewer
Yeah OK that's interesting. And so you've done this [sharing screen] and this is sort of like your summary of key papers and you pick out those in bold as important? I can see you've also got the Bernstein paper there

00:38:44.880 --> 00:38:45.550
Student M
Yes.

00:38:51.620 --> 00:39:05.430
Student M
The IT is because I have selected this label assessment and those entries that are bold are those that have this assessment label in them.

00:38:57.670 --> 00:38:58.240
Interviewer
OK.

00:39:04.480 --> 00:39:06.510
Interviewer
OK in your tags yeah.

00:39:06.350 --> 00:39:17.850
Student M
Uh-huh, and when I read the paper I made some notes. Sometimes for example reacting to Wiliam I wrote reflect on the pressure that both students and teachers demonstrated by believing that value can be quantified.

00:39:15.350 --> 00:39:15.610
Interviewer
Yeah.

00:39:19.910 --> 00:39:32.460
Interviewer
It's a very well organized way of working. I think that's something that would have been really good to share with others, and that you can bring this all to your fingertips because you the way you've entered it into the database effectively.

00:39:31.400 --> 00:39:35.910
Student M
I have shared this with my tutor group forum.

00:39:36.080 --> 00:39:38.360
Interviewer
Yeah, I bet they would have appreciated that.

00:39:37.800 --> 00:39:38.450
Student M
This way.

00:39:40.570 --> 00:39:45.740
Student M
I was surprised at how many papers I was able to read during two years.

00:39:40.890 --> 00:39:41.480
Interviewer
OK.

00:39:47.120 --> 00:39:49.090
Student M
It was like 1000 papers.

00:39:49.740 --> 00:39:51.200
Interviewer
Wow, yeah.

00:39:51.950 --> 00:39:52.360
Interviewer
Wow.

00:40:18.500 --> 00:40:19.750
Student M
Yes indeed.

00:40:19.810 --> 00:40:32.490
Interviewer
Yeah, I think there's a lot of researchers putting their workout Open Access or putting them in researchgate or academia.edu for you to continue to find. But yeah, you've certainly created a huge resource bank.

00:40:33.950 --> 00:40:37.540
Interviewer
And do you come talk about any of this with your colleagues?

00:40:38.510 --> 00:40:41.320
Interviewer
Any of the papers you've been reading, the ideas you've been getting?

00:40:41.810 --> 00:40:51.180
Student M
Some of them that they have impacted on my own thinking I recommend that to some colleagues, for example those of….

00:40:48.850 --> 00:40:49.250
Interviewer
Yeah.

00:40:52.900 --> 00:40:54.420
Student M
How is this word?

00:40:55.460 --> 00:41:00.420
Student M
The theory of mind, the study of the brain.

00:41:01.190 --> 00:41:01.760
Student M
I don't remember…

00:41:01.800 --> 00:41:02.770
Interviewer
Oh uhm.

00:41:02.920 --> 00:41:03.780
Student M
…Neuroscience.

00:41:03.860 --> 00:41:05.340
Interviewer
Neuroscience is that yeah.

00:41:05.090 --> 00:41:05.490
Student M
Uh-huh

00:41:06.570 --> 00:41:10.510
Student M
some of these articles I had recommended to some colleagues.

00:41:11.180 --> 00:41:19.340
Student M
But also my final works of my TMAs from EE813 and this final EMA some of then I have.

00:41:11.470 --> 00:41:11.940
Interviewer
OK.

00:41:19.390 --> 00:41:19.710
Student M
Great.

00:41:19.770 --> 00:41:20.270
Student M
Uh.

00:41:20.420 --> 00:41:23.590
Student M
Read them to my colleagues.

00:41:24.410 --> 00:41:24.880
Interviewer
OK.

00:41:24.660 --> 00:41:26.370
Student M
The whole piece of....

00:41:26.840 --> 00:41:33.500
Student M
… work and also…

00:41:26.940 --> 00:41:27.390
Interviewer
OK.

00:41:29.320 --> 00:41:29.720
Interviewer
Yeah.

00:41:34.380 --> 00:41:38.270
Student M
Paul, I live with. I also read it to him too…

00:41:38.640 --> 00:41:39.110
Interviewer
OK.

00:41:38.990 --> 00:41:50.420
Student M
To see what was their opinion about this work and many references of these papers were included in this in in all my tasks so they could know about them.

00:41:50.090 --> 00:41:50.430
Interviewer
Yeah.

00:41:51.530 --> 00:41:57.550
Student M
So they were also impressed, for example, that a British university….

00:41:57.710 --> 00:41:59.200
Student M
…has…

00:41:59.260 --> 00:42:00.340
Student M
Uhm?

00:42:01.530 --> 00:42:05.570
Student M
holds in such high estimation Paulo Freire for example.

00:42:06.590 --> 00:42:10.610
Student M
One of the persons who I live with are from Brazil.

00:42:11.110 --> 00:42:12.250
Interviewer
OK, OK.

00:42:11.490 --> 00:42:16.680
Student M
And he said that Paolo Freire is not appreciated as much in Brazil, as in the rest of the world.

00:42:17.340 --> 00:42:19.620
Interviewer
Yeah, yeah, it's sometimes the case, isn't that?

00:42:20.390 --> 00:42:21.100
Interviewer
Uhm?

00:42:22.270 --> 00:42:32.930
Interviewer
Yeah, so it resonated with you? Good, because that's one of the things that we were trying to build into the materials that there was an international literature and the ideas could be applied internationally.

00:42:33.540 --> 00:42:44.120
Interviewer
But we could always do a lot better at bringing International authors in that we aren't aware of that are more locally known, and that is an area that we need to work on.

00:42:44.790 --> 00:42:58.470
Interviewer
And because you know, we're all at the risk of knowing what we know and learning from who we've learned from. But we really need to open our doors to other thinkers and internationally.

00:42:58.970 --> 00:43:07.030
Student M
This is a very interesting topic that you are mentioning because I have read…

00:43:07.980 --> 00:43:35.300
Student M
…articles created by Latin American authors, and I know for what I have read in the in this module that there are many experts also in in United Kingdom or in Europe. But they produce papers in English and many Latin American authors do not read English and I have seen like a gap between these two.

00:43:25.470 --> 00:43:25.990
Interviewer
Yeah.

00:43:36.050 --> 00:43:42.030
Student M
They are studying the same thing, almost saying the same thing, but they can’t refer to each other.

00:43:38.230 --> 00:43:38.490
Interviewer
Yeah.

00:43:39.490 --> 00:43:39.770
Interviewer
Yeah.

00:43:41.410 --> 00:43:46.750
Interviewer
Yeah, no, that's it's. Yeah, that's really, really important, isn't it that we aren't?

00:43:47.790 --> 00:44:18.400
Interviewer
… engaging across this linguistic barrier. It's, you know, at our end that we haven't got enough second or third language speakers, whereas you are completely fluent in English and other languages maybe as well. So actually we need to find a better way of accessing the Spanish speaking, French speaking, Mandarin speaking literatures. Although a lot of the Asian literature is in English, but you know, we need. Yeah, as you say, we need to go out from our own language base.

00:44:18.460 --> 00:44:27.680
Interviewer
Then find a way to find out what we should be listening to and not just be lazy about this language barrier, yeah?

00:44:28.760 --> 00:44:52.390
Interviewer
Yeah no, that's a challenge that we are aware of, but if you if you can point any people’s writings that you think we should be thinking about from the things that you've read in Spanish or academics that do write in English that you think we haven't accommodated please do tell us because we you know we are open to that.

00:44:53.530 --> 00:45:02.240
Student M
For example, it came to my mind. One author we I have read it is called Robert Rocha.

00:45:03.240 --> 00:45:03.790
Interviewer
OK.

00:45:03.250 --> 00:45:05.180
Student M
Yeah I can.

00:45:04.640 --> 00:45:05.090
Interviewer
Or just.

00:45:05.950 --> 00:45:07.980
Student M
I I can write it in the in the chat.

00:45:07.810 --> 00:45:08.270
Interviewer
Thank you.

00:45:12.910 --> 00:45:18.250
Student M
He has been creating a lot of materials about prosociality.

00:45:18.300 --> 00:45:23.590
Student M
Right, yeah, within education and how can you transmit those values?

00:45:18.970 --> 00:45:19.470
Interviewer
OK.

00:45:24.500 --> 00:45:32.840
Student M
Within our educational system and created a program that is, uh, has been applied in successfully applied in in Spain.

00:45:33.210 --> 00:45:33.680
Interviewer
OK.

00:45:35.130 --> 00:45:40.320
Interviewer
Interestingly the transcription picked up the spelling of that perfectly without.

00:45:41.290 --> 00:45:41.900
Student M
Ah yes.

00:45:43.470 --> 00:45:56.220
Interviewer
So the transcription has got some sort of international setting on it, no? Well that's personally interesting to me because a lot of my research is about thinking about….

00:45:56.270 --> 00:45:56.630
Interviewer
Uhm?

00:45:57.590 --> 00:46:08.110
Interviewer
…social relationships and how they support learning, particularly professionals. But we have just been looking at some pro social diagnostic tools actually recently.

00:46:00.020 --> 00:46:00.510
Student M
Uh-huh

00:46:07.880 --> 00:46:09.900
Student M
…and he created a lot on this topic.

00:46:10.390 --> 00:46:25.100
Interviewer
Right, I'm definitely going to be looking him up, but the name sounds vaguely familiar, so thank you for that. But you know after this interview, if you think of anybody that we should be thinking about in our courses, then we would welcome those ideas.

00:46:26.170 --> 00:46:45.800
Interviewer
And so we need to bring this to a close because you've got your next part of your role to move back into. And we've talked about readings. And what about the role of other peers on the module? Have they helped you in reshaping your thinking about agency, identity and assessment?

00:46:46.430 --> 00:46:52.390
Student M
Yes, the collaborative task in the modules.

00:46:53.280 --> 00:47:04.160
Student M
The two activities where the peers were very important to improving my thinking and one was the collaborative activity.

00:47:04.210 --> 00:47:09.050
Student M
in EE830

00:47:07.700 --> 00:47:09.920
Interviewer
Three, yeah, yeah, yeah right yeah.

00:47:09.850 --> 00:47:19.930
Student M
And we created a very cohesive, I don't know how to say that, group.

00:47:18.950 --> 00:47:20.950
Interviewer
Yes, cohesive group, yeah.

00:47:20.840 --> 00:47:22.460
Student M
Uh-huh and.

00:47:23.420 --> 00:47:33.890
Student M
We created a WhatsApp group and got together and also talked about it. This created a sense of community that was very important during my studies.

00:47:34.500 --> 00:47:53.680
Student M
Yeah, but also I have shown them some tools like Mendeley to refer to to create a common reference list and this was very useful because we had to create a piece of paper and then at the end create just one reference list and the process of constructing these manually is like.

00:47:44.010 --> 00:47:44.440
Interviewer
Uh-huh

00:47:50.670 --> 00:47:51.030
Interviewer
yeah.

00:47:54.220 --> 00:47:54.540
Interviewer
Yep.

00:47:55.070 --> 00:47:55.680
Student M
…a craft.

00:47:56.370 --> 00:47:57.430
Interviewer
Yeah, yeah.

00:47:57.130 --> 00:48:13.440
Student M
Instead, this was very easy and like we can see what the other was reading, and sometimes I asked. Do you know some reference that could relate to this topic and I have read a paper, what is it? Let’s share/

00:48:13.340 --> 00:48:13.740
Interviewer
Yeah.

00:48:14.940 --> 00:48:23.460
Student M
Because there are too many papers to read and if somebody can recommend you something to start with, it is very useful.

00:48:17.720 --> 00:48:18.520
Interviewer
Yeah, yeah.

00:48:22.450 --> 00:48:33.370
Interviewer
Yeah no, that's great. I'm going to. I'm going to recommend that to our tutors because yeah, that's a really useful Mendeley. I've used it before. It syncs really well and you can work collaboratively, yeah?

00:48:33.270 --> 00:48:33.520
Student M
In

00:48:33.590 --> 00:48:53.240
Student M
Yes I have seen that Mendeley is a bit better than Zotero, but I started last year using Zotero and my database, as you have seen, is very large and I cannot export my notes. I can export the entries but not the nodes and the notes are the more important things for me.

00:48:45.240 --> 00:48:45.660
Interviewer
Yeah.

00:48:51.060 --> 00:48:51.840
Interviewer
No OK.

00:48:53.150 --> 00:49:02.350
Interviewer
It is now because you need to write academically, you just want to use the knowledge that you've gained from each paper, yes/

00:49:02.010 --> 00:49:06.180
Student M
[sharing screen] This is a graphical representation of my personal knowledge.

00:49:07.320 --> 00:49:07.730
Interviewer
Yeah.

00:49:07.380 --> 00:49:14.530
Student M
Everything I would have understood and key idea from every paper is written here. This is my brain deposited then.

00:49:10.750 --> 00:49:10.940
Interviewer
Yeah.

00:49:13.360 --> 00:49:13.620
Interviewer
I.

00:49:16.700 --> 00:49:27.400
Interviewer
That's good because you can go and access it in a very organized way, which our minds are a bit more difficult to access. You mentioned two activities with peers. What was the second one?

00:49:26.520 --> 00:49:35.650
Student M
The second one was the activity of creating a poster for interview methods but research methods in general.

00:49:30.680 --> 00:49:31.050
Interviewer
Or

00:49:34.440 --> 00:49:36.590
Interviewer
Yes the research methods you have the choice as to which you want to investigate, yeah.

00:49:36.860 --> 00:49:54.890
Student M
Because I downloaded these posters and I created like a catalogue for me to choose from. In fact I included a diary method in my proposal research because of these posters.

00:49:40.840 --> 00:49:41.650
Interviewer
That’s good.

00:49:45.310 --> 00:49:46.070
Interviewer
That's exactly how we were hoping you would use them.

00:49:55.560 --> 00:50:00.980
Student M
Initially I thought that diaries were boring or too burdensome.

00:50:01.920 --> 00:50:02.180
Interviewer
Yeah.

00:50:02.730 --> 00:50:17.390
Student M
But now I decided to include it in my planned research because I have seen many aspects of this method that will be very useful for my research here and I'm going to propose to use at this year in the. In this project I told you before about.

00:50:02.910 --> 00:50:03.390
Interviewer
Yeah.

00:50:17.620 --> 00:50:43.240
Interviewer
Yeah that's great. That's exactly how we hoped that you'd use them and which is why we ask people to have permission to share them. And each year, because you'll still have access to the Masters subject website each year, those posters build up as people give permissions. So yeah, come back and spot any new posters and share them with your colleagues. And as you say, use them in your research and that's fantastic.

00:50:43.590 --> 00:50:46.540
Student M
They are in Open studio.

00:50:46.440 --> 00:50:50.600
Interviewer
Yes, open Studio, that's right, yeah? So we've got them all building up.

00:50:48.630 --> 00:50:52.830
Student M
But will we have access to more Open Studio?

00:50:52.180 --> 00:51:01.240
Interviewer
Well they are on here on the masters subject website where there's a gallery now, so we've now got two years of posters in one place. I'll send you the link, I'll send you the link for that.

00:50:59.040 --> 00:50:59.560
Student M
Oh

00:51:01.530 --> 00:51:02.590
Student M
that is very interesting.

00:51:02.890 --> 00:51:06.910
Interviewer
And then next year you'll have another group as well, so they'll be more building up.

00:51:06.030 --> 00:51:06.400
Student M
Uh-huh

00:51:08.060 --> 00:51:12.430
Interviewer
And so, but you still got access to that. I think for three years to that website.

00:51:12.490 --> 00:51:12.870
Student M
yes.

00:51:13.430 --> 00:51:15.630
Interviewer
Yeah, so right

00:51:14.540 --> 00:51:16.490
Student M
After three years after the last module?

00:51:17.410 --> 00:51:18.880
Interviewer
Yes, on the last module, yes.

00:51:19.560 --> 00:51:42.400
Interviewer
So yeah, no, I’ll send you the link to that, but really just to thank you very much for your time, energy and engagement. And getting this project off the ground. It's being sort of broken up by all sorts of busyness but we have got a set of data and we are about to be able to share it with it with one another. And then we'll move into a stage of analysis and see where it takes us by. By the end of the year.

00:51:43.620 --> 00:51:53.170
Interviewer
We may do some more collaborative work you know asynchronously, but we'll have another meeting when, when we've all had a chance to look at the data.

00:51:44.200 --> 00:51:44.730
Student M
OK.

00:51:49.720 --> 00:51:51.740
Student M
For us for the analysis of data?

00:51:54.420 --> 00:51:55.630
Student M
Thank you very much.

00:51:54.590 --> 00:51:55.170
Interviewer
Lovely.

00:51:55.800 --> 00:52:07.180
Interviewer
No I was lucky to speak to you. I'll send you the transcript. And when I have downloaded and tidied it up I will send it to you to check through and clarify anything which wasn’t clear in the transcription and I'll send you the link to the gallery of the posters. So, lovely to speak to you again and see you.

00:52:08.050 --> 00:52:09.020
Student M
Thank you very much.

00:52:09.490 --> 00:52:10.660
Interviewer
Yeah, have a good day.

00:52:10.720 --> 00:52:11.070
Interviewer
Hey.

00:52:11.710 --> 00:52:13.600
Student M
Also for you bye bye.

00:52:13.100 --> 00:52:15.170
Interviewer
Yeah bye for now. Bye bye.