**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.