**EE831 project interview 19J Student S 19072021**

**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 --> 00:00:09.270
Interviewer
Wait, I will check and make sure if it can be minimised so you don't want to see it, 'cause it's too distracting. And if you can see it, you can sort of click the cross.

00:00:10.910 --> 00:00:15.420
Interviewer
Because we were not going to pay attention to the transcription now, but it's just going to save a lot of time…

00:00:15.470 --> 00:00:28.630
Interviewer
…later so I'm going to, you know, keep it in there. OK, so could you just start by saying what sort of setting you're in and how that relates to your study on this masters?

00:00:29.550 --> 00:00:52.430
19J student S
OK, so I am a supply teacher at the moment and but that being said, I don't go to lots of different schools anymore. I do tend to just go to two schools in the primary range. So I teach right across from reception to year 6.

00:00:37.090 --> 00:00:37.400
Interviewer
Yeah.

00:00:52.160 --> 00:00:52.680
Interviewer
OK.

00:00:53.190 --> 00:00:59.270
19J student S
It could be a six one day in reception the next, so which is great, which is great. I love it actually.

00:00:56.030 --> 00:00:56.530
Interviewer
OK.

00:00:57.360 --> 00:00:58.150
Interviewer
Very very varied.

00:00:59.600 --> 00:01:00.090
Interviewer
Yeah.

00:01:00.260 --> 00:01:03.870
19J student S
But but I've come from, you know from...

00:01:04.450 --> 00:01:24.580
19J student S
…Time in permanent roles in primary schools as well, and also at the moment over the course of when I've been doing the Masters I also have done private tutoring as well, so I will say they just only a few children in their own homes. Again primary age so year two, year three and year five, are the main ones that I have at the moment.

00:01:24.890 --> 00:01:38.810
19J student S
And that said I've actually now got a new job, but I will be starting that after E822 and, so I'm now thinking ahead to my new job, which is quite different because I'm going to be moving into FE [Further Education], so I'm going to be moving from key stage one and two key stage 5.

00:01:25.010 --> 00:01:25.360
Interviewer
Yeah.

00:01:34.970 --> 00:01:35.360
Interviewer
Alright.

00:01:39.690 --> 00:01:42.770
Interviewer
Yeah wow OK what? What sort of role of you taking that?

00:01:43.200 --> 00:01:45.720
19J student S
I'm going to be a lecturer.

00:01:45.770 --> 00:01:54.240
19J student S
And in the early years and childcare department, mainly for the new course which is coming in.

00:01:54.810 --> 00:01:59.050
Interviewer
Then well congratulations. This is very exciting.

00:01:55.120 --> 00:01:56.330
19J student S
You could say that.

00:01:57.860 --> 00:02:05.430
19J student S
OK yeah, it's only it's only maternity post so I don't know quite how long it will be, but it should give me a good…

00:02:01.930 --> 00:02:02.400
Interviewer
Yeah.

00:02:06.020 --> 00:02:06.500
Interviewer
Yeah.

00:02:07.040 --> 00:02:08.530
19J student S
… chance to experience.

00:02:07.350 --> 00:02:14.040
Interviewer
Well, you can bring in all your practice experience. You can try it out and see if it is the kind of post for you.

00:02:14.350 --> 00:02:43.450
19J student S
Yeah, but it is making me think of courses beyond where I am and now with the older end. Well so you know on the Masters it's been really useful studying across the age range and listening to other points of view, which sort of does relate to this research project, you know, to some extent, people so you know learning about this assessment higher up as well as just what I'm doing is obviously now being really useful, and for me, especially now, thinking ahead to my next role.

00:02:15.550 --> 00:02:16.140
Interviewer
Right?

00:02:19.760 --> 00:02:20.180
Interviewer
Yeah.

00:02:29.050 --> 00:02:29.370
Interviewer
Yeah.

00:02:32.710 --> 00:02:33.850
Interviewer
Yeah, yeah.

00:02:38.270 --> 00:02:38.760
Interviewer
Yeah.

00:02:43.760 --> 00:02:47.750
Interviewer
Yeah, so which modules have you studied on the masters?

00:02:49.230 --> 00:02:52.440
19J student S
I've done an EE830.

00:02:52.730 --> 00:02:53.150
Interviewer
Yeah.

00:02:52.840 --> 00:03:01.750
19J student S
And EE831 and then the E 822. So all of the ones for the learning and Teaching Pathway.

00:02:56.920 --> 00:02:57.320
Interviewer
Yeah.

00:03:01.190 --> 00:03:07.380
Interviewer
Yeah, so, the learning teaching pathway brilliant. So what's your project on at the moment?

00:03:08.970 --> 00:03:10.350
19J student S
My dissertation?

00:03:10.760 --> 00:03:16.960
19J student S

It's kind of broadly looking at sort of motivation.

00:03:17.020 --> 00:03:17.820
19J student S
And

00:03:19.520 --> 00:03:20.570
Interviewer
So it's …

00:03:19.560 --> 00:03:21.280
19J student S
…how children are motivated and…

00:03:22.280 --> 00:03:37.170
19J student S
…[some redaction to reduce chances of identification] so it's looking at behaviours and emotions that children demonstrate and very specifically in problem solving in mathematics.

00:03:35.670 --> 00:03:36.090
Interviewer
OK.

00:03:38.260 --> 00:03:38.910
Interviewer
But in.

00:03:39.160 --> 00:03:56.280
Interviewer
I just wanted to know 'cause it might be relevant to you know what we're talking about, so let's put that as a possible reference point. But you are referring back mostly to your study of the last module EE831 in this study but feel free to you know…

00:03:57.950 --> 00:04:08.800
Interviewer
…Any link forwards and so we've got some questions that I've shared with you and we don't need to strictly stick to them, so if your answers sort of spill over from one to another topic, that's absolutely fine.

00:04:10.290 --> 00:04:19.590
Interviewer
So first of all was sort of focusing on the outcomes from the last module and how they related to your thinking and practice about assessment.

00:04:20.880 --> 00:04:23.760
Interviewer
So thinking about using assessment.

00:04:25.340 --> 00:04:40.250
Interviewer
What can you say about the module in terms of making you feel more or less sort of capable? Having more sort of capacity to change your assessments or rethink your practice with assessments? Or, you know, confirm what you thought about…?

00:04:41.620 --> 00:04:42.160
Interviewer
…Assessments?

00:04:41.730 --> 00:05:10.250
19J student S
I think what I found, especially when I was going back through looking back through my notes for last year and the year before because of course now having done another year on with that I had to had to look back to remember what went with what year. What I found is a lot of what we did last year in terms of the key aspects built very mThe pink uch on what we've done in the first year of the pathway.

00:05:10.510 --> 00:05:35.140
19J student S
The Section 4 on EE831 was when it all came back to you, so things like the accountability that is a part of the summative assessments and identity. You know I came across the vertical and horizontal sort of accountability in the first year, and then we came back to this in the second year. So I think you know it was gradually giving me a chance to revisit things.

00:05:12.460 --> 00:05:12.830
Interviewer
Yeah.

00:05:14.140 --> 00:05:14.550
Interviewer
Yeah.

00:05:22.670 --> 00:05:23.190
Interviewer
Yeah.

00:05:35.520 --> 00:05:48.900
19J student S
Uh, you know, go back over some of what I already felt anyway, but actually you know, seeing some evidence of what I already knew about formative assessment and things like that, and so the chance to see…

00:05:50.370 --> 00:05:50.910
19J student S
How it…

00:05:51.520 --> 00:06:01.960
19J student S
…was being enacted in other settings. So of course within the masters you know as well as people in similar context to myself. You know, in an English primary school, if you like.

00:06:02.490 --> 00:06:32.490
19J student S
And you are getting more. You know a few global views as well. And also as I say that the secondary level views are useful so you know how they were getting on with their assessments and finding those as well. So I think it just gave me a broader overview of the assessment in general and all although sort of formative assessment wise I was, you know, it was something that I already was doing …

00:06:10.030 --> 00:06:10.420
Interviewer
Yeah.

00:06:32.790 --> 00:07:02.880
19J student S
…a reasonable amount, it did add to what I had, what I knew and made me think. Consider some other ways in which that could be useful. You know, in terms of not just for the teacher, but also for the student. Well, I think I often thought more about, you know I need, you know I'm wanting it for my own planning, scanning ahead. Whereas some of the you know the readings…

00:07:03.350 --> 00:07:14.200
19J student S
…were going over points that could be useful and also some of these module discussions within that first year as well as the second year very much built on each other.

00:07:14.590 --> 00:07:22.410
19J student S
And that added, you know, more of the pupil view, the student view of how they could reflect on their own learning.

00:07:20.210 --> 00:07:20.420
Interviewer
Yeah.

00:07:22.820 --> 00:07:53.510
19J student S
And also how you know it could affect how they felt about things as well, which although I have especially thought through things like the fact having to put a child who is not a very strong reader through a SATs reading comprehension test that it is not really going to be very good for their self-esteem. Bless them but.

00:07:54.410 --> 00:07:55.100
19J student S
But you know..

00:07:55.950 --> 00:08:02.690
19J student S
… repeating other things like the paper by Dylan Wiliam in section 3.2.

00:08:02.940 --> 00:08:03.570
19J student S
And…

00:08:04.910 --> 00:08:05.990
19J student S
…the task that we have there…

00:08:07.010 --> 00:08:18.720
19J student S
… just I know it is quite an old. It was quite an old article. If you like it was referring back to yesteryear, but it's still very much relevant. You could see exactly what was happening in that paper now and…

00:08:10.860 --> 00:08:12.020
Interviewer
Yeah, yeah.

00:08:19.860 --> 00:08:21.710
19J student S
Yeah, I might be going off track with the question here.

00:08:22.170 --> 00:08:29.430
Interviewer
No, no, no that no. That that's great, that's I mean that's very detailed as well. And that was something we were picked up in the in the other discussion that.

00:08:30.420 --> 00:09:01.080
Interviewer
We did include some of these older papers because, you know, they are still so salient and you know we often challenged in the course to make sure everything is you know up to date, but actually unfortunately some of the up to dateness is the fact that things aren't changing, you know. And as you know, that's why we've why we've instigated this project. STUDENT A got so sort of exercised about the fact that, you know, year on year people were coming up with the same experiences, and these papers were getting older and older. And really?

00:08:44.710 --> 00:08:45.210
19J student S
You had.

00:09:01.370 --> 00:09:10.050
Interviewer
You know we need to. You want to use this opportunity collectively to reflect on that to see what might be might be done. Or said really.

00:09:10.670 --> 00:09:11.990
Interviewer
And we are hoping.

00:09:10.720 --> 00:09:37.150
19J student S
Yeah, I think the module has illustrated how it has been a problem that has been ongoing for so long and in other parts of the world as well. Like you know, any sort of global education in general I didn't know that much in terms of detail about that and certainly looking at a lot of the papers that we have from like the US, it sounds like you know that's very much sort of high stakes, very sort of high stakes and accountability to the teacher as well there, so it's obviously a wider problem.

00:09:34.650 --> 00:09:35.010
Interviewer
Yeah.

00:09:37.630 --> 00:09:43.100
19J student S
And that you know it is not just here. We don't just have it here in this country, but.

00:09:43.200 --> 00:09:43.530
Interviewer
Yeah.

00:09:44.200 --> 00:09:44.630
19J student S
Yeah.

00:09:44.640 --> 00:09:45.740
Interviewer
Yeah yeah, yeah.

00:09:46.580 --> 00:09:47.310
Interviewer
Uhm?

00:09:48.070 --> 00:10:02.390
Interviewer
So has your sense of agency being affected at all in terms of assessment? If you've been able to change what you've done or change how you thought about what you've done or done anything you know?

00:10:02.620 --> 00:10:06.400
Interviewer
And as a result of studying about assessment?

00:10:07.300 --> 00:10:29.360
19J student S
I think because of my role at the moment as a supply teacher I've been more limited than I would be if I was in contact with the same groups everyday, but I'm doing little in terms of summative assessments within schools, but certainly in informing, you know formative wise it you know I am thinking a bit more about getting children involved.

00:10:13.970 --> 00:10:14.490
Interviewer
Yeah.

00:10:16.970 --> 00:10:17.310
Interviewer
Yeah.

00:10:21.030 --> 00:10:21.490
Interviewer
Yeah.

00:10:29.650 --> 00:10:34.390
19J student S
And to reflect more on what they're doing and the value of it.

00:10:34.940 --> 00:10:59.180
19J student S
And in in EE831 the first interview tasks that we had where we had to interview a learner in a setting that we have the choice of what to focus on. I did focus on assessment when in fact I had a quite an interesting discussion with the child that I chose about how she felt about assessment and it was interesting because she was…

00:10:42.520 --> 00:10:43.000
Interviewer
Yeah.

00:10:47.580 --> 00:10:48.070
Interviewer
OK.

00:10:59.230 --> 00:10:59.810
19J student S
Well…

00:11:01.010 --> 00:11:31.550
19J student S
…you know what you might class them as a high achieving child within the year coming from a very supportive family background and all that as well. And she had a very positive view of the assessment and really, you know, talks about how she felt it was worthwhile and she really enjoyed doing those start of unit assessments and the end of ones you know. And I was surprised actually by how much she felt that that was worthwhile to have, because I'd again that challenged my view of it being more for a teacher to use.

00:11:07.390 --> 00:11:07.990
Interviewer
Yeah.

00:11:20.600 --> 00:11:21.010
Interviewer
OK.

00:11:31.680 --> 00:11:32.240
Interviewer
Yeah.

00:11:32.020 --> 00:11:35.620
19J student S
The thing I thought, you know, I didn't expect for a child to really think like that.

00:11:35.990 --> 00:11:36.360
Interviewer
Yeah.

00:11:36.970 --> 00:11:42.600
19J student S
So I enjoy seeing that change from one to another in terms of results and things.

00:11:42.650 --> 00:11:53.090
Interviewer
Yeah, they can be very eloquent about their learning can’t they? And have lots to say if you give them a chance. So now that's great. That's that's really interesting.

00:11:45.640 --> 00:11:46.160
19J student S
Yeah.

00:11:53.340 --> 00:11:56.070
Interviewer
Uh, so I.

00:11:57.340 --> 00:12:15.330
Interviewer
So you think you had sort of limited scope in designing things, but you've had lots of opportunity to work with children you know, and give them the feedback. And did you have any problem with organizing that learner interview because you're sort of between settings?

00:12:15.730 --> 00:12:16.160
19J student S
I…

00:12:16.360 --> 00:12:42.560
19J student S
I didn't last year because it was pre COVID so it was it was in a school I'd worked in supplying for for quite some time and I've been doing on and off supply there for several years so I was familiar with the school and reasonably familiar with that with that child even as well. I've taught her previously and so arranging that was fine actually and it was good because I knew a little bit of the context of the school as well.

00:12:19.590 --> 00:12:20.460
Interviewer
Yeah, yeah.

00:12:30.680 --> 00:12:31.150
Interviewer
Yeah.

00:12:33.500 --> 00:12:33.900
Interviewer
Yeah.

00:12:43.470 --> 00:12:51.940
19J student S
Yeah, I think it would have been more difficult to have to go into a setting, that I had no connection with. I think that would have been more difficult.

00:12:51.990 --> 00:12:57.720
19J student S
Uh, yeah, I know that works OK with it made it more difficult. Of course, after COVID hit it would have been harder.

00:12:57.880 --> 00:12:59.800
Interviewer
Yeah yeah, yeah, sure.

00:13:00.490 --> 00:13:01.250
Interviewer
And…

00:13:01.940 --> 00:13:29.650
Interviewer
…so thinking about, uh, different aspects of the assessment that you've learned about. If you could sort of reflect a little bit more specifically about different aspects of assessment as to whether what you studied has confirmed, changed or challenged what you what you think and the first of these is about the purpose of assessment. So I mean, you obviously made some comments already, but is there anything you'd like to say about the purpose of assessment and what you've learned?

00:13:25.470 --> 00:13:25.990
19J student S
Yeah.

00:13:29.910 --> 00:13:30.650
19J student S
I think.

00:13:31.700 --> 00:13:38.940
19J student S
Already have quite a few sorts of ideas of the purposes. I did feel that it was useful.

00:13:39.310 --> 00:13:41.910
19J student S
And I think it has…

00:13:43.660 --> 00:14:11.250
19J student S
…it's interesting because although I don't, I'm not a great fan of the SATs for instance, especially with the youngest children, it did actually make me challenge a little bit why, why they are there, and the accountability side of it and some of the readings that we did about that and the discussions about accountability and that it's accountability to the parents as well to give them a look you know, to give them a bit of choice too.

00:13:59.100 --> 00:13:59.400
Interviewer
And.

00:14:11.800 --> 00:14:15.870
19J student S
And those to inform the school and its’ accountabilities.

00:14:16.110 --> 00:14:21.910
19J student S
And how schools are meeting the needs of the curriculum and things like that and…

00:14:22.360 --> 00:14:43.960
19J student S
… it made me just really consider league tables. Although I still feel that a lot of the testing we do is too much and too much, too early and things like that as well. It did make me consider a little bit some of the reasons why it there.

00:14:36.380 --> 00:14:36.830
Interviewer
Yeah.

00:14:44.510 --> 00:14:47.500
19J student S
But that could change about and...

00:14:44.760 --> 00:14:45.310
Interviewer
Yeah.

00:14:48.810 --> 00:14:50.960
19J student S
…I think as well I certainly…

00:14:51.070 --> 00:14:57.090
19J student S
… think about what, the what it's assessing and we talked about…

00:14:58.420 --> 00:15:01.410
19J student S
…the use of knowledge and for what…

00:15:01.590 --> 00:15:05.010
19J student S
…education systems in general and schools need.

00:15:05.060 --> 00:15:22.520
19J student S
Now we're thinking about what they hold important, you know, is it very much a what is known led curriculum? Not a skills led curriculum. What is it that those assessments are really assessing? I know I did note down something I read about that.

00:15:23.130 --> 00:15:23.510
19J student S
One

00:15:25.300 --> 00:15:28.280
Interviewer
Well, thank you. I can see you did a lot of preparation for this. We appreciate that.

00:15:29.030 --> 00:15:32.900
19J student S
Well I had a little look back because I think it was quite a long time ago I think.

00:15:33.070 --> 00:15:34.220
Interviewer
Thank you, thank you.

00:15:34.810 --> 00:15:35.820
19J student S
And…

00:15:39.790 --> 00:15:40.270
19J student S
yeah yeah.

00:15:43.930 --> 00:15:49.850
19J student S
It was actually in the first module, not EE831 so if I may go back to the year before.

00:15:46.860 --> 00:15:48.450
Interviewer
Yeah yeah, it's OK.

00:15:49.410 --> 00:15:50.650
Interviewer
Yeah 'cause yeah.

00:15:50.300 --> 00:15:50.690
19J student S
Come on.

00:15:52.120 --> 00:15:53.650
19J student S
I thought was really interesting.

00:15:53.700 --> 00:16:24.290
19J student S
And it was in activity 14.5 and in the wiki and it was all about the limitations of assessment but it also talked about you know possible solutions and also an alternative worldview. And I liked that was something that that did capture my attention 'cause it talked about actually what is it you know? What are these assessments measuring? Should we just be measuring you know the knowledge gained at certain points or should we be capturing a more sort of…

00:16:24.580 --> 00:16:30.420
19J student S
…Development of the child in the school in general and what is it that schools are being compared against?

00:16:31.580 --> 00:16:40.040
Interviewer
And what did that make you think about the schools that you've been working in because you have had that privilege of working in more than one setting and actually seeing different applications.

00:16:40.830 --> 00:16:46.990
19J student S
Yeah, well, it's interesting actually, because certainly the school where I interviewed the learner, one of my main supplies.

00:16:49.170 --> 00:17:18.620
19J student S
Yeah, 'cause that you know they're bound by the same as every other schools they have to. You know they have to work towards their teacher assessments and [national test] papers. But they're actually very much that the headteacher has led a very sort of creative ethos in the school. They're very much into their art, and their drama. And, you know, what they do allow is, I think they’ve been a bit constrained in the last couple of years. But they do still make sure they make the time.

00:17:08.090 --> 00:17:08.950
Interviewer
OK, great.

00:17:18.670 --> 00:17:21.210
19J student S
Whereas a lot of schools…

00:17:21.490 --> 00:17:44.460
19J student S
… they're very much cutting the time that children have to go to dramatic performances and things like that and that their focus is in other areas but I think that you know, I think it's quite interesting that that school does look at the broader child. Also going back slightly in my work history I used to work in an Independent School.

00:17:44.510 --> 00:17:55.230
19J student S
It was a selective school from the prep school upwards.

00:17:51.320 --> 00:17:51.730
Interviewer
Yeah.

00:17:55.280 --> 00:18:02.960
19J student S
And although they were independent and they did have entrance exams.

00:18:03.890 --> 00:18:19.070
19J student S
..they wanted that broader person. They were very into in the school their creatives, sport and the drama.

00:18:19.760 --> 00:18:22.580
19J student S
And I think you know I have seen different…

00:18:23.680 --> 00:18:24.410
19J student S
Settings and visions.

00:18:24.960 --> 00:18:25.410
Interviewer
Yeah.

00:18:25.340 --> 00:18:43.300
19J student S
And you know parents were still wanting to send their children. There it wasn't all about the academic results. They still got good academic results, but they were looking to offer the range of thing which sadly, you know, perhaps some state schools are more constrained in what they can offer.

00:18:31.230 --> 00:18:31.680
Interviewer
Yeah.

00:18:35.740 --> 00:18:36.100
Interviewer
Yeah.

00:18:43.990 --> 00:18:51.660
Interviewer
And you have so much experience to bring to this role in the in your FE roll it's going to be fantastic for you to have all these settings to draw upon.

00:18:53.450 --> 00:19:08.150
Interviewer
OK great, So what about the impact of assessment on learners? How has the course changed your view or confirmed or challenged your views and practice about that? You have alluded to this already and have given the lovely example of the…

00:19:08.200 --> 00:19:08.660
Interviewer
positive…

00:19:09.590 --> 00:19:12.720
Interviewer
… child that you interviewed.

00:19:13.430 --> 00:19:17.860
19J student S
I think you know it's given me different…

00:19:18.430 --> 00:19:19.170
19J student S
And…

00:19:19.910 --> 00:19:51.290
19J student S
…almost sort of different viewpoints that challenge each other really at the same time, As I was saying, I interviewed this particular child and she gave me a very positive view. And yet the paper that I spoke about earlier the “I’ll be a nothing” in activity 3.2 by Reay and Wiliam, I think it's you know that much they were picking out those more negative views. And actually this year as years pass, some of the reading I've done for my dissertation again, I've sort of been coming back to that.

00:19:24.150 --> 00:19:24.720
Interviewer
Yeah.

00:19:37.170 --> 00:19:37.820
Interviewer
Yeah.

00:19:51.610 --> 00:20:15.730
19J student S
I am especially thinking about motivation and self concept and self efficacy and all those related ideas and been having to look at a lot of reading around. It's come up with the way that children, self concept and identity can be challenged through assessments and through the feedback.

00:19:53.840 --> 00:19:54.340
Interviewer
Yeah.

00:19:59.870 --> 00:20:00.320
Interviewer
Yeah.

00:20:16.050 --> 00:20:40.320
19J student S
And that as a result of that where assessment can lead to, you know, in terms of an assessment happens and then a child gets into a specific ability group. You know that can reinforce identity. It's you know really made me think we have to be very careful as…

00:20:26.750 --> 00:20:27.170
Interviewer
Yeah.

00:20:42.030 --> 00:20:48.340
19J student S
…how we how we think about assessments and the impact that that is going to have, that we may not even realize.

00:20:50.000 --> 00:20:53.720
Interviewer
And have you seen examples of this from the different settings that you've been in?

00:20:54.950 --> 00:21:21.440
19J student S
Well, I think very much you see the positive children but you do see those other ones as well and it was one of the things that made me choose my dissertation topic. Originally it was to do with risk and children taking risks basically.

00:21:21.520 --> 00:21:46.930
19J student S
And my rationale behind that when choosing the topic was because I had seen so many children, even at a really young age, you know, children in year 2, but possibly before, from my own experience that are already saying I'm just rubbish at maths. I just can't do it. I'm not a mathematician, I'm not good at maths, and you think you're only six and you're already, you know you've already got those ideas about yourself.

00:21:47.240 --> 00:22:04.820
19J student S
He's on blue table, you know that they're not very good at math. We are green table, so they know even at that very early age, what this means.

00:21:47.440 --> 00:21:47.960
Interviewer
Yeah.

00:22:00.790 --> 00:22:01.330
Interviewer
Yeah.

00:22:04.320 --> 00:22:04.600
Interviewer
Yeah.

00:22:05.040 --> 00:22:11.380
19J student S
Where adults are placing them, and that's you know about how good they are.

00:22:09.570 --> 00:22:10.020
Interviewer
Yeah.

00:22:12.680 --> 00:22:20.510
Interviewer
Yeah, absolutely. And so are you doing a small scale investigation or an extended literature review?

00:22:21.010 --> 00:22:21.380
19J student S
No.

00:22:21.540 --> 00:22:37.300
19J student S
I would like to do this as a small scale investigation and pre COVID it might have been manageable. But I have ended up with an extended literature review.

00:22:22.870 --> 00:22:23.340
Interviewer
Yeah.

00:22:24.840 --> 00:22:25.280
Interviewer
Yeah.

00:22:29.630 --> 00:22:30.120
Interviewer
Yeah.

00:22:31.770 --> 00:22:32.340
Interviewer
Yeah.

00:22:33.610 --> 00:22:33.910
Interviewer
Yeah.

00:22:36.040 --> 00:22:36.500
Interviewer
Yeah.

00:22:37.810 --> 00:22:55.160
Interviewer
And we hope that you know that the research proposal that you sort of build at the end is something that will be something very practical that you could get on with after your Masters. Obviously you've gone now in a different setting again too, so this might affect what you want to take away. I don't know whether that's going to be able to influence how you write that research proposal or not, but it would make it more useful for you?

00:22:48.770 --> 00:22:49.360
19J student S
Yes.

00:22:55.390 --> 00:23:10.230
Interviewer
Uh, you know that it wasn't meant to be an abstract task, so that you know you have the potential to either carry it out as a practitioner researcher having got the feedback back from your EMA or consider using it as a prep for moving on to doctoral study, if you are interested.

00:23:10.800 --> 00:23:22.200
Interviewer
An so yeah…

00:23:23.570 --> 00:23:41.650
Interviewer
…that links with this sort of next question. Well, lots of the things you've been saying I've linked to the next question, which was about how you've changed thinking about the role of assessment from a learner's perspective, and you've obviously that's made a big impact on you?

00:23:41.770 --> 00:23:45.930
Interviewer
And I so a lens that you have started looking through when you've been working with children.

00:23:47.280 --> 00:23:51.840
Interviewer
But is there something more you want to say about it? You have already given some examples of that.

00:23:58.030 --> 00:24:01.900
19J student S

I will just look at my notes, I think.

00:23:59.550 --> 00:24:00.210
Interviewer
Yeah.

00:24:01.360 --> 00:24:10.800
Interviewer
Oh I'm yeah. You also talked about your sort of agency and then the next bit was really about…

00:24:11.930 --> 00:24:16.990
Interviewer
…The role of different aspects of the course of in, in the sort of things you talked about…

00:24:17.230 --> 00:24:48.120
Interviewer
…which have been significant for you. You talked about a couple of particular readings. You talked about, a couple of particular activities, you talked about the wiki. Could you talk a little bit more about the discussions you've had with peers? Either you know in the tutor group or in the module discussions about assessment. Is there anything more you can talk about, their role because obviously these are quite significant in these distance learning courses. As we try to mirror face to face courses where you could get in the same room and…

00:24:48.490 --> 00:24:50.300
Interviewer
Share these experiences, but.

00:24:50.110 --> 00:24:55.280
19J student S
Yeah, I think again, I'm going back to the first year or most of this.

00:24:55.280 --> 00:24:55.760
Interviewer
Yeah.

00:24:55.670 --> 00:25:00.880
19J student S
And like that it just refreshed what we've been doing and it was good when it said we had a discussion.

00:25:01.670 --> 00:25:31.450
19J student S
Quite early on in Section 4, so it was at the latter part of the year, but early on within that we had a good discussion there about the sort of all about the purposes of assessment and I think that you know that was a really good starting point in a way because we did. There was quite a lot of the I think it was quite a lot of people that did join in that discussion and from different perspectives.

00:25:05.810 --> 00:25:06.230
Interviewer
Yeah.

00:25:12.310 --> 00:25:12.730
Interviewer
Yeah.

00:25:17.240 --> 00:25:17.730
Interviewer
Yeah.

00:25:25.890 --> 00:25:26.230
Interviewer
Yeah.

00:25:30.130 --> 00:25:31.110
Interviewer
Yeah, yeah.

00:25:32.310 --> 00:25:55.870
19J student S
At that point someone shared some points and made reference there to the ‘more than a school paper’ which I had not come across before, but I do remember at the time that I did post on it there and the wiki that I read that that made me think about what is this assessing? What is an assessment actually assessing? And could it be assessing other things?

00:25:40.940 --> 00:25:41.110
Interviewer
Yeah.

00:25:52.460 --> 00:25:52.860
Interviewer
Yeah.

00:25:55.830 --> 00:25:56.270
Interviewer
Yeah.

00:25:56.800 --> 00:26:29.120
19J student S
Yeah, ‘more than a score’ that's again talking about the broader child, isn't it? You know that a child is more than just this a set of knowledge being tested on this day, but we want children to grow more and more like they do in real life? Do you know what they do and need in real life? There is a need to assess broadly and holistically. But you know that comes to an end within this country that comes to an end and we go much more into academic assessment. And that's what it has become.

00:26:02.630 --> 00:26:03.670
Interviewer
Yeah, yeah.

00:26:15.390 --> 00:26:15.770
Interviewer
Yeah.

00:26:17.970 --> 00:26:18.510
Interviewer
Yeah.

00:26:25.010 --> 00:26:25.450
Interviewer
Yeah.

00:26:29.330 --> 00:26:29.820
19J student S
To be about.

00:26:29.430 --> 00:26:29.930
Interviewer
Yeah.

00:26:31.570 --> 00:26:41.800
19J student S
But I would certainly say that that discussion itself within the module in and then we had a paper - the Harlan paper – and I remember that that was also important.

00:26:38.130 --> 00:26:38.630
Interviewer
Yeah.

00:26:43.030 --> 00:26:44.290
19J student S
It was analyzing lots of other...

00:26:44.970 --> 00:26:54.730
19J student S
things. And looking at EM and comparing lots of things and then we had to do a task. A task on that where we were writing.

00:26:46.320 --> 00:26:46.800
Interviewer
Yeah.

00:26:55.970 --> 00:26:56.680
19J student S
500 words.

00:26:58.140 --> 00:27:00.400
19J student S
I thought the plan was that...

00:26:59.500 --> 00:27:05.080
Interviewer
…you were then trying to give feedback to one another. To model peer feedback. Yes, that was our workshop tool.

00:27:04.290 --> 00:27:05.310
19J student S
Yeah, and.

00:27:06.210 --> 00:27:06.630
Interviewer
Come.

00:27:06.360 --> 00:27:19.740
19J student S
Yeah, that was a useful thing to do because you know when you're having to read something and then to actually put your views over to other people, and that was a skill I really had to work on in the in the first year, you know?

00:27:15.020 --> 00:27:15.530
Interviewer
Yeah.

00:27:19.630 --> 00:27:20.110
Interviewer
Yeah.

00:27:21.030 --> 00:27:32.940
19J student S
The amount of times I wrote something out on OneNote and then reworded it several times before actually posting it. You know just to make it clear to someone else and you know. And of course there…

00:27:25.590 --> 00:27:26.010
Interviewer
Yeah.

00:27:27.510 --> 00:27:27.940
Interviewer
Yeah.

00:27:34.440 --> 00:27:50.730
Interviewer
Which is what we expected, which is why we hope you know we tried to build in a lot of support around that because, you know, we wanted people to then have that sort of confidence in these spaces and then to go and use the forums.

00:27:34.880 --> 00:27:35.810
19J student S
It is about correctly referencing.

00:27:51.830 --> 00:27:53.480
Interviewer
And finding the language, isn't it?

00:27:53.630 --> 00:27:55.290
19J student S
Yeah, yeah.

00:27:56.530 --> 00:28:18.310
19J student S
But you know, I think that was a useful task at the start of that section. An assessment that sort of really got me thinking and diving off of with the links you put on there was ‘more than a score’. It got me sort of diving off in a few different directions as well. And you know, and I was able to come, you know, come back to some of those things from that sort of Harlen paper from that early time.

00:28:19.560 --> 00:28:20.550
19J student S
You know later on.

00:28:21.770 --> 00:28:24.960
Interviewer
Well, is it in your project now or in in your studies on EE831?

00:28:25.660 --> 00:28:26.050
19J student S
Uh.

00:28:27.500 --> 00:28:33.850
19J student S
To be honest, actually having looked back I might have a look at it again now because I haven't used it so far in my dissertation, but I'm now thinking it might be another good source.

00:28:31.430 --> 00:28:32.290
Interviewer
OK, OK.

00:28:35.420 --> 00:28:42.920
Interviewer
But you remember it coming back to use in EE831?

00:28:35.650 --> 00:28:36.900
19J student S
Yeah, one more reading.

00:28:43.830 --> 00:28:46.770
Interviewer
So one of the things for EE831.

00:28:48.050 --> 00:28:48.550
19J student S
Uh.

00:28:53.690 --> 00:28:54.800
Interviewer
Yeah, go sorry.

00:28:54.740 --> 00:29:05.520
19J student S
No, no I didn't. I was doing dialogic education for EE831. I looked at philosophy for children, and Alexander’s dialogic teaching and participation.

00:28:57.790 --> 00:28:58.810
Interviewer
Yeah, OK.

00:29:04.610 --> 00:29:04.910
Interviewer
Yeah.

00:29:06.100 --> 00:29:07.370
Interviewer
Yeah, yeah.

00:29:07.220 --> 00:29:12.150
19J student S
So assessment didn't really come into that EMA.

00:29:13.500 --> 00:29:13.920
Interviewer
Yeah.

00:29:13.660 --> 00:29:13.970
19J student S
Uh.

00:29:14.590 --> 00:29:20.510
19J student S
But I did for the first TMA the reflecting on the learner interview?

00:29:19.640 --> 00:29:21.380
Interviewer
Yeah yeah, yeah, sure.

00:29:22.100 --> 00:29:22.770
Interviewer
Uhm?

00:29:23.960 --> 00:29:54.010
Interviewer
OK, I think I think you've given us loads of examples there. Is there anything else just on your list of things that we haven't covered? So thank you very much. Very reflective and as if it's being with use as well for your dissertation now. Great to know you can see this as a masters and it isn't just module by module and that that's something we're trying to sort of grapple with, you know, because the OU is so modular.

00:29:54.490 --> 00:30:12.640
Interviewer
To try and make these progressions and links back and so it's so lovely to see that you've found some of that works for you and hopefully, as you say, preparing for this might even might even be helpful as well, but it has certainly been helpful to the project, so thank you very much.

00:30:05.290 --> 00:30:05.810
19J student S
Then

00:30:10.340 --> 00:30:10.750
19J student S
yeah.

00:30:12.930 --> 00:30:21.700
19J student S
Yeah, and I say hopefully it's likely to be useful for my role. You know next year as well. Thinking about assessments for my new role which is obviously going to be different.

00:30:21.740 --> 00:30:41.500
19J student S
And you're going to be collecting different sorts of evidence, as it's a vocational course. So although it has got exams at the end of the first year that they do, the second year is a lot more evidence collected from more free projects that they're doing, task by task.

00:30:42.140 --> 00:30:57.120
19J student S
so it's collecting assessment in a different way. Again, it is more sort of a portfolio. So yeah, it's giving me lots of things to think about for that.

00:30:42.830 --> 00:30:43.190
Interviewer
Yeah.

00:30:50.660 --> 00:30:51.270
Interviewer
Yeah.

00:30:56.030 --> 00:31:01.260
Interviewer
And of course you'll be talking to them about assessments.

00:30:59.620 --> 00:31:00.000
19J student S
Yeah.

00:31:00.001 --> 00:31:15.010
Interviewer
Brilliant, OK, well let's stop this recording and so I can put it somewhere for the project as this transcript.