**EE831 project interview 20J student R 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 --> 00:00:18.160
Interviewer
TEAMS have a new tool that does live transcription? Probably a little bit strangely, and we will probably need to adapt it, but it will hugely save time, so I don't know whether you've seen that popping up. I don't know whether it's distracting and whether you can cross it if you don't want to see it.

00:00:18.830 --> 00:00:19.380
Interviewer
So..

00:00:19.910 --> 00:00:50.010
Interviewer
OK, so this is phase three of the project which was really originally an idea from [student member of the research team] as she moved through the modules and then as a peer coach went back to the module and said we're just all saying the same thing. We're having these same issues about assessment and identity and agency and can we do something about it as a collective? So we put it together as a student-staff project to see if we can…

00:00:50.130 --> 00:00:58.890
Interviewer
…Unpack some of the things that you've been thinking about in relation to reading and working, and see if we can mSTUDENT Ae something…

00:00:59.220 --> 00:01:15.070
Interviewer
…collectively that people who want to can sign up to and get it out there. So I think it won't just be an academic paper, but something perhaps that we can pass back to you to use in schools to, so will need something practitioner focused.

00:01:16.170 --> 00:01:26.000
Interviewer
So here we are and we've got these three research questions, but we've sort of turned those into interview questions to give you a chance to reflect…

00:01:26.920 --> 00:01:37.670
Interviewer
…And so the first thing is to just confirm for the recording as to whether you're on EE 831 module now, or whether you were on the EE831 last year?

00:01:37.700 --> 00:01:43.360
20J student R
I am on EE831 live no, yeah?

00:01:41.680 --> 00:01:42.200
Interviewer
Yeah.

00:01:43.390 --> 00:02:07.030
Interviewer
Yeah, brilliant, so you are a current student so I could go. So we've got some of the students from last year also giving permission and talking about their experiences of your module as well.

00:01:54.220 --> 00:01:54.680
20J student R
Yeah.

00:02:08.210 --> 00:02:10.990
Interviewer
So the first question really was…

00:02:11.110 --> 00:02:11.710
Interviewer
Uhm…

00:02:13.300 --> 00:02:22.240
Interviewer
…About the impact on your assessment. So do you feel like anything changed your abilities, your capabilities of using assessment for your students?

00:02:23.790 --> 00:02:27.040
Interviewer
And you know how can you link them to the module in any way?

00:02:28.080 --> 00:02:31.520
20J student R
I think I'm much more like…

00:02:32.610 --> 00:02:36.920
20J student R
…Fluid in the way I use assessment to inform my practice.

00:02:37.500 --> 00:02:48.230
20J student R
I think within a key stage, like the end of key stage, in these year groups there's such a heavy emphasis on [the national tests] just within.

00:02:49.360 --> 00:03:08.590
20J student R
And that is the same in the county, as much as it's actually not just my school but all schools that are competing and that heavy emphasis would mean the curriculum was really focused on that. Not as responsive as it could be. Whereas now I'm much more confident.

00:02:55.110 --> 00:02:55.960
Interviewer
Yeah, yeah.

00:03:09.350 --> 00:03:40.030
20J student R
And I go in much more like I want to use my teacher judgment and want to help the children progress in many ways for their own future rather than for the [national] test. And I think that has helped just even basic things, like pupil voice is not something I considered and reading up about that before Christmas was really interesting because now we do ask pupils for everything. And it's now their classroom and they decide.

00:03:40.080 --> 00:04:00.280
20J student R
If there's two options for an activity, they will decide which activity to go, because it is that love of learning, rather than me dictating everything and directing it towards the assessments. The real assessment that I need them to do, it's me judging when best to do things, and I can do that more constantly now.

00:03:58.520 --> 00:03:59.000
Interviewer
OK.

00:04:00.820 --> 00:04:10.340
Interviewer
And is that something that you just changed in your classroom? That sounds like a major way of changing whose voice is heard and give them options?

00:04:09.870 --> 00:04:10.280
20J student R
Well…

00:04:10.660 --> 00:04:16.160
20J student R
…These people that do come in. It's only a two form cohort and I think my head of year…

00:04:17.450 --> 00:04:46.570
20J student R
…Yeah, well we work very well together now in our second year together. And yeah she understands this work now and she does appreciate it because she's been working for a long, long time. Like 30 years in teaching and she knows that she can get stuck in her ways as well as she's an amazing teacher though. She is really really good. Really very brilliant and knows her stuff, but there's certain things I'm willing to use my voice now about as well with so it was like my teacher voice has become a bit stronger.

00:04:44.430 --> 00:04:44.660
Interviewer
Yeah.

00:04:47.170 --> 00:04:48.830
Interviewer
That's brilliant. That's brilliant.

00:04:50.770 --> 00:05:00.620
Interviewer
That is, when you've got colleagues who are accepting of people going off and studying and coming back with new ideas and doing things differently. That's great to hear.

00:05:01.490 --> 00:05:02.090
Interviewer
Uhm…

00:05:03.110 --> 00:05:15.740
Interviewer
So you talked about the pupil voice aspect. Can you point to any parts of the module or anything you read or anything you discussed in the your tutor group or in the forums that really sort of changed your…

00:05:16.090 --> 00:05:18.580
Interviewer
…approaches that you just talked about.

00:05:19.270 --> 00:05:40.970
20J student R
I think it was me. It was more an enlightening. I found out about pupil voice and you know how they can be used as tokens, for example in the student councils and realizing that there really are sometimes just token things that appear, like ensuring you're following British values are those are huge things when we were Ofsteded and schools want to appear as though they're doing all of that.

00:05:37.540 --> 00:05:37.840
Interviewer
Yeah.

00:05:42.180 --> 00:05:50.480
20J student R
So that that became very apparent or just an understanding of how it's not just about having a head boy and head girl or junior governors but rather their pupil voice and agency and how they are heard within our school.

00:05:51.830 --> 00:05:58.300
20J student R
But it's also just within the classroom and understanding learning that's gonna help children and mSTUDENT Aing sure they've got the voice to…

00:05:59.130 --> 00:06:02.210
20J student R
…articulate what works for them.

00:06:02.760 --> 00:06:09.020
Interviewer
Yeah, OK, that's right. So you then took it on.

00:06:10.060 --> 00:06:18.160
Interviewer
You haven't completed all the work on assessment in the module for EE831 but did your tSTUDENT Ae EE830 last year?

00:06:19.070 --> 00:06:20.920
20J student R
No, I've come from a teacher PGCE.

00:06:20.120 --> 00:06:23.700
Interviewer
You come from bringing in credits?

00:06:24.380 --> 00:06:25.210
Interviewer
Uhm…

00:06:26.350 --> 00:06:40.510
20J student R
But it might be worth noting that I actually am tSTUDENT Aing over this student council and that's definitely influenced obviously by just learning about it now has made me more eager to tSTUDENT Ae it on because otherwise I might be a bit hesitant about…

00:06:30.600 --> 00:06:32.650
Interviewer
oh brilliant OK?

00:06:38.270 --> 00:06:38.900
Interviewer
Yeah.

00:06:41.470 --> 00:06:44.040
20J student R
…TSTUDENT Aing on any other additional workload, but.

00:06:43.840 --> 00:06:49.110
Interviewer
Yeah, and so what will you do when you start that role?

00:06:49.170 --> 00:06:54.180
20J student R
We are starting in September and I will be really pushing for it then.

00:06:51.140 --> 00:06:51.710
Interviewer
OK.

00:06:54.350 --> 00:06:58.130
Interviewer
And can you see it tSTUDENT Aing a new direction then given what you just sort of implied?

00:06:58.180 --> 00:07:18.720
20J student R
How do you say I hope to have some creative license but it is just very difficult to mSTUDENT Ae sure teachers are on side is I don't want to give them additional workload. But I have made a little road map for myself and I will pursue it.

00:07:05.340 --> 00:07:05.770
Interviewer
Yeah.

00:07:11.280 --> 00:07:11.670
Interviewer
Yeah.

00:07:19.050 --> 00:07:19.480
Interviewer
OK.

00:07:20.510 --> 00:07:27.310
Interviewer
Yeah, with the students as well? You'll have that new group to work with. And yeah, pupils always have great ideas if you ask them.

00:07:24.460 --> 00:07:24.860
20J student R
Yeah.

00:07:29.880 --> 00:07:49.520
Interviewer
So the next question was about your sense of agency, which you've already started to speSTUDENT A about, so how it's changed your relationships with assessment? So before we were on the tape, you were saying that you're in a year two class and you have been for the last couple of years. Did you say? And you're about to carry on with them?

00:07:47.430 --> 00:07:48.530
20J student R
Yeah, yeah.

00:07:49.790 --> 00:07:51.450
20J student R
It's my third year.

00:07:51.590 --> 00:08:02.300
Interviewer
So obviously they've got the ‘national tests’ and assessments at that level. And then you've got them further on in the school. So what have you managed to change? You know practically.

00:08:04.130 --> 00:08:12.460
20J student R
I think I have been able to be more creative 'cause a lot of the time we are looking for evidence.

00:08:12.920 --> 00:08:13.310
Interviewer
Yeah.

00:08:13.390 --> 00:08:24.790
20J student R
And it's more written work, more paper based things, whereas now it should be more creative in the fact that as long as you put one piece of evidence, you don't need to do it too much.

00:08:25.750 --> 00:08:35.250
20J student R
And so encouraging concrete abstract for maths, ensuring there is activity based activity, encouraging more problem solving.

00:08:36.840 --> 00:08:43.370
20J student R
In maths as well like teamwork, whereas before it has been consistently…

00:08:44.610 --> 00:08:52.400
20J student
… addition, subtraction, just stuff without context, they do word problems, but it wouldn't be…

00:08:47.430 --> 00:08:47.860
Interviewer
Yeah.

00:08:53.100 --> 00:09:03.610
20J student R
…Interesting. Why would it be relevant as well? So there are things about what size a parking space is, not something they never need to know about at this age.

00:08:57.120 --> 00:08:57.600
Interviewer
Yeah.

00:09:03.930 --> 00:09:08.470
Interviewer
Yeah, yeah. And so unless they start directing their parents…

00:09:09.520 --> 00:09:09.990
Interviewer
…into the bay (laughs).

00:09:09.640 --> 00:09:10.050
20J student R
Uhm.

00:09:11.000 --> 00:09:26.900
Interviewer
So have you been sort of encouraged to capture that problem solving in your theme work? Is that causing any unforeseen extra work or consequences that you weren't expecting?

00:09:11.550 --> 00:09:12.650
20J student R
Never say never.

00:09:27.260 --> 00:09:44.810
20J student R
No, it's not like early years. In effect you have to document everything. They just do the exam and even this year there's not been stats per se, but they've just had a backlog. But all these [tests] papers are like assessment weeks anyway.

00:09:33.410 --> 00:09:34.480
Interviewer
Yeah, yeah.

00:09:39.640 --> 00:09:39.960
Interviewer
Yeah.

00:09:45.130 --> 00:09:45.490
Interviewer
Yeah.

00:09:45.700 --> 00:09:52.230
20J student R
Actually, this year is the best considering COVID, they are still the best results that the schools had.

00:09:52.560 --> 00:09:53.710
Interviewer
Oh wow, brilliant.

00:09:54.020 --> 00:10:03.000
20J student R
I think I hope it is that they were underestimated before. And yeah they've just come back and glowed, really.

00:10:03.630 --> 00:10:17.430
Interviewer
Great, and if you had any feedback from the school about this as a review of why that's the case? You have just talked about them being a very strong cohort. But have you talked with your colleagues about what you put that down to?

00:10:18.110 --> 00:10:33.570
20J student R
I think it is more of this freedom and more confidence on my part and a lot of the time. I know last two years to I was just too new. And then there was another teacher.

00:10:34.610 --> 00:10:47.570
20J student R
And it just meant I think sometimes being new to such a year group where it's quite prioritized within school. You've got like year six or year two and then everyone else is like underneath these kind of thing.

00:10:42.770 --> 00:10:43.220
Interviewer
Yeah.

00:10:44.940 --> 00:10:45.350
Interviewer
Yeah.

00:10:47.890 --> 00:11:03.800
20J student R
Uh, I think you most want to tread really carefully, or at least I did. And I know the other teacher did. You just follow the curriculum but basically now it's a bit more, yeah, looking for that love of learning where possible.

00:10:53.480 --> 00:10:53.840
Interviewer
Yeah.

00:10:58.680 --> 00:10:59.190
Interviewer
Yeah.

00:11:01.750 --> 00:11:02.180
Interviewer
Right?

00:11:04.540 --> 00:11:05.410
Interviewer
That's brilliant.

00:11:06.880 --> 00:11:37.160
Interviewer
So moving on to the questions about confirmation or change or challenge. I mean it's difficult to go back to, you know, to before you started the course and of course you had your teacher training experience as well to draw on. So what would you say the impact of your study of EE831 has been in terms of the purpose of assessment Do you think it's confirmed what you thought it was about? Or do you think it's…

00:11:37.510 --> 00:11:42.300
Interviewer
…Changed it, or do you think it's really challenged and unsettled what you thought the point of assessment was?

00:11:43.140 --> 00:12:07.490
20J student R
I think it's definitely challenged it and mSTUDENT Ae maybe unsettled it to the point that I've had to go a bit back sometimes. Ask what's the point of the assessment? Why in the form of these assessments? So, not just the formative assessment or anything like what I was already doing. There is definitely, absolutely a purpose for that responsive teaching and not just these summative assessments and standardized tests.

00:12:08.340 --> 00:12:16.760
20J student R
I just don't understand it and then you just go and record like the national curriculum

00:12:09.600 --> 00:12:11.010
Interviewer
Yeah, OK.

00:12:17.630 --> 00:12:21.060
20J student R
Radio 4 programme’s ‘How do our kids beat the robots?’ audio clip prompted me to think about what qualities and skills may be more valuable to foster in learners.

00:12:22.010 --> 00:12:28.370
20J student R
That was so good for everything and I'm always trying to remember that it doesn't have to be always…

00:12:29.290 --> 00:12:42.880
20J student R
…About some of the things they have to do with maps, when they now just use Google. I'd rather them understand more cool things about what mass is used for in life, basically.

00:12:38.800 --> 00:12:39.160
Interviewer
Yeah.

00:12:42.520 --> 00:12:43.840
Interviewer
Yeah, yeah.

00:12:44.710 --> 00:12:45.210
Interviewer
Brilliant.

00:12:45.340 --> 00:12:46.770
20J student R
Use is.

00:12:46.650 --> 00:13:14.270
Interviewer
Uh, so let's think about the impact of assessment on learners because you've obviously said that you know it is a school and a county where you know there is this sort of accountability for you as teachers is a priority. So what about the impact of assessment on learners and how this module has helped you? Has it sort of changed or confirmed what you already thought in terms of you know how that what their experience for assessment is?

00:13:15.480 --> 00:13:16.200
20J student R
I think…

00:13:16.860 --> 00:13:32.340
20J student R
…It is very tough for kids today. They do not talk about this openly. There's not a discussion that is initiated though talk, like amongst the clever students within the group.

00:13:32.590 --> 00:13:33.140
Interviewer
And

00:13:33.330 --> 00:13:37.760
20J student R
They judge themselves and each other based on the assessments they do rather than…

00:13:39.440 --> 00:13:39.960
20J student R
…on…

00:13:40.670 --> 00:13:50.990
20J student R
…their creativity, how clever someone is about actually thinking outside the box. Their judgment of clever has been captured through the [name of widely used diagnostic] tests that they do and…

00:13:42.310 --> 00:13:42.730
Interviewer
Yeah.

00:13:45.220 --> 00:13:45.950
Interviewer
Yeah.

00:13:52.590 --> 00:14:07.020
20J student R
I think that's quite sad, but also within you too. I don't think they realize 'cause we've got sets for maths and we've got sets for phonics and at such a young age group to be doing that. I think they that reception do sets for phonics too.

00:14:07.380 --> 00:14:07.870
Interviewer
Wow.

00:14:08.330 --> 00:14:11.940
20J student R
I think they're funny. Phonics screening is an anticipated event as well, and we had the 2020 Year 2 Autumn term screening, rather than the typical Year 1 test, due to 2020 school closures.

00:14:11.920 --> 00:14:12.380
Interviewer
Yeah.

00:14:12.910 --> 00:14:20.600
20J student R

Earlier this year we thought the [phonics] screening was on top of the usual Year 2 [national tests] but thankfully, the [national tests] were voided for that academic year in January 2021 so the pressure was relieved a little.

00:14:16.730 --> 00:14:17.220
Interviewer
Yeah.

00:14:21.630 --> 00:14:28.700
20J student R
But now phonics is also really big thing and I think this sets the children really clearly. I hope the kids aren’t too badly affected by this.

00:14:28.200 --> 00:14:28.760
Interviewer
Yeah.

00:14:29.940 --> 00:14:41.930
Interviewer
So has the course helped you think about that in any way, you know because you would, you would be doing it anyway and you would be noticing the children as a teacher anyway? But has the course helped you in any way to…

00:14:42.750 --> 00:14:49.490
Interviewer
…think about that differently. Or is it just confirmed that you don't want them to have this negative impact?

00:14:50.130 --> 00:14:56.260
20J student R
Well, I mean, there was the paper called something like I am a nothing.

00:14:56.810 --> 00:15:01.840
20J student R
I thought that was really interesting and although it was more about maths.

00:15:03.370 --> 00:15:11.640
20J student R
It was really interesting. Just the attitude that the children had and almost a detrimental impact on the teacher as well.

00:15:10.930 --> 00:15:16.980
Interviewer
That is the one from Diane Reay, a very old paper about their impact on their identity.

00:15:14.900 --> 00:15:15.600
20J student R
So yeah.

00:15:17.310 --> 00:15:18.470
20J student R
Yes, yeah.

00:15:18.300 --> 00:15:21.420
Interviewer
But it’s incredible how current that paper still is.

00:15:22.890 --> 00:15:23.290
20J student R
Yes, “I’ll be a Nothing”.

00:15:23.070 --> 00:15:31.120
Interviewer
It's really sad, and I think that's one of the things that [the student who initiated this project] said, you know, it really inspired her to say we need to do something about this. This is crazy.

00:15:32.610 --> 00:15:33.530
Interviewer
So yeah.

00:15:34.940 --> 00:15:44.460
Interviewer
Yeah, I it's. It is a bit depressing that children still talk about being this level or that level.

00:15:42.210 --> 00:15:42.940
20J student R
Yeah.

00:15:45.440 --> 00:15:46.190
Interviewer
Uhm.

00:15:47.130 --> 00:15:51.950
Interviewer
So have you ever had a chance to talk about this with other colleagues?

00:15:52.650 --> 00:15:57.320
Interviewer
You said you shared that with a colleague.

00:15:57.750 --> 00:16:01.380
20J student R
Yeah, I said it with a year six colleague.

00:16:00.850 --> 00:16:04.200
Interviewer
I would have been the children, yeah, let's see here. Six teachers, yeah.

00:16:05.380 --> 00:16:06.990
Interviewer
And what did they think?

00:16:08.180 --> 00:16:14.020
20J student R
He was not, yeah, surprised and I think he appreciated the...

00:16:14.070 --> 00:16:14.430
20J student R
The…

00:16:15.360 --> 00:16:46.180
20J student R
…reference and there was another about different kinds of maths techniques and skills fostered in the schools. [Jo Boaler, & Sarah Kate Selling. (2017). ‘Psychological Imprisonment or Intellectual Freedom? A Longitudinal Study of Contrasting School Mathematics Approaches and Their Impact on Adults' Lives’]. The Year 6 colleague is also maths lead and he said that he's always interested to do things like that. But then he has still to face that it might be too much risk tSTUDENT Aing and so we would need to draft it up and actually do a little trial, to see if it is worth doing or it would be….

00:16:27.050 --> 00:16:27.500
Interviewer
Yeah.

00:16:33.010 --> 00:16:33.360
Interviewer
Yeah.

00:16:48.240 --> 00:16:50.060
20J student R
…Resented by teachers.

00:16:51.380 --> 00:16:52.210
20J student R
Uhm.

00:16:51.470 --> 00:17:07.100
Interviewer
It is tricky isn't it. Now you are going to go on yourself to the dissertation module, maybe not next and you've got to find that sort of time and that energy and that extra…

00:17:00.930 --> 00:17:01.310
20J student R
Yeah.

00:17:08.530 --> 00:17:15.900
Interviewer
…Space to do exactly what you think would be best to focus on. You could tSTUDENT Ae this on in your next module. The masters helps you with knowing why you are doing what you are doing…

00:17:16.870 --> 00:17:24.680
Interviewer
And in what ways it might work. Your colleagues might feel that they can't tSTUDENT Ae the risks within the current…

00:17:25.450 --> 00:17:25.950
Interviewer
…System.

00:17:26.960 --> 00:17:28.220
20J student R
I think it's…

00:17:29.860 --> 00:17:43.850
20J student R
…Potentially like that. Yes this helps enthusiasm and also understanding the opportunities that are available. I think some people are quite set in their ways and they're going to be there for a while and…

00:17:46.730 --> 00:17:53.810
20J student R
…They don't intend to create any negative impact or anything like that. They have all positive intentions.

00:17:53.940 --> 00:17:54.480
Interviewer
Yeah.

00:17:54.800 --> 00:17:55.370
20J student R
But…

00:17:56.250 --> 00:18:00.150
20J student R
…they are set in their ways. Does that…

00:17:59.330 --> 00:17:59.720
Interviewer
Yeah.

00:18:00.530 --> 00:18:00.910
Interviewer
Yeah.

00:18:02.810 --> 00:18:03.610
Interviewer
Yeah, yeah.

00:18:03.200 --> 00:18:04.400
20J student R
Resonate?

00:18:05.100 --> 00:18:18.290
Interviewer
Absolutely. It's interesting, isn't it? So yeah, good, well good luck. I will meet you and talk about your project at another time. Hopefully you'll be able to come to one of the sessions, and we've got one on Wednesday [added date]. I don't know whether you're able to mSTUDENT Ae that one? It is a live session.

00:18:18.440 --> 00:18:19.200
20J student R
Yeah, I would say I will try.

00:18:20.390 --> 00:18:33.650
Interviewer
OK we can never find a good time and day but, if you can’t, there will be other opportunities, especially towards the beginning of the module to start thinking. So don't worry if you can’t mSTUDENT Ae it.

00:18:21.150 --> 00:18:23.650
20J student R
And I would like to do so, I just don't know…

00:18:24.330 --> 00:18:24.690
20J student R
…at the moment.

00:18:32.840 --> 00:18:36.290
20J student R
Would it be recorded on Wednesday?

00:18:35.950 --> 00:18:49.060
Interviewer
Yes, we're recording the bits at the beginning. You know the main session bits, but obviously when people go into breSTUDENT Aout rooms and talk about their individual ideas, they won't be recorded. But yeah, we'll talk through top and tailing the bits that we have prepared.

00:18:40.390 --> 00:18:40.750
20J student R
Yeah.

00:18:49.210 --> 00:18:49.790
20J student R
OK.

00:18:50.480 --> 00:18:52.740
Interviewer
I'm OK, so back to it. Sorry I got distracted.

00:18:53.560 --> 00:19:11.820
Interviewer
Back to the ways of using assessment. I'm just thinking to provide insight to learner. So you've already referred to this so you talked about responsive teaching and formative assessments. So as the module sort of confirmed what you thought about that, is it change what you thought about that or is it a challenge?

00:19:12.680 --> 00:19:14.870
20J student R
I think it's challenging in a positive way.

00:19:15.480 --> 00:19:18.740
20J student R
So change has been a challenge positively.

00:19:19.290 --> 00:19:22.830
20J student R
And it is just allowing me to…

00:19:23.940 --> 00:19:31.080
20J student R
…branch out like I said before and be more confident with my teacher agency.

00:19:26.950 --> 00:19:27.400
Interviewer
Yeah.

00:19:28.840 --> 00:19:29.280
Interviewer
Yeah.

00:19:33.010 --> 00:19:34.860
Interviewer
Yes, you have talked about that already.

00:19:36.070 --> 00:19:39.610
Interviewer
And you also talked about the way that you've changed assessments.

00:19:41.120 --> 00:19:49.450
Interviewer
So the last bit is referring to different readings activities that you've done that as we've gone along that have affected you and you've talked about a couple of readings.

00:19:50.520 --> 00:19:59.490
Interviewer
Any particular activities or anything that is particularly moving you in your thinking perhaps with your peers you know on discussion forums or in tutor groups that have really helped?

00:20:12.350 --> 00:20:12.820
Interviewer
Yeah.

00:20:12.890 --> 00:20:28.780
20J student R
Very. It's always lovely to relate and sometimes to hopefully understand that people find the same problem. That is nice to find out actually. If they are in secondary school and they feel like they've got the same restrictions as us that is really interesting.

00:20:19.120 --> 00:20:19.530
Interviewer
Yeah.

00:20:26.700 --> 00:20:27.700
Interviewer
Yeah, yeah.

00:20:29.050 --> 00:20:29.550
Interviewer
Yeah.

00:20:29.470 --> 00:20:34.340
20J student R
Just things along those lines. It's really nice to relate to people through these forums.

00:20:35.030 --> 00:20:40.340
20J student R
And activity weeks. I've also found them really helpful to learn about a lot of different things.

00:20:41.680 --> 00:20:45.050
20J student R
Yeah, they just have generally been quite helpful.

00:20:45.390 --> 00:20:45.970
Interviewer
OK.

00:20:46.520 --> 00:20:47.120
Interviewer
Great.

00:20:48.340 --> 00:20:55.940
Interviewer
Just if there is anything typically to do with assessment or identity or agency that you can pinpoint…

00:20:56.550 --> 00:20:59.440
Interviewer
…With any of those discussions?

00:21:01.280 --> 00:21:09.310
20J student R
Well, I don't know off the top of my head. I can't really recall much. I think it's just…

00:21:10.230 --> 00:21:21.520
20J student R
…understanding that a lot of people feel the same way within how students’ identities are affected by assessment and how it can be very restrictive whatever their stage in education.

00:21:16.550 --> 00:21:16.890
Interviewer
Yeah.

00:21:22.020 --> 00:21:22.510
Interviewer
Yeah.

00:21:22.580 --> 00:21:24.310
20J student R
I can’t think of anything specific, sorry.

00:21:24.740 --> 00:21:28.840
Interviewer
No, no, that's great. You've given us the specific examples as you've gone through.

00:21:29.460 --> 00:21:39.020
Interviewer
And I have asked you extra things as well because I'm just really interested in where you're going with this but I will stop the recording now.

.