**EE831 project interview student J 11092021**

**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

Auto transcription started, then failed, so the first 9 minutes have been transcribed manually

20J student J confirmed happy with the transcription and recording, on tape.

Interviewer

Please could you explain which modules you have studied on the Masters and how that links in with your professional role and context?

20J student J

I first off studied EE817 as I think there was no Learning and Teaching pathway available at that point. This was Applied Linguistics. As soon as the new Learning and Teaching modules were available, I immediately switched pathway and took EE831. This means that I am about to take the dissertation module this year.

I have been working in FE with 14-21 year olds since 2008. I cover functional skills and GCSE. In my previous college I was in the Quality Enhancement team and in my current college, as an advanced practitioner (AP), I also act as a coach and mentor for a range of other teachers.

Interviewer

Have there been any links for you between your study of the Applied Linguistics material and the rest of the pathway?

20J student J

To start with I didn’t think there was but this hasn’t been the case. So, there was a section in the applied linguistics module EE 817 about the politeness theory and about upgrading and downgrading language that I found was really relevant to teaching and really influenced how I spoke in my classes.

I've noticed that the EE 830 readings are available in the new module and I'm really grateful for that because I will be going on to reading those, well all those that I'm not familiar with, as an immediate priority before I start.

Interviewer

So, do feel free to refer back to EE817 if it is relevant to any of the questions we are addressing, or indeed any connections forwards to the dissertation module. Let’s start with the questions then. Can you tell us about how anything about how your study of EE831 has affected your capability to use assessments in your practice?

20J student J

Within EE 831 there were some really some significant points in particular paper I think it was by Diane Reay not how sure how to pronounce that pronounce that and Dylan William and that really fed into my confirmation bias about how children also terrified and jaded are by the time they get to us I and don't want to try because they don't want to fail. And by us I mean societies, the structure of education and learners’ experiences from very early days.

00:00:00.000 --> 00:00:09.690

20J student J

So that was really significant because the Reay and Wiliam paper we're looking at the I think it was yes obviously made reference that all the way down to year 2

00:00:10.580 --> 00:00:14.130

20J student J

And comments that students were making about sort of that their futures.

00:00:14.830 --> 00:00:19.420

20J student J

So that was particularly significant and also significant was.

00:00:21.390 --> 00:00:26.600

20J student J

I can't remember the gentleman's name. Now the ladder of agency, the ladder of students’ agency.

00:00:26.350 --> 00:00:27.430

Interviewer

Hart’s yeah.

00:00:27.360 --> 00:00:33.580

20J student J

Yes, I my head was going Maslow but it's not that one and that's just the one that's engraved on my soul.

00:00:28.130 --> 00:00:28.530

Interviewer

Yeah.

00:00:31.050 --> 00:00:31.570

Interviewer

Hart’s ladder of participation.

00:00:33.840 --> 00:00:34.230

Interviewer

Yeah.

00:00:34.060 --> 00:00:37.620

20J student J

Uh, yes that ladder because the college I work with now…

00:00:38.370 --> 00:00:41.400

20J student J

…As in my local setting…

00:00:42.180 --> 00:01:12.430

20J student J

…is a certain size of necessity, and about 20 years behind the UK. It’s not for want of trying. They're definitely trying, but it is a very small one college island. There's only us up, which means that change is difficult. Some of the teachers, a significant portion, have never left the island. They've never, well, they have to go on holiday, but they've never worked away. So you know, we're trying. We've only just got Ofsted for example. They've just arrived on the island. They're coming in I think about 10 days.

00:01:02.170 --> 00:01:03.330

Interviewer

Wow, yeah.

00:01:09.390 --> 00:01:09.860

Interviewer

OK.

00:01:10.460 --> 00:01:10.740

Interviewer

Really.

00:01:12.480 --> 00:01:23.610

20J student J

To see us, and we have our own special framework for that visit. And so what that Ladder pointed out to me was that a lot of what we're doing in the college is for Student Voice.

00:01:25.500 --> 00:01:26.940

20J student J

It it's just very ticky, boxy.

00:01:27.380 --> 00:01:27.790

Interviewer

Yeah.

00:01:28.000 --> 00:01:44.100

20J student J

And it's ticky boxy but it has the potential to get massively better. It is affecting things like the college enrichment choices or the college canteen. It's not affecting teaching practice or assessment practice, and the interview I did…

00:01:42.840 --> 00:01:43.120

Interviewer

Yeah.

00:01:44.680 --> 00:01:47.690

20J student J

…As part of the module materials and Section 1.

00:01:48.900 --> 00:01:55.260

20J student J

…Now this the student I spoke to I am aware was very eloquent, very well educated.

00:01:56.350 --> 00:02:08.160

20J student J

They came from a private school setting and they already had a levels when they came to us with a straight A star grade profile, so I'm aware that that particular student voice would be very different from somebody…

00:02:03.640 --> 00:02:04.790

Interviewer

Yeah, yeah.

00:02:08.110 --> 00:02:08.550

Interviewer

Yeah.

00:02:09.370 --> 00:02:12.370

20J student J

…from another walk of life, however.

00:02:11.270 --> 00:02:11.630

Interviewer

Yeah.

00:02:13.160 --> 00:02:22.700

20J student J

I found this student particularly helpful to me because they talked about the assessment methods used on their B.Tech (BTEC)

00:02:23.430 --> 00:02:51.140

20J student J

And it was very hard for me to stop my eyebrows jumping to the sky because I very much disapproved of what was going on. I did have my face neutral. Also that student was a student ambassador, which is actually a new paid role within the college for students, and so that was interesting to hear about from that perspective. They get something like I think it's £30 or term and in return they show up to various events. They usher around the college and they, you know they have a special jacket to wear when they go places so we can advertise.

00:02:30.150 --> 00:02:30.620

Interviewer

OK.

00:02:31.520 --> 00:02:32.200

Interviewer

Yeah, yeah.

00:02:39.250 --> 00:02:39.820

Interviewer

Oh, OK.

00:02:42.910 --> 00:02:43.310

Interviewer

Yeah.

00:02:45.610 --> 00:02:45.890

Interviewer

Yeah.

00:02:51.650 --> 00:02:52.040

Interviewer

Yeah.

00:02:51.660 --> 00:02:57.110

20J student J

And so he was very eloquent about the differences between the power…

00:02:58.550 --> 00:03:03.720

20J student J

…that was perceived to being a student Rep, and the power that actually happened.

00:03:04.100 --> 00:03:04.580

Interviewer

Uh-huh

00:03:13.160 --> 00:03:13.690

Interviewer

Yeah.

00:03:13.740 --> 00:03:15.390

20J student J

The interview was very, very useful.

00:03:17.680 --> 00:03:23.830

20J student J

And then also with the dialogic teaching that was also really interesting.

00:03:24.420 --> 00:03:45.990

20J student J

This could possibly be down to being in FE, but there's no chat. There's no time for dialogic teaching in Fe, and particularly because I teach apprentices, and I guess a third of the GL. Hi, I don't I get 19 1/2 hours to do a level 2 maths qualification, that's it, so it's basically standing at the front and going. Yep, Yep, Yep.

00:03:28.870 --> 00:03:29.240

Interviewer

Sure.

00:03:41.180 --> 00:03:41.550

Interviewer

Uh.

00:03:46.930 --> 00:03:49.070

20J student J

And hoping they get some of it so…

00:03:49.760 --> 00:03:57.150

20J student J

After reading, I think it was Unit 7, Dialogic learning, well, that's really affected my teaching practice.

00:03:53.930 --> 00:03:54.570

Interviewer

Yep, Yep.

00:03:57.650 --> 00:03:58.040

Interviewer

Uh-huh

00:03:58.120 --> 00:04:08.540

20J student J

And I'm really trying. I've got two full time classes this year where I get joy upon joys the full 60 guided learning hours so…

00:04:07.640 --> 00:04:08.070

Interviewer

OK.

00:04:08.690 --> 00:04:21.480

20J student J

…I’m going to be putting an awful lot of that into practice. I did a bit with the apprentices last year, but the amount of discussion that actually happened was limited. It was OK and I could see that they were interested.

00:04:19.360 --> 00:04:20.370

Interviewer

Yeah, yeah.

00:04:22.170 --> 00:04:22.700

Interviewer

Yeah.

00:04:22.330 --> 00:04:28.390

20J student J

We just didn't have time to go through that because the maths syllabus at level 2 is colossal.

00:04:29.320 --> 00:04:36.000

20J student J

So I'm working with another member of staff to try and embed that a little more.

00:04:36.850 --> 00:04:42.230

20J student J

And I'm not. I'm I'll be honest, I'm not quite sure how we're going to do it, but we'll try.

00:04:43.790 --> 00:04:46.440

Interviewer

So how did you involve the other member of staff then?

00:04:44.230 --> 00:04:44.800

20J student J

Yes sure.

00:04:46.830 --> 00:05:14.180

20J student J

So I'm curriculum lead for the apprenticeships, English and maths and my colleague is curriculum lead for entry level English and maths and she does some teaching on the apprenticeships. That’s because we've got one day where and we've just got so many apprentices in that we couldn't have one class, so she has a class and we started working together because she took the level 1 E3 borderline and I took the level twos.

00:05:14.800 --> 00:05:43.010

20J student J

And we started working together to just try and engage them a little more. We just don't have enough time for it to work properly. So if a student, in theory if a student comes in and and I know exactly where the theory has come from and I'm going to present it with a neutral front, even though I disagree with it, the idea is that they've already had 17 years of education, ergo they shouldn't need the full cut guided learning hours. That's what we've been told. Of course, they do need much more. Of course they do.

00:05:23.520 --> 00:05:23.940

Interviewer

Yeah.

00:05:45.170 --> 00:05:46.220

20J student J

But…

00:05:47.190 --> 00:06:17.110

20J student J

…we're working together to try and embed things a little bit. So I would like to do flipped learning with them, but with all the best will in the world, they work a full time job. They're not going to do it, so we're actually got a couple of plans going on at the moment. One is primarily for entry level, but is going to combine the work with our main cohort. We call them access students, but you probably call them foundation students. Those that come from the special schools.

00:05:58.990 --> 00:05:59.820

Interviewer

Yeah, yeah.

00:06:14.530 --> 00:06:15.450

Interviewer

Yeah OK, yeah.

00:06:17.480 --> 00:06:17.840

Interviewer

Yeah.

00:06:17.590 --> 00:06:18.320

20J student J

Uh, hum.

00:06:19.320 --> 00:06:49.550

20J student J

And there's a lot of our apprentices. There's no entry requirements for an apprentice here, so I can have an apprentice rock up to start a plumbing apprenticeship with entry one maths and they're starting a Level 3, so we've been in contact with in awarding body, and we're trying to build a qualification that satisfies all the functional skills requirements, but it's a bit more accessible for our entry level learners, and this will apply to the apprentices as well.

00:06:33.220 --> 00:06:36.010

Interviewer

Yeah, yeah, got to do some catch up soon.

00:06:50.050 --> 00:07:01.740

20J student J

And if that works, we might expand it out and do a little more, and it's very much a kind of it how would the maths be in retail or maths and plumbing. Or you know something like that.

00:07:02.870 --> 00:07:20.900

Interviewer

So what we are wanting to unpack is how you you've studied things on this module? Obviously, you've put time into that, so you've had to find that time to engage with the materials, the activities. And then how have you used them? So for example have you brought them into your work with colleagues? How have you been able to share?

00:07:21.560 --> 00:07:24.300

Interviewer

How have they helped you review and shape your vision in college?

00:07:22.920 --> 00:07:23.730

20J student J

So.

00:07:24.640 --> 00:07:32.400

20J student J

Yes, so there's a couple of ways I've been able to do that. One because I'm on the advanced practitioner AP team and we have a…

00:07:33.330 --> 00:08:03.460

20J student J

… inset days, so I tend to be one of the people they call upon to do bits and pieces at inset days. Now we'll leave aside the fact that our insert days are terrible in that we have everyone in a room and we shout at them for 8 hours and we're working on that. But just to say that a couple of our SLT are…Let's just say there are certain age bracket and they don't believe us so that's where my first port of call for my research has gone. I say please look at this and you know just because we're teachers doesn't mean we absorb everything.

00:08:03.510 --> 00:08:17.100

20J student J

As I say we do at least have 8 hours. So that's the first place. I've actually been talking to our head of quality about different ways to do inset in a way that's more useful and gives teachers a bit more agency and the other side of…

00:08:15.720 --> 00:08:16.000

Interviewer

Yeah.

00:08:18.480 --> 00:08:23.330

20J student J

…what we do here is that we've scrapped the formal observation system completely.

00:08:23.810 --> 00:08:24.260

Interviewer

OK.

00:08:24.230 --> 00:08:29.890

20J student J

It's not that we don't have graded ones, we just don't do observations at all. What we do instead…

00:08:30.910 --> 00:08:46.080

20J student J

…Is we have one thing. We call it the one thing, but we have a CPD cycle and every member of teaching staff is mandatorily signed up to this thing. They choose one aspect of their practice.

00:08:46.790 --> 00:08:53.590

20J student J

And they are mentored by a member of the AP team and they go through the research. And they present their findings at the end of the year so.

00:08:53.190 --> 00:08:54.400

Interviewer

Oh, OK.

00:08:54.120 --> 00:09:02.670

20J student J

And one of the things I've been able to do is obviously my one thing was quasi related to what I was reading on my module.

00:09:03.420 --> 00:09:11.950

20J student J

Uh, it was to do with low stakes quizzes and whether that could mitigate the impact of UM.

00:09:13.020 --> 00:09:20.530

20J student J

Low confidence basically, and that might be the area I expand into for this year and.

00:09:19.360 --> 00:09:19.670

Interviewer

Here.

00:09:21.650 --> 00:09:24.560

20J student J

So I was able to sort of take the things I'd learned.

00:09:25.270 --> 00:09:25.540

Interviewer

OK.

00:09:25.420 --> 00:09:48.570

20J student J

Obviously present like tell my mentees about it. If it was relevant, but also I could put it forward on inset days. We’ve got a very open door policy with our senior - meet the senior leadership - which is brilliant and so my principal is actually just finishing up her PhD. Well so you know she's very, very happy to sit in the staff room and have a chat and be presented with information.

00:09:42.380 --> 00:09:42.930

Interviewer

Ah.

00:09:44.160 --> 00:09:44.520

Interviewer

Here.

00:09:49.150 --> 00:10:01.450

20J student J

And with regards to practice, as in my teaching practice, obviously it's influenced that quite highly and that sort of peters down into the schemes of work that I give to anyone who's teaching on my programs.

00:10:02.290 --> 00:10:12.280

20J student J

Although we do have the flexibility totally to change these. They can take my scheme of work and chuck it in the bin if they really want to. And I wouldn't change that, I wouldn't want to impose my teaching methods on other people.

00:10:11.980 --> 00:10:19.020

Interviewer

Yeah, sure, but that that sounds amazing that you've got this practitioner research model built in.

00:10:18.290 --> 00:10:21.650

20J student J

The lady who came up with that is also doing this module this year.

00:10:22.840 --> 00:10:25.670

20J student J

She's on the leadership pathway there.

00:10:23.160 --> 00:10:23.870

Interviewer

Oh, really.

00:10:26.040 --> 00:10:28.380

Interviewer

OK, OK, very interesting.

00:10:27.230 --> 00:10:27.510

20J student J

Yeah.

00:10:29.090 --> 00:10:34.820

Interviewer

Uhm, so you're doing it in parallel at the same rate, coming through the stages at the same time.

00:10:32.880 --> 00:10:37.680

20J student J

Yes, yes we share an office as well, which has been very helpful.

00:10:36.670 --> 00:10:37.240

Interviewer

OK.

00:10:38.660 --> 00:10:42.530

Interviewer

Oh yeah, that's brilliant. So did you plan your thing together then?

00:10:40.850 --> 00:10:41.400

20J student J

Yes.

00:10:43.150 --> 00:10:51.590

20J student J

It was at the College-run programme. We were the first year of it, so you should hopefully see more of a sort of trickling through.

00:10:52.010 --> 00:10:52.500

Interviewer

OK.

00:10:52.080 --> 00:11:07.370

20J student J

And but it is weird because there's not an awful lot of money rolling around. We're not really allowed to go off the island for training because that's very expensive. It involves hotels and flights and stuff like that, so the Open University was the ideal.

00:10:58.790 --> 00:11:00.270

Interviewer

Yeah, yeah.

00:11:08.100 --> 00:11:08.710

20J student J

The best option.

00:11:08.300 --> 00:11:09.580

Interviewer

Yeah, yeah.

00:11:09.420 --> 00:11:13.750

20J student J

I'm on the masters in education and now that you've got the teaching and learning pathway I am very happy with that.

00:11:15.120 --> 00:11:15.520

Interviewer

Yeah.

00:11:15.450 --> 00:11:21.980

20J student J

Leadership and management is probably the default though I would assume knowing who's coming and likely to be interested but…

00:11:21.400 --> 00:11:21.840

Interviewer

Yeah.

00:11:22.790 --> 00:11:28.910

20J student J

…as much as being a manager is interesting and fun, I can't imagine that I'd be excited about it to study and…

00:11:29.390 --> 00:11:32.460

20J student J

…shouting over coffee in the staff room about.

00:11:33.400 --> 00:11:43.890

Interviewer

Well yeah, but they do overlap an awful lot and that's why it's really great on this last module that you are all together and this year you will be having the leadership students with you and so you will be together on the same module with your colleague.

00:11:34.290 --> 00:11:34.640

20J student J

Yes.

00:11:39.510 --> 00:11:39.940

20J student J

Yes.

00:11:43.620 --> 00:11:47.610

20J student J

Yes, the lady I'm talking about is actually our head of CPD.

00:11:47.670 --> 00:11:49.970

20J student J

OK, and…

00:11:48.180 --> 00:11:48.750

Interviewer

OK.

00:11:50.710 --> 00:11:59.080

20J student J

…she's the program leader for our teacher training qualifications, so we have an awful lot of…

00:11:50.770 --> 00:11:51.130

Interviewer

Yeah.

00:11:55.210 --> 00:11:55.610

Interviewer

K.

00:11:57.070 --> 00:11:57.550

Interviewer

Excellent.

00:11:59.670 --> 00:12:00.090

Interviewer

Yeah.

00:12:00.310 --> 00:12:12.250

20J student J

We can mutually share good practice we've exchanged, so I've seen some of the module materials from the leadership pathway if it's been relevant and I've thrown things her way, particularly about dialogic learning, because I know she would love that kind of stuff.

00:12:04.850 --> 00:12:05.190

Interviewer

Yeah.

00:12:10.350 --> 00:12:10.610

Interviewer

Yeah.

00:12:13.000 --> 00:12:13.650

20J student J

And uhm.

00:12:13.100 --> 00:12:43.300

Interviewer

The end of EE831 was about leadership of learning, you know, and so there is a lot of overlap in the in the discussion and I was running that EE812 module before I came over to these Learning and Teaching modules and so I do know the content of their module. So yeah, it's lovely to look for that overlap and to not force study into discrete areas. Although what you do need to be careful of when you get to the dissertation is that it is on the topic that is learning and teaching related so it matches your named qualification.

00:12:17.580 --> 00:12:18.190

20J student J

Yes.

00:12:26.350 --> 00:12:26.900

20J student J

Right?

00:12:43.360 --> 00:12:47.160

Interviewer

It could have elements of leadership in it, but the focus needs to be related to the topics covered in the pathway.

00:12:43.500 --> 00:12:44.100

20J student J

Of course…

00:12:46.570 --> 00:12:49.130

20J student J

I have this much interest in leadership!

00:12:50.200 --> 00:12:56.300

Interviewer

But you know, you're showing leadership in everything you're doing. Everything you said you have led. It's steeped in your practice.

00:12:52.320 --> 00:12:54.410

20J student J

Yes, I it is I think.

00:12:56.520 --> 00:12:59.380

20J student J

It absolutely is. I just had this much interest in reading about it.

00:12:57.350 --> 00:12:57.630

Interviewer

Yeah.

00:12:59.570 --> 00:13:00.000

Interviewer

OK.

00:13:00.290 --> 00:13:02.600

20J student J

As opposed to teaching and learning where I have so much more.

00:13:02.850 --> 00:13:05.500

Interviewer

Yeah, but you're doing it. Yeah, yeah, yeah, yeah.

00:13:04.770 --> 00:13:07.280

20J student J

Yes, exactly. I'm I. It makes me excited.

00:13:23.110 --> 00:13:23.900

20J student J

Absolutely.

00:13:24.140 --> 00:13:26.950

Interviewer

Yeah, OK, so let's get back to the questions.

00:13:26.910 --> 00:13:27.350

20J student J

Yes.

00:13:29.030 --> 00:13:39.770

Interviewer

So you've talked about changes in your classroom practices. What about your sense of agency? Oh, I can see is that? It's such a beautiful cat.

00:13:37.700 --> 00:13:38.870

20J student J

Sorry, we have a visitor.

00:13:40.420 --> 00:13:41.210

20J student J

She thinks so too!

00:13:40.480 --> 00:13:42.490

Interviewer

It's so cathartic also just hearing the birds at your end too.

00:13:43.320 --> 00:13:45.430

Interviewer

I'm assuming it's not a dog because it's just quite high up.

00:13:43.910 --> 00:13:45.160

20J student J

Say hello very quickly.

00:13:45.800 --> 00:13:46.290

20J student J

There we go.

00:13:46.780 --> 00:13:47.530

Interviewer

Oh yeah.

00:13:48.120 --> 00:13:55.990

20J student J

That's about as much as you'll get. She's only two, so she's just very sort of. Hello, goodbye, I'm sorry. So say that again.

00:13:49.760 --> 00:13:50.300

Interviewer

OK.

00:13:53.020 --> 00:13:53.480

Interviewer

OK.

00:13:54.800 --> 00:14:00.980

Interviewer

Yeah, so this is about your agency and you have talked about agency but if you want to just pick out anything.

00:13:59.700 --> 00:14:00.040

20J student J

Yeah.

00:14:01.350 --> 00:14:10.930

20J student J

Well, having taught in FE in the UK, I know exactly how lucky I am in my current college. So uhm I have…

00:14:12.600 --> 00:14:15.490

20J student J

…almost absolute autonomy.

00:14:16.550 --> 00:14:25.350

20J student J

And almost I mean obviously OFSTED is going to be our new thing, whereas previously they had not been a thing. I think the last time we were inspected was by the Scots nine years ago.

00:14:26.110 --> 00:14:33.560

20J student J

Uh, so they are going to come in and have an absolute field day, which does not worry me at all because I've been through many OFSTEDs.

00:14:35.000 --> 00:14:38.130

20J student J

But yeah, so agency. I have absolute autonomy in my classroom.

00:14:38.540 --> 00:15:09.550

20J student J

And I have an exceptional manager who basically the less I bother him, the happier he is. But that doesn't mean he's neglectful. He is there when I need him, but I can decide as well, as long as obviously the ultimate aim is to help my students achieve what they need to achieve and grow in skills as well. Then I can teach in a way that I feel is appropriate. As I say, my staff can rip up their schemes of work if they want to, and just do whatever they think they need to teach it. They can do an assessment here or there if they want to.

00:15:09.600 --> 00:15:17.050

20J student J

Or they can do no assessments at all. We just have to be able to track progress. So when it comes to agency in the classroom, I have it.

00:15:17.760 --> 00:15:27.190

20J student J

And the one thing cycle - the CPD cycle - is exceptionally helpful as well, because the idea behind that is that the teacher identifies in their practice…

00:15:28.040 --> 00:15:39.380

20J student J

where there is a hole or not necessarily a hole, but something that they are curious about examining. Unfortunately, there's no formal time given to their teachers to do this, it.

00:15:30.270 --> 00:15:30.840

Interviewer

Yeah, yeah.

00:15:31.670 --> 00:15:32.630

Interviewer

It has to be in their time outside teaching?

00:15:39.270 --> 00:15:41.620

Interviewer

I was going to ask you about that because that's the thing that has come from a lot of research about practitioner research, the need to invest in helping teachers find time.

00:15:41.000 --> 00:15:41.800

20J student J

We want it.

00:15:42.500 --> 00:15:50.770

20J student J

We want it. We've asked and it's I have a feeling it may happen eventually, but right now there is just…

00:15:51.560 --> 00:15:59.950

20J student J

I mean, it's the same with every educational context, there's just no money. So every minute we're supposed to be in the classroom. Unfortunately, at the moment we have to be in the classroom.

00:15:55.340 --> 00:15:55.680

Interviewer

Yeah.

00:16:01.270 --> 00:16:14.830

20J student J

And I mean the AP time I get is get an hour and a half. We get an hour and a half each week remission because we're mentoring sort of 10 or 12 teachers around the college through the year. And so that fills that but the actual…

00:16:01.470 --> 00:16:01.830

Interviewer

Yeah.

00:16:15.460 --> 00:16:24.210

20J student J

…development of teaching is carried out by themselves on their own. They usually get to be fair time on one of the inset days. They usually get a couple of hours to get started.

00:16:24.690 --> 00:16:25.040

Interviewer

K.

00:16:25.340 --> 00:16:54.510

20J student J

And the idea is that they go through the professional evaluation form released for the 20 professional standards or use their own reflective device, but we prefer them to use that one just because it gives them a place to start. So yes, the teachers have a lot of agency in choosing. They can choose what they're going to study. They can choose how they're going to study it, and they can choose the method.

00:16:54.560 --> 00:17:19.700

20J student J

This has replaced the formal observation, so the outcome and there is an outcome has to go down on paper basically. But they can choose how it is evaluated. They could still have a classroom visit, which is what we now call the formal observation. They could do a blog post if they really wanted to. They could present at a session and they can do a professional discussion. You know there's a myriad of ways they can present their findings.

00:17:17.250 --> 00:17:17.680

Interviewer

OK.

00:17:18.670 --> 00:17:19.140

Interviewer

That is also what we want to encourage on the…

00:17:20.250 --> 00:17:20.710

Interviewer

…dissertation module.

00:17:20.870 --> 00:17:24.920

20J student J

And they get the whole year to do it. So we have already started…

00:17:23.480 --> 00:17:23.800

Interviewer

Yeah.

00:17:25.560 --> 00:17:38.890

20J student J

…just before summer, we said, right choose your one thing now. It can change before September but choose it now and we have a three term cycle so will talk to them about it and they've got until sort of May-ish to do what they need to do.

00:17:39.760 --> 00:17:40.880

20J student J

And it's like…

00:17:40.020 --> 00:17:45.050

Interviewer

So you're not going to struggle to have any audience for your dissertation at all.

00:17:45.200 --> 00:17:50.880

20J student J

No, not really. I mean, I've already been picking guinea pigs asking in advance would you mind doing this thing?

00:17:51.150 --> 00:17:51.900

20J student J

Uhm?

00:17:52.040 --> 00:18:06.170

Interviewer

Did you find those research posters useful as well? The reason that we've encourage you to give permission for these, to make them available more widely was so that people could use them in their settings.

00:17:59.010 --> 00:17:59.710

20J student J

Oh yes.

00:18:01.090 --> 00:18:01.710

20J student J

Yes.

00:18:06.530 --> 00:18:14.200

20J student J

I haven't used them yet, but actually I will talk to my colleague about it because she won't have seen them up.

00:18:13.060 --> 00:18:18.140

Interviewer

So they're on the master subject website, so she now has access to the ones that we have permission for.

00:18:16.820 --> 00:18:22.760

20J student J

Yes, there will be posters because I was going to get involved in that and then the world erupted, didn't it? So I didn't.

00:18:19.400 --> 00:18:19.840

Interviewer

Yeah.

00:18:22.190 --> 00:18:24.250

Interviewer

Yeah, now so you go to the DISCOVER tab and look down.

00:18:23.820 --> 00:18:26.590

20J student J

Yes, I I really wanted to.

00:18:24.960 --> 00:18:51.820

Interviewer

There's a whole bank from that activity week building up each year. It’s the bottom tab and it says research poster gallery and then you have to click on where it says Gallery because it looks like there's nothing there. That's why I'm saying that. Click on Gallery and it opens up and it's got this year’s and last year's and it'll build up each year and you can just use those and they've been had permission for you to take into your settings.

00:18:28.130 --> 00:18:28.760

20J student J

Yes.

00:18:35.430 --> 00:18:35.850

20J student J

Yep.

00:18:38.770 --> 00:18:39.160

20J student J

Yes.

00:18:46.890 --> 00:18:47.460

20J student J

Yes.

00:18:51.330 --> 00:19:00.360

20J student J

They are fabulous. I think that was about the time that TMA3 was really kicking off, and for some reason that one made my mind go a bit.

00:19:01.080 --> 00:19:07.350

Interviewer

It was asking quite a lot of extra on top of preparing for the TMA we appreciated that to create them you have to do the research for this and then you had to present it so it wouldn’t be for everyone.

00:19:01.100 --> 00:19:01.690

20J student J

Let's just say….

00:19:03.880 --> 00:19:17.610

20J student J

…it was a collaborative part. I love working with people, but on top of a full time job that was an interesting proposal. I'll note that down. Thank you because that is a really, really good idea.

00:19:08.410 --> 00:19:08.750

Interviewer

Yeah.

00:19:11.230 --> 00:19:11.610

Interviewer

Yeah.

00:19:18.820 --> 00:19:23.550

20J student J

For the one thing, but also for our DipEd students because they have quite a lengthy action research to do.

00:19:23.920 --> 00:19:42.040

Interviewer

Yeah, and we designed it. I mean, I've seen it done really well on other masters where teachers were presenting these to each other and it's got a little bit of Why would you use this method? What could be with the key things to go and read? What are the pros and cons and things to consider when you use that method?

00:19:38.920 --> 00:19:39.330

20J student J

Yeah.

00:19:42.340 --> 00:19:49.680

20J student J

Yes, yeah no. I did find them very useful when deciding which methods I would use in my EMA.

00:19:43.130 --> 00:19:43.500

Interviewer

Yeah.

00:19:48.600 --> 00:20:00.760

Interviewer

And that's why we thought people might like them now as they go into the dissertations because we do cover, you know, the main methods. But this, as you say, there's so many variants of the methods, and we can't cover them all. So it's really good for you.

00:19:51.350 --> 00:19:51.910

20J student J

Yes.

00:19:59.860 --> 00:20:01.330

20J student J

No, it would be impossible.

00:20:02.540 --> 00:20:15.790

20J student J

Yeah, so with regards to teacher agency there is. I feel there's a lot of it. I know that certain members of my colleagues, not immediate colleagues but the wider college would disagree.

00:20:03.240 --> 00:20:04.730

Interviewer

Right, OK, and what do you put that down to?

00:20:16.600 --> 00:20:32.760

20J student J

That's partially because Ofsted are coming in and they feel it's very top down, but there is a certain element of resistance to change there, and there's a certain percentage of people who have just disengaged a little bit…

00:20:34.020 --> 00:20:43.840

20J student J

…Just because of the educational transformation I mentioned earlier, it is a significant change to the education structure on the island and everyone. It has just been going on and on.

00:20:37.570 --> 00:20:38.020

Interviewer

Yeah.

00:20:45.200 --> 00:20:55.240

20J student J

Well, four years in the immediate interim, but 32 years, literally 32 years. And we're at the point now where we may have spades in the ground.

00:20:55.790 --> 00:20:59.360

20J student J

And I'm not that hopeful, but we might get it soon.

00:20:56.000 --> 00:20:56.510

Interviewer

OK.

00:21:00.220 --> 00:21:00.600

Interviewer

K.

00:21:01.270 --> 00:21:06.890

Interviewer

Wow, that sounds like a major project and has gone through all sorts of different political regimes and.

00:21:03.530 --> 00:21:03.920

20J student J

Yes.

00:21:06.980 --> 00:21:13.400

20J student J

It it's all political. Everything about it is political. I unfortunately there is very little will this work for the students.

00:21:08.260 --> 00:21:08.680

Interviewer

Yeah.

00:21:10.080 --> 00:21:10.400

Interviewer

Yeah.

00:21:13.640 --> 00:21:16.810

20J student J

Uhm, well such is the way of government.

00:21:15.550 --> 00:21:15.930

Interviewer

Yeah.

00:21:17.230 --> 00:21:21.870

Interviewer

Yeah yeah OK.

00:21:23.110 --> 00:21:42.030

Interviewer

It's probably just cross checking into whether you've covered all of these, so the next one was about whether anything on the module has confirmed, challenged, or changed. So first of all, about the purpose of assessment – whether what you have covered has confirmed, challenged, or changed your views and your practice?

00:21:42.420 --> 00:22:03.810

20J student J

I would say expanded so none of the above, but almost all of the above because I already had an idea of assessment. My personal opinion re assessment is that I was sort of poorly placed for an English and math teacher. The idea of formal assessment I felt, was actually a bit of an impediment to learners who were…

00:21:45.460 --> 00:21:45.890

Interviewer

OK.

00:21:46.530 --> 00:21:47.010

Interviewer

OK.

00:21:48.530 --> 00:21:48.890

Interviewer

Yeah.

00:22:05.040 --> 00:22:36.890

20J student J

…absolutely skilled in what they needed to be skilled in it but terrified of exams. So on that front the purpose of assessment I felt was lost. But the module gave me a couple more reasons to think about why we use it. I mean, assessment for learning and I know it became a buzzword there, but as you know, using assessment to inform what I know about my learners and how I can support them in progressing forward, I absolutely believe in and do. But the module helped me to sort of think about it.

00:22:26.490 --> 00:22:26.860

Interviewer

Right?

00:22:31.900 --> 00:22:32.230

Interviewer

Right?

00:22:34.950 --> 00:22:35.360

Interviewer

Yeah.

00:22:37.180 --> 00:22:37.620

20J student J

Because I could be…

00:22:38.820 --> 00:22:40.460

20J student J

… more calculating.

00:22:41.410 --> 00:22:46.980

20J student J

About using this assessment for this purpose and this assessment for that purpose so being aware of using them for different kinds of purpose.

00:22:47.330 --> 00:22:47.750

Interviewer

Yeah.

00:22:47.690 --> 00:22:50.240

20J student J

And it did challenge my…

00:22:50.910 --> 00:23:05.500

20J student J

… thinking. Well if we could just get rid of assessments all the time and have you know, not coursework but more like the way that COVID has sort of forced us to work, there's a way forward there. But actually I think in certain industries exams are beneficial and so I get that too.

00:23:00.030 --> 00:23:00.370

Interviewer

Yeah.

00:23:06.770 --> 00:23:09.040

20J student J

That has come from reading in the module.

00:23:09.510 --> 00:23:09.950

Interviewer

Uh-huh

00:23:11.430 --> 00:23:12.010

Interviewer

OK.

00:23:11.690 --> 00:23:17.100

20J student J

However, for the impact of assessment on learners, it's just absolutely confirmed everything.

00:23:18.400 --> 00:23:23.060

Interviewer

So is there anything that you can point to be specifically or just even generally?

00:23:22.890 --> 00:23:25.600

20J student J

Yeah, my EMA was all about.

00:23:25.830 --> 00:23:27.620

20J student J

Uhm, math anxiety.

00:23:28.120 --> 00:23:28.590

Interviewer

Uh.

00:23:28.290 --> 00:23:43.100

20J student J

Uh, which is a thing I'd never even thought about, considered or heard of before this. Before that Reay and William paper and the related modular material and so I did the literature review for the EMA.

00:23:35.410 --> 00:23:36.040

Interviewer

Uh.

00:23:36.960 --> 00:23:38.750

Interviewer

That paper is interesting, yeah.

00:23:43.930 --> 00:23:54.760

20J student J

And what I learned was that obviously maths anxiety’s been a thing since, well, forever, but I've studied things now and there was something from about 1962 or something, but then nobody has looked at it in further education.

00:23:54.920 --> 00:23:55.320

Interviewer

Sorry.

00:23:55.630 --> 00:23:59.400

20J student J

That I could find anyway, I'm sure something has somewhere, but I could find nothing so…

00:23:56.640 --> 00:23:57.080

Interviewer

Yeah.

00:23:59.450 --> 00:24:00.900

20J student J

I think this is worth studying.

00:24:01.980 --> 00:24:06.110

20J student J

The impact of assessment I feel based on that reading…

00:24:06.320 --> 00:24:06.710

Interviewer

Yeah.

00:24:07.520 --> 00:24:10.090

20J student J

…is that it is almost there to create a problem for us.

00:24:11.110 --> 00:24:21.430

20J student J

And many of the module materials sort of intimated that or suggested that or even you know, blatantly said it in the case of Reay and Williams that we need to act on this.

00:24:12.160 --> 00:24:12.510

Interviewer

Yeah.

00:24:19.080 --> 00:24:22.470

Interviewer

Yeah, the children's voices are so powerful.

00:24:22.630 --> 00:24:34.730

20J student J

Yes, I keep coming back to that piece of research, but it it is probable that without that piece of research I wouldn't have my potential dissertation and it was a keystone moment for me reading that.

00:24:23.160 --> 00:24:23.530

Interviewer

Yeah.

00:24:24.830 --> 00:24:25.270

Interviewer

Yeah.

00:24:33.940 --> 00:24:34.330

Interviewer

Yeah.

00:24:35.310 --> 00:24:35.650

Interviewer

Yeah.

00:24:36.960 --> 00:24:38.450

Interviewer

You're not the first person to have said that.

00:24:38.740 --> 00:24:46.250

20J student J

No I could imagine this. It was significant and it was quite distressing to read, but you know it was important to read.

00:24:40.080 --> 00:24:41.040

Interviewer

Yeah, yeah.

00:24:45.190 --> 00:24:55.850

Interviewer

Well yeah, we thought it was interesting that we had to sort of defend including that because it wasn't contemporary. But the problem is when you read it even though it is from so long ago, unfortunately it is very contemporary.

00:24:55.680 --> 00:25:12.180

20J student J

It is contemporary, and actually, there's plenty of research that is still contemporary. There's a chap I really like reading called Craig Barton. He's a math teacher. He does books normally. It's the English teachers who do books normally, but this maths teachers has done a book, so I had to read it. And he talks a lot about…

00:25:03.470 --> 00:25:03.820

Interviewer

Uh-huh

00:25:08.550 --> 00:25:08.850

Interviewer

Yeah.

00:25:12.240 --> 00:25:44.700

20J student J

And he mentions, Ashcroft, who does an awful lot about maths anxiety. I'm quite interested in literacy anxiety related stuff as well, so I'm going to have a look and see what a search brings out from that. But it is contemporary. You're absolutely right. It's contemporary because nothing has changed. In fact, actually it might have got worse because we're we've gone from having and I don't remember how many GCSE exams I had to sit, but it certainly was around 36 that one of my students this year that I was tutoring had!

00:25:32.160 --> 00:25:32.530

Interviewer

Yeah.

00:25:38.770 --> 00:25:39.320

Interviewer

Here.

00:25:40.220 --> 00:25:40.620

Interviewer

Yeah.

00:25:41.930 --> 00:25:42.290

Interviewer

I know.

00:25:44.750 --> 00:25:54.230

20J student J

They literally did 36 mini exams in place of, what might have been around 16.

00:25:49.340 --> 00:25:49.650

Interviewer

Yeah.

00:25:55.200 --> 00:25:56.750

20J student J

How is that going to affect you?

00:25:55.380 --> 00:25:55.700

Interviewer

Yeah.

00:25:56.970 --> 00:26:00.230

Interviewer

Yeah, absolutely. It's really, really demanding.

00:25:57.890 --> 00:26:06.930

20J student J

When yeah, when are you ever going to have to do that? When are you ever going to have a job that puts you through that kind of pressure for a month straight?

00:26:05.270 --> 00:26:05.550

Interviewer

Yeah.

00:26:06.130 --> 00:26:15.480

Interviewer

No absolutely. So what about in terms of the impact of assessment on learners? Is there more you want to say about that?

00:26:14.850 --> 00:26:26.480

20J student J

Yes, it is very emotional yeah. Well my one thing CPD cycle this year was the implementation of low stakes quizzes.

00:26:16.330 --> 00:26:16.880

Interviewer

Uhm?

00:26:27.210 --> 00:26:58.460

20J student J

I didn't use the confidence marker that James Baker and Craig Barton used, but I think I will be trying that. I've got two full time groups this year, so I'm going to try it with one and not with the other. I did do the low stakes quizzes with my students this year. I started off using a time limit and then I took it away and actually they kept to the time limit and improved, but I hadn't mentioned the time limit so I found that was significant and what I did find with the class, and bearing in mind this particular class, was of ICT students.

00:26:58.580 --> 00:26:59.090

20J student J

So…

00:26:59.670 --> 00:27:00.040

Interviewer

Uh-huh

00:26:59.840 --> 00:27:09.290

20J student J

…stereotypical, fairly nerdy anyway, but just not very confident with maths and what I found was the impact of those low stakes quizzes.

00:27:09.760 --> 00:27:27.420

20J student J

And it was a formal assessment, but it was informal, because they were marking it, I wasn't. I wasn't seeing the results, but I found that they were revising more in their own time. They would arrive early to class and revise a topic before the class started because they knew there was a quiz or because there was always a quiz on a Tuesday morning for example.

00:27:16.080 --> 00:27:16.530

Interviewer

OK.

00:27:27.920 --> 00:27:28.520

20J student J

I'm.

00:27:28.940 --> 00:27:37.350

20J student J

But I feel there was a significant improvement in that particular class. 75% of my learners, my students achieved their level 2.

00:27:38.010 --> 00:27:44.950

20J student J

Now in FE, that's quite a significantly high success. I only had one class so I can't compare it with anyone else.

00:27:40.810 --> 00:27:41.900

Interviewer

Yeah yeah, yeah.

00:27:43.810 --> 00:27:45.930

Interviewer

Sure.

00:27:46.240 --> 00:27:52.390

20J student J

Again, the apprentices don't really have time to do a 20 minute quiz every lesson because they have an hour and a half a week. That's it.

00:27:50.240 --> 00:27:50.650

Interviewer

Yeah.

00:27:52.960 --> 00:27:53.440

Interviewer

Yeah.

00:27:53.350 --> 00:27:57.680

20J student J

But I am going to try and embed it a little more, maybe once every two weeks or something like that.

00:27:58.360 --> 00:27:59.990

20J student J

Where is the full time students?

00:27:58.760 --> 00:28:03.430

Interviewer

So you feel that was sort of inspired by what you're learning on the module?

00:28:02.430 --> 00:28:28.180

20J student J

Hugely because I mean I read the Reay and Williams thing and I was saying, well, how can I respond to that because the endpoint of English and maths is a formal externally marked exam? There is nothing I can do to change that, but what I could try and do was use the things I was learning on the module and through the research that I discovered was how I could help build their confidence about exams.

00:28:28.780 --> 00:28:29.210

Interviewer

Uh.

00:28:29.100 --> 00:28:31.210

20J student J

And that they could see the point of it.

00:28:32.400 --> 00:28:36.710

20J student J

They needed to see the point of it. He could opt in as opposed to.

00:28:32.490 --> 00:28:32.830

Interviewer

Yeah.

00:28:33.610 --> 00:28:34.010

Interviewer

Yeah.

00:28:35.960 --> 00:28:36.450

Interviewer

OK.

00:28:37.580 --> 00:28:54.350

20J student J

The first section of the module was all about learner voice and learner agency and the direct impact of that on my teaching and my learning was right well, I said to the students I have this document. Anytime you have something to say to me, pop it on this document. You don't have to wait until we have a tutorial, pop it in there.

00:28:42.880 --> 00:28:43.160

Interviewer

Yeah.

00:28:55.400 --> 00:29:00.030

20J student J

And as much as was humanly possible.

00:29:00.770 --> 00:29:07.020

20J student J

I always responded to that. Always and if I could I would also act on it.

00:29:07.500 --> 00:29:09.350

Interviewer

Is that an online document you're talking about?

00:29:08.010 --> 00:29:08.260

20J student J

Yes

00:29:09.190 --> 00:29:39.460

20J student J

It was yeah. It’s online but only I and they could see it. They had an individual document. Each individual learning plan was adapted. So they do this low stakes quiz. Maybe they messed up on a fraction and I wouldn't know 'cause I'm not going to see the quiz. It's marked by them. It's kept by them but on their individual learning plan they would put fractions or something about fractions as a smart target. There was a space on there for immediate feedback like there's a space for obviously for their individual learning needs as well.

00:29:15.770 --> 00:29:16.500

Interviewer

OK, yeah.

00:29:23.230 --> 00:29:23.560

Interviewer

Or

00:29:30.510 --> 00:29:30.930

Interviewer

Period.

00:29:39.510 --> 00:29:55.320

20J student J

But there's another comment where it said you know what do I need to do better? What can I change? That kind of thing and the reading from the module was saying that they are not always really responding to that. But these are 17 to 22 year olds. You know you want them to …

00:29:43.810 --> 00:29:44.260

Interviewer

Yeah?

00:29:55.890 --> 00:30:02.320

20J student J

… make decisions themselves and you want to help them in influencing what they are doing.

00:29:57.560 --> 00:29:58.630

Interviewer

yeah, yeah.

00:30:02.830 --> 00:30:03.900

Interviewer

OK, great.

00:30:04.630 --> 00:30:22.680

Interviewer

So that answers the next question, which is ways of using assessment to provide insights to learners exactly as you have been talking about. You have talked about your agency earlier and now the learner’s agency. So I'm just to mop up anything that you haven't been able to cover and focus on anything more that you have been prompted to think differently about because of the readings?

00:30:09.000 --> 00:30:09.450

20J student J

Yes.

00:30:23.370 --> 00:30:29.790

Interviewer

Any that you will take with you, perhaps into either discussions with people at college or into the next module?

00:30:23.540 --> 00:30:24.310

20J student J

Yeah, hang on.

00:30:30.990 --> 00:30:31.450

20J student J

So.

00:30:32.100 --> 00:30:37.690

20J student J

From this particular module, bear with me a moment I did note a couple of them down. I'm in the wrong section.

00:30:37.070 --> 00:30:37.480

Interviewer

Right?

00:30:42.470 --> 00:30:44.180

20J student J

It's taking a while to load now, of course it is.

00:30:44.660 --> 00:30:51.440

Interviewer

Yeah, how have you been curating these readings and ideas? Have you been using PDP? I can see you have gone online so have you used any online tools to support you?

00:30:50.910 --> 00:30:54.610

20J student J

I use, OneNote. I used the PDP skills audit.

00:30:53.050 --> 00:30:53.470

Interviewer

Yeah.

00:30:54.800 --> 00:31:02.590

20J student J

And I did that three times. I did it in October. I did it mid year and then I did it at the end. But just before we did that reflective task in the EMA.

00:30:54.880 --> 00:30:55.280

Interviewer

Yeah.

00:31:00.130 --> 00:31:00.590

Interviewer

OK.

00:31:02.680 --> 00:31:03.040

Interviewer

Yeah.

00:31:03.210 --> 00:31:31.670

20J student J

And most of it I was fairly confident with, but there was a significant lack of confidence around the research section and writing critically, and I was possibly very lucky in my allocation of tutor and this for the last module, and I think it was [gave name of tutor] and she just had these amazing resources that basically said when you do what you do critical writing, this is what you do done, done, done, done, done and I have the brain that works well with a checklist. So I was happy days.

00:31:10.130 --> 00:31:10.390

Interviewer

K.

00:31:12.420 --> 00:31:12.760

Interviewer

K.

00:31:20.910 --> 00:31:22.080

Interviewer

OK, yeah.

00:31:30.800 --> 00:31:31.090

Interviewer

Hey.

00:31:32.430 --> 00:31:33.520

Interviewer

OK, nice.

00:31:32.510 --> 00:31:37.150

20J student J

Uh, yes. And I mean working on TMA03.

00:31:37.790 --> 00:31:40.340

20J student J

I will go back to TMA03 because it was….

00:31:40.040 --> 00:31:40.390

Interviewer

Uh-huh

00:31:41.370 --> 00:31:42.770

20J student J

…a bad time for me for a little while.

00:31:42.820 --> 00:31:57.770

20J student J

[name of tutor] would back me up on that. I was melting down at that point because three of our group just weren't responding to anything. She had to sort of light us like a fire, but when once we got into WhatsApp it was so much better because it was immediate and you could just get decisions made.

00:31:59.570 --> 00:32:15.340

20J student J

So significant module readings. I can mention one from EE817 and that was Spencer’s politeness module paper and the other one was from EE831 was Alexander from I think 2008.

00:32:04.770 --> 00:32:05.130

Interviewer

Yeah.

00:32:07.810 --> 00:32:08.290

Interviewer

OK.

00:32:12.900 --> 00:32:14.800

Interviewer

Yeah Robin Alexander.

00:32:15.740 --> 00:32:16.080

Interviewer

Yeah.

00:32:16.260 --> 00:32:18.610

20J student J

Uhm, dialogic learning.

00:32:18.440 --> 00:32:20.280

Interviewer

Yeah, that would have been the one

00:32:20.640 --> 00:32:35.850

20J student J

Yes, and obviously Hattie, but I knew about Hattie before coming into the module. His work is basically the colleges mantra. It is printed on the walls!

00:32:27.080 --> 00:32:27.440

Interviewer

Yeah.

00:32:32.240 --> 00:32:32.680

Interviewer

Yeah.

00:32:35.970 --> 00:32:43.860

Interviewer

And what we were hoping was that you would have some context to be able to read Hattie, perhaps think in different ways of thinking about the evidence, yeah.

00:32:41.700 --> 00:32:42.360

20J student J

Yes, with different eyes, I did.

00:32:43.370 --> 00:32:47.860

20J student J

There is something else…

00:32:56.340 --> 00:33:01.280

20J student J

I would say just there was one more and I can't remember the name of it. Bear with me just a moment.

00:33:01.690 --> 00:33:02.350

Interviewer

Yeah, no problem.

00:33:04.860 --> 00:33:05.350

20J student J

Oops.

00:33:09.060 --> 00:33:10.090

20J student J

Taking a moment.

00:33:12.150 --> 00:33:15.810

20J student J

I think it was the unit about factors affecting students outside the classroom

00:33:16.850 --> 00:33:27.980

20J student J

Uh, because obviously in FE that's rather important. It's definitely significant in secondary schools, but there is a concentration in FE where factors have gone a little wrong.

00:33:19.660 --> 00:33:19.920

Interviewer

Yeah.

00:33:21.160 --> 00:33:21.620

Interviewer

Yeah.

00:33:28.480 --> 00:33:28.840

Interviewer

Yeah.

00:33:29.390 --> 00:33:32.810

20J student J

Uh Oh yes, here we go. Engle and Black. There we go, 2008.

00:33:33.570 --> 00:33:34.110

Interviewer

OK.

00:33:33.960 --> 00:33:41.770

20J student J

And it just made me think. Obviously I thought about my students anyway but perhaps now in a different way and rethink because local students are…

00:33:43.090 --> 00:34:06.030

20J student J

…bizarre in a very nice way. No, I'm not saying they're all weird, but they the way this island runs is you have the haves and you have the have nots. There's nobody in the middle and the haves have a lot and the have nots have nothing and you have them in the same classroom. So you have the chap who goes on his helicopter to London every weekend and his best mate is a kid who doesn't have a coat.

00:34:06.730 --> 00:34:07.110

Interviewer

Or

00:34:06.860 --> 00:34:20.050

20J student J

So you know it's that kind of thing in a classroom, and there's an awful lot of social problems here. Like alcoholism and stuff like that. So an incredible amount of…

00:34:08.720 --> 00:34:09.600

Interviewer

so yeah.

00:34:22.800 --> 00:34:28.100

20J student J

High level emotional needs in the classroom and what the reading made me think about was well.

00:34:29.540 --> 00:34:31.070

20J student J

How do…

00:34:32.610 --> 00:34:56.110

20J student J

…they adjust how do they put all of that to the side? It's Maslow's hierarchy coming in. You know, some are not even on the first level. Some of them. How can they approach learning if they haven't had any meal for the last three days? If they haven't got a coat? So, Engle and Black was very significant. And actually on the back of that, and I think I think this this was from EE817. I can't remember if this was EE817 or on this module, but what was helpful was thinking about Bernstein’s code.

00:34:40.940 --> 00:34:41.260

Interviewer

Yeah.

00:34:56.620 --> 00:34:57.070

Interviewer

Uh-huh

00:34:56.710 --> 00:35:08.640

20J student J

I definitely mentioned both of them because there was a study over a few years ago about students of low socioeconomic backgrounds just having 800 words as a working vocabulary.

00:34:59.710 --> 00:35:00.150

Interviewer

Yeah.

00:35:02.030 --> 00:35:02.390

Interviewer

Yeah.

00:35:08.280 --> 00:35:09.460

Interviewer

Yeah yeah, yeah.

00:35:08.690 --> 00:35:17.370

20J student J

Yeah, so and it's that battle of well, do you use their words or how do you expand that without sort of shutting them out of things?

00:35:14.530 --> 00:35:15.520

Interviewer

Yeah, yeah.

00:35:17.620 --> 00:35:17.950

Interviewer

Yeah.

00:35:18.310 --> 00:35:24.290

20J student J

And so I really was trying to amend my wording.

00:35:20.430 --> 00:35:20.850

Interviewer

Yeah.

00:35:21.430 --> 00:35:23.280

Interviewer

Yeah, that's brilliant, yeah?

00:35:25.210 --> 00:35:25.810

20J student J

2.

00:35:26.900 --> 00:35:29.550

20J student J

To invite those learners who would normally…

00:35:30.390 --> 00:35:32.210

20J student J

…not feel invited perhaps.

00:35:33.360 --> 00:35:38.640

Interviewer

There you have taken quite an applied linguistics bent to the way that you have addressed that. That module has influenced you. Yeah, it's interesting. And this is a little about learner identity too isn’t it as well as agency?

00:35:33.420 --> 00:35:34.080

20J student J

I used to…

00:35:38.010 --> 00:35:48.440

20J student J

… teach ESOL, so when I looked at the MA initially the applied linguistics was the most relevant. Until the teaching and learning came along. That was the one that is the best fit to what I do.

00:35:39.850 --> 00:35:40.680

Interviewer

Ah, OK.

00:35:46.810 --> 00:35:49.260

Interviewer

Yeah yeah, yeah.