

CASE CHILD

# Sophia

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Teacher Interview

Focus Group

Community Visit

Family Visit

## **BROWN GROUP – INTERVIEW 1 - SOPHIA’S TEACHER:**

### Interviewer:

Okay, great. So I just wanted to do this blurb here in the beginning, these questions and do not have to be asked on us in one long interview, which I would really say to you. But I think the important part about this is that when we refer to technologies, we actually using the word as shorthand. So we are referring to digital devices, phones, tablets, iPads, cameras, games, consoles, etc, and computers and so on. But we're not only interested in the devices, we're also interested in the media that children play with, such as apps, websites and digital games. I think, in this space, It's not only thinking about the ones that you that you are using as a teacher, but if you are aware some of the ones that the children are using, as part of their learning anyway. And So yeah, so we're also interested in in any making that, that they might be engaged in at school. So robotics, creative coding, anything to do with 3d, virtual worlds and those kinds of things. So just to give you a broader idea that sometimes the understanding of the word technology is for some teachers is well informed by the department is, do you have a Smartboard?

### Sophia’s Teacher:

A smartboard, a projector, then you’ll apparently have technology.

### Interviewer:

Okay, yeah and also knowing that for you, because I do know you that your awareness is broader than that. So any of these questions when I say technology or media, thinking about all of those, and the ones that that I wouldn't even know that you use, do you know what I mean? So really an invitation for you to think about any form of technology that you using when I use the word technology? So the first section is related to curriculum. So how does how do technology, so technologies or media feature in your own plan curriculum, if at all.

### 01:51: Sophia’s Teacher

If at all, I spent a lot of time researching on Google Plus, and finding out what teachers do across the world especially in America, because I feel like they are so advanced when it comes to anything technological and most of the time drawing inspiration from them. So if they suggest an app or suggest a platform of something and a topic that you can use, and then I can incorporate somehow in our curriculum, to meet the children's needs Yeah. So do you want me to name all the.

### Interviewer:

No so it’s fine, do you, you if you had to just keep when you are planning is it that you work alongside those that researching happens as part of your planning?

### 02:32 Sophia’s Teacher:

Yes, if I’m about to do a topic on weather for example, I’ll go and research and find out what are the ways that they use, although they use or get taught a specific topic. Or how they would teach a theory topic or how they would teach a Maths, like I'm using lots of hyperlinks now for Maths on documents, where children have more than one option when they doing a section in Maths for example, then they don’t only have to go here’s the textbook, here’s the paper, but also the textbook and the paper but also things?

Interviewer:

Yeah. So that's great, so if you staying with that example of weather, when you go and you're doing your research, I'm hearing you say that it's about finding out information about weather. So you go online to research some of the information, but also looking at some of the media and apps and formats of how the children engage with it.

Sophia's Teacher:

How can I teach it to them using these apps? So like the virtual reality. Going to, if we going to be studying, let me use now Egypt as an example, no going via VR to Egypt, let's see what it looks like there, versus me just talking about it and showing them pictures.

Interviewer:

Okay, that's great. And then if you think about CAPS now, because you were talking about Egypt, so we obviously have a very specific national curriculum, and it has clear guidelines of what needs to be covered within some of the subjects. So how does the curriculum itself? What kind of guidance does it does it give? So if you think about the technologies that you are using, do you feel like that's going beyond what the curriculum's asking, or is it something that you think? Or do you experience that it's already included in the curriculum as a way in which you can offer learning to children?

Q4:09 Sophia's Teacher:

I definitely do feel like I am going beyond what the curriculum requires , the curriculum is quite very minimal, it's just the bare minimum of what the children need to know. And that's all that they learning and I don't feel that they were learning that much, especially not at the level we are trying to teach and so, okay, so I'm using it in so I'm using what they've given me and I'm saying, okay, what else can I, how can I meet all the requirements to the children's needs on all the different levels. So the lower levels, that sounds bad but they just do basic and then what can I do to enhance the learning, that's where the technology actually comes into it, to enhance the learning, not so much to meet the learning requirements, because obviously, use the textbook as well, so that's like your basic, so technology's over and above that, you want me to give you an example?

Interviewer:

So let's stay with your example of Egypt. So in the curriculum, it would say these are the things that you need to cover. Okay. And then if you saying that, it gives you the minimum, then in your classroom, would it be true then that you are going online to look at? What are the different ways in children can interact with those suggested knowledges about Egypt, and moving beyond that as well?

Sophia's Teacher:

Definitely yes, so let me just think, what did we use now? Like we watched, watching videos. I love using Airpuzzle watching a video, that so we learned the basics of Hieroglyphics, for example, in a class what it is, where it comes from and, and, and. And then we watch a video on in depth on Hieroglyphics and then Airpuzzle would be used there. I post questions in between and the children then answer those questions about that and that's more in depth, but also, it helps the children that don't, don't remember the first time to actually watch the game. Answer the questions.

05:59 Interviewer:

Yes okay, lovely so, what, and then maybe just now at this point, giving more detail to the technologies that you do use in the classroom, the physical technologies that you are using, when you teach it.

Sophia's Teacher:

Okay so I love, I love Google Classroom, also because I can keep track of the children and see what they doing, when they doing it, how, who interacted when, I love using Airpuzzle and Quizlet and so most of the time, I'm using apps for my teaching. Okay, apps or Google, Google inclined, or Google supported applications, and I find it easier to keep track of and it's easier to monitor. Yeah.

Interviewer:

Yeah. So maybe, if you can say what the children are doing with the technology, then is because I mean, just in that sense that if you were teaching a lesson now, how what devices are being used in the room at that time with the children besides the projector and the screen?

Sophia's Teacher:

Tablets, yeah, android devices. Okay. So The cool thing about Android and the cool thing about Google Classroom is I have control of what they see and when they see it. So If I'm going to post something on to Google Classroom, I could be posting it at my pace, depending on what I want to see I can literally grab from the internet and have them see something very specific only, so it helps with the security online and having them not deviate and they start Googling strange things.

Interviewer:

And then through that, structural framework of Google Classroom, do the children they interacting in the classroom with you here with their tablets, but do they have access to those there?

Sophia's Teacher:

They can login at home, most of the time, if I'm posting home books, especially now in assessment week, I post a lot of quizzes, a lot of Quizlets. So they can practice Afrikaans Taal, they can practice, they can practice Egypt quiz to make sure that they understand the concept. And so they came to school the next day feeling empowered, because they practiced those quizzes, and then the quiz that they did was.

Interviewer:

So what devices are they using to access Google Google Classroom at home?

Sophia's Teacher:

They can use parent's cell phones, they can use tablets, or they can use computers.

Interviewer:

Okay great. So are there any technologies or media that you would like to use if you had the opportunity of funding?

Sophia's Teacher:

Wow.

Interviewer:

So for a technology teacher, the best question, I can see you're even rubbing your hands together.

Sophia's Teacher:

I want, oh, do you know I don't even know what it's called, like I teach technology also. So like drawing, and show me examples of how the drawing must look, so obviously whiteboard, you're never going to get it perfect and I'm a bit of a perfectionist. So there's this device, I don't know what it's called. It has a camera attached to it. And it's like an open page, and you can literally show the children how to draw like a. So I do for perspective drawings, drawing the first point, the second point, is that for example, is really struggle to draw there. So that's one thing I did there, definitely for one.

Interviewer:

So for those who don't know the CAPS curriculum and the subject technology, what is that subject of technology, because it's not technology that we referring to here.

Sophia's Teacher:

No it's not the technology.

Interviewer:

Okay so tell us a bit about that.

Sophia's Teacher:

So it's like you being a technologist, or a person with an idea. And so there's a problem. It's a technological process, there's a problem. Okay. We don't want to cut paper anymore, with only a knife. What can we do? What can we come up with? To solve that problem to make it easier. Then we go through the whole design process of investigating the possibilities? Then doing a design. We've been doing designs, then doing a model then presenting the model? Yeah. So that's basically what technology is and within that design is probably one of the most important parts. And it's very difficult to design on a whiteboard, when you need like precision with design.

9:43 Interviewer:

And any others?

Sophia's Teacher:

Wow. Definitely, Chromebooks, of course, Chromebooks would be amazing or iPads, I actually prefer iPads. It's Apple love or VR's, but that requires us to have more cell phones, I only have one cell phone so only one child at a time can go and visit Egypt.

Interviewer:

So how do you use your cell phone in the classroom then? At the moment, do you? Because I know you were saying now about that? You would use the Google Classroom, so I'm assuming that's your own your laptop? Yes. And then the projector would be used for that as well. Because onto the screen. Are you using your phone as part of your teaching and learning?

10:24 Sophia's Teacher

Only way we doing VR?

Interviewer:

Okay.

Sophia's Teacher:

Or visits. If I wanted to see something specifically on VR, but otherwise, I wouldn't use it for besides taking pictures.

Interviewer:

Okay. So, I mean, that's that's exactly I mean, so that's for teaching and learning. So when you're taking photographs, what's the purpose? What's that for? How do you use that?

Sophia's Teacher:

For Facebook?

Interviewer:

What Yeah, and then so it's more in a way of sharing with the parents as well.

Sophia's Teacher:

Facebook for Dojo, that's most of the time where photos will go. Showing the parents what's happening in the classroom, so they know that we not only standing in front all day, just talking?

Interviewer:

And um, Dojo? What do you? Yeah.

Sophia's Teacher:

Oh I love Dojo. So Dojo's a platform the children and parents have access to as well as the teacher. So it's basically an Instagram for school. So we post everything from homework to lost property to what's happening in the classroom to new fun activities we do, we do in class, we doing exciting group work, if there's a new concept being taught and the children struggled with it, I'll take a picture of it and I'll post it.

Interviewer:

So How does that application that app, how when it comes to the curriculum and the teaching, and the learning objectives in your.

Sophia's Teacher:

Definitely in the way the, it takes away the, because obviously, the parents assume something's happening in a class. So it's nice for them to actually see what's happening in the class,

Interviewer:

So it's a way of bringing the parents into the class.

Sophia's Teacher:

It's a way of bringing the parents into the class.

11:56 Interviewer:

And then, now that you've gone in that exploration of what else we could bring into the room, what what do you would you then think are some of the things that are barriers? So what barriers do you encounter with integrating technologies as part of your teaching?

Sophia's Teacher:

The number one is parents not allowing the children to, they saying, oh, no, they have enough device time at school, or you've implemented enough Google Classroom activities in class. Okay, we don't want to do any more device time at home.

Interviewer:

So that's how do you know that as one of the barriers, have you had feedback?

Sophia's Teacher:

The children will say my mom said I can't. I tried to use her cell phone tonight or couldn't finish something or couldn't go on the internet, or we didn't have Wi Fi? That's another one. Or Mommy didn't have data.

Interviewer:

Okay, so do the parents know that it's for learning?

Sophia's Teacher:

I do stress that it's for learning? I always say it's an assessment. And as soon as they hear the word assessment, they seem to want to. Yeah, but still I'm getting projects late because of those reasons.

Interviewer:

Interesting, and anything else? So not so much, you know, how it's affecting the learning, as much, so what are some of the barriers for integrating it? So using it within your, your teaching and learning? Are there any other things that you can think of that makes it difficult for you?

Sophia's Teacher:

The slow Wi-Fi, definitely at school because honestly, having 35 devices on the WCD, Internet portal is not necessarily the fastest option. So that's the number one problem. And so that means that often the children will be busy on a device and it'll just crash, and completely close and they have to start over and they become despondent and they like Arms Carelsa. So they'll come to me and as I don't, I may be a techy teacher, but I don't have experience with like connections and like, okay, whether the internet is working and those types of things, I can come with a lesson based on, using technology inclined, but not, don't ask me for anything else along the technological like, a proxy setting.

Interviewer:

If there's like a proxy setting and then we're going to leave this question for next week. Because I can really hear that you already are touching on some of this around collaborative learning, inquiry based learning, problem based learning, especially when you're talking about technology. Now.

Sophia's Teacher:

This is such an interesting question. We had a huge debate about what's the difference between inquiry based learning and project based learning? That's a tough one.

Interviewer:

Okay. Where did you have this discussion?

Sophia's Teacher:

At one of my Google trainings.

Interviewer:

Oh, really?

Sophia's Teacher:

Yeah. It was quite an interesting discussion. And we left there unclear about what the difference was.

Interviewer:

Yes, so I'd love to save that for next time, because, so hearing from you about what that experience was where you were, and there was that debate about the two, but also giving you what's written in this, in this document about what these definitions for these different kinds, and then seeing what else emerges from that, because I'm interested to hear about your, your own understandings, and how you you work with these in the classroom, as well. And so then just moving on to these last two, So you, we've been focusing on you and in the classroom and your teaching and learning and the curriculum. But just thinking a little bit broader than that, do you experience your grade or phase colleagues to have equal interest in technology? And would some teachers only include technology for certain subjects. When planning lessons with other teachers, is technology part of the planning process? Like you

spoke very clearly, from the beginning, the way that you research these concepts or these topics that you need to cover? And then you plan using it. Would you say that that's how planning happens for your colleagues as well?

15:40: Sophia's Teacher

I feel like a lot of my colleagues fear technology, and only because they're so caught up in the old way of teaching. Teacher standing in front, only thought of knowledge. So I think it's more of a fear, like is my lesson going to work, like are the children going to understand?

Interviewer:

Okay, so it's not, so do you think it is that they are unsure that the fear of the technology itself? Or do they have the fear of whether the technology is going to be able to show the learning or capture.

Sophia's Teacher:

The dignity that's part of it, they maybe fearing some of that, but also time, they just don't have the time to do the research and then taking that curriculum in and putting it into a lesson. They don't know how.

Interviewer:

To do it. Okay, the how of how to implement it. Okay. And then, so more than just your your college colleagues with you is, what about the school leadership and it's support of technology?

Sophia's Teacher:

There is a huge support for technology. I've never been shut down and say, no one's ever said to me you no you can't. So it's there, and the opportunity is there, but there's no push for it. I know a lot of other schools is like, okay, you have to complete. You have to implement this lesson using this. Okay, we don't have that here yet.

Interviewer:

And so and then, within that, are you then given the freedom to use it the way that you want to use it? Because there isn't a real clear parameter around and only use it for this subject or only use it for that subject.

Sophia's Teacher:

I've been free to use it however I see fit, using my own professional judgment.

Interviewer:

Okay, and then are you then able to use the work that you've done using technology as part of your evidence for assessment or your evidence for meeting the requirements of the curriculum?

Sophia's Teacher:

Yes, the wonderful thing about technology and what a lot of teachers don't understand, is there's always an option to export results. Okay. So when you export results, you eliminate the marking, marking step completely. So a lot of teachers, is I don't know if they, they also afraid to actually play with and it's down to playing with the app.

Interviewer:

Okay, so give us an example of something that you use like that.

Sophia's Teacher:

Go Formative. I did my Maths assessment system on Go Formative. First time I'm trying the assessment that way, before I would only do my assessment pen to paper. So this way, the



children are sitting with the tablets, and they're doing their Maths and also jumbles up the question. So then, they can sit next to each other with open with our dividers, because they can't copy. And then at the end, the system actually marks it quite accurately, I think I only have to mark about two or three and to go back and maybe adapt the mark, because it didn't give them the second mark for a section, Okay. But it highlights the part, the part. So if it's highlighted green, it's been marked fully, if it's highlighted yellow, it's been marked half and if it hasn't been marked, it's highlighted in red. Then you just go into those specific children's marks or answers. And you adapt the mark, and also, there's a show your work options, so instead of just typing in answers, and having only multiple choice, an option, they can actually that becomes a whiteboard, and they can show them their steps for of the maths. And they can draw a graph and then it exports it onto an Excel spreadsheet. So amazing.

18:57 Interviewer:

Okay. So I think we're going to stop there on that and just to let you know that the next the next time when we meet we'll talk about these different ways of learning and then hear about your whether you think that technology is a vehicle for for bringing these about in the classroom, And then we look at some questions or perspectives or concerns. Yeah. That's it for today. Great. So was it was it was?

## **Sophia Teacher Interview 2 – 28:00 – GABY**

### **INTERVIEW 2:**

#### **Interviewer 1:**

Okay so today's interview is a follow up from last week so there two sections and we can see how we go. We don't have to complete it all. Like the last time. Is the section today is around questions relating to your, your perspective, or concerns around technologies and media for children, right. so these questions are all aimed towards that conversation. But before we get there, there were questions that we were looking at the four different types of learning. Last week, and you had mentioned something about you going, having a discussion Sunday?

#### **Sophia's Teacher:**

Yes, our internal Google training. And one of the questions was obviously Google is all about collaborative and the children takin ownership of their own learning and, and, and. So one of the questions was what's the difference between something that's project based and something that's inquiry based , we had quite a debate about it. Project based, lot of them said project based inquiry to actually have something to produce at the end. That was the big debate, so it was like, you don't necessarily need something hard copy to show, that there was learning, involved.

#### **Interviewer 1:**

That there was learning.

#### **01:14 Interviewer 1:**

So interesting, because this perspective of project based. Let me read this to you quickly, because this is also something that we were wondering about like what are the key elements of project based right? They would say, project based considers the project as a vehicle for delivering the curriculum. The impact is that it has been found to foster a range of learning outcomes related to knowledge, skills, motivation and self-efficacy regarding science and information literacy skills. The success factors is contingent on a supportive implementation context, including having time and resources to administer plan and manage costs and projects and teaches time. Training skills and knowledge to implement this approach. So it also doesn't speak about it being about actual what is. Yeah, so so, generally, when we think of project within the curriculum, what would normally be?

#### **Sophia's Teacher:**

Exactly, an actual project like here's the criteria, a poster a research project.

#### **Interviewer 1:**

Yes. That has something that's produced, physically produced at the end that. Right, yeah? So they were saying what was what was that debate?

#### **Sophia's Teacher:**

That was the debate. I was debating saying do we need to have a project to show that the children that have gone through the process of getting to a final product, but then I was like, okay, so what do they show as this is our the ending of our product, I mean they can always record themselves speaking of it, then it's all final project, does it have to be in paper, does it have to be online, does it have to be, yeah, that was the debate. Mainly because inquiry based, inquiry based learning forms part of the project based and it's probably then the initial step to getting the project initiated, because it's a problem that needs to be solved or a question that somebody has. They actually work together, the

inquiry and the project based learning, you can't do the project based learning without the inquiry.

03:17 Interviewer 1:

Yes, so that's interesting because the description here for inquiry based learning is, involves interdisciplinary learning organizing a unit of work around relevant authentic open ended questions and is prompt by these organizations such as.

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03:44 Interviewer 1:

And I think that it looks at the impact on scientific skills and concepts, Mathematics learning and strong learning engagement and motivation, establishing a positive inclination for lifelong learning. So I, what struck me with what you said is that inquiry based learning can't be separate, like you, it can be separated from project based learning because you said something about there's question and there's a problem.

Sophia's Teacher:

Yes, something needs to pose you need to want to answer something in order to do the researching at all.

Interviewer 1:

Yeah, and so the other kind of learning style that they are referring to here is problem based learning.

Sophia's Teacher:

Problem based learning.

Interviewer 1:

Yeah, which know which is interesting because of what you've said now about if there's a question, so listen to this; As with inquiry and project based learning. So it's interesting you made the connection that there is a problem between with inquiry and project based learning, how they work together around the problem. So problem based learning says, as with inquiry and project based learning, the central question, problem or project, and its richness, as a vehicle to explore concepts and generate new investigative threads is key.

Sophia's Teacher:

So all innovation. I didn't hear that.

Interviewer 1:

No about the problem based learning.

Interviewer 2:

Maybe in the problem based learning, you have a problem and maybe the project no need be a problem.

Sophia's Teacher:

Doesn't have to be a problem.

Interviewer 2:

Meant for you produce and you produce the problem, for example, problem based learning is easier for you to go I have this problem, I can get a lot of this, this, this.

Interviewer 1:

Solutions. So, we've touched on the three, now, the fourth one was cooperative and collaborative learning.

Sophia's Teacher:

That's my favourite.

5:23 Interviewer 1:

Okay so tell us why.

Sophia's Teacher:

Because I love it when children work together to achieve, it just spreading the load of and then everybody contributing, because sometimes that quiet child may not say something, but actually when they given the opportunity to add something to a project, they thrive.

Interviewer 1:

Yes, okay so show us some examples of what you would use.

Sophia's Teacher:

What I would use for collaborative learning?

Interviewer 1:

Yeah. So when you say now that for collaborative learning. So you were saying that for collaborative learning. Like the quieter child also has, everybody's contributing it's sharing the load. Yeah?

Sophia's Teacher:

So, I love to do Google Classroom, because I can see exactly who's doing what. Everybody has to contribute in order to get marked. So I'm just going to show you the Egypt project, because that's the easiest. And then they do the research together, they put together a form and then they present it to the class. So everybody has to contribute to everything in order to get marked.

Interviewer 1:

And how do you track?

Sophia's Teacher:

The beauty of Google Classroom is once the document is open, I can see who's done what. It highlights the children's names, I'll show you. It highlights the children's name in different colours. So I can see who's done what on it.

7:10 Interviewer 1:

So, just go to the top there, because you, there, that's interesting what you call it there, cooperative assignment. Together, yeah.

Sophia's Teacher:

Okay, so let's go here. Okay, so there, there are the children that did work and they put their names on the front and they also can add the information that they choose. I think there are seven feathers to choose from.

Interviewer 1:

Okay so you have created the template for them to work in.

Sophia's Teacher:

Which they could change. They didn't have to use this template.

Interviewer 1:

But that was just something to start them off.

Sophia's Teacher:

Something to start them off.

Interviewer 1:

And then how did they, so through what, devices were they able to?

Sophia's Teacher:

They use the computer lab.

Interviewer 1:

Okay.

Sophia's Teacher:

Also, why is it not showing? Oh yeah, we use a computer lab and we use tablets. So the wonderful thing about using it is on the side, every child is a different colour so I can see what child did what project and what time they did it and what type. So every time I hover over a child's name, it'll show me on the side what they did. So all the pink is what Sara did.

Interviewer 1:

Oh I see.

Sophia's Teacher:

So that's how I can keep track. I told them about it, I even showed them and then Sophia, or anything that she did, is in orange. Every time I click on their names, which is their call.

8:52 Interviewer 1:

And, I mean, I know, as a parent of a child who had worked with this content that also allows children to work at their own pace, in the sense that they have access if they have got devices at home that access to be able to do their part of their work.

Sophia's Teacher:

The idea is to do most of it at home, we did it on computers, we collaborated with computers and they did a lot of it computers this year as opposed to last year.

Interviewer 1:

Because I'm looking here, look at that time there, 07:44 PM, so it meant that there was a child that was able to do, access the learning.

Sophia's Teacher:

Yes, so and then also during the day. Twenty past ten. So you spend quite a few weeks doing this, I think probably like three or four weeks, working on it.

09:42 Interviewer 1:

So this is what they had created as their presentation, but then what so what did they, what did they do with it?

Sophia's Teacher:

They had p project and present it to the class. And come up with ten questions to ask the class, to check their understanding after. So particularly at the quiz, to get the Google form and then everybody, we did it as a class. Testing everyone's knowledge, if they actually grasped what was said.

Interviewer 1:

So assessments, and then, they are learning.

Sophia's Teacher:

Assessments are happening and then they are learning how to produce, um, how to ask the questions. What kind of answers you can get. They know the answers of the questions they answer to know the content, and then just to consolidate after, some of it went over some of the children's heads. We then split up into jigsaw, so one person from every group was represented in a group and then they just discussed what their topic was about and what they could remember.

Interviewer 1:

So there were options, outside of just technology, what was produced through the technology to work with some of the concepts as well.

Sophia's Teacher:

And we also did it in our book, we did activities, which is lovely because then in our book we only have to do activities, we don't have to do any teaching because they done all the teaching for me.

Interviewer 1:

Okay. And so last the last time we met you were saying that you know technology allowed you to extend the, what the curriculum was requiring you to cover, it allowed you to go further or deeper.

Sophia's Teacher:

Much deeper.

Interviewer 1:

So how in this example, would would it have done that.

Sophia's Teacher:

Perfect example, the only Pharaoh, that you, that the children need to know is Tutankhamen according to the CAPS Document and according to the text book. That's it, that the only one that they cover and maybe just about touching on all the others but not in depth as at.

Interviewer 1:

So you met the requirements of the curriculum.

Sophia's Teacher:

In the first lesson. And thereafter the children, went way beyond, there are like things here that I didn't even know about Egypt which is amazing. So not only were they learning, I was learning too, which was amazing. They got so excited about it.

Interviewer 1:

The collaboration, the collaborative learning includes the teacher.

Interviewer 2:

What do you think the student says about the Google Classroom?

12:05 Sophia's Teacher:

Well I think they enjoy it because they in control of whatever they learning and they don't have to sit and listen to what I have to say all the time. They can actually listen to their friends as well. I want to show you guys what a quiz looks like. This quiz is made by the children. I know teachers that can't make quizzes like this.

Interviewer 1:

Well, I am aware of how people aren't aware of how to work with Google Forms, in the first place.

Sophia's Teacher:

So, just the fact that I showed them the basic, the basics of it. They put their own background, they do their questions, I do ask them to make it multiple choice because it's easier to answer in class and obviously it marks it for you. There we go, by themselves posing these questions. I didn't tell them which questions to ask, they did everything by themselves and they answer there as well.

Interviewer 1:

So maybe, is there another example you maybe want to show us before we move on to the questions relating to your concerns about technology. Or, do you have what you, what you doing on Thursday.

Sophia's Teacher:

Yes, not that awesome, but.

Interviewer 1:

So, so when you, when you share this with us, maybe give us an idea of how it's meeting some of these different learning approaches.

Sophia's Teacher:

So this one specifically is WCED controlled. It is.

Interviewer 1:

Is this Greenshoot?

Sophia's Teacher:

The WCED watches this, so, we don't have to do it, but it's encouraged. So I would have multiplication. So most of the time I just normally check what the questions are. I've obviously taught the concept of multiplication already, then they sit with the tablet, and they log into Greenshoot, they all know how to draw already, and then they do the activity.

Interviewer 1:

So each child, has their own username, so it attracts their learning. Okay.

Sophia's Teacher:

Yes, and then I can check, who, it actually, the spreadsheet at the end shows you exactly what question the children struggled with. So I can go back and reteach that section.

14:00 Interviewer 1:

So you can be a report of it.

And then tell me how do you if you're working with was a class of, how many of them are there? Thirty three, and they're all working, they're doing it on this device, how, what are the different ways in which children can work with some of these because I mean, in this case, there isn't a place for working out you're doing it mentally.

Sophia's Teacher:

We use a whiteboards So they have their whiteboards next to their tablet and then they do all their working out on the whiteboard and they can erase it.

Interviewer 1:

OK, so the device itself is working alongside and it's working with some, another resource that's helping them with the calculations because, even looking here, which pair can you multiply to get a product of 72.

Sophia's Teacher:

So going through your multiples.

Interviewer 1:

Just thinking, yeah.

Sophia's Teacher:

Especially for children who struggle with multiplication, they going to have to start going to.

Interviewer 1:

And then do you think that that's supportive um, resources are encouraged through this. Do the children see it as something that is quite natural that they can use ways of working out on the side paper pencils or whiteboard.

Sophia's Teacher:

Just they, they just do it, I don't even have to tell them.

Interviewer 1:

Okay. And you think that that's something that they feel that they can do because of the culture in your classroom that allows you to do that or is it that they understand that, that is the program, the media itself.

Sophia's Teacher:

Definitely the culture in the classroom, because the first time we used Greenshoots, they asked me, Ms, so where do I put the calculation?

Interviewer 1:

Okay. Yeah.

Sophia's Teacher:

Yeah. And then also going to consolidate afterwards we love doing fun stuff in the class. We always do quizzes. So what I've done, I've done now the multiplication, activity, we treat this as an assessment. It's not really an assessment, but it just makes them focus more. And then we normally do quizzes.

Interviewer 1:

So who treats it an assessment? Do they think it's an assessment the children, or is it a structured like that on Greenshoots as an assessment?

Sophia's Teacher:

It's specifically structured as an activity, okay, but I tell them, but they know that it's WCED and it's online, we're keeping track so. Just so they can actually put a bit more effort in because otherwise.

Interviewer 1:

Just because they also recognise that in an assessment, you're also capturing what the results are. Right? So even though this is called an activity there's still a record of what they've been able to do or not do, in the.

Sophia's Teacher:

And the cool thing about it is you can, I can easily, so if they don't finish it in class, I can, so we'll have a live game where everybody logs on and it's like very competitive and it gets very loud and very hyped. Or, if we don't finish, I can post it as homework I'm close to the cool thing is I can actually post it straight onto Google Classroom and I can see who hasn't finished.

Interviewer 1:

Each of them have their own.

Sophia's Teacher:

Each of them have their own login. I can see who hasn't finished, I can see how much they got, it self- marks.

17:05 Interviewer 1:

And so when when these are, these quizzes are generated are their ones that are already online that you can choose.



Sophia's Teacher:

That's the beauty of it, so most of the time, I'll just use the one that's online. And I'll just edit it, like this one I've edited, I've put all my children's names in it and then I took out the signs and dollars.

Was that that Sheena there?

Interviewer 1:

Because I saw there was a Sheena there. It's your Sheena.

Sophia's Teacher:

It's my Sheena, and then here you can see what games I've done. I can see what things are done.

Interviewer 1:

Oh there's Afrikaans as well there.

Sophia's Teacher:

Yes lots of Afrikaans.

Interviewer 1:

And those Afrikaans ones, are they made, they already there on quizzes? Oh you saying that, so you mean South African teachers have made them.

Sophia's Teacher:

Are making it, so if I make it, it automatically free to everyone. So it's not like, it's not a closed quiz. If I wanted to do a closed one, I use Google Formative. Let me show you, we did our Maths assessments on Google Formative this year.

Interviewer 1:

Oh I think you mentioned that the last time.

Sophia's Teacher:

So I can show you and that's completely closed unless you actually share the rights of this, but Quiz is open.

18:11 Interviewer 1:

But I mean that's the interesting thing about certain ones you get to know which are the ones that are going to meet thing that you want to do so if you wanted a closed one you'd use Formative, but if you wanted one that you could.

Sophia's Teacher:

And the cool thing with this is that I make it on Google Slides and then I just upload it on here and I just add the questions to it and give them space edit the background, show their work. And then it shows you all the answers, exactly what percent who got to what question and it self-marks.

Interviewer 1:

I mean that's the thing that's what I'm noticing it a lot more here, last time you mentioned our teachers feel like they can't, then what about the marks and how do they record, but actually it's what's happening in the background of these, these apps and media options.

Sophia's Teacher:

And it literally highlights the parts they don't know, it adds up the marks, it's like if you do a specific like. You can also export the marks onto Excel which I've done.

Interviewer 1:

And then you can work with your own formulas in that in the spreadsheet.

Sophia's Teacher:

The only thing that I had to mark on this entire question was question 60, because they had to draw a pictograph. It did mark it, self-mark it, but it gave these funny answers.

Interviewer 1:

Wow.

Sophia's Teacher:

Yeah, so how they did this, I don't understand. So, let's see.

Interviewer 1:

And so how did they do this?

Sophia's Teacher:

They drew it, so, then some of them actually listened to my instructions and I said to them, that you can use shapes. So you have to just use your finger to make a shape. Some of them ones, like that one was easy to see.

Interviewer 1:

And then do they get an option of seeing each other's ones.

Sophia's Teacher:

They don't see each other's ones. And the cool thing about this program is, it shuffles the questions.

Interviewer 1:

So that they're not working in the same order.

Sophia's Teacher:

So they can't type anything up between them, so they can't.

Interviewer 1:

Yes. Okay, so shifting into a different gear, so, now that we looking at the kinds of apps and things that they working with and knowing that you see that the children can access certain things at home right? So bearing all that in mind, let's look at a few questions related to concerns that you might have about technology. So, firstly, do you think any technologies, or media. So the media will we spoke about the last time is more, like the apps that are used are particularly, particularly negative for children, which ones, why and what are your reasons for this?

Sophia's Teacher:

Educational apps or just apps in general?

Interviewer 1:

In general I guess?

Sophia's Teacher:

Okay. Some social media apps are negative. I don't think I've come across an educational app that's negative. So social media is where the problem lies when it comes to children and it being detrimental to them, because it's like a freedom, it's like this space between you and the person like it's so easy for me to tell you, oh I don't like what you wearing on social media, but there is no way I would dare say that to you in real life. So there's that barrier, that allows them, that give them that, that they don't think before they act. So social media definitely, that's my biggest concern. But educational apps, I love educational apps, I mean that's why we have technology, so that we can do it that way, not the negative way.

21:35 Interviewer 1:

And so interactions, do you think that those interactions are into comparing the two now social media and the social media platforms and educational apps are there different protections that are in place to, to not allow that kind of interaction of I can't communicate with you and tell you certain things that I wouldn't necessarily tell you in person in an

education app. So, I mean, this next question is actually related to data privacy in relation to children. So I'm just wondering, you know, the concerns that, I agree with your concerns about in social media, there's this way in which you can have dialogue with someone about them, and you can say things that are quite damaging. But does that, I'm just wondering about in in the in Google Classroom or other spaces. Is that not possible to do that there?

Sophia's Teacher:

They, I mean if they wanted to, they could type a message on there, but I would see every single thing that they type.

Interviewer 1:

Closely monitoring.

Sophia's Teacher:

Yup, it's completely transparent. I can see everything that they post, everything that they type, every conversation they have. And also, the school as lockdown email so they can't email out of app PNPS. So if they were going to email, they can only email somebody that is at PNPS. So there's no opportunity for them

Interviewer 1:

For then to go, or, or, to be contacted then.

Sophia's Teacher:

Or to be contacted.

Interviewer 2:

Just a question, you have some theories about the Google in general, yeah.

Sophia's Teacher:

Generally just googling? Well the thing is, once you lock down Google, well when we do projects specifically they only allowed to use the Google option, inside the actual Google Classroom. It's already been filtered.

Interviewer 1:

Yeah. So the children can't use Google in the way that we that we would sign into Google.

Interviewer 2:

Yes, I understand, but I heard about the Google, itself, like give opportunity to you to use this kind of tools and make something in general the work, because the Google have access a lot of.

Interviewer 1:

Then having access.

Interviewer 2:

Some children.

Sophia's Teacher:

But they already been watching it because everybody's posted their children's somewhere or post yourself somewhere. So that is the scary thing, did you watch the Netflix Hack there was a Netflix special on that actually. They literally have tabs of every single person in the world. And there's nothing we can do about it. It's already done. Yeah. As you born, you get put on a database. Your mother you, somebody says congratulation to so and so on the birth of this child. Done.

Interviewer 1:

The names there.

Interviewer 2:

Okay.

Interviewer 1:

And then do you think that children's use of technology or media at home impacts in any way, positively or negatively on their lives. So I mean you refer to social media, but anything?

Sophia's Teacher:

Social media. Well these children are not supposed to have social media at this age because of the age restriction is about sixteen. They should have social media period in grade five.

Interviewer 1:

But do they?

Sophia's Teacher:

Of course they do. And that's parental discretion completely. If their parents allow them that, then the parents need to deal with the repercussions of it.

Interviewer 1:

And what about other games and that then? I mean.

Sophia's Teacher:

Fortnight, oh my, it's a big problem, the scariest thing about Fortnight is it's open, completely, you can literally chat to anybody, so I don't know how I'll ever let my child play an open games like that. Like you don't know who's going to be on the other side of the game.

25:11 Interviewer 1:

And then what do you think is the role of schools in addressing issues about children's interest in safety, and data privacy, you've spoken about parental discretion, but what is.

Sophia's Teacher:

Schools, awareness, definitely and education for the parents. Because parents are like, they just want to be cool, they want to impress their children, they don't want their children unhappy, they want to go and be with the times.

What, what is true, holiness and education, but then they don't have the knowledge. And they don't realise that there are so many things that they can do from their side and apps that they can download and ultimately they in control and that's often the when the children do fall off the ranks, whatever, it's because the parents haven't been keeping tabs on what they doing on their devices.

Interviewer 1:

So how is your passion for the use of technology in the classroom, a benefit for that? Do you think?

Sophia's Teacher:

How is it a benefit?

Interviewer 1:

Yeah so you were saying about parents knowing what's out there, how you as a teacher actually because of the way that you working with technology, how's that adding a connection for parents and.

Sophia's Teacher:

Showing them that actually, and that's when we have our meeting in the beginning, we show them that actually. Completely open, especially this year. It's not, completely open to everybody and show then how we can keep track of everything, because a lot of parents are

wary about their children using any devices and and seeing the positive side of how the collaborative learning can happen.

Interviewer 1:

Is happening and.

Sophia's Teacher:

And how they can research answers to things and they didn't even realise that they could.

Interviewer 1:

Do you think that the parents actually experiment with any of these kinds of apps that are available?

Sophia's Teacher:

Well, they have to now, because now they're getting homework. So we do this. I must show you about this, so we do a breakout so it's basically like, what the one, like they have all these different problems and in order for them to get to the next one to unlock it they need to first solve that problem. Yes, which gets the children very frustrated, but also gets then hyped because somebody cheers and it's okay, they got they broke open the first lock, let's go for the next one. So I posted for the parents to do, because all my children but out of the break out fraction based. So all the questions involved fractions, so all broke out, they so excited. So guys I'm posting it on Google Classroom for you parents to do. I got so many emails from parents saying, what is this, what is that riddle there, there was Morse Code on there. It was very interesting, parents were very upset that they couldn't break out.

Interviewer 1:

Were the parents aware that their children could?

Sophia's Teacher:

Yes, I said, I proudly said well done to the grade fives for breaking out, both classes.

Interviewer 1:

Now your turn.

Sophia's Teacher:

Now it's your turn.

Interviewer 1:

Okay, I think we're going to stop there for today.

Interviewer 2:

Very nice

Sophia's Teacher:

I think technology is scary, I'm not going to lie.

## **Sophia Teacher Interview 4 – 12:55 – INTERVIEW 4:**

Interviewer 1:

Now tell me, they told that you bought it on Takealot. Was it expensive? What?

Sophia's Teacher:

No, it was a like a hundred and something Rand.

Interviewer 1:

No, forget it.

Sophia's Teacher:

It's like outdated now. I've been wanting, the thing is, I can get more for the school but this is the problem, is the device you need the device.

Interviewer 2:

Okay, just Apple works or on drives too?

Sophia's Teacher:

Any any device.

Interviewer 1:

Why do you say you need the device? Can't the teacher just use their phone?

Sophia's Teacher:

But then it's only one, phone, one child

Interviewer 1:

Oh I see it's one,

Sophia's Teacher:

It was fine today, they were more than happy to pass it on.

Interviewer 1:

Do they not have bigger ones that you can use with a tablet?

Sophia's Teacher:

Can you imagine that?

Interviewer 1:

Wait, no I'm trying to be creative here with what we have at the school. We've got tablets.

You know if you can actually just appeal to parents and say, listen, if you got any old phones, that you not.

Sophia's Teacher:

Hmm you're not right, you can do that, then you just download the app.

01:03 Interviewer 1:

Yeah, because you were saying, any, so let's see.

Sophia's Teacher:

I'm going to get a proper VR game, for you so you can.

Interviewer 1:

No, I don't want a game, please.

Sophia's Teacher:

No, I want you to see like the roller coaster. That one is

Interviewer 2:

Interviewer 1, you will love.

Interviewer 1:

I would love it. You think?

Sophia's Teacher:

Have you never put VR glasses on?

Interviewer 1:

No, I seen it being used, but look, this does feel like it's a.

Interviewer 2:

Must now be 6 years old. Now I bring a game for him. I bought a PlayStation, I'm taking it here to now, it's 6 years old.

Interviewer 1:

Yeah, yeah, yeah, I'm recording here, is that fine? Okay.

Sophia's Teacher:

It's just busy downloading here, I'll give you a proper one now.

Interviewer 1:

Were there any children that felt

Interviewer 2:

Look at me. There's no more tablets now.

Interviewer 1:

Were there any children who felt strange with it or didn't like it?

02:15 Sophia's Teacher:

No, they love it, they we're fighting over it. When I sent it around the second time the second time, they were like, YES, we get to go.

Interviewer 1:

Look it's not light you know?

Interviewer 1:

Oh, I see, they didn't put it on.

Sophia's Teacher:

It's taking very long.

Interviewer 1:

Okay, while you're still busy there, can we start with the questions?

Sophia's Teacher:

Yeah, let's go. So we went up until here.

Interviewer 1:

I've got them here.

Interviewer 2:

The past questions?

Interviewer 1:

No I've got them on an email. Let's find them.

Yeah. Okay. So Sophia's Teacher this section is only to do with Sophia. So some of these questions we've asked you before, but more broadly as a teacher or as your as a class. So whenever I ask you a question, it's all in relation to her right? What do you know of Sophia's use of technology or media in the home for play and learning?

Sophia's Teacher:

So obviously, I'm giving her lots of research to do constantly with all the assignments. So then I know she's definitely using a computer.

Interviewer 1:

Because you can see in the evidence.

Sophia's Teacher:

I can see it in the evidence, I can see in the history, she actually does the most work with group work. Her name is always popping up as doing the most because I colour coordinate, so I can see that Sophia's.

Interviewer 1:

Oh so she's been there.

Sophia's Teacher:

Also she's a very OCD child. So that's probably why she makes sure she's that child that wants to make sure everything is done. Perfect. And then I know that she enjoys reading. And she's spoken before about reading online, like books and stuff online. Playing games on her mom's phone also, yeah.

Interviewer 1:

And then what do you know about play and learning in general at home?

03:54 Sophia's Teacher:

So I think that's where the games come in. Because obviously, she's learning to use the devices for the games that she's playing. Whatever games she's playing.

Interviewer 1:

Oh yes, but do you think? Do you know anything beyond like devices and, and using.

Sophia's Teacher:

Oh okay, like actual games?

Interviewer 1:

Like other kinds of play?

Sophia's Teacher:

She likes to, she's a sporty girl, so she plays outside a lot, so if you're talking about non technology games, then yes. She's a good netball player, a good soccer player.

Interviewer 1:

Oh right. And then how does she use tools and technology on offer in the classroom? So what do you notice in terms of her play?

Sophia's Teacher:

Of her play? Well, she'll always finish her work first. So anytime is work time, but normally, what I say to the kids, once they finished, whatever, they're allowed to play games, and she gets quite excited about that. Yes, she does. She does engage. Yeah.

Interviewer 1:

Loves it, okay. And then what about the use of technology or media for creativity in the classroom? If is Sophia involved in this, and so maybe thinking about you talk, she loves group work?

Sophia's Teacher:

And she takes control of the group, so when it comes to creativity, most of the time, it's her ideas that get implemented. So she will be the one that will initiate an idea. And she'll say, Okay, let's do it like this. And you will see if you see her in a group, in a group setting she'll take over. Like when it comes to okay, what we're going to do next when we going to do is that, she's just naturally.



Interviewer 1:

It's so interesting that even in the focus group, today, she was working in pairs, but she was also the first one to volunteer when, when Nathan was working in two, he had a partner, but Nathan wanted his questions to be answered, because he did it on the sheet. And she said I will. So she was also just moving beyond the scope of what was me and my partner here creating, but she did take a lead there with Nicole, of how they were going start and what they were going to do for the activity. But then she went away and then she she came back as well.

Sophia's Teacher:

Because she's also got this motherly vibe. She's a lovely child.

Interviewer 1:

Lovely. So we are interested in understanding how the sort of play might develop holistic skills. I think we spoke about this question previously about the whole group. I mean, within your whole class, not her specifically. Her physical skills.

Sophia's Teacher:

Physical skills technology?

Interviewer 1:

Hmm, interested in how this sort of play with technology might develop, following holistic skills with the child, for Sophia, and would be interested in your perspective and observations on each; physical skills, social skills, creative skills, emotional skills, you don't have to separate them out. You don't have to do one at a time.

06:21 Sophia's Teacher

Okay, so physical skills definitely limited unless you're doing something specific, like watching a video online and then having them copy with the dance moves or copying like a movement activity in between.

Interviewer 1:

But is she equally as interested in those kinds of use of technology as she is with, when it's with her and the device?

Sophia's Teacher:

Yes, definitely she engages in everything I do. If I put on Let's Dance she's in front, because she's loves to dance, she's actually a very good dancer. Don't know why.

Interviewer 1:

Does she come to Hip Hop?

Sophia's Teacher:

She doesn't, but only because she's so good at other sports.

Interviewer 1:

So she's a sporty.

Sophia's Teacher:

So she thrives, she's like an all-rounder child, she thrives in everything she does.

Interviewer 1:

Yeah and so cognitive?

Sophia's Teacher:

Yeah, cognitive, definitely. She, she's hungry to learn. Also, she'll go beyond what is expected. So if this is the list of things that needs to be completed and activity, her, like her geography project. She got like, the highest mark in the grade, because she just went far beyond and researched so much more.

Interviewer 1:

And you already said before that you are opening the learning experience beyond what the curriculum is asking anyway. And so to for me to hear you say that she's going beyond that, it means that he's going beyond that even?

Sophia's Teacher:

Yeah and then.

Interviewer 1:

Social skills, so digital group work.

Sophia's Teacher:

Social skills, digital group work, she works while she accommodates everybody's ideas. She's not like, h, no, only listen to me. Yes. Everybody she listens to everybody's ideas in that. She shares quite well in the group.

Interviewer 1:

I mean, it really quite incredible that she has she's hearing you but also seeing her with the other children is that there's a balance in how she, she is leading, but she's not leading in a way where she's excluding or silencing the others. Yeah.

Interviewer 2:

Yeah, I feel that she's so empathetic.

Interviewer 1/Sophia's Teacher:

Empathetic, yes.

Interviewer 2:

And she's so mature. Children more younger and she loves being at school.

Sophia's Teacher:

Yeah. And she loves the school.

Interviewer 1:

And she also when she was working with them, some of the children, their, you know, even in the moments where I would have seen how, I would have other children would have noticed, like Bernadette, she's very, like that's right or that's wrong. And, and it's not that she's overpowering that when she's she knows why she's saying it's not that that that is like this, but the way in which Sophia does it doesn't make the other person feels.

Sophia's Teacher:

Like she'll tell them subtly.

Interviewer 1:

Yeah, but even the whole expression of how she does it, because she's lovely.

Sophia's Teacher:

She's amazing.

08:49 Interviewer 1:

Okay, so there we go. I think we've gone on to like emotional skills as well. I just wondered now know, you know, given last week and some of the things that you were you I know you were using technology to to address some of the things were happening in South Africa. Can you think her and her emotional responses to some of the things that were happening? Because she has spoken previously, our first interview with her she mentioned about reality? And what?

Interviewer 2:

Reality and the real world.

Interviewer 1:

And the real world, like what's happening? And so she knows, like, okay, you can play a game, and you can get hurt there, but you know, that you're not physically hurt. And it was quite, she was quite clear and came up again today about reality, like the difference between reality and the virtual world. Yeah.

Sophia's Teacher:

So what's your question?

Interviewer 1:

So I was asking you, I don't know. I mean, it might be difficult for you to isolate her, but in some of the work that you were doing last week, how was she involved in that? Would you can you can you think?

Sophia's Teacher:

Are you talking about the Heal SA?

Interviewer 1:

The gender based violence thing your class was.

Sophia's Teacher:

The gender based violence thing we were doing. So we weren't specifically doing like gender based violence. We were just talking about Heal SA in general.

Interviewer 1:

Heal SA, okay, yeah, yeah.

Sophia's Teacher:

Because there are so many other issues.

10:02 Sophia's Teacher:

She, we didn't get to any, we didn't have any emotional conversation about it. My kids, we we brainstormed words that resonate with them in terms of like, what we struggling with at the moment, but also what's good about SA, and she gave me some very powerful, most of the words on the board were actually come from at least five or six words came from her, Okay. And it wasn't necessarily always like the crime or violence.

Interviewer 1:

And even when she was trying to look at, we were thinking about things that are good and not so good. There was such a lot of overlapping in the way that she was open to going, like sometimes it's not or sometimes it is.

Sophia's Teacher:

She's extremely mature.

Interviewer 1:

And then she was even saying like if you're playing sport, or when you're outside and it's too much then you didn't do things you're supposed to do? You know?

Sophia's Teacher:

Yes I know, she thinks so beyond.

Interviewer 1:

And then um, when Sophia is playing with technologies or in response to media? Do you ever play? Do you ever play with her? And if so, how about how? Tell me how about how you play with you both? So in the classroom when they're using devices? With Sophia in particular, do you work with her and technology? Are are they doing a lot of that themselves independently?

Sophia's Teacher:

It also depends on the activity, so today they did a breakout, specifically today I found the class needed me more here and then I had to run away, but most of the time I'm facilitating the class and they taking the lead in whatever they doing, but like today, I was going around and helping the children and with her as well to get through some of the scenarios because it was quite tricky, but they just needed to read between the lines, so.

Interviewer 1:

So it's still like the way that you engage with her when technology's part of the classroom is to facilitate how to do the learning.

Sophia's Teacher:

Yes, so depending on how she's doing, so if I can see that she's struggling, I will help her. But if I can see that she's struggling and she's doing well and she can do it by herself then I'll let her do it by herself.

Interviewer 1:

And then are there any technologies that work or media that work as well particularly well for her? How about like building and programming or creative coding, Scratch or creative coding languages making and tinkering with technology such as solving problems, making films, images, or animations? If you think about her in particular what is what would be one kind of the, they also said here like Lego blocks and motors.

Sophia's Teacher:

She likes to be creative, you see, we don't do the coding, so I can't comment on that. I know that she loves being creative and that she loves working by herself. So when it's something that she gets to work by herself, she loves that. Because that's like her control.

Interviewer 1:

Yes, she can really.

Sophia's Teacher:

She doesn't have to like ask anybody else, what their opinion is about it.

Interviewer 1:

That's it. Thank you.

### **SOPHIA – PNPS – SOPHIA’S TEACHER – 19:29 – INTERVIEW 3:**

Interviewer 1:

Any day, but not today, okay what were you saying?

Sophia’s Teacher:

Okay, so I'm just saying that today, I tried a hyper doc for the first time in Maths. It was very interesting. So instead of the kids only doing having one option of mass consolidation using technology, they got to choose between seven different things and then had an hour to finish all seven, but they could do it in any order, so I created a document, with a quiz on it, there was a video on it that was that was explained to them how to do the multiplication method, because they really struggle with it. Then there was another, another doc, where it was a Word document and they had to complete activity in their book. So there was still concrete involved and then them writing, And then there was a quiz that they had to do it up against everybody in the class. So all seven things on their, let me open it, I can't remember.

Interviewer 2:

I listen the video, the student, watching on Friday, show me so much, it was very good.

Sophia’s Teacher:

They were watching and trying. Yes, because they really do struggle with the concept of multiplication. As soon as there is more than two digits they struggle to do the next step. So we really are struggling with them this year, specifically with multiplication.

01:06 Interviewer 1:

Oh really? Interesting.

Sophia’s Teacher:

It's very interesting. Very, very interesting. So do you think that so, you know, would you say that the way that you're doing this now, you've designed this hyper-link specifically because of the need for a creative way of helping them with multiplication? Like they were doing fractions for example.

Sophia’s Teacher:

Yes, I'd make one.

Interviewer 1:

You wouldn't have necessarily done it in like these, this is not your standard way of like, okay, let's we do it. That there's a systematic way of we do a quiz and then we do a video and then we do. Did you did you plan these options, because of what they were struggling with. Yeah, it was a concept that they were struggling with?

Sophia’s Teacher:

Yes, obviously my voice is not the one that's sitting with them. I even tried with them teaching each other. There's still some of them still struggling with it, so I thought okay, what's the next option? Give them online version, someone else online teaching someone else.

Interviewer 1:

I just want to actually go to this question that's at the bottom here, even though there are others here because this this whole section is about new technologies play, creativity and learning right? And when I look at all these questions, I can see how you would be able to link in quite a bit here. But I wonder if you can even keep thinking about the example you

just gave now. We're interested in exploring our play with technology supports children in learning new skills and knowledge. So you already giving, before we even set the tone for what this focus was you were you give an example of how you using technology today. While he was here observing and within that technology, there was different opportunities because they were really struggling with the concept. So your, the question here is about how do you choose digital technologies or content for the facilitation of learning?

Sophia's Teacher:

How do I choose? Okay, it depends on whether there was an introduction lesson, whether it is a consolidation lesson, whether they just doing it for fun. So that'll also determine what technology platform I used to, I use in general.

03:11 Interviewer 1:

Okay, so, so now, the one that you did today, you designed around something that they were battling with. So you used?

Sophia's Teacher:

So I used something fun, because I always like the fun aspect, they are very competitive, so as soon as the game involved, that's the first thing that everybody chose, they chose to do the game. Then there was a form, a Google form that had multiplication questions, which a lot of them did last, because that's the not so fun one to do.

Interviewer 1:

Because you literally just answering the questions.

Sophia's Teacher:

Because you literally, you working out the answers, and you're answering the questions, but then also it gives you immediate feedback so they can see which ones they got right and wrong. And I also get feedback, though, so I can see exactly who got what question wrong. And then there was a video, just of a guy explaining in a different way how to do the method.

Interviewer 1:

Okay, so now in that, in other words, when you say when introducing new things, what you would you wouldn't choose that same.

Sophia's Teacher:

I wouldn't choose this, if I'm introducing something, I would actually doing the teaching first. Okay, for especially for maths as an introduction, or I would show them a video only, then we'd do it as a class or we'll do it as group work, or we'll use a whiteboard instead of technology as an initial, here's the introduction to the lesson, let's use technology.

Interviewer 1:

I mean, I'm already assuming that you, you don't necessarily use one kind of tool to meet one kind of teaching thing, right. So when you're introducing something, you don't necessarily start with the projector kind of, now we teach with this and then when you try and reinforce something with a quiz, because I think that's what I'm hearing you say already. That the different media's are used for different.

Sophia's Teacher:

Different things, yes. Sometimes I would introduce with a quiz to make it fun just to see if they can, depending on what the topic is, what the subject is that most of the time they need to be exposed to it first. I often do like to have them do research. So now with the Afrikaans for example, I posted the story. And before we do the begrip tomorrow, they have an opportunity to read the story tonight as homework. Okay. So that's a different way of

doing it, instead of us reading it. So the previous one that we did on Monday, we read together first, we discuss together, but I told them guys today, I'm going to post it and you're doing it by yourself at home going through the questions and then tomorrow we come into school and we doing the activity.

05:20 Interviewer 1:

So you know, just out of interest. There are so many different things that you use with technology here. Do you, like Do you notice any children that, like have any children ever pointed out to you maybe that ooh that's something I'm struggling with, can I do it in a quiz? Like, I'm just wondering, you, you are managing that you're facilitating that and going, they battling now, I'm going to give them a video of somebody else's voice? Yes. And you've been doing it, now I mean it's September? Do you ever pick up like the children saying, when they struggling saying, can I rather do this.

Sophia's Teacher:

Yes, like today

Interviewer 1:

In a form, or could I?

Sophia's Teacher:

Yes. For example, there's Ethan in my class and Calem, they really struggle to put anything on paper. But as soon as we do a quiz or as soon as you do a form, they get the top marks. How's it that either of them will get the top marks in Maths out of the class when we doing a quiz. He has to work it out. So he's guessing so even if he was guessing, how is his guess that precise? Him and Telson work together and they always win the quiz game, always. So I found that very, very interesting.

Interviewer 1:

And do they, do they ask for it.

Sophia's Teacher:

Well they do get excited about it and yes, of course they, they'll often say when are we doing the next quiz or even a breakout, they were very good at breakout, because it's problem solving on a different level. And as soon, I don't know, as soon as there's a device in front of them, like, their eyes just go woof and they just want to, want to, want to, the hunger's there. To want to. It's also because they gamers, they game at home all the time, so the so good on devices.

06:56 Interviewer 1:

So now in this section it talks about the Lego Foundation has been developing the tool for understanding learning through play. And they are interested in what you have noticed, according to these characteristics of play, examples for each of these would be really helpful too. Are you seeing children actively engaged with technologies? Some of these questions must be like you answered in the first five minutes, the first time I interviewed you, okay, so what kind of examples would you say, over and above the ones that you are introducing in your classroom that you using as tools in your classroom? What? What other technologies and technologies do you think they're engaging with?

Sophia's Teacher:

Inside classrooms, or in their lives?

Interviewer 1:

Here, in their lives.

Sophia's Teacher:

Online gaming and that in their own homes? Like PS Fours, I don't know what they online, Xbox. There's all of those.

Interviewer 1:

Okay. And then when you work with them in the, with technology, I mean, you spoke about Ethan and Telson now, and the levels of excitement. What are the different emotions you see when children are involved with technology, playing with technologies, in your.

Sophia's Teacher:

Their eyes just light up. Like how loud was my class on, shame I feel to feel for them because obviously, because as soon as there's like compete, competition involved and it's like, who can finish it the quickest, instant. I don't even say that they only have a certain, I didn't tell them how long they had to do it. I didn't tell them that they had to finish it all in the session. I say whatever you don't finish, you finish for homework. But they were so competitive together to get it done, I didn't even have to encourage them to do it. It got so loud, they were like, yes, ah, high fives. How much did you get? I got so many. I beat you like, naturally, without me.

Interviewer 1:

Yes, so you are a creative teacher, if you were doing something like this outside, and there was a nature of competitiveness? Do you feel like those emotions will be present there as well?

Sophia's Teacher:

If without the devices? Yes. Because I'm hyper? It's.

Interviewer 1:

Yes, that's why I'm saying. I feel like, it's not so much that's it's only that it's only the technology that's making the children go yes, we competitive. If you said, you like create an atmosphere you want to? Yeah. Okay. And so do you find that children? What other emotions? Because I mean, I can imagine that for some of them it's like yes, I won, but what else?

09:16 Sophia's Teacher:

Well, another emotion is of course, these tablets, with connectivity. And when everybody's connected and the Wi Fi goes down, or when they can't log in or a device dies. There's that frustration instantly and like, oh, no and then I can't do anything about it, I mean if the tablet dies, what am I going to do? I'm like, go join another group.

Interviewer 1:

Yes, um, are the children playing with technologies alone, together or collaboratively?

Sophia's Teacher:

They're doing it alone. They're doing it together, and they're doing collaboratively.

Interviewer 1:

And who mostly makes those.

Sophia's Teacher:

Decisions? Yeah, I do. Yeah. Depends on, the depending on the activity, if they're doing an assessment, of course they're doing it by themselves, most of the time they prefer working with partners or as a group.

Interviewer 1:

Yeah, and then do they manage that like on one device then?



Sophia's Teacher:

Yes, they will they take turns, they very strict

Interviewer 1:

Okay, because you have shown us some of the class, sitting in a group and they creating something.

Sophia's Teacher:

Yes, they very, they know I'm very strict about everybody having a chance. It's like, it's not just one person holding the tablet all time doing all the work while the rest are watching them, ooh. And they also they just naturally actually just give each other an opportunity to, fairness.

Interviewer 1:

And then you say that, when they are working. I mean you spoke before about the example of in the content subjects where they are creating Google Slides and they creating presentations or videos and that kind of thing. Would you notice things? Yeah would you see them being designers or redesigning or reformulating in their play with the technology or is it something where they actually just having to copy?

What you have?

Sophia's Teacher:

Well they have. Oh like what I've given?

Interviewer 1:

What you've had to, yeah like are they are they creating, or?

Sophia's Teacher:

Of course they creating. Because I'll give them a blank template and they have to literally do everything. They did not for example, the Egypt, they did not have to leave that Egyptian man there, and there were quite a few groups that changed their entire PowerPoint, completely own, own videos, own ideas, own way, you should see some of the forms that they did, it was better than most of the teachers in the school can make.

Interviewer 1:

Yeah, No I can imagine, I think I must come to them. Um, are they playing with technologies in ways that could be described as tinkering? Or do you also see examples of purposeful making, so are there children in the classroom that you would say they using the devices just sort of engaging with it, but it's not necessarily done for purposeful learning or.

Sophia's Teacher:

There's definitely purposeful learning involved with everything that I'm giving them on the device.

Interviewer 1:

Yeah. Can you tell us about any examples of how children are creating things with technology or media, building and programming robots maybe creative, creative coding such as Scratch, I don't even know what that is, do you know what that is?

Sophia's Teacher:

Scratch, yes.

Interviewer 1:

Or other creative coding languages making and tinkering with technology such as problem solving problems with Lego blocks, and motors, making films, images or animations?

Sophia's Teacher:

So we not, we don't do it as much here but I mean, we do have robotics here. We do have coding here and they do use Scratch for coding, so it's where they create their own like game.

Interviewer 1:

And is that, is that optional for children to go to that?

Sophia's Teacher:

Optional, if they wanted to go to. Um, what was the other options there, it was making videos so that's what I

Interviewer 1:

Films and images.

Sophia's Teacher:

So they this term, had to do their modelings via video submission. So they had to actually

Interviewer 1:

A modeling is an oral, yeah, Afrikaans.

Sophia's Teacher:

So, if they were going to do a how to ride a bike, they actually needed to go out and go and film their how to ride a bike in Afrikaans and then they submitted that there instead of.

Interviewer 1:

Oh, and how did they submit that to you?

Sophia's Teacher:

Via email.

Interviewer 1:

Via email, okay. Um, and then this question is around understanding how different sorts of play with technology or media might develop holistic skills? So from your perspective, there's physical, social, cognitive, creative and emotional? So for physical, such as movement games, building robotics, how would you think that technology develops the skill, physical skills for children?

Sophia's Teacher:

Like physical, like gross motor skills?

Interviewer 1:

Yes, and their fine motor skills.

Sophia's Teacher:

Fine motor skills, definitely, of course, and like, they become meticulous with the way they do stuff, because they know that on a device, it's easier to make things look neater, so you have to be to go beyond, to get five out of five for neatness.

Interviewer 1:

Okay, I see yeah. And then do you use a lot of movement. Do you, do they physically do a lot of movement? Like are you using technology for movement activities?

13:54 Sophia's Teacher:

Well, I do often use dance videos. I, project them and when I feel like they've been sitting for too long, we'll put a dance video on and we'll do a dance break.

Interviewer 1:

Okay, So it's not, I mean, the question is not so much about them physically, them and a device, but in the way that you will also use it and how it can develop these skills Right? So for social skills such as imaginative play, communication, digital group work.

Sophia's Teacher:

Yes, digital group work and imaginative. Obviously being creative in the way they put together group work collaborating, Yes, they collaborate. Often they have to share devices, also so they need to share and collaborate that way.

Interviewer 1:

Okay, and then cognitive skills such as Maths games, or becoming subject experts for project work, I mean, as I'm reading this I feel like can we go back to the interview number two or number one.

Sophia's Teacher:

I feel like I've answered these questions already.

Interviewer 1:

So, okay, so, yeah, I also feel like you have, but maybe, do you want to think about some, do you have an idea already about next week what you would be doing, using technology that we would that you would possibly see like when he's coming on the.

Sophia's Teacher:

So I definitely feel like he needs to maybe see how the story system works with us all doing it together and then going onto Google Classroom and then answering a form about the questions.

Interviewer 1:

Is that what you doing in Afrikaans?

Sophia's Teacher:

That's what I'm doing in Afrikaans.

Interviewer 1:

Okay, so then you would feel like that's an opportunity for Interviewer 2 and Heloisa to see things like their cognitive skills developing creative skills, so and then the other one here is called emotional skills, such as showing empathy for characters or animations or games for children.

Sophia's Teacher:

So, we going to read about a story and story, they'll definitely be a moral in the story, like there always is, we'll discuss what it means in English and we'll extend past that, like, how could we change the ending? What else can we change?

Interviewer 1:

Okay perfect, so then I mean, for me, I feel like you already answered a lot of these, but it will be interesting to see how in action of the observation that you could, you know, identify some of these for the. So specifically maybe for Sophia, but actually for the class as a whole as well, so moments for that.

Interviewer 2:

Are they used to specifically work together, the other girl in the class.

Sophia's Teacher:

With the class.

Interviewer 2:

Yes, she's very collaborative

Interviewer 1:

Okay, collaborate together.

Interviewer 2:

They work together more tablets

Sophia's Teacher:

They work well together.

Interviewer 1:

Okay, they were sharing

Sophia's Teacher:

Because the one tablet decided to die.

Interviewer 1:

Interesting.

Interviewer 2:

It's very. Very interesting.

Interviewer 1:

So we were talking to the children now as well in the focus group about boredom right. And it was, I was quite surprised at how some of them. They weren't as you know, initially, it was like devices YEAAAAHHHH, but they were actually then were quite reflective about it can get boring.

16:34 Sophia's Teacher:

It can which I love when children say that it's boring, because there must be a balance between, we cannot be sitting on a device the whole day.

Interviewer 1:

Yeah, okay, so then, if you had to give your opinion on what are the ones that you would say, children get bored more frequently than others?

Sophia's Teacher:

Like what?

Interviewer 1:

So which technologies or media are children in your setting more likely to get bored with quickly when playing with it? In any, so not necessarily the devices but the media that they use? So like the apps or whatever programs you using with them?

Sophia's Teacher:

Google Forms. They like are we doing a form? So it doesn't get like a WHAAAOWWWW, from them.

Interviewer 1:

Oh, the reaction.

Sophia's Teacher:

The time when they get the most excited is when there's a competition involved and there's everybody involved? And it's like who can I beat on the system? When it's like, but I mean, even the assessments, they not too, they not despondent about it. Perhaps they'll be.

Interviewer 1:

So if the session with technology is longer, I mean would you see a difference if they were doing something for one period, or if they were doing something for two periods?

17:38 Sophia's Teacher:

It also depends on what it is. If it's an assessment, for example, and it's an hour long, I can see the vibe of the class, go down. When it's like an hour long and it's interactive and it's collaborating and it's changing and it's not only just one thing, when they sitting still with the devices in front of them. Big difference

Interviewer 1:

Yeah, and then, in your view, what is the role of technology or media in preschool and school settings in relation to play, creativity and learning?

Sophia's Teacher:

So preschool. Wow!

Interviewer 1:

Well maybe then say in school?

Sophia's Teacher:

In school.

Interviewer 1:

Yeah. What is, what is the role of technology in relation to play?

Sophia's Teacher:

It needs to go hand in hand. They still need to play , they can't be sitting in front of a device all the time, even me and I'm like a , very into technology, I feel like technology is a tool, it's not a day by day living, like I must live by it.

Interviewer 1:

And then creativity?

18:35 Sophia's Teacher:

In creativity, they can be very creative, of course, because they can collaborate and they can draw ideas from lots of places, because sometimes you'll ask the child to do something and they'll be like, what have you they're not on the same, they don't understand it as like exactly the way you try to explain it, but then you can show them, then this is what I mean. Or you teaching them about like Egypt, for example. I can talk about Egypt, but it'll be better if I can show them what it looks like. Without technology I wouldn't be able to do that. It would just be like hypothetical.

Interviewer 1:

Yes, when they abstract. Yeah, and then, I mean, I feel like you, you've shown it, you don't have to necessarily put it in words, because you've shown it in so many ways. Technology in relation to learning. I mean, that example that you started with, at the beginning, identifying the fact that yes, there was something that the children weren't necessarily grasping and you were using different modes through that.

Great, that's it for today.

**Sophia and Friend Candy Crush Vid 1****Video: GX010227.MP4****Case Study Child: Sophia****Parent Name: Michelle****Duration of audio: 05:30****Transcriber: Chanique**(00:01) Sophia:

Hey guys!

Welcome back to my channel. Today we are back with another video. I have a guest starring in my video today. She is my friend and we will be playing Candy Crush. So, let's get started.

Okay, so I am on level 24.

Sophia's friend:

The screen looks round.

Sophia:

So, the aim of the game- as you can see over here \*points to screen\*, I have two coconuts and one cherry. So, I need to try and get the coconut out of the jar and try and get the cherry's down. Okay, so my friend will also be playing.

(00:55) Sophia's friend:

I will play next round.

Sophia:

Okay, so my friend will play next round, so I will play now. Okay, so as you can see my score bar is high.

Sophia's friend:

Go down, go down.

Sophia:

Okay, here we go.

(Sophia proceeds to play level 24)

(01: 56) Sophia:

Oh, yes!

(Sophia proceeds to play level 24)

(02:22) Sophia:

Okay, the level is almost done. Just a few more blocks to go.

Sophia's friend:

Go there, go there.

Sophia:

Okay.

I don't know what's happening. Oh! Okay. Yes! I completed the level.

Okay, so this lady is going to play now.

(Sophia's friend starts playing level 25)

(03:45) Sophia:

Okay, so this is a very hard level. So, you have to break the ice.

(Sophia's friend proceeds to play level 25)

Sophia:

So, Sophia's friend is playing and she is doing a really great job! The score is already...

Sophia's friend:

Halfway there.

(04:39) Sophia:

400 more to go.

You have 15 moves- 14 moves left.

Almost, almost! And you have one more ice block to break.

There you go, all done.

All done!

Thanks for watching this video guys. Please make sure to subscribe and comment down on this video if I should do more collabs with Sophia's friend.

So, bye guys!

**VIDEO END**

## **Sophia and Friend Candy Crush Vid 2**

**Video: GX010228.MP4**

**Case Study Child: Sophia**

**Parent Name: Michelle**

**Duration of audio: 01:07**

**Transcriber: Chanique**

Sophia:

What's up guys! Today I am doing another video collab with my friend and this is part 2. So, if you haven't seen my previous video, there is a link in the comments section below on the last video. So, let's get started! We are playing Candy Crush of course.

We are on level 26 now and my friend is playing first. So, we are going to go with that one \*points to screen\*

Wait let's restart the video.

**VIDEO END**



## **Sophia Family Visit 29 October 1**

**Case Study Child: Sophia**

**Parent Name: Michelle**

**Duration of audio: 3:04**

**Transcriber: Chanique**

(00:00) Interviewer:

Your week and video making with GoPro. What's the difference in making a video with this (gestures to harness) and without this?

Sophia:

I liked having the harness because when you are running or something and you want to show someone "look at that" and then you don't have to hold the camera and with one hand just do that (points). Your hands can be free and you can do anything. And if you don't have the harness you need to hold the camera, and you have to switch hands. It is much easier with the harness.

(00:40) Interviewer:

What kind of videos did you record?

Sophia:

Me and my brother were playing. We went skateboarding around the area.

Michelle:

While she was eating.

Sophia:

While I was eating.

Michelle:

While she was eating on her skateboard.

Interviewer:

Hahaha

Sophia:

Sean was wearing the harness and I will sit on the skateboard and he would push me around and it looked very nice. It was fun, also.

Interviewer:

Very nice. Do you think your rationality with you, the GoPro and the harness is different when GoPro is in your hands like in the cooking video than when it's on your body?

Sophia:

It's like; if you have the GoPro and the harness on your body then you don't have to remember, "Oh, I have to take the camera off". You just move around.

Interviewer:

You sometimes forget?

Sophia:

Yes sometimes you forget. When you have it on your body you can move around and you can see what you are doing.

(02:03) Interviewer:

Okay.

Michelle:

Can I also ask you, if you want to take a photo of a flower in the garden that's opening in the sun, in the morning. Will you take it with your hand or will you take it with the harness? What is the difference? When do you choose the harness and when do you choose to use your hand?

Sophia:

I prefer to use the harness when I am exercising or running or doing sports, but if I am taking a picture of something because I need to get the right angle and it will be hard to just go like that. You need to hold it in your hand so that you can zoom in and things.

Interviewer:

Where do you put the harness?

Sophia:

I will put it on my chest, so that you can see.

Michelle:

We actually did not think of putting it on the other way. You could actually put it on your back also.

Interviewer:

Or on your head.

## **Sophia Family Visit 29 October 2**

**Case Study Child: Sophia**

**Parent Name: Michelle**

**Duration of audio: 1:34**

**Transcriber: Chanique**

(00:00) Interviewer:

For you, when Sophia and her brother talked about playing with this and play just with the GoPro?

Michelle:

So, surprisingly enough these two things I am always worried about. You know when you go outside and you take a video, someone can easily grab it. With a harness it is more secure. And they are very active. So, ability was less of a concern. I wasn't scared that they will drop it, or fall... except Sophia did fall off the skateboard with her burger. But I quite liked that active videos because we don't have videos of that sort because when you have something in your hand you can't be that active. So, I quite like the nature of the videos Sophia has now. I wish we could swim because that is something I would love to have a video of us swimming.

(01:05) Interviewer:

Yes, yes. Being inside water would be different. Okay, let's see

**Sophia Family Visit 29 October 3**

**Video: 20191029\_164645.mp4**

**Case Study Child: Sophia**

**Parent Name: Michelle**

**Duration of audio: 3:40**

**Transcriber: Chanique**

(00:11) Sophia:

So, you have two videos. There's another video also.

Interviewer:

Nice.

Michelle:

Where am I? Did you say my mom? Am I also there?

Sophia:

You on the other side of the road.

Michelle:

Oh.

Sophia:

That one I didn't use the harness.

Interviewer:

Ah, ok.

Sophia:

The other one I did.

Michelle:

You must show the other one with the harness because this is the- so you can see the difference. You couldn't skate. You can see the difference the way you skate...

Sophia:

It's harder to hold and look.

Michelle:

You can see the difference.

Interviewer:

Yeah.

Michelle:

Why didn't we use the harness then? Did we not have it yet?

Sophia:

We didn't have it yet.

Michelle:

Oh.

Interviewer:

Oh, this day you didn't have the harness?

Sophia:

No.

Interviewer:

Ah, ok.

(00:53) Sophia:

I honestly like the other video better than this one.

Heloisa:

Oh, skate.

Interviewer:

Yeah.

Sophia:

I kept falling into the ditches and the holes.

Michelle:

See, you have to look down now.

Sophia:

Mm. I have to look down and up at the same time.

Interviewer:

Yeah. I am really confused with this movement.

Sophia:

I had to go slowly because it is hard to just look down and up at the same time.

Interviewer:

Maybe in this case you're concerned about the camera?

Michelle:

Yes.

Sophia:

Yes.

(01:45) Sophia:  
There's Riley.

Interviewer:  
What's the environment of the- because you hung out now?

Michelle:  
Yes.

Interviewer:  
With GoPro, change something?

Michelle:  
Yes.

Interviewer:  
Make some difference or not?

Michelle:  
Yes, because we are generally outdoors. My biggest, biggest regret, and my friends say it too is that we don't keep memories of the things we do.

Interviewer:  
Ah.

(02:22) Michelle:  
And the reason I do that is because if I have to have a camera and take a photo and carry my equipment I am not going to be able to enjoy things with them. So, I always say, I will leave the camera so I can spend time with them. With the GoPro you can be more active.

Interviewer:  
Come inside. Yeah, very nice.  
I think for me in the past, you are very deep in the moment-

Michelle:  
Yes.

Interviewer:  
Recording, a smartphone yeah. Nowadays you have some people who take millions of pictures all the time.

(03:11) Michelle:  
The interesting thing for you, is when I go watch their prize-giving for an example I want to listen to what they are saying about the prize, but I find when I have the phone, I am not going to see. Or I take a video and when I look at the

video it is not of them, it is of something else. So, if you have a GoPro you can listen, you can focus.

Interviewer:

Yeah. Maybe there's a different way. Yes, that is very nice.

**Sophia Family Visit 29 October 4**

**Video: 20191029\_165448.mp4**

**Case Study Child: Sophia**

**Parent Name: Michelle**

**Duration of audio: 2:21**

**Transcriber: Chanique**

(00:29) Michelle:

You know its focusing down?

Sophia:

I know. It's hard mom to look down the whole time.

Interviewer 1:

You use the skateboard?

Interviewer 2:

Did you look at the camera or not?

Sophia:

I looked once or twice. I was watching-

Interviewer 2:

Now you-

Michelle:

It's still down.

Sophia:

It's because my body's down like that \*gestures to body position\*

Michelle:

Where's the one where you sit- you were sitting on it.

Sophia:

We just watched that mom.

(01:05) Michelle:

No, where the GoPro is on the one that is sitting. Sean was wearing it.

Sophia:

Oh, that's going to be now, but I think I deleted it.



Michelle:

I think we must also do one where-

Sophia:

You were the harness and you \*makes running movement\*

Michelle:

We have a family member that um is quite good with films and –

Sophia:

Nick?

Michelle:

Nick, yes. He is a family member and we said we will come and visit. So, he gives us good ideas on how to use equipment and drones and things like that. So, I think he could come and visit the kids again to come and show them. Because they are always playing with his equipment.

Interviewer 1:

Yes, this is nice.

**Sophia GoPro- Guacamole and Nachos****Video: GH010091.MP4****Case Study Child: Sophia****Parent Name: Michelle****Duration of audio: 12:53****Transcriber: Chanique****Sophia:**

Hi Guys! So today I am going to be showing you how to make Guacamole and Nachos. First let's start off by making the Guacamole.

So, I am going to show you what you need. What you need is a chopping board, a sharp knife. You can use one like this (points to knife), this works better for me. A fork, two garlic gloves, lemon juice or fresh lemons, avo, parsley and Rosa tomatoes. Start off by placing your avocado on the chopping board and cutting it in half.

(Sophia proceeds to cut the avocado)

(01:00) There you go. We are going to use both halves, so cut the one half in half. Then pull the skin off and put it in your bowl. I forgot to mention that you need a bowl. So, continue doing that until all of the avo is used up. Yes, there's music set and if you can hear in the background, the song Panini is playing.

(Sophia proceeds to cut the avocado)

There you go. All of that. To make it easier to mash you can cut the avo in pieces. This can get really messy.

(02:37) Okay, so once that is done, get your fork and mash up the avo. Also here's a tip. To make it easier to mash up the avo you should use a really soft avo that doesn't give you a whole bunch of trouble and effort when you cut this.

Okay, you can also just squish it with your hands, to make it easier.

(03:50) You know they should actually play a playlist so the songs just go on and on. Okay, so your avo should be mashed. Now, I'm just gonna take you to the sink so that I can wash my hands. Okay, there we go. So, I can just wash my hands.

(Sophia washes her hands)

Okay, now we can get back to the food. Now you can through your excess away, the dirt. Okay, so now what you are going to do is rinse some parsley. So first take out some parsley. I am going to use a little bit. Okay, come with me to the sink so that we can wash it. Okay, there we go. It should look like this right now. And now you go back to the food. Now you can chop it up into pieces so it will not disrupt the flavours of your food. You don't need to add a lot actually. You

have added that so now you mix it in. Every ingredient you add you need to mix into the avo. (05:44) Okay, then get your Rosa tomatoes. Take out as many as you need. I am taking out about 8. Come to the sink with me. Here's your tomatoes

(Sophia shows the tomatoes and proceeds to the sink).

Rinse all your tomatoes. There you go.

Now what you are gonna do is you are gonna chop your tomatoes in half, actually cut them in quarters so that it's easier to eat and not so messy in your food.

(Sophia cuts tomatoes)

(07:03) Okay keep cutting.

(07:31) Okay, add in all your tomatoes into the avo mixture. Mix that.

(Sophia mixes the tomatoes with avo)

Okay, looking so delicious! Mm.

So, now what you are going to add is add salt and pepper! How can you forget that. Go to your cupboard grab your pepper and your salt.

Okay, add them in over here. Add some pepper.

Yoh! Oopsie!

(Sophia dropped pepper).

(Sophia then proceeds to mix Guacamole).

Okay, mix that up. (08:51) Now we are gonna do the taste test. Okay, let's go.

(Sophia tastes Guacamole)

Mm. It's good. Lemon juice, add that in. Add some lemon juice so that it stays fresh. Chop up a garlic clove.

(Sophia chops garlic clove)

Okay. Use both garlic cloves.

(10:30) Okay, get your grater. I am using a mini-grater and grate up your garlic into your um guacamole.

(Sophia grates garlic)

Okay, put everything in, mix, and move over. Now for the serving, we can just pour this into a bowl. Add some Nachos around the bowl unto a plate and there you have it. Your very own Guacamole and Nachos! Let's do a reaction of how my mom thinks it tastes. Looks good.

Mom, you can taste this.

(12:27) Michelle:

Ah, thank you my baby. Just a sec.  
Am I the first taster?

(Michelle tastes the Guacamole and Nachos)

Mm... delicious! Well-done Sophia.

Sophia:

And there you have it!

**Sophia LEGO Family Characters****Video: GH010349.MP4****Case Study Child: Sophia****Parent Name: Michelle****Duration of audio: 4:24****Transcriber: Chanique**(00:01) Sophia:

Hey guys. So, I just want to show you this special surprise I made for you guys. So, I actually created all these characters today. It's by LEGO and the age restriction is 6. Basically anyone who is not under 6 can play with this. This is a building toy. So yeah you can choose your own accessories, your own faces. So, I just chose these little guys. So, it actually represents my family. The rabbit in my hands is supposed to be a dog, but that was the closest thing I could get to a bichon. So, but it is a rabbit, I know. So, that's not so bad. Anyways. This is my brother \*gestures to LEGO character\*, as you can see he is quite short. He is shorter than all of us. This is me \*gestures to LEGO character\*, this is my mom \*gestures to LEGO character.

(01:05) Okay, so now I just want to open the packaging for you guys. I want to show you the packaging. So, let me put the LEGO aside.

The packaging is basically a plastic seal. So, if you can see there's these little things over here \*gestures to side of packaging\*. So, you just close that. That's the seal. This side is just paper, cardboard that can come out. Then it's just plastic. So, yeah that's the thing.

This is how it looks at the back and there's lots of information.

(01:41) This is the best part of the video. I will be showing you guys the characters! So, I just want to get this part together. Here is me, and this is supposed to be the bunny right. Here's the bunny... it's so cute! And this is me. So, I have two pigtails. Very cute. Plain one at the back and an apple dungaree- it's a dungaree, yes. Then my face, this is how the LEGO face looks. Okay, so that's number 1. Okay, now let's go Sean! Here's a baseball bat as his accessory and he is very short. I am just going to compare. Look how short he is. Anyways. Now, he has some black hair, awesome hair. Then he has some PJ's, I don't think of them as PJ's but they are. I think they are very cute, so I just put them on. These are his PJ's and yeah, this is his clothes. Now, on to my mom. My mom is the coolest! So, I just made her some nice, long, lusher locks, also known as hair. Then she has a purple outfit on. I am just going to take off her hair so that you guys can see. She has a purple outfit on. There we go. And a nice diamond necklace. It's a simple necklace. Then a buttoned shirt and a chained up purple and black pants.

Now this is her hair \*gestures to LEGO hairpiece\*, very nice. I also added on a boom box just to match her pants. So, now she can hold her boom box and she can go around the streets and be like \*beat boxes a tune, while illustrating how her mother would walk\*.

(03:49)Okay, I just want you guys to look at everything over here. I am just going to separate everything and I want you guys just to take a look at everything.

Thank you guys for watching this video! Please make sure to subscribe and comment down in the comment section below and please make sure to click your notification sign so that you guys can see when I post new videos. So, hopefully you enjoyed the video.

Bye guys! See you next time!

**VIDEO END**

**Sophia Mom exercising GoPro****Video: GH010314.MP4****Case Study Child: Sophia****Parent Name: Michelle****Duration of audio: 2:45****Transcriber: Chanique**

(00:01) Sophia:

Hi guys, so we just cooling down after the run and I just want to show you guys, there's some music playing because my mom is stretching. She's just cooling down after the run –

Michelle:

No I'm exercising.

Sophia:

Exercising after the run. So I'll just get the proper footage, so I'll just get the camera thing so that it, so that the video looks nice. So, sorry guys about that, I just want to get this sorted quick. So while my mom is exercising, we can be, you guys can watch her exercise. I hope you enjoy the video guys, so yeah, let's go. Sorry guys just trying to find the right angle.

(01:27) Michelle:

Oh I didn't bring my mat.

Sophia:

Let's do this rather. There we go, perfect.

Michelle:

Don't film my whole exercise!

Sophia:

Not the whole time...

Michelle:

I'm busy stretching. Now you won't see me I'm busy stretching. Turn off that thing.

Sophia:

Ok so now my mom is done stretching for the video and yeah, hope you guys enjoyed it.

Michelle:

Ok now.

Sophia:

Ok bye guys, Riley's busy watching, Riley's also walking around. Hello Riley, come, Riley come. He wants to be in the video, shame, ok bye guys.

**Video End**



**Sophia Skateboarding GoPro No Harness****Video: GH010311.MP4****Case Study Child: Sophia****Parent Name: Michelle****Duration of audio: 4:29****Transcriber: Chanique**

(00:02) Sophia:

Hi guys, this specific video is going to be an active video. So we will be jogging and um, we will be jogging and um.... me I'll be skateboarding so here's my skateboard and there's my mom and Sean. So yeah, let's go. I'm first going to walk down here, so... ok. Hi! Ok so, I'm just going to try and catch up with them. So I can't catch up so I'm going to skateboard down here, skateboard down here right now.

Flip! Ok I'm coming guys! So we have to be careful now since we're crossing the road. Ok, where are we going mom? Ok so why are we crossing the road?

(01:47) Michelle:

We're not.

Sophia:

Ok we aren't crossing the road so I can just... ok.

Move Sean! Ok I'm going to go down here, this is going to be awesome. Woah! This is awesome guys, so nice! The sunset is beautiful, woah! So nice. Ah! I fell... it's ok guys. I literally fell.

I could've actually connected this to the skateboard, I don't why I didn't connect the GoPro – no mommy I fell! I fell, I keep falling into the side ditches over here. Ok so as you can see, my mom is stretching so she can run. There we go. Riley is also here the whole time.

(4:00) Michelle:

C'mon.

Sophia:

Ok so it's my mom's turn to hold the GoPro now, then Sean is going to be after.

Sean:

Pass it mommy.

Michelle:

Go, go ahead, run. It's gone off. Ok I need to put it off now quickly.

Sean:

Why?

Michelle:  
Because -

**Video end**

**Sophia Underwater video**

**Video: GH010368.MP4**

**Case Study Child: Sophia**

**Parent Name: Michelle**

**Duration of audio: 00:23**

**Transcriber: Chanique**

(00:01) Sophia:

Hey guys! So, now we are going to do an underwater video. So just check it out.

Seth:

Wait, wait.

Sophia:

And go.

Whoa! This is awesome.

**VIDEO END**

**Case Study Child: Sophia**

**Parent Name: Michelle**

**Duration of audio: (3:18)**

**Transcriber: Chanique**

(10:15) Interviewer:

And Sophia participates all the time?

Sophia's Teacher:

All the time.

Interviewer:

All the time?

Sophia's Teacher:

100%, all the time. The only time that she will be hesitant is when she does not quite understand the instruction and the expectation, but once that has been made explicit to her she will get right into it. That is what I love about her.

Interviewer:

What type of things does she normally do when attending?

Sophia's Teacher:

When attending she always heads the debates. So for this term, she was always first with her arguments. Also, you could see that it was really thought provoking for her. She actually started to dig into what can be considered as truths around her argument. Because we were focusing on persuasive language, one of her debate arguments was the advantages and disadvantages of school uniforms. She immediately said: "I am arguing for school uniforms". So for that one I allowed them to pick a side and she went first for that. The arguments that she presented was really interesting, she said that uniform would create more order within the classroom. So she said that children tend to behave more casually and disruptively and they are not able to focus as much when they are in casual clothes. This is something that she has noticed in class.

Interviewer:

Kids look at the clothes and go: "Oh, look new clothes!"

(12:05) Sophia's Teacher:

Exactly! So, she said it becomes a very big distraction because you tend to discuss fashion and shoes and name brands. So, she said in terms of

learning it could affect learning in a negative manner in that way. Then one of her other arguments was around social issues and she said with children who come from difficult socioeconomic issues, where the family is slightly poorer or can't afford to cloth children in a certain manner, she said that is a disadvantage to them. That, that automatically lowers their self-esteem. So, she really took it on in a way that it affects learning but she also looked at how it would affect the environment socially for her and children at school. She said, that those children would sometimes face bullying and feel more insecure, less confident...

(13:11) Interviewer:

Very clever.

Sophia's Teacher:

Very clever, very clever. There was another one she said. I can't quite think of it, but when I get to it I will bring it up again. But there were three really good arguments she made with that debate.

Interviewer:

This type of discussion is very interesting because it is so normal but we never think about it.

**Case Study Child: Sophia**

**Parent Name: Michelle**

**Duration of audio: 0:51**

**Transcriber: Chanique**

(26:33) Interviewer:

And Sophia, how do you see her in this question?

Sophia's Teacher:

Sophia, to me, if I can be honest with you, I think she would have a similar view as mine. She understands the importance of technology and the perks of it and how it can benefit ones life, but she also seems like the type of individual who likes to enjoy life in the moment. And she enjoys the simple things in life of human interaction and learning from other people, and not just learning from a Google source. So, for me, I think she is going to end up being someone who is pretty balanced in the two. She won't allow it to take her life over completely.

Interviewer:

Thanks so much for the interview.

Sophia's Teacher:

I hope that is helpful.

**Sophia and Friend Candy Crush Vid 1****Video: GX010227.MP4****Case Study Child: Sophia****Parent Name: Michelle****Duration of audio: 05:30****Transcriber: Chanique**(00:01) Sophia:

Hey guys!

Welcome back to my channel. Today we are back with another video. I have a guest starring in my video today. She is my friend and we will be playing Candy Crush. So, let's get started.

Okay, so I am on level 24.

Sophia's friend:

The screen looks round.

Sophia:

So, the aim of the game- as you can see over here \*points to screen\*, I have two coconuts and one cherry. So, I need to try and get the coconut out of the jar and try and get the cherry's down. Okay, so my friend will also be playing.

(00:55) Sophia's friend:

I will play next round.

Sophia:

Okay, so my friend will play next round, so I will play now. Okay, so as you can see my score bar is high.

Sophia's friend:

Go down, go down.

Sophia:

Okay, here we go.

(Sophia proceeds to play level 24)

(01: 56) Sophia:

Oh, yes!

(Sophia proceeds to play level 24)

(02:22) Sophia:

Okay, the level is almost done. Just a few more blocks to go.

Sophia's friend:

Go there, go there.

Sophia:

Okay.

I don't know what's happening. Oh! Okay. Yes! I completed the level.

Okay, so this lady is going to play now.

(Sophia's friend starts playing level 25)

(03:45) Sophia:

Okay, so this is a very hard level. So, you have to break the ice.

(Sophia's friend proceeds to play level 25)

Sophia:

So, Sophia's friend is playing and she is doing a really great job! The score is already...

Sophia's friend:

Halfway there.

(04:39) Sophia:

400 more to go.

You have 15 moves- 14 moves left.

Almost, almost! And you have one more ice block to break.

There you go, all done.

All done!

Thanks for watching this video guys. Please make sure to subscribe and comment down on this video if I should do more collabs with Sophia's friend.

So, bye guys!

**VIDEO END**



## **Sophia and Friend Candy Crush Vid 2**

**Video: GX010228.MP4**

**Case Study Child: Sophia**

**Parent Name: Michelle**

**Duration of audio: 01:07**

**Transcriber: Chanique**

Sophia:

What's up guys! Today I am doing another video collab with my friend and this is part 2. So, if you haven't seen my previous video, there is a link in the comments section below on the last video. So, let's get started! We are playing Candy Crush of course.

We are on level 26 now and my friend is playing first. So, we are going to go with that one \*points to screen\*

Wait let's restart the video.

**VIDEO END**

## **Sophia Family Visit 29 October 1**

**Case Study Child: Sophia**

**Parent Name: Michelle**

**Duration of audio: 3:04**

**Transcriber: Chanique**

(00:00) Interviewer:

Your week and video making with GoPro. What's the difference in making a video with this (gestures to harness) and without this?

Sophia:

I liked having the harness because when you are running or something and you want to show someone "look at that" and then you don't have to hold the camera and with one hand just do that (points). Your hands can be free and you can do anything. And if you don't have the harness you need to hold the camera, and you have to switch hands. It is much easier with the harness.

(00:40) Interviewer:

What kind of videos did you record?

Sophia:

Me and my brother were playing. We went skateboarding around the area.

Michelle:

While she was eating.

Sophia:

While I was eating.

Michelle:

While she was eating on her skateboard.

Interviewer:

Hahaha

Sophia:

Sean was wearing the harness and I will sit on the skateboard and he would push me around and it looked very nice. It was fun, also.

Interviewer:

Very nice. Do you think your rationality with you, the GoPro and the harness is different when GoPro is in your hands like in the cooking video than when it's on your body?

Sophia:

It's like; if you have the GoPro and the harness on your body then you don't have to remember, "Oh, I have to take the camera off". You just move around.

Interviewer:

You sometimes forget?

Sophia:

Yes sometimes you forget. When you have it on your body you can move around and you can see what you are doing.

(02:03) Interviewer:

Okay.

Michelle:

Can I also ask you, if you want to take a photo of a flower in the garden that's opening in the sun, in the morning. Will you take it with your hand or will you take it with the harness? What is the difference? When do you choose the harness and when do you choose to use your hand?

Sophia:

I prefer to use the harness when I am exercising or running or doing sports, but if I am taking a picture of something because I need to get the right angle and it will be hard to just go like that. You need to hold it in your hand so that you can zoom in and things.

Interviewer:

Where do you put the harness?

Sophia:

I will put it on my chest, so that you can see.

Michelle:

We actually did not think of putting it on the other way. You could actually put it on your back also.

Interviewer:

Or on your head.

## **Sophia Family Visit 29 October 2**

**Case Study Child: Sophia**

**Parent Name: Michelle**

**Duration of audio: 1:34**

**Transcriber: Chanique**

(00:00) Interviewer:

For you, when Sophia and her brother talked about playing with this and play just with the GoPro?

Michelle:

So, surprisingly enough these two things I am always worried about. You know when you go outside and you take a video, someone can easily grab it. With a harness it is more secure. And they are very active. So, ability was less of a concern. I wasn't scared that they will drop it, or fall... except Sophia did fall off the skateboard with her burger. But I quite liked that active videos because we don't have videos of that sort because when you have something in your hand you can't be that active. So, I quite like the nature of the videos Sophia has now. I wish we could swim because that is something I would love to have a video of us swimming.

(01:05) Interviewer:

Yes, yes. Being inside water would be different. Okay, let's see

**Sophia Family Visit 29 October 3**

**Video: 20191029\_164645.mp4**

**Case Study Child: Sophia**

**Parent Name: Michelle**

**Duration of audio: 3:40**

**Transcriber: Chanique**

(00:11) Sophia:

So, you have two videos. There's another video also.

Interviewer:

Nice.

Michelle:

Where am I? Did you say my mom? Am I also there?

Sophia:

You on the other side of the road.

Michelle:

Oh.

Sophia:

That one I didn't use the harness.

Interviewer:

Ah, ok.

Sophia:

The other one I did.

Michelle:

You must show the other one with the harness because this is the- so you can see the difference. You couldn't skate. You can see the difference the way you skate...

Sophia:

It's harder to hold and look.

Michelle:

You can see the difference.

Interviewer:

Yeah.

Michelle:

Why didn't we use the harness then? Did we not have it yet?

Sophia:

We didn't have it yet.

Michelle:

Oh.

Interviewer:

Oh, this day you didn't have the harness?

Sophia:

No.

Interviewer:

Ah, ok.

(00:53) Sophia:

I honestly like the other video better than this one.

Heloisa:

Oh, skate.

Interviewer:

Yeah.

Sophia:

I kept falling into the ditches and the holes.

Michelle:

See, you have to look down now.

Sophia:

Mm. I have to look down and up at the same time.

Interviewer:

Yeah. I am really confused with this movement.

Sophia:

I had to go slowly because it is hard to just look down and up at the same time.

Interviewer:

Maybe in this case you're concerned about the camera?

Michelle:

Yes.

Sophia:

Yes.

(01:45) Sophia:  
There's Riley.

Interviewer:  
What's the environment of the- because you hung out now?

Michelle:  
Yes.

Interviewer:  
With GoPro, change something?

Michelle:  
Yes.

Interviewer:  
Make some difference or not?

Michelle:  
Yes, because we are generally outdoors. My biggest, biggest regret, and my friends say it too is that we don't keep memories of the things we do.

Interviewer:  
Ah.

(02:22) Michelle:  
And the reason I do that is because if I have to have a camera and take a photo and carry my equipment I am not going to be able to enjoy things with them. So, I always say, I will leave the camera so I can spend time with them. With the GoPro you can be more active.

Interviewer:  
Come inside. Yeah, very nice.  
I think for me in the past, you are very deep in the moment-

Michelle:  
Yes.

Interviewer:  
Recording, a smartphone yeah. Nowadays you have some people who take millions of pictures all the time.

(03:11) Michelle:  
The interesting thing for you, is when I go watch their prize-giving for an example I want to listen to what they are saying about the prize, but I find when I have the phone, I am not going to see. Or I take a video and when I look at the

video it is not of them, it is of something else. So, if you have a GoPro you can listen, you can focus.

Interviewer:

Yeah. Maybe there's a different way. Yes, that is very nice.



**Sophia Family Visit 29 October 4**

**Video: 20191029\_165448.mp4**

**Case Study Child: Sophia**

**Parent Name: Michelle**

**Duration of audio: 2:21**

**Transcriber: Chanique**

(00:29) Michelle:

You know its focusing down?

Sophia:

I know. It's hard mom to look down the whole time.

Interviewer 1:

You use the skateboard?

Interviewer 2:

Did you look at the camera or not?

Sophia:

I looked once or twice. I was watching-

Interviewer 2:

Now you-

Michelle:

It's still down.

Sophia:

It's because my body's down like that \*gestures to body position\*

Michelle:

Where's the one where you sit- you were sitting on it.

Sophia:

We just watched that mom.

(01:05) Michelle:

No, where the GoPro is on the one that is sitting. Sean was wearing it.

Sophia:

Oh, that's going to be now, but I think I deleted it.

Michelle:

I think we must also do one where-

Sophia:

You were the harness and you \*makes running movement\*

Michelle:

We have a family member that um is quite good with films and –

Sophia:

Nick?

Michelle:

Nick, yes. He is a family member and we said we will come and visit. So, he gives us good ideas on how to use equipment and drones and things like that. So, I think he could come and visit the kids again to come and show them. Because they are always playing with his equipment.

Interviewer 1:

Yes, this is nice.

**Sophia GoPro- Guacamole and Nachos****Video: GH010091.MP4****Case Study Child: Sophia****Parent Name: Michelle****Duration of audio: 12:53****Transcriber: Chanique****Sophia:**

Hi Guys! So today I am going to be showing you how to make Guacamole and Nachos. First let's start off by making the Guacamole.

So, I am going to show you what you need. What you need is a chopping board, a sharp knife. You can use one like this (points to knife), this works better for me. A fork, two garlic gloves, lemon juice or fresh lemons, avo, parsley and Rosa tomatoes. Start off by placing your avocado on the chopping board and cutting it in half.

(Sophia proceeds to cut the avocado)

(01:00) There you go. We are going to use both halves, so cut the one half in half. Then pull the skin off and put it in your bowl. I forgot to mention that you need a bowl. So, continue doing that until all of the avo is used up. Yes, there's music set and if you can hear in the background, the song Panini is playing.

(Sophia proceeds to cut the avocado)

There you go. All of that. To make it easier to mash you can cut the avo in pieces. This can get really messy.

(02:37) Okay, so once that is done, get your fork and mash up the avo. Also here's a tip. To make it easier to mash up the avo you should use a really soft avo that doesn't give you a whole bunch of trouble and effort when you cut this.

Okay, you can also just squish it with your hands, to make it easier.

(03:50) You know they should actually play a playlist so the songs just go on and on. Okay, so your avo should be mashed. Now, I'm just gonna take you to the sink so that I can wash my hands. Okay, there we go. So, I can just wash my hands.

(Sophia washes her hands)

Okay, now we can get back to the food. Now you can through your excess away, the dirt. Okay, so now what you are going to do is rinse some parsley. So first take out some parsley. I am going to use a little bit. Okay, come with me to the sink so that we can wash it. Okay, there we go. It should look like this right now. And now you go back to the food. Now you can chop it up into pieces so it will not disrupt the flavours of your food. You don't need to add a lot actually. You

have added that so now you mix it in. Every ingredient you add you need to mix into the avo. (05:44) Okay, then get your Rosa tomatoes. Take out as many as you need. I am taking out about 8. Come to the sink with me. Here's your tomatoes

(Sophia shows the tomatoes and proceeds to the sink).

Rinse all your tomatoes. There you go.

Now what you are gonna do is you are gonna chop your tomatoes in half, actually cut them in quarters so that it's easier to eat and not so messy in your food.

(Sophia cuts tomatoes)

(07:03) Okay keep cutting.

(07:31) Okay, add in all your tomatoes into the avo mixture. Mix that.

(Sophia mixes the tomatoes with avo)

Okay, looking so delicious! Mm.

So, now what you are going to add is add salt and pepper! How can you forget that. Go to your cupboard grab your pepper and your salt.

Okay, add them in over here. Add some pepper.

Yoh! Oopsie!

(Sophia dropped pepper).

(Sophia then proceeds to mix Guacamole).

Okay, mix that up. (08:51) Now we are gonna do the taste test. Okay, let's go.

(Sophia tastes Guacamole)

Mm. It's good. Lemon juice, add that in. Add some lemon juice so that it stays fresh. Chop up a garlic clove.

(Sophia chops garlic clove)

Okay. Use both garlic cloves.

(10:30) Okay, get your grater. I am using a mini-grater and grate up your garlic into your um guacamole.

(Sophia grates garlic)

Okay, put everything in, mix, and move over. Now for the serving, we can just pour this into a bowl. Add some Nachos around the bowl unto a plate and there you have it. Your very own Guacamole and Nachos! Let's do a reaction of how my mom thinks it tastes. Looks good.

Mom, you can taste this.

(12:27) Michelle:

Ah, thank you my baby. Just a sec.  
Am I the first taster?

(Michelle tastes the Guacamole and Nachos)

Mm... delicious! Well-done Sophia.

Sophia:

And there you have it!

**Sophia LEGO Family Characters****Video: GH010349.MP4****Case Study Child: Sophia****Parent Name: Michelle****Duration of audio: 4:24****Transcriber: Chanique**(00:01) Sophia:

Hey guys. So, I just want to show you this special surprise I made for you guys. So, I actually created all these characters today. It's by LEGO and the age restriction is 6. Basically anyone who is not under 6 can play with this. This is a building toy. So yeah you can choose your own accessories, your own faces. So, I just chose these little guys. So, it actually represents my family. The rabbit in my hands is supposed to be a dog, but that was the closest thing I could get to a bichon. So, but it is a rabbit, I know. So, that's not so bad. Anyways. This is my brother \*gestures to LEGO character\*, as you can see he is quite short. He is shorter than all of us. This is me \*gestures to LEGO character\*, this is my mom \*gestures to LEGO character.

(01:05) Okay, so now I just want to open the packaging for you guys. I want to show you the packaging. So, let me put the LEGO aside.

The packaging is basically a plastic seal. So, if you can see there's these little things over here \*gestures to side of packaging\*. So, you just close that. That's the seal. This side is just paper, cardboard that can come out. Then it's just plastic. So, yeah that's the thing.

This is how it looks at the back and there's lots of information.

(01:41) This is the best part of the video. I will be showing you guys the characters! So, I just want to get this part together. Here is me, and this is supposed to be the bunny right. Here's the bunny... it's so cute! And this is me. So, I have two pigtails. Very cute. Plain one at the back and an apple dungaree- it's a dungaree, yes. Then my face, this is how the LEGO face looks. Okay, so that's number 1. Okay, now let's go Sean! Here's a baseball bat as his accessory and he is very short. I am just going to compare. Look how short he is. Anyways. Now, he has some black hair, awesome hair. Then he has some PJ's, I don't think of them as PJ's but they are. I think they are very cute, so I just put them on. These are his PJ's and yeah, this is his clothes. Now, on to my mom. My mom is the coolest! So, I just made her some nice, long, lusher locks, also known as hair. Then she has a purple outfit on. I am just going to take off her hair so that you guys can see. She has a purple outfit on. There we go. And a nice diamond necklace. It's a simple necklace. Then a buttoned shirt and a chained up purple and black pants.

Now this is her hair \*gestures to LEGO hairpiece\*, very nice. I also added on a boom box just to match her pants. So, now she can hold her boom box and she can go around the streets and be like \*beat boxes a tune, while illustrating how her mother would walk\*.

(03:49)Okay, I just want you guys to look at everything over here. I am just going to separate everything and I want you guys just to take a look at everything.

Thank you guys for watching this video! Please make sure to subscribe and comment down in the comment section below and please make sure to click your notification sign so that you guys can see when I post new videos. So, hopefully you enjoyed the video.

Bye guys! See you next time!

**VIDEO END**

**Sophia Mom exercising GoPro****Video: GH010314.MP4****Case Study Child: Sophia****Parent Name: Michelle****Duration of audio: 2:45****Transcriber: Chanique**

(00:01) Sophia:

Hi guys, so we just cooling down after the run and I just want to show you guys, there's some music playing because my mom is stretching. She's just cooling down after the run –

Michelle:

No I'm exercising.

Sophia:

Exercising after the run. So I'll just get the proper footage, so I'll just get the camera thing so that it, so that the video looks nice. So, sorry guys about that, I just want to get this sorted quick. So while my mom is exercising, we can be, you guys can watch her exercise. I hope you enjoy the video guys, so yeah, let's go. Sorry guys just trying to find the right angle.

(01:27) Michelle:

Oh I didn't bring my mat.

Sophia:

Let's do this rather. There we go, perfect.

Michelle:

Don't film my whole exercise!

Sophia:

Not the whole time...

Michelle:

I'm busy stretching. Now you won't see me I'm busy stretching. Turn off that thing.

Sophia:

Ok so now my mom is done stretching for the video and yeah, hope you guys enjoyed it.

Michelle:

Ok now.



Sophia:

Ok bye guys, Riley's busy watching, Riley's also walking around. Hello Riley, come, Riley come. He wants to be in the video, shame, ok bye guys.

**Video End**

**Sophia Skateboarding GoPro No Harness****Video: GH010311.MP4****Case Study Child: Sophia****Parent Name: Michelle****Duration of audio: 4:29****Transcriber: Chanique**

(00:02) Sophia:

Hi guys, this specific video is going to be an active video. So we will be jogging and um, we will be jogging and um.... me I'll be skateboarding so here's my skateboard and there's my mom and Sean. So yeah, let's go. I'm first going to walk down here, so... ok. Hi! Ok so, I'm just going to try and catch up with them. So I can't catch up so I'm going to skateboard down here, skateboard down here right now.

Flip! Ok I'm coming guys! So we have to be careful now since we're crossing the road. Ok, where are we going mom? Ok so why are we crossing the road?

(01:47) Michelle:

We're not.

Sophia:

Ok we aren't crossing the road so I can just... ok.

Move Sean! Ok I'm going to go down here, this is going to be awesome. Woah! This is awesome guys, so nice! The sunset is beautiful, woah! So nice. Ah! I fell... it's ok guys. I literally fell.

I could've actually connected this to the skateboard, I don't why I didn't connect the GoPro – no mommy I fell! I fell, I keep falling into the side ditches over here. Ok so as you can see, my mom is stretching so she can run. There we go. Riley is also here the whole time.

(4:00) Michelle:

C'mon.

Sophia:

Ok so it's my mom's turn to hold the GoPro now, then Sean is going to be after.

Sean:

Pass it mommy.

Michelle:

Go, go ahead, run. It's gone off. Ok I need to put it off now quickly.

Sean:

Why?

Michelle:  
Because -

**Video end**

**Sophia Underwater video**

**Video: GH010368.MP4**

**Case Study Child: Sophia**

**Parent Name: Michelle**

**Duration of audio: 00:23**

**Transcriber: Chanique**

(00:01) Sophia:

Hey guys! So, now we are going to do an underwater video. So just check it out.

Seth:

Wait, wait.

Sophia:

And go.

Whoa! This is awesome.

**VIDEO END**