

CASE CHILD

# Karabo

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Classroom Observation  
Teacher Interview  
Focus Group  
Family Visit

**Case Study Child Name: Karabo**

**Grade: Four**

**Duration of video: 00min 23**

**Classroom observation 4a (Karabo and another child discussing the screen image)**

Karabo: Jainism [Reading from the screen-symbol looks similar to a swastika  
I like the dots

Child 1: Ha, it's like that army thing, what's it called?

Karabo: The Nazi sign...

Child 2: Oh My ..... wika...it's called Wikepedia

Karabo: [reading from screen] Islam

Case Study Child Name: Karabo

Grade: Four

Duration of video: 00min 45

Classroom observation 3b (Karabo-whose fault was it)

**Karabo:** Yes. Okay. The neighbour should have called her family to take her to the hospital, the parents should have, one of the parents should have stayed at home to look after the child or both of them should have stayed home to look after the child, the children. Josie shouldn't have looked at the phone. Fred, Well Fred didn't do anything. Fred shouldn't have kicked so hard because what is she did save it and then she got hurt in the process and granddad should have watched them.

Teacher: So you're naming everyone.

Case Study Child Name: Karabo

Grade: Four

Duration of video: 00min 23

Classroom Observation 1 video (Karabo-Pokemon card)

Karabo: My friends and I we were looking at these Pokemon cards the previous day, and the next day when I went to his house, he told me, Oh, I got this new GX. And it's, and it's called Sharmeleon. And then I say, no, it's called Charazard And then we had this whole

Case Study Child Name: Karabo

Grade: Four

Duration of video: 00min 45

Classroom observation 4a (Karabo in the computer room doing research)

Karabo is sitting in the computer lab with his exam pad and pencil in hand.

Karabo: every language needs a capital letter at the first page. Ja,

**Friend:** the recorder is switched off.

[talking to his friend] Oy, why is your credit card there?

**Friend:** Did you see my other one?

**Karabo:** what is it?

**Case Study Child Name: Karabo**

**Grade: Four**

**Date: 8 October 2019**

**Duration of video: 1min**

**Classroom observation 3 a**

Karabo sitting in a group with other children. It is very noisy and individual children cannot be heard.

**Teacher:** Ok, we have 40 seconds to go.

Too noisy to hear anything.

**Case Study Child Name:** Karabo  
**Date:** 4 September 2019  
**Duration of audio:** 36 minutes :18 secs  
**Transcriber's Name:** Jacqui

### **Teacher interview 3 Section D**

**Interviewer:** Today is the fourth of September. This is interview Three with Karabo's teacher. And the interviewer is Interviewer M and with me is A research assistant. Thank you. Alright, it is half past two...We are starting with **Section D questions** about the case study child. Question One, what do you know of the case study child's use of technology or media and all media in the home for play and learning?

**Teacher:** Well I know that he is a big reader, he, every moment he has, he likes to read books at least in class or draw and his parents limit his technology use at home in the week time, but then weekends it's as he will, I hear from his mom that he loves, loves playing games on the computer or the laptop and for can do so for hours. But in the week time its limited.

**Interviewer:** Did she say how...?

**Teacher:** An hour in the week.

**Interviewer:** An hour during the week he may do it and

**Teacher:** but he'll try and negotiate more but (laughter) and I'm sure at certain times of the term she will allow it but...He is very diligent with his work as well.

**Interviewer:** And did she say why she limited it?

**Teacher:** I think to focus on his work but she didn't actually give me a real reason.

**Interviewer:** Ok, interesting. And media in the home, did she say what kind of media?

**Teacher:** Um, I think, she didn't specify but, I'm assuming they play a lot of FORTNIGHT and also X-Box or one of those play station-ish games (laughter, they're all the same to me) .

**Interviewer:** Question 2: What do you know of the case study child's, in this case, KARABO's play and learning in general in the home, if anything?

**Teacher:** I don't know too much. I know that he puts a lot of hard work into his school work. He generally, I know that he works hard at home because I can see evidence of it coming back to school. That's as much as I do know from that. I think his parents are very good about keeping up with his academics and so on. They follow up that he's done certain things as well.

**Interviewer:** Does he mention any games that he plays at home?

**Teacher:** No, aside from what his mom said about his X-box, he hasn't mentioned anything.

**Interviewer:** So he doesn't come and say, I played or that...?

**Teacher:** Not that I know of...

**Interviewer:** Question 3: How does the case study child use the digital tools or technology on offer in this classroom? What do you notice in terms of their play? There are 2 questions. Let's do the first one. How does the use the digital tools on offer?

**Teacher:** So, we spoke about the digital tools are mainly Smart TV which he won't use directly but he'll watch the videos that are there and interact with the videos. And he picks up what is in the videos. He'll respond back and he understands. I've even asked him to reword what they taught in the video and he's done it perfectly. So, ja he takes it in. I can't speak directly for computers cos I'm not there during that lesson. It's a different teacher but he seems to be... I've seen their PowerPoint presentation because it's been shared with me what's done in computers and it seems like it's going fine. It's a group work task so I don't know what is specifically is his page but they all seem to be done well.

**Interviewer:** And that's done by the computer teacher?

**Teacher:** Yes

**Interviewer:** So besides watching videos in the classroom, is there anything else technological that he might engage in?

**Teacher:** Well, going back to the project, the Countries Project that I mentioned in the previous interview, so where they had to do research on different foods and a dance. I booked out the Chromebooks before the little laptops and he's used them just fine. He's logged into his account and been able to Google Search things.

**Interviewer:** All right, okay. All right. And that again, is but it's not in the classroom. It's something that you have to go outside and bring into the classroom.

**Teacher:** The Chromebooks we can bring out of the classroom because they're like mini laptops.

**Interviewer:** But no, what I'm saying is they're not in your cupboard here?

**Teacher:** Oh, no, no, they come from outside the classroom and we rent /book them out.

**Interviewer:** And yeah, okay. So it's not something that happens every day. They just go and fetch it; something you've got a book and bring into the class.

**Teacher:** Yes.

**Interviewer:** Okay. Thank you just sort of looking around, where is the technology as it were? And then what do you notice in terms of their play?

**Teacher:** Which is very difficult to answer because in a classroom there's not much play. He works very well in a group but it's not to do with technology per se. Because again, that's in the computer classroom. So I'm not sure how to answer that question.

**Interviewer:** Yeah, so you don't see the children really playing...

**Teacher:** At break time? Yeah, they, at the moment they're loving card games so they're actually playing that at breaktime. I saw him and his friends playing UNO, which they were playing. But there's also another card game with soccer players or cricket players ? (Laughter) I can't be sure.



**Interviewer:** Are those the cards that they swap?

**Teacher:** It might be. I think there is swapping but then there's also a game that you play with it.

**Interviewer:** ok so they like card games and things like running around after balls?

**Teacher:** He is not so much of a sportsman. But I know that they do at break time, but his group of friends, I think they, do run around and they'll play sort of on- on games or something like that at breaktime. That is something, but obviously it doesn't, there's no technology when they are playing because they're not allowed technology during that time.

**Interviewer:** And they wouldn't play games at all maybe initiated or inspired by technology?

**Teacher:** And if they, if they do, I'm not aware of it.

**Interviewer:** And when you seeing this, do you guys have duty on the playground? Is that when you would see it,

**Teacher:** Yes, that's when I see it (laughter).

**Interviewer:** And how often are you on duty?

**Teacher:** Once a week at 2<sup>nd</sup> break

**Interviewer:** All right, and that's what you've noticed with Karabo.. This is question Four, Section D. What about the use of technology and media for creativity in class? Is this case study child involved? If so, can you tell me about this?

**Teacher:** So, I don't know if discussions can be considered part of creativity. If they thinking of, I know, again, mentioning Philosophy, we've had talks about how you can, what you can do to make the world a better place because we spoke about altruism and things with the class, And they came up with different ideas of how they can improve the world. But I can't, I can't recall specifically about what he said at this moment. (Laughs) So yeah, there was a video that sparked it as well. So that's how they came up. And we spoke about someone who was or people that were fighting for different causes and things and we played some videos about them. ...I'm forgetting what the question was...

**Interviewer:** What about the use of creativity? So here's sort of the focus is creativity in class. So you talked about discussion and, and ideas, creative ideas, although you can't remember specifically for him, but there does seem to be sort of creative discussion about generating ideas.

**Teacher:** Yes

**Interviewer:** So that's a form of creativity. I notice that you made a sort of guitar over there. Tell me about that.

**Teacher:** So they had to make a musical instrument out of recycled material. Karabo made a harmonica but he used lollipop sticks and piece of paper and little toothpicks and elastic bands on either side and then you blow it and you can move the toothpicks up and down to make the tune different or the note different

**Interviewer:** Well that's creative,

**Teacher:** Very creative. I think he did actually research some of that online so he probably did use go YouTube certain things and Google and whatnot to find out how to make that.

**Interviewer:** Okay, so that's a very nice technology and creativity link. Any more of that that you can think of, of kind of being creative and making things like you were making musical instruments here out of recyclables.

**Teacher:** Let me think when else.....Well, we can again mention the Culture Dance by Sorry, we just doing it at the moment. (Couldn't hear)..they had to create a dance so they had to Google or YouTube videos of traditional dances from certain countries and then together have to make up a dance with those looking at what they saw. So they use creativity in that with technology and...

**Interviewer:** that's a good example....We can always come back if you think of anymore. **Question five:** We are interested in understanding how this sort of play might develop the following holistic skills for Karabo and would be interested in your perspective and observations on each. So, we're talking about the first one they're saying is physical skills...

**Teacher:** Movement games building or robotics or building robots..?

**Interviewer:** So I was thinking about your, your dance.

**Teacher:** Okay, so understanding how sort of developed.. (she's reading the question) the following holistic skills. So what are you asking? How is it developed from technology?

**Interviewer:** Well, if we using digital tools in play and how might this develop these physical skills? In other words, physical, social, cognitive, emotional and creative? How might it improve with the technologies? Ja, what are your ideas and observations on how technology could develop these skills?

**Teacher:** Okay. So, again, yes, the dance is a good example of one where they actually have to move and copy. I also mentioned before that we did often do like brain breaks or little activities, exercises that I use the Smart TV to play a video, and they can copy the movement from the person on the screen either for a dance or just exercises to get their bodies moving. So that way they definitely can develop physical skills because they can copy what's on the screen and eventually learn a movement or skill from that.

**Interviewer:** And then just say after that they are they asking you, they would be interested in your perspective. So what do you actually think about it, you do it...

**Teacher:** I think it's very good. I think, it's a lot easier to show it actually happening although I can also do it but my my dancing skills are limited. It expands what you can show and once you can get them to copy so that way it can be very been a beneficial for physical skills even if it comes to specifically for sport if there's a certain, I don't know, let's say for hockey, if there's a certain way to hit the ball like a slap or something that they can teach you how to do it on the screen Yeah, on YouTube.

**Interviewer:** Second one, social skills eg online communication, video conference, digital group work. You did mention something about digital group work..

**Teacher:** Yes so they're using Google Slides to do one slideshow per group. And each child has two or three different slides that their responsibility or that's their responsibility, but together it will be one slideshow. So they are working as a group but each having their own I'm creating only one document. Yes, so they, I guess in that way, socially, I mean, they working together to create it.

Yeah, I think in some ways it's beneficial because you can each focus on your own area and create the product but in other ways it can be inhibiting because you can disagree but yet the person will

continue doing or someone can edit your slide and without you allowing them to because it's still open so it can also cause different conflict situations and they're not speaking face to face either. But then we have ensured that they do have face to face time when they have to work in the group then talk. So it is enabling that. I'm not sure if I've answered the question.

**Interviewer:** No. Actually, I think it's quite a deep question. So when, when you are doing this, take the example of the ones with the slides, And it sounds like they working together, but each one's working on their own slide.

**Teacher:** Yes.

**Interviewer:** And then they don't always have the say on the final edit.

**Teacher:** So, yes, one person can go and change something that someone else hasn't agreed with.

**Interviewer:** So is that really collaboration or is it everybody working on something separate and then just putting it together?

**Teacher:** So at the end, I guess it's collaboration. But the first slide that they all have to agree on because that's the front cover which they must do on their own.

[Interruptions from outside]

**Interviewer:** and then cognitive skills, brain training apps, video conferencing, the subject experts as part of project work. How would technology in your classroom develop children's actual thinking skills, problem solving skills?

**Teacher:** Well something and that I haven't done yet because I was introduced this year, and I'm still gonna work on it. But for example, let's give sums in maths. And you can record yourself explaining the process of how to do, eg. Two thirds of 12. And then you show, you take 12 and you divide it by three. And then you take that four in terms of by what did I say two thirds times by two. And you'll explain the process step by step with them, and then they can replay it at home if they've forgotten the process. So that is something that I do intend on doing eventually, so they can access that at home and improve their skills. I...

**Interviewer:** sorry, can I interrupt it? Is it video or is it just sound?

**Teacher:** it's not a video of my face, but it's a video of me writing and then the sound comes with it. And that's been introduced to us, but I haven't done that yet. So I can't speak from experience but I feel that that's a very beneficial thing. Brain training apps, I suppose what I mentioned yesterday on the last interview was what's it called Reading Eggs, which they do in computers to improve their comprehension skills and reading skills. So that's very useful to improve that. I think, in many ways, using technology is a lot more exciting for children. So if there is a way to do it on the computer and and to improve it, I think it'll be great because they automatically they interested in it.

**Interviewer:** Thank you, that's your perspective, that's great. You followed it up. Creative skills, for example, children coding their own games, animation and stories in Scratch ? How technology, what links can you make this technology and what's your opinion?

**Teacher:** Well, that can also go with instrument where they could get ideas from the Internet. They research different ideas on how to do things. And then they'll have to sift through and come up with their own way and what they what's available to them. And how they can use that to make what they've seen online. And I think a lot of the time, the stories that they write in creative writing in

English, are based on movies that they've watched, and also books that they've read, which wouldn't really affect refer to technology. But yes, that's...

**Interviewer:** Do they ever create their own stories?

**Teacher:** Yes, definitely. So you can see that they have ideas from different movies or books and they find their own way with those ideas.

**Interviewer:** And you think that's good.

**Teacher:** I suppose it's a it's a useful thing for the kids that are struggling creatively. But in some ways, I guess, then they're not actually thinking of their own story if they're copying the story exactly. But it's still can improve the embedded ability because they've got to put the story into their own words, because they obviously you're not copying it word for word. Yeah. So sorry, it's not a direct answer.

**Interviewer:** No, no, it's fine. Sometimes it isn't a direct answer. And this is all remember, this is about your perspective and observations on each. Okay, so it's not there is an answer everything. And then the last one, emotional skills, for example, digital storytelling, such as animation for children to talk about difficult and controversial activities,....life skills and

**Teacher:** I think it can be a good introduction. To bring up certain emotional technology, videos of how animations, putting serious topics into a story, and opening it up for conversation in that way, it can be very beneficial. But I also think it can be quite a negative thing, when children are watching or playing too much, and then they're not actually getting face to face time with people where their EQ can maybe be slightly lower than what could be if they spend more face to face time with people.

**Interviewer:** So just to clarify, in other words, it can be very helpful to watch a video on on bullying. Yes, but it's sometimes better, are you saying to talk to somebody face to face? Yes, that actually Just watching a video doesn't.....say more, say more about that.

**Teacher:** I think they need to be paired. I don't think you can **only** watch a video to bring up something you need to watch the video to stem something and create the discussion. And then you have face to face discussion.

**Interviewer:** Okay, thank you.

**Teacher:** But I think I haven't answered the first part of the question. How... is it just my perspective? So it's not what I'm doing in the classroom with that?

**Interviewer:** No, they interested in your perspectives and observations?

**Teacher:** Okay. That's fine. Yeah.

**Interviewer:** I think I see lots of things come up again and again. So they're all the same, some same answers have threaded through in different questions. Question six, when the case study child is playing with technologies or in response to media, do you ever play with him or her if so, tell me about how you play with him or her. Do you initiate/ stop this? What kind of roles do you take? For example guiding, prompting, directing, co-playing?

**Teacher:** I don't, I'm not around when he's playing with technologies as his teacher. So I can't really answer that question. I mean, we don't give free play with technology. So I honestly don't know how to answer that (Laughs).

**Interviewer:** And what is, when you talk about free play, what does that mean for St George's?

**Teacher:** I suppose if they had a computer lesson and the teacher, maybe it's the end of the term and the teacher said you can play games on the computer. Obviously it will be specific games that she will allow, but that would be free play ..?

**Interviewer:** Yes, so they can choose, so they can choose. But it doesn't mean the teachers not playing with the children.

**Teacher:** No, the teacher is not playing with the children. I don't know a case with technology which can be involved in the teachers playing with the child. I can't think of an example.

**Interviewer:** You talk about the, you know, the Chrome books when when they each have the little, is there any kind of role where you sort of are guiding or prompting or directing in playful ways or co playing?

**Teacher:** No, there hasn't been, but we haven't booked the ChromeBooks a whole lot; we've used them on occasion. And for this, this 'Countries task', but that was more up to them. It was the whole group with one Chromebook. So they were researching it was there wasn't too much I can assist if they needed help, but there wasn't playing going on.

**Interviewer:** Alright, so just I'm just interested in the Chromebooks. So when they get Chromebook, does each child get one.

**Teacher:** Um, there are enough for each child to get one. But when we've booked them, it's been for group work. There's a lot of them to carry back here, from the computer lab. So it's also easy if there's a small group. If it's the whole class going, we would probably book one of the computer labs because there two of them. And then the whole class will go and then they can work individually on the computer.

**Interviewer:** Would you like if you had a wish would you like to have your cupboard full with Chromebooks one for each child?

**Teacher:** I think it could be useful, but it would add a could also add a lot of work but I actually it's hard to say because I haven't had a situation where it's been like that. I don't know how I think if there was one for the corridor, I think that would be a lot easier and we could all book it out at certain times. But there's one set for the high school and junior school or two sets maybe for both.

**Interviewer:** Okay, so it sounds very much you use them for research for particular purpose

**Teacher:** Yes.

**Interviewer:** And not in playful ways.

**Teacher:** Not in playful ways because of the difficulty in getting them I suppose.

**Interviewer:** I was just thinking, sometimes you was just saying that you show them like some fun things every now and again, if they need a break, or they need to move or something... So you use the Smart TV. So just say a bit more about that because that's almost could be like play. Yes. So just a little bit more about that, and what's your role?

**Teacher:** So I will encourage them all to get up and move because I know that movement is good for their brains (laughter), to get them working again. So my role I guess be a prompter to say get up

move. It'll help you work better; help them show them some moves that they struggling with certain things.

**Interviewer:** So do you sometimes demonstrate for them? Or, or do you participate with them? So if they're all doing the Macarena, say, are you also doing the Macarena?

**Teacher:** Often, will be not every time but yes.

**Interviewer:** Okay. So it's some actually almost co-playing?

**Teacher:** Yes.

**Interviewer:**....with you as well. Guiding, prompting, directing co-playing and how often do you do kind of brain breaks, where you use the TV in a fun way.

**Teacher:** And I haven't done it much this term because it's actually been kind of busy term, so we haven't had a lot of time. I'll just get them up and get them to do some stretches and some exercises and sit down again, because it's a lot quicker than doing the TV. But if they finish a little bit earlier, there's a five minute break then I would do something like, like I suggested go Noodle (?) , Just Dance or something on YouTube for a brain break,

**Interviewer:** Basically would be sort of once a week once every two weeks...?

**Teacher:** That you would you need a once. I mean it's certain time so again, as I said, I haven't done it much this term because it's been a busy term, but I know I did it. They had Term 2 is quite busy with assessments. So I tried to get them up and moving quite a lot in term 2 so maybe once a day,

**Interviewer:** Oh, okay, is it just to probably get a picture of when, when it's sort of not that often does that mean once a week instead of once a day?

**Teacher:** So now this, to this term, I haven't done it actually, I've been doing non technological brain breaks. But last term, I did it probably once a day or once every two days.

**Interviewer:** And you do that because it's actually quicker for you to just get up there and get them to stretch and do things than it is to actually put on the SMART Board and do something together.

**Teacher:** Yes, because then I have to search, search for it and then load it while loading doesn't take that much time but turn the TV on and move it out so they can all see the TV. So that sometimes takes a lot of time and the video is generally about two to five minutes and then that's a lot of time. Whereas stretching can take five seconds to stand up and then I can do a 30 second thing. And then they sit down again.

**Interviewer:** Interesting. Question seven. Are these some technologies and or media that work particularly well for playing together with the case study child? How about building and programming robots, or creative coding such as using scratch or other creative coding languages, making and tinkering with technology such as solving problems with Lego blocks and motors, or making films or images or animations, other things?

**Teacher:** And I know that last year, I can't speak for myself in that. I mean, I can't answer that for my relationship with him, but I know that last year, he was in Grade Three and he did Robotics and he wanted to do, he wanted to do it again this year, but it's not offered for Grade Fours. So this year, he's doing coding as an extra mural. and he, Karabo's enjoying the coding, but also would love to be doing robotics.

**Interviewer:** But now from here, it sort of says with the, but it's not you that is basically doing this playing together in terms of coding. Is it an extra mural?

**Teacher:** It's an extra mural, so it's the computer teacher for the High School who does that.

**Interviewer:** And any other technologies, are there some? Because this is actually asking your opinion, even if it's not happening. Do you think they are some things, some games or something that would work well for playing together with the case study child? So I think where they're going with this, is that sort of, learning must be fun. So how can you bring a Play based Approach into teaching and learning?

**Teacher:** I think you can learn a lot from programming robots. I think that played a role in Robotics that he did. I mean, I think that's what they did in Robotics last year, so that can be very beneficial because they, I mean, it's ahead of the grade level even In what we you're learning when you telling a programming a robot to do certain things. And I know specifically coding, it really improves the mathematical ability because they do a lot with Y axis and X axis and those sort of things, but that's as much as I know..(laughs) so I think that can be very beneficial and also because that's where the world is going. It's going technological, so it is useful to enable them to do things, extra skills, and technology, or media.

**Interviewer:** Do you think like Karabo would consider robotics or coding as play rather than as schoolwork? Or do you think he would think it's schoolwork?

**Teacher:** I can't, I would imagine robotics would feel like play. And I don't know about coding. But there definitely must be a fun aspect to it if he's choosing to do it as an extramural. So you must be enjoying it. And also there can be a lot of creative, well there's a lot of creativity that goes into the coding because of what they create and what they do. But I can't speak too much more about that.

**Interviewer:** Ja, And Lego blocks? I think you did say there is no Lego in the classroom.

**Teacher:** There is no Lego in the classroom and I don't know about him and Lego. I know that FORTNIGHT is in some way building things.

**Interviewer:** Actually his mother said to me when I phoned this morning that he used to play with Lego when he was younger, but he doesn't play anymore. She was asking who was funding the study? And that's how come Lego came to be mentioned. And she just said, you know he doesn't play anymore. And you don't do image making movies or, or animation?

**Teacher:** No, no. they did for a history project. I don't teach them history. Another teacher teaches them history, but I know they had to film themselves interviewing someone. For the project in Term One, I think so in that way, they made a little movie, which added some media to the, the curriculum.

**Interviewer:** Yes, yes,

End of interview.

Karabo Teacher Interview 1

Case Study Child: Karabo

Parent: Candace

Audio duration: 15:49

Transcriber: Chanique

Interviewer:

Good day, I am the interviewer today and with me is Karabo's teacher. She is a Grade 4 teacher at Karabo's school. We are doing the teachers interview. I have explained the study to Karabo's teacher. We will start with a few questions and we will start with section B. Alright, I will ask the question and then we can discuss the question?

Teacher:

Okay.

Interviewer:

Do you think any technologies- when they talk about technologies it is particularly digital- media are particularly bad for your children? Which ones, why and what are your reasons for this opinion.

Do you want to talk about the question or do you want to go straight into answering? We will slow this down; to make sure you are completely clear on what the question asks.

Teacher:

I think I understand, but I do not think I have a direct yes or no answer.

Interviewer:

Well that is great!

That is an excellent answer.

Okay, so this about your perceptions and concerns so would you like to talk about it?

Teacher:

Well, everything in moderation really. I think that if you sit and play computer games from the morning to the evening, it cannot be beneficial at all. There are however certain games that are beneficial. I can't really think now-

Interviewer:

Let's do this, I will ask you some questions sort of as you go.

Teacher:

Okay.

Interviewer:

When you talk about games what sort of games are you thinking about?

Teacher:



Okay, games like car racing and um, yeah that sort of flying games. I don't play them myself, so I cannot talk too much about it, but I hear them talking about it. Some of these games aren't necessarily beneficial. Sometimes it is beneficial for certain motor skills, but only for a short period of time and not for long periods. Things like Fort Nite, have some parts in it that is beneficial because it gets the kids to think. They can create things and they are using their minds to do things on the computer. Then again, they are just sitting, so I don't think it is really beneficial to them, but I don't know if I would say it is negative, but it is definitely not entirely positive...

(03:14) Interviewer:

So, it sounds like you are saying there is a time and a place for it, but it sounds like- You mentioned quite a few benefits... what are some of the negative elements you could highlight?

Teacher:

Um, reality vs. game. So, they will learn certain things from games and speak to people a certain way. Ton certain games, they also sometime hit or push people... They know it is wrong but it becomes a natural instinct. I have had children before that had certain reactions that I believed was learnt from games. I also think the age restriction is really important on games. I know a lot of them are playing things like Call of Duty, where you speak badly or steal cars. So, in those cases it can be very negative.

Interviewer:

Okay, so this Call of Duty is it a game for older children and are your children playing it?

Teacher:

Yes, well the children, who have older siblings in high school, will then be exposed to it. So, I am sure they get a little 10-minute playtime with their brothers or sisters. Hopefully the parents aren't allowing it once they know it is happening.

Interviewer:

Yeah.

Teacher:

I think some parents are very relaxed about those things, but I do think it has negative impact on the child.

Interviewer:

Okay.

Here it says- I think we may have covered it already, but it says technologies and media, what do you think they mean by media?

Teacher:

Um, maybe YouTube videos or sorts of research? I think the kids in my class love YouTube and stats they learn (on YouTube). Sometimes I don't know if those

stats are correct... but they actually learn and they have quite a good general knowledge because of these things they watch. Like with Animal Planet, where they learnt an interesting fact about a wild animal or about planets. So they YouTube things and research quite a lot.

Interviewer:

Okay, that is quite a positive view. And in some ways YouTube can be a positive thing.

Teacher:

Yeah.

Interviewer:

Um, all right.

Question 2B, do you have any concerns about Data Privacy in relation to children? What sort of concerns do you have about this?

Teacher:

So, when you talk about Data Privacy do you mean what they play on social media or what they are creating in the computer room?

Interviewer:

To be honest I do not really know. Let's see if we can work it out...

So data is almost like information, so would it put- in other words information of children using technology is no longer confidential. In other words their profiles are out there, their pictures are out there: what they do, whom they are mixing with...

(07:14) Teacher:

Okay

Social media then?

Interviewer:

Yes.

Teacher:

I do think it is a concern as they are not really old enough to understand that some things should not be put out in the world. So, because of their age it is quite a 'thing'. Also, once you send information to someone, it will be there forever. They can't rub it out and it is gone, it is always there. I guess in that way it is putting a lot of information out there to the world.

Interviewer:

Do you think your Grade 4s are putting a lot of information out there?

Teacher:

I think a couple of them have Instagram. Then the ones who have cell phones have Whatsapp. So, if they have that, then yes, but not all of them have. It

depends on the child, but there are- I know a couple of them do have Instagram and they will take pictures and they will post it, so that is sending information.

Interviewer:

That is out there in the world.

And who monitors- I mean who monitors? Is there talk about monitoring Grade 4 children and what they post on Social Media?

Teacher:

From the school?

I don't know about the parents, but in the school we have warned them that what they post can come back to them. That once they post something it is out there and it cannot be deleted. They are aware of that, but there is no monitoring from the teachers, because cellphones and tablets are not allowed in the class because it might get stolen.

Interviewer:

Are they allowed to bring them to school?

Teacher:

They can, but then they (devices) are sent to the secretary and they get locked up.

Interviewer:

So, generally children do not bring cell phones (devices) to school, but if they do it gets locked up?

Teacher:

It is more if they need to call their parents or need some form of contact, then they will bring it to school.

(10:02) Interviewer:

So they cannot go down to the secretary and do it the old fashioned way?

Teacher:

They can, but if they have it (phone), the parents prefer the direct contact.

Interviewer:

I am hearing a lot that it is up to the parents...

Teacher:

mm.

Interviewer:

Number 3B, do you think that children's use of technology and media at home, impacts in any way in their lives? Positive or negative, please give examples. You have sort of already answered that-

Teacher:

About media?

Interviewer:

Children's use at home, what do you know about what happens at home? Maybe what you hear the children talking about?

Teacher:

So, I spoke about YouTube and how it can provide a lot of general knowledge.

Interviewer:

Yes.

Teacher:

I think there can be a negative impact. So, this is very much what I believe is happening at the moment, but if children probably younger (children), are watching a lot of TV and playing a lot of games on devices, there is a lot of things going on in their mind. So, when they are older they struggle to focus. I feel like there is a huge focus issue as children are coming through and it is getting worse through the years.

Interviewer:

Okay, so you think there is a definite link between children's exposure to technology at a young age and them struggling to focus later on? There is a link there?

Teacher:

I mean I haven't done research, but I really think that flashing lights and a lot of movement, the brain is constantly picking up new movements, that when they are actually just sitting that their brain is jumping from things. So, when someone is talking to them it is just one thing, one sound and it is not really going in the same way. So, they are not as on it.

Interviewer:

Are you thinking that because there is such a high level of stimulation, so when they have to focus at school on one task it is difficult for them?

Teacher:

Yes, because there isn't that much stimulation.

Interviewer:

Because there is not much stimulation...

Teacher:

yes, because there is nothing keeping their interest. They have to keep their own interest.

(12:58) Interviewer:

That is quite a lot.

So, just going back... It says the children's use at home. We have spoken about children's attention etc., but how much do you know about what goes on at home?

Teacher:

I don't really.

I know some parents- well it is different in families, but I know some parents are strict with TV time, like no TV time during the week, no playing on your tablet during the week. Then some parents say that if you don't have homework "fine, whatever". So, some kids will then say they don't have homework so that they can watch TV. I don't know, it is particular to the child.

Interviewer:

Okay, thank you.

What do you think is the role of schools in addressing issues about children's Internet safety and data privacy? So, what do you do as a teacher or the school about Internet use and the children's privacy?

Say a bit more... You did say something about warning the children-

Teacher:

So, we have had talks with the children about what they post is put out there for the world (to see) and cannot be taken back. So, the school does let the children know. I think it is very difficult for the school to address the issues if parents allow or don't allow certain things. (As a teacher) you can't tell the kids this is right, as the parents could say something different. So, it is very dependant on the family. So, it is difficult for the school to take a role, but I believe it is very important that the school does let the kids and parents know if an article is sent out from time to time.

Interviewer:

So, you do send articles home?

(15:33) Teacher:

Not here, but I have done it at my previous school.

Interviewer:

I think what I am going to do is that end the interview because I have just seen the time.

So, this is the end of the teacher interview and we have finished section B, questions 1 to 4. Thank you.

Karabo Teacher Interview 2  
Case Study Child: Karabo  
Parent: Candace  
Audio duration: 39:56

Interviewer:

I am the interviewer and with me is Karabo's Grade 4 teacher. This is our second interview and we are continuing with Section B and question 5. It is about ten two three on the 2<sup>nd</sup> of September.

Teacher:

The 3<sup>rd</sup>. The 3<sup>rd</sup> of September.

Interviewer:

Sorry, it is the 3<sup>rd</sup>. Thank you.

Section B, question 5: is any content in school filtered? And what impact does this have on the type of learning you can support? Is this ever a barrier to learning? Particularly creativity and open-ended learning

Teacher:

Okay, sow hen you talk about content what exactly- is it the stuff you teach or-?

Interviewer:

Is any content in the school filtered? I would say what is available (resources) and when children ask certain questions (when answering them) do you filter certain things or not? Do you keep some stuff that you don't engage with, with the children?

Teacher:

Okay, if they ask certain questions and it is inappropriate or a bit above their level. Is that what you mean?

Interviewer:

Yes. I would say do you filter any of it? And what impact does this have on the learning you can support?

I think in the line of difficult question a child raises?

Teacher:

Okay.

Interviewer:

So, is this ever a barrier in learning, particularly creativity and open-ended learning?

Teacher:

I guess you have some children who know- like you would be talking to the class and someone mentions something that you know is above their level and would confuse certain learners. I am fine with going and telling the child/learner individually, but I will cut it off at class time as it might confuse the other

children. Then if they do not have the basics and they try to go ahead- especially with maths, if they talk about square rooting and we haven't done it, it will simply confuse the other children. Obviously with things like Life Skills, with things that come up that are too personal or sensitive to deal with in the class, I will maybe suggest talking to them about it privately, or pass it on to someone else. Luckily I have not needed to do it at this school. So, I guess in that way, yes it is filtered. I do try for it not to be a barrier. For example, if it is someone (child) who would want to go further I can tell him or her individually. So, if that child is ready to learn more I can assist.

(03:45) Interviewer:

I like that you use an example. So, (going further) if you do have an example it is nice to use it (when answering the questions).

Teacher:

Okay.

Interviewer:

Um, okay. What impact-

Teacher:

Creativity and Open ended learning.

Obviously it will in some way affect, if it is an assessment... Assessment cannot really be open ended, but I do not know if it is referring to that.

Interviewer:

I think it is referring to content.

Teacher:

Okay, so what is being taught?

Interviewer:

Yes, what is being taught and whatever is going on in the classroom. Like you said certain things that children will raise, which might not be something you want in the class.

Teacher:

Okay.

The last point, you have to cut it short at some point, otherwise you will never get to the actual purpose of the lesson. So, unfortunately it would have to be cut (short).

Interviewer:

Okay, and that is also to do with open-ended learning?

Teacher:

mm.

Interviewer:  
Or a program to get through?

Teacher:  
Yes, that is correct.

(05:01) Interviewer:  
All right.  
Question 6 Section B: do you have any concerns about the safety aspect of internet/technology-enabled toys? And if so, what are these concerns? Feel free to discuss the questions, if you need to discuss the questions before you answer them.

Teacher:  
Okay.  
I am just trying to think of Internet-enabled toys...  
Games on phones?

Interviewer:  
Yes, games and tablets, Xbox... um

Teacher:  
The safety aspects would be if they... do something above their age. Well I feel something above their age, so they would be learning things they maybe shouldn't.

Interviewer:  
Okay. So, do you have any concerns- Yes, so what I am hearing is that you are concerned that if it is not age appropriate and they are playing it.

Teacher:  
I mentioned earlier, like with video games that are perhaps above their age then they learn the wrong language. SO, I suppose that would come in. It can however be beneficial if it is factual and they (the children) learn... I just don't know if that refers to toys. Um, but if there is learning taking place, then it can be positive.

Interviewer:  
Yeah.  
Okay, do you have any concerns about the safety apart from the ones you have mentioned?

Teacher:  
Um, not that I can think of. Maybe if I have specific examples I might (be able to come up with more), but I am not...

Interviewer:  
Something that is cartoonish, but it is quite violent. Like if we were playing a game where there were a lot of Ninja kicking and so on. Would you have a concern about that?



Teacher:

Yes. So that goes with the bad language and habits. So, they can now think the cartoon is angry, so it pushes... Then they (the kids) think that it is normal, so that is what they do.

Interviewer:

That is it for Section B.

Let's move on the Section A, which are questions relating to the curriculum.

Question 1: how does technology/media feature in your own planned curriculum if at all?

Teacher:

Well, firstly I base a lot of my planning on CAPS. I use online CAPS, because it is too many pages. So, I use CAPS from the Internet. Then I try to- we are trying to at the moment integrate subjects. So, to do a History project that will give some English marks because they have an oral. Or, um Life Skills project where they use the computer, so they get a computer mark. We are trying to integrate that, so in some ways we are adding technology because they will have to research with computers for the project.

Interviewer:

I noticed you have a big screen in the class, what would you use that for?

Teacher:

Often I would show them videos or pictures on it. In Geography I often show them pictures on it, to relate it to the syllabus. So, PowerPoint, photos, videos... I try to integrate it.

Interviewer:

Can you get on to the Internet?

Teacher:

Yes, so that is a smart TV, but- I can use it directly, but I mostly connect it to my laptop.

Interviewer:

Okay.

So things you talk about like the children doing research, does that sometimes happen on the smart TV?

Teacher:

Not usually no. Unless they ask me a question I do not know the answer to, then I would look it up, but I would not put it on the smart board. I would just read it off my laptop and explain it to them.

Interviewer:

How often do you use that (smart board)?

Teacher:

I use it for almost every Geography lesson. Um, and then I like to use it for Science as well, Natural Science and Technology as videos often relate. Um, I will write notes, so I will type it and display it to them if there is something they need to record. I guess also just thinking about my laptop, I use it for the curriculum, looking for new worksheets online and creating worksheets on the laptop.

Interviewer:

I think that if you think of more things you can just add them as we go.

Teacher:

okay.

(11:25) Interviewer:

Question 3, I am jumping Question 2. What technologies do you use in the classroom and what are your aims in doing so? So, we have talking about the technologies. So, what are your aims in using the smart TV and your laptop? Can you talk to that?

Teacher:

Okay, so the smart TV, the videos are- well videos automatically draw attention. So it is a great introductory element, as it immediately draws attention, but it often relates to real life. In Geography we were talking about wheat from the farm to a sandwich. So, the process. Then I used a video of how the combine harvester harvest all the wheat, so they could see it working in real life and they could relate it. Instead of seeing a picture in their book, they could see how it works. Um, so it expands their understanding. The laptop is beneficial for worksheets for me, it gives me more ideas. I can see other worksheets and combine them, also for tests, I can get ideas. Then back to combining computers for tasks, it is useful for them to learn how to do things on the computer, because eventually they will have to use it in their lifetime when they get jobs one day. So things like Word, PowerPoint, I don't think they have gotten to Excel yet, but in later grades I am sure they will get to it.

Interviewer:

So, the laptop you use, is it the schools laptop or yours?

Teacher:

It is the schools. The school provides it.

Interviewer:

Okay, the school provides it.

So, the PowerPoint do you show them how to do it and then they do it at home or-?

Teacher:

No, they will do it in the computer class.

Interviewer:

Okay, so they will leave the class and do it in the computer room.

At home do they get homework where they have to use technology?

Teacher:

If, in the computer class if they don't finish- so in the computer class it is about double, 50 minutes I think once a week. If they don't finish their project in that time they will have to finish it at home. So, we have this thing called a remote desktop so they can get into- they can access their desktop at school from home. This is something the teachers can use as well so I can use my personal laptop at home and I can use the remote desktop and be exactly where I was in the classroom.

Interviewer:

That is actually very comprehensive. Thank you.

I am going to go back to question 2 section a: How does your own curriculum relate to the national curriculum regarding technology and learning? What connections can you make with what you are teaching and what the curriculum says about technology?

Teacher:

So, none of the subjects that I teach has any guidance or recommendations in terms of technology, aside from it being online. Um, but we have added it in. I don't think computers is a subject under CAPS, I think the teacher needs to decide on the curriculum for computers. So, there are no specifications that I know of. There could be...

Interviewer:

So, it sounds like what you are saying is that the school is integrating technology into the curriculum.

Question 4 Section A: Which media, apps, websites, games or phones, do you use in your classroom and what are your aims in doing so?

Teacher:

Okay, websites- do you have to know specific names?

Interviewer:

It says which media, so it might be helpful to name some... Which media or films do you use?

Teacher:

So, I have certain websites that help me with worksheet creations and tests. I also have- I always have to look in my book to remember it, but I think it is Maths Aid. It is another one for worksheets. I often use Google, then websites would come up, but there is nothing specific, it depends on what matches with my search. Then Teachers pay Teachers is another one I use. Um, games would have to be the computer teacher- they would know more about that. I do know the school uses Reading Eggs, which is an English- it assists with the reading. And I know they have some apps that create mind maps, but I can't remember the name offhand.

Interviewer:

So, things like games, you don't use games on your Smart Screen in your classroom?

Teacher:

No.

Interviewer:

a teacher might use them in the computer room.

Then films and YouTube?

Teacher:

YouTube yes that would be a common one. A brain break of sorts. I sometime let them do a dance or something where they can move.

Interviewer:

And apps?

Teacher:

Again, the computer teacher, I do not use many apps.

Interviewer:

I hear almost like there are two bits; there is what you see in the classroom and then what you use as a teacher. So, it is the two things going together, am I right?

Teacher:

yes.

I can add one more- there is a channel, not a channel... There is a series on Netflix that I sometimes use. It is called brainchild and it can sometimes relate to what we are discussing on class. I think there was one where we were discussing emotions in Life Skills. So, I can use Netflix.

Interviewer:

Do you ever show them a story time film?

(19:44) Teacher:

Oh, for Philosophy for P4C we often have short films we discuss.

Interviewer:

Oh, yes.

So, almost as a provocation or introduction.

Teacher:

Mm.

Interviewer:

Are there any- this is question 5 Section A: are there any technologies or media that you would like to use if you had the opportunity, funding and support? And why?

Teacher:

I would really like, which I can get at some point, but I am still new. So, I will wait my turn. Other classes in the school have smart boards or interactive white boards, and I have used one before and it is very useful in that, if you have to refer back to something you have already written, you can save it and show it again and say: "Remember when we looked at this?" Also, Koki's and whiteboard markers running out, so it helps with that. Also with clearing the board, it is one tap and clear. Also, if you had PowerPoint you can circle and highlight certain things, so that would be one thing. Another thing that is useful, but wouldn't be useful for long term, which is why the school has decided not to get them, but iPads or tablets would be very useful in integrating technology in the classroom. As there are a lot of apps that I have seen or come across before, that relates learning to actually doing.

Interviewer:

If there was funding or an opportunity would you like a tablet for each child?

(21:57) Teacher:

Well, every child doesn't need one. I think perhaps if there was one you could book out, for easy access. However, I also think that they are constantly changing, so if you bought them you would have to replace it in 2 years or so. We do have Chrome Books; we can book out, which are mini laptops.

Interviewer:

Okay. So, is it the schools decision not to invest in tablets because of this quick change?

Teacher:

Yes. I agree with the school and I understand it as I have the same situation.

Interviewer:

Okay.

Question 6 Section A: What barriers do you encounter regarding integrating technologies or media, like for example when you are talking about Natural or Social Sciences

Teacher:

Um...

Interviewer:

Do you encounter barriers?

Teacher:

Well, the availability... You would have to book out the computer lab, if you want all the children to look up something and you would have to get all of the children to the computer lab and it causes a lot of movement. This causes a lot of time away from the lesson. So, this is a barrier. Also, um sometimes when you add technology they get distracted with other things on the device. Often in

computers, when they have a task they would get distracted... So them keeping focus is also a problem.

Interviewer:

Question 7, we are also interested in the way technology/media is used in relation to different pedagogies? Do you have any comments relating to your own practice relating to the following: collaborative, inquiry based, problem based, project based learning. That is quite a big question...

What do you think each of these are? Do you want to discuss the different types?

Teacher:

Lets just check that we agree...

Collaborative- is that linking the other subjects?

Interviewer:

What do you understand by it?

When we talk about collaborative learning...

Teacher:

Um, you are taking all aspects and creating one project while using different ideas.

Interviewer:

That is great...

That is fine, because it might mean different things to different people.

And inquiry based learning?

Teacher:

If they are asking then they learn. If they are interested in something they can learn.

Do you agree?

Interviewer:

I don't think it is that I agree or disagree it is that each one- we are interested how you understand it and how it is used in the different pedagogies. So, there are different ways of teaching children. So, do any of these lend themselves more, or do some not involve technology. They want to find out how does it relate to teaching children. So, it doesn't matter what I think, it is that the name means-

Teacher:

Oh, okay.

Interviewer:

Then inquiry based – the children are doing the learning. They are asking the questions and learning from it.

Then problem based learning?

Teacher:

They get a problem- you present them with a problem and they have to solve it.

Interviewer:  
And project based learning?

Teacher:  
You give them a project and they have to research and that is how they learn.

Interviewer:  
Okay, great.  
So, do you have any comments relating to your own practice in terms of how technology and media in the classroom inform these different type of learning?

Teacher:  
We do a lot of group work.  
At the moment we are doing a PowerPoint presentation where they have to research a certain country and it's a group work task, but there is one PowerPoint presentation. So, they are using Google Slides, where they can each edit their own slides, but it is all for one PowerPoint. So, in that way they are all working together for one product.

(27:57) Interviewer:  
Brilliant!

Teacher:  
Also, it is collaborative if it includes different subjects, as it is inclusive of their Life Skills curriculum where they learn about cultures and computers are adding into it. We are also adding PE into it, as they (children) have to create a dance that is traditional to that country (culture). So, in that way they had to research on the Internet, the dances traditional to that country. So, that I guess is collaborative learning, but also project based learning.  
Inquiry based learning, because we follow a curriculum it is difficult to follow that pedagogy with that. Naturally if kids want to ask something, then you answer it and discuss it with them. Also, it will come in to Philosophy lessons, as they would ask more questions specific to what you are discussing. Um-

Interviewer:  
Does technology come into this?

Teacher:  
Oh, into the-

Interviewer:  
Inquiry based.  
Do you use technology when answering this or do you find its more just about asking the question?

Teacher:  
If I relate it to Philosophy, yes, because we often use videos or pictures from the Internet. And then the problem based learning, I don't think – I can't think of

examples where we used technology in problem based learning, but we very might well have.

Interviewer:

I was thinking, at the moment it is very current- climate change, pollution... We have a problem- the world is filling up... If they come with a problem would you set it up?

Teacher:

We have done it in terms of discussions. We have spoken about climate change and air pollution quite a lot, and I have used YouTube videos to explain it further.

Interviewer:

How are we doing for time?

Teacher:

We can use 2 more minutes.

Interviewer:

Brilliant, let us do Question 8 Section A: Do you experience grade or phase colleagues to have equal interest in the use of technology to teach? Would some teachers use technology in teaching certain subjects? When planning your lessons with other teachers, is technology part of the planning or included in lesson plans?

Teacher:

I have one other teacher in my grade so that is who I would plan with. Um,

Interviewer:

Are you more interested in technology?

You are young!

Teacher:

I don't think so. I think in different things I would suggest technology and in other things my colleague would. I don't think there is necessarily a big change, but maybe I might- because I am newer maybe I would use it more. Whereas my colleague has been here longer, he might use his previous work more as he has more resources than I have. He also uses the Internet to assist with worksheets and assistance with tests.

Interviewer:

Do you plan your lessons with other teachers? I am just thinking of the third question: Is technology part of the planning or included in lesson plans? Do you plan the lessons on your own?

Teacher:

We each have a subject. So, we don't really plan it together. Although Life Skills, which is the one we integrated... Life Skills and PE we do sort of plan together. IN that way we both agreed to include technology and Power Points.



Interviewer:  
How do you do technology in PE?

Teacher:  
That was the dance they had to research on YouTube and the Internet. So, they had to research traditional dance.

Interviewer:  
Question 9: Is your use of technology supported by the leadership of the school as a valuable resource for teaching and learning? Are you able to use technology to assess and present evidence of meeting the curriculum requirements? If so, how is this received by your H.O.D and principal?

(34:14) Teacher:  
When you say assess and present evidence of meeting the curriculum requirements, is that your planning or?

Interviewer:  
That almost suggests that you are using technology to assess. So setting of tests... Could you take video of what is happening in the classroom to show the leadership in the school: "Look at this learning that is happening in my classroom!"

Teacher:  
We have a Whatsapp Group for the school and if we do something that is different or creative, interesting for others, we often take photos and send it on the group. We can also send them to the head of marketing, and if she wants to she can add it to the yearbook at the end of the year.

Interviewer:  
Who is the- when you say send it to the group, is this the teaching staff?

Teacher:  
All the teaching staff, yes.

Interviewer:  
Do you have one that you would send one to the parents?

Teacher:  
Not at this point in time, just what to expect for the coming week, like what is due or certain events that might be coming up. We email them every Friday of what is on the program for the coming week and we can sometimes attach photos. I haven't done this yet, but I know of other Grades who have.

Interviewer:  
Okay and when you send- do you send weekly notices and does this include what you will learn in the week ahead and what they can-

Teacher:

We don't include what they are learning, but if there is an assessment they need to prepare for or project that need to be done at home, those are the things we would add.

Interviewer:

And in terms of homework, what do they do in Grade 4, do they write it down? Or do you use technology to send it to the parents?

Teacher:

They write it in their diaries, but their work is generally given the week before. Unless it is incomplete work from class.

Interviewer:

But it is written down in their diaries that they take home with them?

Teacher:

Then we know it is received, by the parents signing.

Interviewer:

Anything else you would like to add to this question (technology/curriculum/classroom)?

Teacher:

Um, not that I can think of.

Interviewer:

I am just looking around the class to see if we can get any clues. You know sometimes you look around your classroom and pick up... I am just looking and I see these lovely affirmations and sayings, where do you get those?

Teacher:

A lot of them are from Teachers Pay Teachers, which give you the option to download posters and things. Some of them are free and others you have to pay for. So those (ones in the class) are ones I have downloaded printed and then laminated. Some of them I have created myself.

Interviewer:

I am just reading some of them: "The courage to do what is right". It says a lot about your classroom.

"Imagination is better than knowledge"

"It is okay not to know, but it is not okay to not try"

"Great spirits have always encountered violent opposition from mediocre minds" and that one is from Albert Einstein.

In some ways you use personal development, beyond the curriculum, I mean those things aren't in the curriculum...

Teacher:

The school very much encourages all round growth. It encourages a lot of self-assurance and self-confidence. We often do- today was extension day so we get people to come speak to the learners. Today they discussed biodiversity-

Interviewer:

Did they use technology and PowerPoint's?

Teacher:

Yes, PowerPoint's and videos.

Interviewer:

So even when you get external educators they also use technology in the classroom?

Teacher:

Yes.

Interviewer:

Thank you.

Is there anything you would like to add?

Teacher:

No, nothing I can think of.

Interviewer:

Thank you, this is the end of the interview.

## Karabo Teacher Interview 4

**Case Study Child Name:** Karabo

**Date:** 10 September 2019

**Duration of audio:** 55:07 minutes

**Transcriber's Name:** Kevin

**Interviewer:** Today is the 10th of September. This is observation four with Karabo's teacher, grade 4 Teacher at Karabo's school with me is a research assistant and I'm the researcher. We are doing the last section, section C: New technologies play creativity and learning. Just going to read it. We're interested in exploring how play with technology supports children in learning new skills and knowledge. Question one, Section C: Could you tell us about your choices of digital technologies or content to facilitate learning? Are they used for free or exploratory learning? Are they games with rules? Do they provide specific guidance in curriculum-linked themes and topics with learning outcomes? Do they present information using videos for example, or other materials or any other? It's quite a question. Do you want to break it down?

**Teacher:** Well firstly, the digital technologies I have to mention them and then answer those questions on each one basically.

**Interviewer:** Yeah, okay. That's okay. That's good.

**Teacher:** So, I, I'm trying to think what I've said before, but I can't think of what digital technologies are necessarily used aside from the Smart TV in the class because most of mine is for me, researching as we've discussed before. So I think in terms of watching YouTube or factual videos, Netflix also mentioned Brainchild and things like that. They are free or (?). So I guess they expand on topics that we discuss. Am I answering this right?

**Interviewer:** Ja, no, we working through this together. I think are they used for free? In other words, do the children go on the computer and really explore

**Teacher:** No unless it's for a particular project in computers, which I can't speak about. So it wouldn't be that kind of learning for that. But I know that they do at home in their own time. They often do that with YouTube, specifically. They often love to research things about space, and things about animals, like National Geographic videos.

**Interviewer:** This all takes place that takes place at heard on their own devices. Yes. Might you sort of send them home with a task?

**Teacher:** Well, we have, as previously mentioned, the cultural evening the country projects. So that was, I guess that was in class or at home where they had to explore by looking up videos of dancers and they had to research different traditional foods and facts about the country. So in that way, it was exploratory because they could use whatever the device can you say, oh,

**Interviewer:** And that was at home?

**Teacher:** Or at the school, we will enable

**Interviewer:** or Chromebooks which you bought into the process. Okay. Thank you.

**Teacher:** So that wasn't games necessarily. I know they do play. I tteahink I'm complicating the question. They do play games in terms of reading eggs, which I mentioned before, which does have rules. So that would be where the games come in, but the one the country tasks didn't have games.

**Interviewer:** Do they provide specific guidance? In other words, what's the link with? Do you have any curriculum link themes? And are there any kind of links with the curriculum and the outcomes and the topics and technology in your process?

**Teacher:** Well, we'll research on the theme I guess so the for the life skills there to learn about different cultures and that's where the country comes in because it is from the syllabus for Life Skills for Reading Eggs, which I mentioned, is to do with what I mean language. So it's getting them comfortable with reading. I think. And then obviously, the videos that we'd watch in class would be linked to the syllabus because we were expanding their knowledge on what we've discussed, or visually showing what we've discussed.

**Interviewer:** So it's almost like you, do they provide guidance? So do you work from the curriculum first and then look to the technology for how to expand?

**Teacher:** Yes,

**Interviewer:** And

**Teacher:** explain better

**Interviewer:** explain,

**Teacher:** create a better understanding,

**Interviewer:** Okay.

**Teacher:** So we use it to assist

**Interviewer:** Okay, so the technology doesn't guide. It's the curriculum that's guiding.

**Teacher:** Yes.

**Interviewer:** That's guiding the choice of cheap technology.

**Teacher:** Yes.

**Interviewer:** And then do they present information using videos, for example, or other materials? Just maybe say just I want to go back a little bit more, you mentioned, how do you use technology for planning your lessons?

**Teacher:** So I, often will, if I'm trying to get ideas of questions to ask or ideas of a fun way to teach something, I'll research it on the internet.

**Interviewer:** And where does that idea that thought, come from that you want to teach? Does that come from the curriculum?

**Teacher:** Yes, I get the curriculum. I know what I have to teach. And then I'll go research for creative, or different ideas to teach it.

**Interviewer:** Okay. And do you know what size do you use? did we say? Do you

**Teacher:** think we mentioned it last time? I think I said Maths Aid and E-classroom. For in terms of creativity Pinterest is very useful actually. I think that's, otherwise it's just Google something and websites.

**Interviewer** Yeah. Interesting about your choice of digital technology. And just say that about your Smartboard, it feels like we've gone over this before, but could you tell us about your choices of digital technology? The Smartboard, is that your choice of digital technology for a classroom?

**Teacher:** No. My choice would be an interactive whiteboard. So it can be a smart board or an E-beam where it goes on the whiteboard and it still works like a Smartboard. Because it helps a lot with, although it does take a while to set up. It's very useful because you can refer back to lessons that you've already written or you can clear the board immediately without having to rub it off. So once it's set up, it's a lot quicker.

**Interviewer:** And would quickness be important for your choice of technology in the classroom?

**Teacher:** Yes, because if things take too long, you lose the attention of the children. Then you've got to get it again, it takes a whole lot more time.

**Interviewer:** Question two, the LEGO Foundation has been developing a tool for understanding learning through play, and they are interested in what you've noticed according to these characteristics of play. Examples of for each of these would really help us too. So here are some questions. Are you seeing children actively engaged with technologies?

**Teacher:** So obviously in the classroom they're not because we don't allow them to bring their cell phones and tablets here in class but as soon as they're allowed it, yes, very much so. I know for one project they had to bring it or said that they were allowed to bring it to they can play a song and they love it and they are very addicted to it or very interested in it, I should say.

**Interviewer:** I've got a question of my own, do you notice anything, a difference between girls and boys in terms of technology and play?

**Teacher:** No, aside from the interest. So boys, I find there are a lot of boy games and things that are, well, games and things that relate more to boys, like shooting games and car driving games and things that are on computers or X-boxes or Playstation, all those things, which does appeal to boys more for some reason, but I think many girls at their age, it doesn't really make a difference at all. The girls, sorry, and I would say girls later on would be more interested in the social aspect socializing. The boys would be as well, but I think they'd still have the play side. You understand? I don't remember making sense.

**Interviewer:** No, so the fighting games and car racing games would go on longer. for boys, than actually those kind of playful fantasy games will go on for little ponies would go on for, for girls?

**Teacher:** Yes. Although this is a complete generalization because I think there still will be many girls that like those games later on. I'm just saying, majority user.

**Interviewer:** But it's just interesting from your observation as a Teacher with 20 young boys and girls.

**Teacher**

Can I add one more thing? Their age, there is not much of a difference though. I think it shows more later on. But I don't notice much of a difference at the age I'm now referring to older the children. Thanks, Karabo's teacher.

**Interviewer:** What range of emotions do you see when children are involved in play with technologies?

**Teacher:** Sho.. they're very what's the word? Important? Can you say that? What's that word? And there's a huge amount of interest as soon as technology is around. And even when I turn on the smartboard, everyone's looking and there's even excitement as well, because they'll talk about what they're going to see. And so I'll have to wait to play it because you have to let them settle before you can actually play it because they all get worked up. So I guess, interest and excitement and engaged, they're very engaged with it when there's technology around.

**Interviewer:** Those all sound quite positive. Are there any negative ones you've noticed?

**Teacher:** So negative I suppose would be... well, they'll get to... I'm trying to think of an example. Because always it's educational if I'm doing it, but I'm sure they make it to if it's outside of the classroom, I know when they have Chromebooks, they're very excited about it, but sometimes they get sidetracked. So they'll be very interested in the technology and they'll be excited about it, but then they won't actually get to what they need to do because they, all this excitement is there.

**Interviewer:** But no, no negative really is, no negative emotions from the children that they're bored, angry cross?

**Teacher:** I think if it's a game, they could be some anger frustration that can come about. If it's slow, I know there's a lot of frustration. They'll keep pressing the button and 40 times. You'll have to tell them to just wait. So they want instant reaction from the technology. And then obviously, that'll expand to I don't know... A negative could also be that they just... if there's one Chromebook, I know what I saw that they all wanted to use it, so there was fights and arguments: 'I know how to do it. I know how to do this. So that could be a negative. But I don't think that I have too many... enough experiences to draw enough from it.

**Interviewer:** Thanks, Karabo's teacher. Are the children playing with the technologies alone, together, or collaboratively?

**Teacher:** Alone, but then they'll talk about it. So they're not collaboratively playing, they'll do it alone. And then I've heard children told me in the holidays, they'll have a friend over and all they would do is play Fornite, or play video games, but then they don't actually go outside and do something or they don't chat to each other. They just play and then maybe if they have lunch or something, then they'll talk about it and go back to the game.

**Interviewer:** So when you play something like Fortnite, it's just you playing as an individual, you're not playing as a team or partnerships.

**Teacher:** So I know that there are.. So maybe there are, maybe there are some ways that you can, but by the sounds of things, it's on their own. But I could also be wrong.

**Interviewer:** Next question, we still on question two. Are they designing, redesigning or reformulating in their play with technology. Is it an iterative process? In other words, do they watch something or do something with technology and then they go outside and then they play it again. It gets repeated.

**Teacher:** Well, then, I mean, so this is in play?

**Interviewer:** They're interested here in the section and looking at the connections between technology and play, creativity and learning.

**Teacher:** So I know that there are quite a few, and this actually is specifically girls, but I wouldn't put past boys as well. But I know that there's a group of girls in my class that love researching DIY videos and then going and making it. So there's a lot of that. I know, with musical instruments that they had to make, a lot of them researched how to make it online, and then they went and made it at school, they research at home made it at school. And I'm sure that there are some versions of games that they play online that they would then play a break. I can't speak specifically about any of them, but I'm very sure that it must happen at some point

**Interviewer:** What do you notice, what are they doing? What are they playing outside when you're on duty once a week?

**Teacher:** Mostly soccer. Almost all the boys are playing soccer and some girls and then the goals are different games or chatting or running around some on on game or things like that.

**Interviewer:** Next question, are they playing with technologies in ways that could be described as tinkering? Or do you also see examples of purposeful making? I think your...In other words, when they, let's read that again, are they playing with technologies in ways that could be described as tinkering, in other words going here, trying this out, doing that, but sort of quite trying different things up but not sticking with anything. Or do you also see examples of purposeful making? So they looking something up finding something up creating something online that is purposeful.

**Teacher:** Sure, I think both. I don't think we could stick to one. I think they'll tinker until they find something. Something that interests them, or something that has passed and ever and says, 'Oh, this is so cool. You must do' and they'll do it. And it'll be an addiction for a while and then something else will come along, it seems.

**Interviewer:** Can you think of any sort of examples the top of your head?

**Teacher:** Specifically, I don't think I know enough about the games that they play right now at home.

**Interviewer:** Any other observations? This is the last section of question two, about play and technology. And what you've noticed.

**Teacher:** I think if there is a creative aspect in it, it keeps, it keeps them enjoying it if they can make something or create something or and then change it and do something else. And I also think if



there's some form to play with others, even if with others, even if they're not in the same area, so if you play online, because I have actually heard about, I don't know what they're playing. But someone was saying, I was playing with this person and I said, Oh, was he at your house? And he said, No, we were both on. I was on my laptop, and he was on his mom's laptop or something. And they were playing together, but not in each other's presence.

**Interviewer:** That's actually really interesting.

Question three, can you tell us about any examples of how children are creating things with technology/media, again, examples would be helpful. So like building and programming robots, robotics?

**Teacher:** I can't give many examples of that, I've never done that. I know that it's a subject of the school for the foundation phase, but I can't speak from experience at all. Unfortunately, I would imagine that the children would find that very exciting. If you can program a robot to go do something. But I can't speak from experience or give examples.

**Interviewer:** And do they offer robotics as an extramural here?

**Teacher:** Yes, from grade one to three, but for some reason it stops from grade four, seven.

**Interviewer:** And is there any other extramural that they offer in terms of, of technology?

**Teacher:** Coding, coding from grade four to seven, so there's no longer robotics but they can go to the computer and I think they'll create things and I know, a grade 7 created a game that actually entered into competition. But I can't speak specifically about that

**Interviewer:** And do the children talk about it here?

**Teacher:** about coding?... If they are in, if they both do coding, and they'll talk about it, but it hasn't come back to me.

**Interviewer:** So not a lot of talk that you're aware of about coding?

**Teacher:** Not a lot, but I also don't think there are that many in my class that do it, I think there are only about two or three.

**Interviewer:** Oh, that's interesting.

**Teacher:** I also think there is a list a maximum of children that can go so I'm not sure if that's the reason or if there was no interest or that's the reason.

**Interviewer:** I think that's the next question actually. Creative coding such as using Scratch or any other creating coding languages. Actually, we've just spoken about that.

**Teacher:** But ja, as I don't teach coding or or know much about an icon really speak

**Interviewer:** And this coding, is it a Teacher here who's already employed at the school, or is it like an extramural somebody coming from outside and doing it?

**Teacher:** It's two Teachers that are employed at the school already and then a computer. So we have a head of IT and we have a computer Teacher and both of them work here(?).

**Interviewer:** And they're both teaching coding?

**Teacher:** Yes. The computer Teacher is teaching it in her class to the to the class, but I don't think she's done too much with the grade 4s yet. I know I think she does it with all the grades. But the head of IT for the school, which is the junior school and the high school takes, the coding extramural.

**Interviewer:** Next part of question three, making and tinkering with technology such as problem solving with LEGO blocks and motors. This is asking, Can you tell us about any examples of how children are creating things?

**Teacher:** I know today they spoke about how they were LEGO parts with engines. So they created the vehicles of sorts. I don't know what type of vehicles with engines but that was the first time I heard of it.

**Interviewer:** And that just for the record that was sparked when Funiwe and I introduced ourselves as the researchers. And we put the words LEGO, play, and technology together, if you remember, and then one child said, Well, you know, why doesn't LEGO use technology and you know, create their blocks. And then the other little boy said, Oh, but they already do. And he spoke about robots. So just to link with the context. The one suggest they do it and the other little boy said, they already do this. Ja. And making films, images or animation?

**Teacher:** I don't think they do that yet. But actually, no, they did that for history. They did a history task. Although is this play or is it anything?

**Interviewer:** Can you tell us about any examples of how children are creating things with technology? You know, we've left play behind it seems.

**Teacher:** They created a video of them interviewing someone for their history project. So they did make a film in that way. But I don't think they're of the age yet that they can edit it and do things with it, and maybe they can they just haven't learnt it yet.

**Interviewer:** And who did that with them?

**Teacher:** They did it at home. I think they just used cell phones and tablets or what not, and then emailed it to their Teacher who's a different, I don't teach them History.

**Interviewer:** Alright, somebody else... so it was a project, set by the history Teacher that they had to do at home with cell phones?

**Teacher:** or with whatever they had, but probably it was I think it was mostly cell phones.

**Interviewer:** All right, making films making images using technology. So pictures?

**Teacher:** I'm sure that they've done it in computers before but I don't have any examples. I mean the PowerPoint, they using images, they're copying images and creating PowerPoint presentations that they've done before. A child told me today that he made invitations for his uncle's birthday on PowerPoint because they had learned PowerPoint and computers so he knew how to use it. So then he used it to create and used the themes on PowerPoint and created invitations for his uncle.

**Interviewer:** Question four, we're interested in understanding how this sort of play with technology or media might develop the following holistic skills and would be interested in your perspective and observations on each. I think you've mentioned in the last interview, that there's a lot of similarity between this question and questions that we had, I think in Section B. Okay, so let's go and see if we could, they want your opinion, and play and technology, how they might develop holistic skills. So perspective skills such as movement games, building robotics?

**Teacher:** So that's where I mentioned the brain breaks or where they do some movements and they copy it from the board. From the Smart TV or if they learn a skill for a sport that they do from YouTube or if and then I mentioned the extramural of robotics as well where they enable the robot to do certain things, I believe.

**Interviewer:** So like a sport skill?

**Teacher:** So they want to learn a certain kick in soccer or something they could watch a YouTube video on how to do it.

**Interviewer:** Alright, so they learning by YouTube

**Teacher:** By observing, ja.

**Interviewer:** And would they do that as part of their play? Rather than it's a lesson part of the lesson?

**Teacher:** I wouldn't Yes, it would be a self thing unless, I know often we if we have rainy days, and we can't play the sport they'll come into the class and some Teachers will put on either the sport or they'll teach them some skills from the sport where that will be where that can be used.

**Interviewer:** Social skills such as imaginative play, online communication, video conferences, digital group work?

**Teacher:** So that's where I mentioned the digital group work was where they work collaboratively on Google Slides. They all produce one document and each of them could edit. And then I mentioned earlier today about where two children were playing a game together but when together in person, so I suppose ja, online communication of sorts or collaborative play, I suppose. Oh, that's imaginative.

**Interviewer:** Imaginative play would almost like, with the younger groups, say it's what they've seen on TV or on video, or on technology and then they go play it physically outside. Does that happen in grade 4?

**Teacher:** I can't think of any examples of it. But I have no doubt that it would. I would imagine that some games that they play at home if they can figure out a way to play it outside of break time they would, but I don't have any examples of it.

**Interviewer:** And their break is 30 minutes?

**Teacher:** 25 and then 30 minutes.

**Interviewer:** Cognitive skills such as Maths games, or brain training apps, video conferencing, the subject experts as part of project work.

**Teacher:** So I know that a lot of them when they have a project to do and they have to do research on it, a lot of them use YouTube videos to assist them. So that way I suppose it'll be experts on a field. If I mentioned Maths games like reading eggs, and I know that they are the Maths games that they play so that then again would be brain training apps. And then their general research that they do just for interest, I suppose that could develop cognitive skills.

**Interviewer:** Would you do anything such as meditation, mindfulness?

**Teacher:** Yes, I would do that with the class. I haven't done it with this class, but before in previous years, I have actually done meditation but it was older grades. I don't know if then I might be with young because they like movement more than keeping still.

**Interviewer:** Next section creative skills such as children coding their own games, animation and stories.

**Teacher:** Often in computers they'll have to create something. But I can't give examples of specifics aside from PowerPoint presentations. And in the extramural, of coding, I know that I'm not sure at their age but I know that they do create games they own games.

**Interviewer:** And expert, these experts, so if you're doing something on on the sea, getting sort of an expert in but using technology to help you to show the children so somebody sort of thing like, David Attenborough explaining about the sea and pollution.

**Teacher:** I actually have actually played one of the Netflix thing with David Attenborough. And so I don't know how that's created though. Wouldn't that be more cognitive?

**Interviewer:** Yes. Sorry. I'm jumping back here. I'll just read it about the subject experts and realised we haven't really spoken about it.

**Teacher:** Oh, okay. Yes. I have used that to for... actually used it in geography because there was the one on climate change. So I was teaching them a little bit of extra information about climate change and how it's affecting, it was particularly Antarctica

**Interviewer:** So this, did you Google or YouTube somebody who came and was the expert and spoke about?

**Teacher:** So I, I saw that on Netflix they had, I think it's called Our Planet, which is a Netflix series and use that. So I knew about it, and then went and looked it up.

**Interviewer:** And noticed I don't think we really mentioned Netflix earlier on. Did we mentioned Netflix,

**Teacher:** Not today, but I think I have in a previous interview.

**Interviewer:** Emotional skills such as showing empathy for characters in animations or games for children.

**Teacher:** So we used videos and I suppose pictures as well will print from the internet. A lot for philosophy to get emotional responses or to gain understanding of different characters in a story maybe and although that's not technology, but in the video, so we have used that to get them thinking about certain emotions and why things are and so on.

**Interviewer:** I'm sort of looking around your classroom. And I'm looking, 'be kind', 'respect and respectful to everyone'. And did you download that off the internet?

**Teacher:** I got that off of Teachers Pay Teachers. And I edited them because it's actually a PowerPoint and I can edit what's written in them. But I think I can't remember that one specifically if I wrote that one or if that was given.

**Interviewer:** And that's quite interesting to see the things that are around that are linked to emotional like, 'Try your best every day'. And then this one here, it's almost like diversity. 'We may have different religions, different languages, but we're all part of the human race'. So that one so there are also quite a lot in your classroom that encourages children,

**Teacher:** positive behaviors and ways of thinking. Positivity.

**Interviewer:** Ja. So good motivation things. And all of those would have been found on the...

**Teacher:** Internet, I think so. Some of them were in the class before and I chose to use them again. So some of them aren't mine, but some of them I found on Google or I found them Teachers Pay Teachers. Images...

**Interviewer:** And then you also have a birthday chart?

**Teacher:** Yes. I downloaded the months. That might have been also from Teachers Pay Teachers

**Interviewer:** And this things like, Teachers Pay Teachers do you have to subscribe to it?

**Teacher:** You have to subscribe. You do have to pay for some things but a lot of, often they'll give you free startups or free documents that you can download. But it's an American website so you don't want to pay [laughter].

**Interviewer:** Question five: which technologies or media are children in your sitting more likely to get bored with quickly when playing if any? Why do you think this is? How does this compare with becoming bored in traditional play?

**Teacher:** I think lack of... I was saying earlier I think if they aren't things changing, if it's the same thing repeating. I think they're likely to get bored and lack of competition would also create boredom as they love competition at their age. I think everyone loves competition, not everyone, I don't know, children definitely do. Ja, so that would be why I think you need to change it because they you need to keep their interest. So you should, there needs to be some creativity or there needs to be some incentive to hook them or levels even.

**Interviewer:** I think, say more about competitiveness because I was even thinking about the levels. When you go up a level, it's being competitive but against yourself

**Teacher:** Against yourself or can be to others so you can compare. They, I would say at their age, they mostly like competitive, being competitive between each other than themselves.

**Interviewer:** Do they like to beat somebody?

**Teacher:** They like to beat someone [laughter]. As we heard in the philosophy lesson.

**Interviewer:** How would this compare with becoming bored in traditional play?

**Teacher:** I think it's much the same. I think they tend not to get as bored if they are if there is enough, ja, if there's no competition. I don't think they, I think they likely to get bored and traditional play as well. Also, that now brings you to skills. If you can improve on something then it also makes it less likely to be boring. So you know that you're getting better. And then I guess that is self competition because you gaining a skill

**Interviewer:** You getting better.

**Teacher:** So then you can be proud of yourself for improving on that skill and beating your own score. And that way would be. So if there's self competition, but also other, among others, each other.

**Interviewer:** That feeling of getting better and getting a skill at something. What do you think? Is that based on competition? Or is there something more to it?

**Teacher:** Well, isn't that childhood? They always want to improve. Yes, I guess it's competition and then selves and then they can compare to others. So I know how to do this.

**Interviewer:** Ah, so that's often motivating, motivation. And then, sort of what about age related things? Because children often, in traditional play become bored when they outgrow something. How does that work? Does it work the same way with technology do you think?

**Teacher:** Yes, I'm sure it will...I can't think of any specific examples, but I would imagine that it would be the same that they would outgrow. I think that's also where the skills come in with different levels I suppose come in, because if you make a more difficult version or more challenging thing, then your goal is to keep going to get better and better.

**Interviewer:** So they've found a way around it by creating levels so that you don't have to outgrow, outgrow it as were...

Question six: In your view, what is the role of technology and media, in preschool and school settings in relation to play, creativity, and learning? What would you like to do if you could make changes? For example, to resources and the curriculum and why? I think there's two, one is, for me, about preschool. And then there's a second part of the question.

**Teacher:** So I can't speak too much about preschool, because I don't and have never taught it. So the last time I went to preschool was when I was in it, I think. So, I can't speak about the use of technology, but what I would imagine is, I know I often hear singing coming from the preschool downstairs, or the busy bees, the grade R and Pre-R, and so I'd imagine it's very useful for songs and learning in song and actions to songs or how to do things, and probably quite useful in play to explain how to do something or explain a game or maybe if they have interactive whiteboards, I suppose you could do interactive things where they come up to the board and and can move something or put something in the right box or for example laters or they move letters, or which letter is the 'g-sound' and they can tap the letter or something. And I'm not sure about creativity, I

would probably have to know and I suppose it could help with crafts if they're making something, they could watch videos and things on how to make it but i think that's too young to give them a tablet and get them to create things.

**Interviewer:** That's preschool. When do you think children should be introduced to tablets? What age?

**Teacher:** I think, I don't know.

**Interviewer:** What if you had a child a three and four year-old? What would your expectations be about a school? What would you love to see and not like to see in a school if you send your child your little darling to preschool?

**Teacher:** Personally to me, I, I find interacting with their class notes very important and I feel the tablet might take away from that and solving social issues. And as a big thing in preschools, well, I could imagine is a big thing in preschool. So I feel that that might take away from it. So I wouldn't that's why I wouldn't suggest it for preschool but maybe intermediate phase, introduce it, but I don't think everyone would need to have one or something. Or as long as it's balanced.

**Interviewer:** What would you like to do if you could make changes... as a Teacher in this classroom sort of your resources, your curriculum, and why?

**Teacher:** It's so difficult to answer that because schools are... I don't know, different schools. So is it to the curriculum itself? So to, to, for example, CAPS in South Africa or to the syllabus that I... no, it sounds like it's from the government?

**Interviewer:** Well, if somebody could wave a magic wand? And you were put in charge of the education in this country, what would you like to do for a Teacher like yourself? What would you like to do in your class? What would you like to give them change?

**Teacher:** I'd like easier access to I don't think they each need a tablet on or Chromebook but easy access. I know we do have it, but they often is only a small fit for them junior and senior school. So I guess that would be useful. I know for a fact that computers isn't actually part of the syllabus, and understanding the country, I know why. But I think that is an important skill for people to learn when they come out of school environments, because that's where jobs are. A lot of them are on computers and things. So people do need to learn how to use them. So as children, it will be better to get them used to it from young. But then again, since technology is constantly changing, you could teach them how to use Word document, a Word document, and then when they, by the time they matriculate this such thing, so we don't know how fast technology is moving.

**Interviewer:** And the curriculum, would you would you add more technology?

**Teacher:** So there is currently no technology in the curriculum. It's not a requirement. But we use it to here and at many schools I know they do use it to assist learning. I think it's very useful in that it's, it can be more explorative learning, exploration. And it also can develop a better understanding. I wouldn't say go all technology, but I would say that it is very useful to add it.

**Interviewer:** Why?

**Teacher:** For the exploration and the understanding,

**Interviewer:** Alright, so it would help the children to get a wider and deeper understanding that's why you would like technology.

**Teacher:** Yes, because often it'll show things that you can't show.

**Interviewer:** ... and explain. And then the resources as well. What would you like in terms of resources if you could wave a wand?

**Teacher:** Well, this isn't technology wise, but it's very useful to have hands-on things and I know it's still building up here. But formats, for example, measurements, it's useful to have trundle wheels and meter sticks and centimeter cubes for views and fractions with groups. So Maths, there are a lot of hands-on activities that you can do which technology can be included in it. know, if you have 3-D objects, it can show it in a, you can move it around on a screen, but it can also show it in a picture way.

**Interviewer:** Language?

**Teacher:** I think that's a difficult one. I think it's very useful for children who are dyslexic or have certain barriers. It's often useful to have technology. I know at this school, we have certain children that have iPads if they are dyslexic, or other things. That's very useful for them in the classroom. And so to assist with that, and if...

**Interviewer:** Would you like to read it again or you feel that you've done with it? In your view? What is the role of technology in the pre- we've done that and school sitting in relation to play creativity and learning? What would you like to do if you could make changes, for example, to resources and curriculum and learning? Let's go back. Do you think introducing technology? What do you think about technology in relation to play creativity, creativity and learning?

**Teacher:** I don't know... um... Well, children really enjoy playing on technology. So I think, um do you mean... I'm struggling now?

**Interviewer:** That's fine. That's actually fine. You know, it's fine, do you want to leave it?

**Teacher:** Yes, I can't think of anything at the moment.

**Interviewer:** Thank you very much, Karabo's teacher. This is the final and last interview. We finished all the questions. Anything you would like to add, over and above this?

**Teacher:** No, not that I can think of. I think that's everything.

**Interviewer:** Well, thank you so much for giving your time and your insights and opinions. Thank you very much.

End of interview.



**Case Study Child Name:** Karabo

**Date:** 24 October 2019

**Duration of audio:** 14.01 minutes

**Transcriber's Name:** Jacqui

## Focus group 2 (a)

**Interviewer :** Today, focus group with Karabo and his friends. And it is the 24th of October. So we were going to go around but first of when I open the piece of paper, there was Karabo's drawing of the technology in his house. So everybody wants to know what it is. So Karabo going to tell us what it's all about.

**Karabo :** Okay, so this is a drawing, yeah of my house . One minus one is the Wi Fi. So this is a map of my house and all of these are Technological things, things that use technology. So like this is my TV over there and my PS board and my KOLA (??) or just look at the names here.

**Interviewer:** And Why did we do it?

**Karabo:** Because we want to see how much technology someone has in their house. So,

**Interviewer:** So what we ' re doing here, remember we spoke about it, we are finding out what children think about technology and what you guys are doing with technology. So, this is our second one. That's okay. . . What I 'd like to do too, is because, you know, I'm taping this and then somebody transcribes it Which means, which means that they listen to what you say and then they would write it on the computer. But maybe they'll say I don't know whose talking so what we will do is when you talk to say your name and and if you forget I'll remind you. So, who' s here today? Jamie, Karabo...next inaudible. and Who's still coming? Okay, so Zinzi is not here and ? right so what we want to know today is that the research project is all about technology and ...play. Today we are wanting to so do we want to find out what your mom and dad ? No, we wanting to find out about children and technology and play and how these things fit together or mix together. So what we are going to do on here is you are going to draw or write your ideas. What does this make you think about and you can write all your thoughts and what you're thinking about and your ideas. So I've given you, I ve brought all sorts of things. So we're going to get kind of creative...(some talk about pens). you can get your own pen. I've also got stickies to take a sticky, write it and then come and stick it. If you want to move the two signs (play and technology), you can. I will stick them down later. There are all sorts of bottle tops, some um.. pipe cleaners if you want to get creative here are some Kokis. But I think you should use kokis and then you make it nice and clear. But you can use what you 've got or you can use a pen.

**Child 1:** Can we draw anything

**Interviewer :** You can draw and write anything that comes to your mind when you think about play and when you think about technology.....We're going to do this for about 15 minutes, and then we're going to talk about all the things that have been written or drawn or (inaudible) ... or moved. Up to you. ...Come over here. There's some space over here as well.

**[Mumbling and excited talking from the children]**

**Interviewer:** Yeah, you can draw stuff, anything you want...[children talking-mostly inaudible]  
anything you like that comes to your mind.

( Sounds of children working and talking quietly).

**Child:** Are we allowed to draw?

**Interviewer:** You're allowed to draw

**Children :** Another blue... (children talking quietly)... I need a ruler. ...I need to get a pencil...I'm drawing all the technology in my house....I need the red and I need the black.

**Interviewer :** You don't have to write your name. You can if you're want, but you don't have to write it. so these are all your thoughts and ideas about technology and play and children.

**Child:** I like children

**Interviewer:** Me too. If you're drawing something you might like to write down what it is that you drawing. Okay? Just a word so we remember.

**Children engaging with each other :** Why don't you just make a box around this and then say it's my house and all the technology in my house.

**Child:** What is that?

**Child:** a badge.

(Children talking but it's inaudible).

**Child:** My uncle bought me a Nintendo

**Child:** That's done.

**Child:** That can't be your uncle

**Child:** My uncle 's 21 ,

**Child:** I'm drawing one of those headset thingamajigies.

**Interviewer:** Next week is the last one. We will come for one more last one

**Children:** ahhh

**Child:** Are We're gonna play with Lego?

**Child :** Oh yes what happened to the Lego?

**Interviewer:** I'll bring the Lego over here and then we'll be finished.

**Child:** I build Lego every day.

**Child:** Use one of my black pens. use my black pen.

**Child:** Hope it's in the middle.

**Child:** I made a pop up girl

**Interviewer:** That's very enterprising. That's lovely.

**Child :** I'm gonna make a ham (??)

**Interviewer:** How does that, what does a pop phone? When you think of a pop up phone, it's technology but how does it relate to play?

**Child :** I would play video games on it?

**Interviewer:** Did you play video games on it? Okay.

**Child:** I didn't even write video games under technology. (Gasps)

**Child:** I did

**Child:** I did.

**Interviewer:** Yeah, let's write lots of words that will make us think that we think about when we think about technology and play like video games. That will be fantastic.

**Child :** Can you please convince our teacher to let us take technology on camp so that we can contact our parents and our pets?

**Child:** Yeah. So people will be playing on their phones all night (laughter)

**Interviewer :** Take the other color. What do you think? You just asked me to convince your teacher to let you have technology so that you contact your parents.

**Child:** My mother will be very sad when I'm gone. And my kitten, he will be sleeping in a big bed by himself. Walking along he 'll be crying.

**Interviewer:** And how will technology help your kitten to feel

**Child:** ...he'll be able to hear my voice and it will be like I'm there.

**Interviewer:** Technology can make

Child: what is this?

**Interviewer:** And it can help....So in other words, are you saying that technology can make you happy?

**Children:** Yes, very happy... (inaudible)

**Interviewer:** What do you think?

**Child:** well...(inaudible) .....isn't really that good.

(too many children talking at once-inaudible)

**Child:** I like technology if I'm bored then there's lots of things to do with

**Interviewer (Repeats) :** so there's lots of things to do with technology. Do you ever get bored with technology?

**Child:** Never!

**Interviewer:** Alright. (Tape ends)

**Case Study Child Name:** Karabo

**Date:** 10 September 2019

**Duration of audio:** 25:15 minutes

**Transcriber's Name:** Kevin

Karabo – Focus group 4 – Inventing a new toy using

**Interviewer:** It is Tuesday, the 29th of October. And this is our last focus group number four. Today, what are we going to do with you, you're going to invent something. So what are we going to do: You are going to pretend that you are inventors and you're going to invent a new technological toy. First of all, we're going to draw it. And then we've got LEGO, and then you can make it and then we're going to ask you about what have you invented? Does that sound cool? You can work with somebody if you'd like to. You can work on your own you can decide. You can work on your own or you can work with the friend. Okay, right. Let's go So while we eat so first thing is to draw so take a piece of paper. There you go...Oh please take it, but obviously got muddled up with these(?). I think you must start because we've only got 35 minutes. So take a bite and then work take another bite and draw.

**Child:** What if we've finished our lunch already?

**Interviewer:** Fantastic. You can go sit in the chair if you're more comfortable. You just decide. So today we've got **Child 1**, we've got Child 2, we've got Isha we've got Child 3. We've got Karabo, we've got Child 4, and we've got Child 3... Uzair, great, and here are **Interviewer** morals and Research Assistant who are the researchers. Research Assistant, Do we need to use Chrome too?...Karabo, what can we do to get inspiration?

**Karabo:** I need I need to think of a toy and put it together with another toy. And then build it (?)

**Interviewer:** Would it help you to use the LEGO?

**Karabo:** Ja of course.

**Interviewer:** All right, so we need some inspiration. If it's easier for you, you don't need to draw it. You can actually just make it out of LEGO. All right, because we might not have time to draw and...

**Child:** Ja, I've got a helicopter...

**Child:** A guy goes up and down.

**Child:** I'm thinking of like a dragon arm, but like to design this dragon arm, but it's customizable.

**Child:** My imagination, I don't think about LEGO, but let's see what we have here... (indistinct talking)

**Interviewer:** Research Assistant, this is not recording.

**Child:** Pass me the big LEGO blocks, please, please.

**Interviewer:** Why?

**Child:** Because I'm designing I'm brainstorming.

**Interviewer:** Oh I don't want to mix up the two loads of LEGO Karabo. What about this big one here?

**Child:** ...be back for like a dream house, and then kids can play.

**Interviewer:** That's better.

**Child:** ...excited okay, we need

**Interviewer:** That's much better.

**Child:** This is a fake bed.

**Child:** ...one, Karabo... and then wheels

**Child:** Can we make a house?

**Child:** I don't mind.

**Interviewer:** You must invent a new technological toy.

**Child:** Does it have to be a toy?

**Child:** Okay, I have to make a choice

**Interviewer:** Let me have a look at my... Yes it has to be a toy.

**Child:** Okay, I've got my idea...I'm building battle robots. That's my idea.

**Child:** Karabo, do you want to do the outside?

**Child:** No.

**Child:** ...put my plastic together?

Rodeo...Rodeo? (laughter)...We can have real grown-ups.

**Child:** Some technology that makes it look like the sher...(?)

**Interviewer:** Alright, everybody look, I'm going to take a photo for your teacher. Say hello

**Everyone:** HELLO

**Child:** We need a real...

**Child:** A little bit higher...

**Child:** Yeah, the...

It is my birthday though.

**Child:** It's my birthday

(Indistinct talking)

**Child:** Can I reverse please...

**Child:** Karabo, stop being... Come on Karabo

(Indistinct talking)

**Child:** I'm not joking...

**Child:** ...Patience... are you using this?... Freaking go...dang it goes (?)

**Interviewer:** Let's see.

(Indistinct talking)

**Interviewer:** Is it ripoff. How do you know it's ripoff LEGO?

**Child:** Because the LEGO looks a certain way. See this is fake.

**Interviewer:** Let's put all the fake LEGO over here.

**Child:**...fake LEGO

**Interviewer:** This one too?

**Child:** This one's kind of a sheepy base(?)

**Child:** Ja it doesn't fit so... this is our fake LEGO.

**Interviewer:** Okay this is our fake LEGO over here Do you like fake LEGO?

**Everyone :** No.

**Interviewer:** Why?

**Child:** Because it doesn't work.

**Interviewer:** It doesn't work?

**Child:** It does connect, but not to other places(?) (unclear)... It actually says LEGO

**Interviewer:** Do you know how to use it Research Assistant?

There's the fake LEGO, there's a label for the fake LEGO.

(Indistinct talking)

**Interviewer:** How do you know?... What about the box?

**Child:** This is fake LEGO

**Interviewer:** Well that's terrible to have LEGO that doesn't connect.

You're a quick inventor hey?... Oh wait hang on, that means... something at the back (unclear)

(Indistinct talking)

**Interviewer:** How are you doing over there?

**Child:** I called it the (unclear) sdvsv

**Interviewer:** Wow.

**Child:** It needs to have a weapon.

(Microphone noise)

**Interviewer:** Here we go. Grade 4s. I'm going to interview MC. I'm going to go around because he's finished his already, so I'm going to ask him about what he's invented. Right, what have you invented here? This is Child 1.

**Child 1:** Okay, so I haven't made a name for it. It's basically like... (unclear) with all of my different favourite video games.

**Interviewer:** And is it something that works?

**Child 1:** No.

**Interviewer:** Is it just, it's like a... tell me more about

**Child 1:** Okay, so over here, this is where you see a (unclear) block... game which is right in the middle. Then on top is the roadblock sign is red hot. Then this green part is the SIMS (?) sign, which is like a gym but obviously there's no gym shape in the logo and this is paper 'I O' and this is me trying to get full map control. Then this is for fellow which is a blue.

**Interviewer:** And would it because it doesn't do anything. What How would why you what would it give you what what pleasure would it give you?

**Child 1:** I don't know. I'd have to think about that (laughter).

**Interviewer:** Oh you'd have to think about that (laughter)

**Child:** Here's a lollipop and the LEGO.

**Interviewer:** Thank you very much.

**Child:** I know. You could you could unfold it and then turn it... (unclear) video games.

**Interviewer:** Oh, so could you break it down and bring it up and change it?

**Child 1:** If you have if it has the right blocks.

**Interviewer:** If it had the right blocks?

(Indistinct talking)

**Interviewer:** Oh is that a fake one?

Is anybody else ready to talk about these?

**Child:** We're nearly done.

**Interviewer:** What are you going to do?

**Child:** Video game builder.

**Interviewer:** A Game Builder?

**Child:** Video (?),

**Interviewer:** A video game...

**Child:** The Game Builder.

**Interviewer:** The Game Builder

**Child 1:** Karabo, the coolest benefit ever. It's fake LEGO but I'm using it.

**Child:** That's a tree.

**Interviewer:** ...Game Builder

(Indistinct talking)

**Child 1:** What does it build?

**Child:** Yet your favourite video game you can this...yeah that's pretty cool

**Interviewer:** What you know what I think you should do?... So keep it, don't break it and then we'll put it into your new video. What have you made there (name unclear)?

**Child:** I'm not done.

**Interviewer:** You're not done?

(Indistinct talking)

**Interviewer:** Say again Child 3.

**Child 3:** Sometimes the ugly things are the best things. They last longer. I wanted to get a toy, a teddy bear... (everyone talking) and then the other one that all alert... (unclear)

**Interviewer:** Alright, is ugly bad?

**Child:** No.

**Child 3:** No, not at all

**Interviewer:** Not at all?

**Child :** (Gasp) brainstorm, brainstorm, brainstorm mode.

**Interviewer:** What are you boys making?

**Child:** So this is one, it just needs another circle thing. Okay, put circle thing on in the right place and this thing it needs like a piece here so that it can connect and turn (?).

**Interviewer:** Okay, maybe a video of the boys telling us what they're going to make. What do you, what do you what, what can your new invented technical optical toy do?

**Child:** It can entertain, It can entertain you if you like try... you can control it and fly(?) it around. And then this one like I'm calling this one Scorpion, and it can like climb up walls with like sticky claws.

**Another child:** Can I make the logo?



**Interviewer:** You can add to it anytime. And Karabo and Child 3. What makes, have you got a name for your new invention?

**Child 3:** Yes. Battle Fort (?).

**Child:** That's unoriginal. It needs something

**Interviewer:** Is it important what the new toy is called?

**Child:** Yes. So God gets people's attention and then they can be like, so if it's too long then they'll be like dadadadadaa

**Child 3:** No.

**Child 1:** And then the name can be hard to say,

**Child 3:** And no one will want to buy it because everyone will say what is this?

**Interviewer:** And what makes your toy, what's the technology in your toy

**Child 3:** Electricity

**Child:** Wireless? controlling... from your phone

**Child 3:** Bluetooth Bluetooth Bluetooth

**Child:** Yeah

**Child 3:** I'm gonna make a big gun

**Interviewer:** I'm going to talk to Isha and zinzi now what are you girls making?

**Child 5/Child 6:** So yeah, we're making different parts of the hospital, she's making the (microphone disturbance)

**Interviewer:** Okay so you're working together them and so where does the technology come into your new invented toy?

**Child 5/Child 6:** Well, right here we're making the (?) Yeah. Here we're making an elevator (unclear)... are to make the elevator go up and use it to open doors and to make the jacuzzi bubble...Yeah, it can do stuff like that.

**Interviewer:** So the technology would make things work or go

**Child 5/Child 6:** To make it seem like it's in your house(?)

**Interviewer:** Alright. Have you got a name for your new invented toy?

**Child 5/Child 6:** Modern House. Modern emotion(?) filled House.

**Interviewer:** (laughter). And who haven't we spoken to Child 4 and Child 3? What are you boys building there?

**Child 4/Child 3:** We don't know. We just building something random.

**Interviewer:** Alright, so when you invent things, oh, that's really nice. Tell me what is, tell me about this. Now this is Child 1, Child 1's drawn something for his V Game Builder

**Child 4/Child 3:** Those are VR Goggles, there's the straps, and then on the side, there's two LEGO stuff. And (unclear) VR Goggles, there's a rainbow.

**Interviewer:** Wow, and does that work with your V Game Builder or is this another one?

**Child 4/Child 3:** Well, it is the V Game Builder made out of LEGO. I put LEGO on the side. VR goggles as in virtual reality and video games in it. The V in V Games stands for video video games.

**Interviewer:** So have you invented two things?

**Child 4/Child 3:** Kind of.

**Interviewer:** Kind of. So this one has hot goggles with LEGO on the side and rainbows. What can this one do?

**Child 4/Child 3:** That's just the logo.

**Interviewer:** Oh that's just that's logo and does the logo go with the V games?

**Child 4/Child 3:** Well, it kind of describes it.

**Interviewer:** It kind of describes it. You boys doing something different you are just...

**Child 4/Child 3:** We're just building a Museum of Important Battle stuff.

**Interviewer:** Because you doing yours a bit differently. You just building, are you building to see what comes?

**Child 4/Child 3:** Ya

**Interviewer:** Because you're inventing?

**Child 4/Child 3:** Ya

**Interviewer:** So how do people invent new things?

**Child 4/Child 3:** They think of it and then they make it.

**Interviewer:** But now you're not doing that.

**Child 4/Child 3:** We're just building with what we have here (?)

**Interviewer:** Ah, thank you, Child 4. Why don't you have to think of it and then make it?

**Child 4/Child 3:** Because some people hate rules.

**Interviewer:** Some people hate rules. Do you think inventors hate rules?

**Child 4/Child 3:** Yes, kind of.

**Interviewer:** Why?

**Child 4/Child 3:** Because they break rules and make new rules for those rules but they break it.

**Interviewer:** Alright.

**Child 4/Child 3:** ...Einstein... broke the rules, can't remember which one.

**Interviewer:** And what kind of rules did they break? Child 4, what kind of rules do inventors break? Do they take the rule about don't run in the corridor? What kind of rules do they break?

**Child 4/Child 3:** Technological rules. They don't take notes.

**Interviewer:** Alright. Is taking notes a rule?

**Child 4/Child 3:** Yes, when you want to invent stuff so people can...(unclear)

**Interviewer:** Alright. Do you guys like taking notes?

**Child 4/Child 3:** I hate taking notes.

**Interviewer:** Could you invent something new that, about not taking notes? What would you invent?

**Child 4/Child 3:** (unclear)... that writes down notes for you.

**Interviewer:** That would be fun wouldn't it? What other new technological toy could you invent?

**Child 4/Child 3:** I know you can make like a snake right? Instead of the rules that apply to you can make like a big big snake, but actually that actually has his arms and can carry stuff instead of using (unclear)... Amazon delivery, Takealot deliver, Pick n Pay delivery.

**Interviewer:** And tell me more about your snake. Would your snake fly?

**Child 4/Child 3:** Ya.

**Interviewer:** Like a drone?

**Child 4/Child 3:** It will hover.

**Interviewer:** It will hover and it will carry stuff?

**Child 4/Child 3:** Very heavy stuff.

**Interviewer:** That is very very cool.

**Child 4/Child 3:** (unclear) ... first letters of the video game except for the word V which represents the word Version.

**Interviewer:** Version.

**Child 4/Child 3:** So it's the (unclear) version.

**Interviewer:** We are, I don't want to open these because I don't want to muddle them with these. I have to take these back... What's that?

**Child 4/Child 3:** ...Last orange thing

**Interviewer:** Ahh, have a look there and see if it is there.

**Interviewer**

Alright, is it time for us to finish?

Everyone

(shouting)

**Interviewer:** We want to take photos guys. Put your stuff on the paper.

Transcribed by <https://otter.ai>

**Case Study Child Name:** Karabo

**Focus Group 1** (Grade 4s)

**Date:** 18 October 2019

**Duration of audio:** 29:40

**Transcriber's Name:** Jacqui

**Interviewer:** This is October and we are the researchers. We are working with the first focus group Grade Fours. And the time is 10 past 10. And we don't have very long because it's break time and we have about 30 minutes. So we're all sitting here with the Lego in front of us. Right, the first thing we're going to do guys, Do you know what are we going to do?

**Children:** ..No..../well we know...

**Interviewer:** You would like to build Lego, well there's Lego in the middle. Do you think you can talk and build at the same time? Do you think you can talk and eat and build at the same time? Good, So first thing we're going to do and we're all going to sign it. And Karabo has already signed one , so he's not going to sign again. You're all going to sign it and when you are doing research, like we're doing at UCT and the Lego... Do you know what research is?

**Children :** Yeah, yeah. It's like, when you're like studies of

**Interviewer :** And what do you think we are researching?

**Children :** children and....

**Interviewer :** Children. There are actually the three words, children, technology, and play. Okay, so those are the three things, and Lego is the one who's actually made it possible. So they are funding the research, and UCT, which is the University of Cape Town, they are doing all the work, alright? So we're from the university in Cape Town. You just get up and you just play. So I'm going to read this through to you together and then at the end, you're going to sign it and just to know, guys that anytime if you want to leave, or you think 'I don't want to do this anymore', you may get up and leave. So shall we just start with some introductions. Who's this? [ They introduce themselves...cannot catch the names]..Mohammed (?)Alright, I'm Interviewer and this is Funiwe. Alright. So let's read ...

**Teacher:** I haven't actually stapled them...

**Interviewer :** Interviewer hands out the forms (some mumbling....). Thank you very much

**Teacher:** Do you need me here or can I go and get my lunch?

**Interviewer:** So I'm going to read it to you can read together with us. We work with the University of Cape Town and we want to find out about how children use technology in their play and that we will film you using technology as you play. So Funiwe has got her phone and she will be taking videos, and here's a little recorder that records everything you say. Good. We might ask you also ask if you would like to make films, create drawings or take photographs. We also want to ask you questions about these activities and record your answers on a voice recorder. I don't think we've got plans to make a film (unclear). If we ask you a question that you do not want to answer, that is fine. Just don't say anything or tell us if you don't want to answer. Or if you say, I don't know, it's perfectly fine. This is not a test. If we say something you don't understand, please ask me to explain. We could stop at any time and you can go do something else. Please, don't worry about it.

You just let us know. Your name will not appear in a writing about the project. So afterwards they are going to write about all the things that we've asked you and we found out and then they are going to share it. But your name will not be in that writing. Please let us know if you are happy to take part by putting a tick.

(There is some whispering between Interviewer and the teacher that is unclear).

**Interviewer:** We'll just video the process, okay, so please let us know if you happy to take part by putting a tick. Tick in the box next to the smiley face on the next page. Or, if you don't want to take part, put a tick in the box next to the sad face. (she says to teacher) Sometimes we need to be a preschool and they can't read and they can't write). So you're going to put your tick or you're going to write your name and you're going to put it at the bottom of the project and then I'm going to put my name in the bottom. I think what we're going to do is look at Karabo, and see what he did. Is there anybody who would like not to take part. (pause). Good. Let's just put them in front of you. We're coming, were going to do this 4 times. Today's the first time and then each time we come we might do something a little bit differently or I can't think what the next one but we're is going to be doing something different next time. So today we just asking questions, because we want to find out what you think about technology. You go, that's fine. Just fix it up while you're sitting there. Let's we're going to start by talking about technology. What, when I talk about technology and play, what does that mean for you?

**Children :** It's about playing video games

Interviewer: and for you?

Child: Outside (unclear)

**Interviewer:** and if you just played outside, would that be technology?

**Child :** Well that depends because you could have a robotic leg..

**Interviewer:** A robotic leg? You mean you only had one leg and the other one was a robotic leg? Is that technology?

**Child:** Yes.

**Interviewer:** All right. (unclear...) So now what what makes technology different from other kinds of toys? Yes Karabo?

**Karabo:** Technology is something that you can see but it's not inside your head. So you can be in a different role. But you can see it without having to imagine it/

**Interviewer:** You can see it without having to imagine it. (She repeats)

**Child:** Technology is sometimes when you play with a screen. It stimulates your brain,

**Interviewer:** Your brain, all right. Are there any limits to what you're able to do or play and why? Is it any kind of tech that you can't play and what do children play with ? All right, let's go round

**Child:** Unclear (something about when you're young?) .....those cars, let you have control in those technology things....But then they are some things that they can't, like certain games if there too young, then they can't play.

**Interviewer:** And why couldn't they to play those games? What reasons do you think would be why you would say to some children, you can't play that game?

**Child 1:** Because they will change their future kinda because if they see what's happening, that could be a game that's teaching you how to do bad stuff. Then when you're older you'll start doing those things because

**Interviewer:** you say when you were young.

**Child 1:** Yeah, when Yeah. And then when you're older, you might think that that's good.

**Interviewer:** And if you watched it when you were older, the same thing, would it make a difference?

**Child:** A little bit (unclear) like with certain people it wouldn't even if you're older, but say with some people like also it make a difference.

**Interviewer:** Yeah. Thank you. That's very interesting.

**Child:** So, um, I feel like I feel like a kid shouldn't be using the technology a lot, a lot. Because like at my house we have a limit on using technology. Were not allowed to use technology from Monday to Thursday. Friday to Sunday, we're allowed to.

**Interviewer:** Okay. Why do you think that is? Because I think you were the same Karabo, hey,

**Child** um, because I think that too much, too much technology will just get you addicted to watching stuff, then you won't want to do like home work or study. You just want to watch something.

**Interviewer:** So why is technology so addictive?

**Child:** Because it's really fun and it makes time go by quickly.

**Child:** And also, I think also because you have lots of options. So if you like really like technology, you want to try everything and you won't even notice that you like, been on the whole day.

**Child:** Because you can do most of the stuff that you can't really do

**Interviewer:** And that's what makes it addictive, all of these reasons.

**Child:** And you can also affect your eyes

**Interviewer:** It can also affect your eyes.

**Child 3:** And playing for a LONG time, can affect your brain too

**Interviewer :** Ok, What do you think it does to your brain?

**Child:** just focuses your brain on technology. And then when you try to focus on something else, all you can think about is that video was pretty good, I think should watch it again tomorrow.

**Interviewer:** (Name?)...What would you like to say?

**Child:** Well, I'm in some movies and stuff there are people who are really mean like bullies and then people think, well, it's okay to do that. So they actually think it's okay to do that. And that doesn't really happen in real life. So they think it's okay to be... (unclear)

**Interviewer:** All right. Okay, so it probably it makes people do things that don't really happen in real life. Is that what you said?

**Child :** And in real people aren't really that mean.

**Interviewer:** Now it's going to ask you if you've played with certain toys. Have you ever played with digital toys such as robots and so on? And if you can, can you tell me more about what you played?

**Child:** I played with two kinds of robots. A wind up robot that my grandpa got me at (unclear) market and electronic robot that can dance, dance,dance, can sing, can run, can play for the remote. And it had a screen on it that could also tell stuff and it could also tell you the answers and things.

**Interviewer:** Wow!

**Child:** I also played with one of those wind up robots, a LEGO one. I don't know when but it was quite a while ago. I think it was last year at school and we built this thing and programmed it to do stuff.

**Child:** It was in Robotics... that was cool.

**Child 2:** So I had like this ....(unclear) Oh, yeah, me and my cousin.

**Child:** My cousin and I (corrects the child's grammar)

**Child 2:** So we got this big egg thing. Then we had to warm it up. And it had two attachable (unclear) and then opened. And my cousin got one and I got one. And I went to the lego store. And there was lots of Lego Police Vans and when you revved (?) it goes (uhm....makes a noise).

**Karabo:** So I played with a robot. It was made of Lego and we programmed it, but it wasn't with the class. It was this private group. And so I'm programmed a car to drive around and then some other kids programmed robots make it pick stuff up and then move it to the side and give it to other robots.

**Interviewer:** Where was this?

**Karabo:** at school...in this corridor on the last building

**Interviewer:** Was it an extra mural you were doing?

**Child:** Yes and these LEGO people (Not clear) came this programme sort of thing and then it moved. So this was basically a Lego robot.

**Interviewer :** All right and where did you do that?

**Child :** At school they come like they kind of like every year every class, in the grade does it

**Interviewer:** Are they teaching you something with the robots?

**Child:** I'm so tired because like they have have to vote. It's I guess you can learn how to go to vote

**Interviewer:** But they're not teaching you coding or anything.

**Children:** No. We do have a separate there is something called coding, which is also an extra mural where you learn how to code and

**Child 2:** And then on computers, we learn how to code from scratch.



**Interviewer:** I'm going to go on to the next one. All right. Have you ever played video games? (laughs) on console mobiles and tablets? And if you say yes, Tell me about it, I just want for the record say everybody's put their hand up. Let's go round again. Okay.

**Child:** FORNITE, all of those games and EXPAT (?). Well, sometimes I use my dad's credit card, without him knowing. But he doesn't really know because he doesn't get the SMS, so after games with the console and I played Nintendo which is also the small Consuls. But I also played a robot thing that (unclear)....

**Child:** I play on my PlayStation, my phone and on all the games but sometimes my parents dont even know but they find put as they have to approve it.

**Child:** I have two phones. One is an oldish one and one is a new phone, not very old. I can download games and even I want and then I just play them and I have an iPad. And I can do the same on that. And I have a Nintendo ...that I can't download games whenever I want and I can't always play whenever I want because I first have to ask my dad and mom.

**Child:** I have a laptop I play Minecraft, Roadbloacks, the SIMMs And I think, two times , I went to other friend's houses, but they never wants to play video games. I've only went to one friend's house when we actually played video games, and at Karabos house we played on the PS3.

**Karabo :** So, I play a lot of video games I play FORTNITE, Minecraft, or Flack (??) or those kinds of games. I play games on my phone when I'm bored, and I never played this one video game, which is actually on that TV behind us. If I have a TV like I played this game where I'm watching it.Its an interactive game show every time that it's called micro story mode (? unclear) but on the TV show I use the remote to choose the choices it gives me.

**Child:** I like games with robots (unclear) because they are really fun. The other thing they are ...(unclear) I remember once I got to play robots at my friend's house and then I didnt even know how long we were playing it cuz we're just yeah, and then also I'll have a phone and on that I'm I like downloading games but sometimes I don't even save it. Yeah.

**Child:** My brother is addicted to every video game he comes across so you know, there's nothing else to do really...

**Interviewer:** There's nothing else to do (Interviewer repeats)

**Child:** except to sleep, and do homework.

**Interviewer :**Interviewer repeats what they say ( except for sleep, and do and do homework) Do you play any other games without technology?

**Child :** I do, on the weekends, because he's only allowed to play video games on weekends.

**Interviewer :** You only allowed them video games on the weekends. (Repeats) Let me see, I think, because we don't have a lot of time. I think what we're going to do, I'm going to ask you a question and just put your hand up so we can get to the other questions. Have you ever played with augmented reality games such as Pokemon Go? (She is counting): One, two out of seven children have played augmented reality games. All right. Have you have you got big Pokemon cards in your desk?

**Child:** Yes, (many talk at once...Ive also got )

**Interviewer:** No no no, we're being recorded. Have you ever played with, how about building virtual reality games, toys and Axe (?) Put your hands up if you've played about that.

**Child:** Which type of games?

**Another child:** Virtual reality?

**Interviewer**( repeats): virtual reality use /play virtual reality and there are (Counting) One, two, three, four five...and maybe somebody else (?)and how about building virtual worlds? Worlds, that's like that's like

**(many children talk)**..like building Lego, lego something, Lego world

**Child:** and Minecraft Yeah, yeah, some FORTNITE creations. Yeah.

**Interviewer:** Everybody's, all seven of the children have played with virtual reality games such as Minecraft, Jurassic worlds (child call out and Interviewer repeats), lego worlds

**Child:** I play chess with virtual reality...

**Another Child:** and (unclear) it's like a fashion reality thing waiting on and then you can like see? you Like what's on the on the poster when you put it on?

**Interviewer:** All right. Anybody else got? What do you call it the virtual reality?

**Children:** Those are very expensive. (Many children talking) I've got on my phone...there is another one...my mother got me one.....

**Interviewer:** 123 of you have done the virtual reality. Alright, so most of you've done it (One child says, I've done it but I don't have it) Interviewer repeats, You've done it but but some people don't have it. Okay, tell me what you think about Lego. What's your opinion about Lego? The toys, the films, the website Legoland? Who would like to start? . Tell me about Legoland....

**Child:** It's amazing...with Lego you can build whatever you want, Everyone can use your imagination as much as you want, and you can build anything as big as you physically can do whatever you want with Lego.

**Interviewer:** Who else thinks Legos amazing. Right everybody's put their hands up. Now why is it amazing? Yes, let's go around....

**Child:** I went on the website and watched some short Lego films. And I watched all the Lego movies and I went to Legoland. And I watched this weird film. Then I went to school but I watched (unclear) and I have lots of Lego but you don't want to unclear (break it)?

**Child 2:** So Lego is nice. It's amazing because when you're bored it's a good thing to occupy. I also have like a huge box, me and my brother, my brother, my little brother and I have been collecting Lego pieces

**Interviewer:** From when you were born ?

**Child :** No, from when I was four years old.

**Karabo:** I love Lego because you can do whatever you want with it. You can build anything. Lego Land is awesome. I haven't been there but it looks pretty cool. But the only problem with Lego is that I don't have enough, enough of it, that's the only problem.

**Child:** Lego is amazing because you can build whatever you want. And also Lego is kind of like technology, kind of addictive because whenever I start with Legos and I can't finish.

**Another child:** I find that you can build whatever you want. Whatever you want, like it's no way

**Interviewer:** it looks like everybody's coming back (Referring to the other children returning from break). I would like one question, what kind of play makes you happiest? What kind of play of all these technological games we've been talking about and the things you can do, which one makes you happiest? Let's go back around and ask.

**Child:** Lego and games

**Another child:** And sometimes physical sport

**Another child:** Tech and ?

**Interviewer:** What was that first one?

**Child:** Technology any specific one that makes you the happiest?

**Child :** Minecraft

**Interviewer** minecraft (repeats)

**Child:** FORNITE, Video Games watching TV? And

**Interviewer:** This is supposed to be your most favorite one. Choose one. Which one would you choose video games? Which which video game is your favorite?

**Child:** FORTNITE It's Yeah, I don't want to...

**Interviewer:** but it's okay to say that you actually don't have a favorite because if that's the truth

**Karabo :**Ja, I don't have a favourite. My top three, Minecraft, Fornite and Roadblocks

**Interviewer:** Do you want to get back because you you you said your favorite?

**Child :** FORTNITE

**Child:** I have two, Lego games and boardgames

**Child:** say physical...

**Interviewer:** What kind of physical thing either really have a favorite?

**Child :** I don't really have a favourite but my favourite sport is soccer and tennis.

**Interviewer:** ( repeats) and tennis. Thank you. Do you want to add something? Yes.

**Child:** Physical sport is actually better than board games, my mom said.

**Interviewer:** That's what your mom said, but what do you think?

**Child** : I like physical sports a lot. But I also like LEGO, I can't choose....

**Child**: So I like LEGO, FIFA, my video games and physical sports: soccer, (unclear) and swimming

**Interviewer**: Now that all sounds cool. you know when you are playing your video games and you're using technology, do you parents ever join your play?

**Children**: Yeah, (a few agree)

**Child**: my dad loves to join my play and when I'm busy playing FORTNITE he switches his off. He switches on his controller and he presses (unclear) FIFA and he goes to sleep and then he says I must go easy on him and then when I always end up beating him

**Child**: I'm trying to teach my dad how to play Fortnite...he jumps of the battle bus, he just dives down and then lands on a real mountain, jumps off and dives.

**Interviewer**: (Laughing) Why do you think you he does that?

**Child**: He doesn't know how to play and sometimes he doesn't want to win (unclear)

**Child**: My parents only like to join in when they watch me listen to songs and dance. It ...(unclear)

**Child**: Normally when I play games and just alone and the only person who like is listening or hears me is the person I'm playing with.....

**Interviewer**: We are going to wrap it up. So let's do the last two. And then if you can go and sign and then bring these forms back to me all right when they come in,

**Child**: My parents .....join in video games and boardgames (unclear). They don't really join in when I play video games but my dad usually joins in when I do like, physical, like soccer....

**Interviewer**: Thank you everybody. We have got 12345 boys and two girls and thank you very much and the time is a quarter to 11. Thank you.

**Case Study Child Name:** Karabo

**Date:** 25 October 2019

**Duration of audio:** 26:47 minutes

**Transcriber's Name:** Kevin

Karabo – Focus Group 3. Karabo s Classroom 25 October 2019

**Interviewer:** Today is Friday the 25th of October it's raining outside and we are sitting with Karabo and the focus group at Karabo's school 's and we are sitting, see if you can shut the door thank you and make it a little bit quieter and we're all sitting together. This is Focus Group Number Three. I am Interviewer and that is my research assistant, thank you, enkosi. And we've got here, say your names.

**Child 1:** Child 1

**Child 2:** Child 2

**Interviewer:** And one's missing. Muhammad

**Karabo:** Karabo

**Child 3:** Child 3

**Child 4:** Child 4

**Child 5:** Child 5

**Child 4:** He's died...

**Interviewer:** Sorry?

**Child 4:** I'm just joking.

**Interviewer:** So I'm going to start with a little book. Just for fun, right? It's called *It's a Book*. And the author's called Lane Smith. "It's a book. It's a mouse. It's a jackass. It's a monkey. What do you have there? It's a book? The brown is the monkey and the grey is the jackass. How do you scroll down? I don't, I turn the page. It's a book. Do you blog with it? No. It's a book. Where's your mouse? Can you make the characters fight? Nope Can you text? Nope. Tweet? Nope. Wifi? Nope. Can it do this? Ooooooh? Nope. Why?"

**Everyone:** It's a book.

**Interviewer:** "So the monkey reads: 'ahahaha'...(unclear) long john silver. (unclear)... He unsheathed (?) his broad compass(?) laughing and maniacal laugh, 'hahaha'. (Unclear) was petrified. The end was upon him. But in the distance, a ship, a wide smile... (unclear) played onto the man's face(?)" ...

welcome Muhammad. Too many letters (unclear). "So what else can this book? Does it need a password? No. Does it need a screen name? No. It's a?"

**Everyone:** Book.

**Interviewer:** What's happening there?

**Child 4:** The jackass is... (unclear)

**Interviewer:** "Are you going to give me my book back? No? Fine. I'm going to the library. Don't worry, I'll charge it up when I'm done. You don't have to". What do you think he's going to say? it's a book jackass!

**Everyone:** (Laughter)

**Interviewer:** So, what we're going to do today is, we've got, I've cut out all sorts of pictures of technology. Oh yes, please thank you, I'm just taking (unclear). So I've cut out all sorts of pictures of technology. And you are going to work in pairs. So will you just find a partner

**Child:** But there's only seven of us, so one of us wil...

**Interviewer:** So then if you two work in pairs that somebody's going to work in threes.

**Child:** Can i work alone?

**Interviewer:** No i think you need to make threes.

**Child:** I'm sitting next to Child 3.

**Interviewer:** So you and Child 6. Child 1 and Child 2. And The Three Musketeers over there. Alright I'm giving you a page. And what does it say on this side?

**Children:** Good for playing.

**Interviewer:** And on this side?

**Children:** Not good for playing.

**Interviewer:** Alright, so what you're going to do is just wait a little bit. You are going to look at this and you're going to choose things that are good for play and you going to stack them on this side. Ah-ah, boys, just sit back, don't touch. I want you to listen first. So you going to look and you can choose some, and the ones that you think are good for play, you going to put this side. So they're good for play. The ones that you think they're not good for play, you're going to stick on this side. Yes, some questions before we start. Yes, Child 6?

**Child 3:** (unclear)... brother. Yes the other one. The sibling's brother. The siblings.

**Interviewer:** All right. So you think that's the brother to the?

**Child 3:** Siblings.

**Interviewer:** Do you think they are? Are they exactly the same?

**Child 3:** No 'cause they're not identical twins.

**Interviewer:** What are these?

**Child 3:** They're very boring ones.

**Interviewer:** These are cellphones, but they're not touchscreen. They are the (unclear). Alright, here we go. There's one for you. There's one for you, Child 6 and Karabo. And here is...

**Child 4:** Does playing include watching?

**Interviewer:** Ah that's a good question. Did everybody hear that? What do you think play is? Before we start, what do we mean by play? Good for play? What is play?

**Child:** PlayStation!

**Karabo:** Having fun.

**Interviewer:** Having fun, what else?

**Child:** PlayStation.

**Interviewer:** It's played why? (?)

**Child:** (unclear)... and there's Minecraft where you use your imagination

**Interviewer:** Okay so you think that, but why what is play? Karabo had one, he said it's when you have fun, what else is play?

**Child:** When you're moving in a fun way.

**Interviewer:** Moving in a fun way

**Child 4:** When you play with someone

**Child:** When you're active

**Interviewer:** When you're active when you play with someone. Alright. So the things that are good for all of those things, you going to stick them on this side and the ones that aren't so good for play, you going to stick on the other.

**Child 4:** Doesn't play stimulate your brain?... I'm just gonna take all the computers.

**Interviewer:** Think of all the things that are play. It's with somebody, it's interactive

**Everyone:** (shouting)

**Child 3:** ...It's a projector. How can you play with a projector?

**Interviewer:** (unclear)... Well is it fun? Can you do it with other people? Alright, are you moving? Alright

**Children:** Yes (lots of microphone disturbance)

**Interviewer:** ...or you can watch.

**Child:** Wifi helps people play games. So would it be good or not good for play?

**Interviewer:** So what do you think about wifi? Is it good for play, does it help play?

**Children:** Yes

**Interviewer:** I think you're going to have to make a choice here because you've got the same thing...

**Child:** Okay, so i'll take this out, put the wifi in, take this... (unclear)

**Child:** OH! A GoPro

**Child 3:** I'm trying to get those watches.

**Child:** This is very good for play.

**Child 3:** But we need this to fit.

**Interviewer:** Do you think adults can play?

**Child:** Yes!

**Child:** That's a good choice! (?)

**Everyone:** (Microphone disturbance...unclear)

**Interviewer:** What is play? Play is fun

(Microphone disturbance...unclear)

**Interviewer:** Come and stick them down. When you've made your choice, come and stick them down and then we're going to talk about them. You don't have to stick all the things.

**Child:** (unclear)... see how this is good for play... Look, it's covering the world(?)

**Child:** Ma'am, may I please go to the toilet?

**Everyone:** (Unclear)

**Child:** Don't play with that.

(Unclear).....wifi.....online

**Interviewer:** You just need to put it a little bit on so that it (unclear).....Are you finished sticking?

**Child:** You have to stick on that side, I'll stick it down here.

**Child 4:** I can't believe there was no... now I forgot what I was saying...there was no umm.

**Interviewer:** You can draw it, I've got kokis here so if there's something missing many... a word

**Child:** (Unclear).....Why that's fiber...(unclear)...hogging the bathroom

**Interviewer:** Did you manage to go to the (unclear)

**Child:** What thing are you looking for? ... (unclear shouting)

**Child:** I got fiber, I got fiber.... (unclear shouting).... The Xbox... (unclear).

**Child:** I wouldn't say fiber

**Child 4:** It helps you download stuff

**Interviewer:** Grade 4s (disturbance unclear)... I would like to start asking you questions about it. And we busy recording it. So let's just do this one at a time. Would you like, Child 5, will you tell us about yours? What are the things that are good for play?

**Child 5:** PS4... (unclear)



**Child:** Okay, so I don't know why they put this down, it stimulates your brain, it's not good for play. But since we put it down I'll say it's good for play because they...

**Interviewer:** Say what it is for the recorder, what is a PS4?

**Child:** (Unclear)... it's a PS

PS3 I wouldn't say it

**Child:** And that's a phone... I would say not good for play. You only really need a phone if you'd like me to call someone or something to play.... This is very good for play. Exercising is very good for play... Everything else goes here except for the cost of it.

**Interviewer:** Alright. Do you want to draw some lines? Because some of the things that you say are not good for play are stacked on the 'not good for play' pile. So would you like to draw some lines? Right, would you like to say something about the things that are not good for play?

**Child 5:** So we've got the... this is called project. We've got shavers, we've got automated watches. We've got a router, I mean a decoder. No, those don't go there

**Interviewer:** Alright. This is a little group of Child 5, Muhammad and Child 4. It's a group of three because we couldn't put them into pairs, we had one extra, but there is quite a lot of argument going on about some of the things that have been stuck in the 'good for play', and the 'not good for play', but (unclear)... draw some lines to show the ones that we are not sure...

**Child:** (unclear) could maybe go away but definitely not this, this, this, and that.

**Interviewer:** I'm just conscious of time, break time is nearly over. I'm going to move on to Karabo and Child 6. This little group, tell us what's good for play and can you name them?

**Child 3:** Not so good for play is the cars. An iron and a kettle and a bag(?)

**Interviewer:** And why aren't they good for play?

**Child 3:** Because when you can make an accident and with an iron you can burn yourself and a kettle, you can pour hot water on yourself by mistake and you can burn....(unclear)..... you can chop your fingers off

**Interviewer:** And Karabo on this side, just tell us, what are the things that are good for play

**Karabo:** Okay so on this side, there are things. The first thing I'm going to say is a Gopro because you can play games and go outside and strap it on and then you can just look at it afterwards and say hmm that was good fun yeah.

**Interviewer:** Good what else?

**Karabo:** Um wifi, because it helps you play online games, and a computer because computers are ....(unclear) they can do like.... and some speakers because, they help you wake up from(?) dancing.... then I spoke to.... Ultra High Definition TV.... (unclear). Quadbikes because they are awesome.

**Interviewer:** But what do you do what do you do that is play on the phone and the laptop?

**Karabo:** You play games.

**Interviewer:** Thank you very much. Thanks, Karabo. So Child 6 coming to. Child 1, so tell us about what are the things that are good for play.

**Child 1:** Headphones, you can listen to music, um speakers...(unclear) and then you can play games, yeah.... (unclear)

**Interviewer:** And will you tell me, what have you done... What are they? Let's start with what are they? They are

**Child 1:** Speakers, laptop, ipad... (unclear)

**Interviewer:** What is it? What technology is it.... (microphone disturbance). And now tell us, why are these things good for play?

**Child 2:** First of all, music so you can dance, laptop so you can play games, you can share memories. And she's wearing this thing that those mountain gorillas she... (unclear)... batteries and you know, you can't play with batteries, but you can. Yeah, yeah, you can't really play with batteries but you can use batteries to play with toys that use batteries and then....(unclear) teach me video games...

**Interviewer:** And that's, so they help you?

**Child 2:** If you want to know, if you want to maybe get fit, and not too fit...

**Interviewer:** And what's the the fun part?

**Child 2:** You can also do races with people and then see who has the most steps.

**Interviewer:** And then tell us what have you chosen here that's not so good for play?.

**Child 2:** A microwave, a kettle... (unclear)... and something that was... That's not really that good because sometimes people would weigh themselves and they not like how they weighed and they might eat less and stuff.

**Child 1:** And then themselves.

**Child 2:** I guess you can use this with (unclear) and do a competition and we can make the best food but (unclear).... and also same here and there.

**Interviewer:** Is there anything else that you would like to add to the set that I didn't have a picture for?

**Muhammad:** You, you should have ordered/included (?) the sports.... cricket

**Interviewer:** I think we've almost come to the end of it. So we, I think we've come to the end of our (unclear). Are you making a book? Wow. Like you talked about sports. You think we should put this also on here? But we are just doing technology today. Do you remember It's a Book? Yeah. Alright. The sports is a bit like It's a Book, this is the technology. Is sports technology?

**Child:** No.

**Child:** It can be gaming like tournaments and stuff for gaming. That's e-gaming

**Child:** Those are technology sports. That doesn't make it an activity.

**Interviewer:** Yes and I think Muhammad was talking about physical activity. Is there anything you would like to say, What do you learn from technology? What kind of things do you do learn?

**Child:** My mom says if you learn stuff from video games, because if you learn stuff from video games, then you gonna do it and other people are going to do it and then...

**Interviewer:** So there's some bad things you learn?

**Child 1:** There are also good things like videos about the world and then you can learn stuff.

**Interviewer:** I think we've spoken about this haven't we? We did speak about this in one of the other focus groups. Child 1, what would you like to say?

**Child 1:** I think we can learn things.... (unclear)... smarter like cheating on a test.

**Interviewer:** Alright, so it's good things and bad things.

**Child 2:** ... Bad people, like this person named Nobo. And he would like, if you call him they would like say stuff. And then he would say stuff like (unclear)

**Interviewer:** Yes, Child 6?

**Child 3:** We forgot to say our names.

**Interviewer:** But we said our names in the beginning. I think , you will know who is who won't you when they speak? But thank you very much Child 6. It's 25 past, I think we need to go off to the.... (unclear). Let's tidy up. Before we go, does anybody else want to say anything about what's good for you and what's bad for you with technology?...What is bad for you is?

**Children:** (unclear)... very violent, violent games.... and for so long

**Karabo:** When my neighbour was four years old, her family let her play it.

**Interviewer:** Why is it bad? Karabo what is the reason why it's bad?

**Karabo:** (unclear).... people in GTA five.

**Child 5:** Violent...(unclear) for five-year-olds because it doesn't look violent. There's no blood there's no nothing.... (unclear shouting).

**Interviewer:** And so why is violence bad guys?

**Karabo:** Because it teaches you bad stuff.

**Child 5:** It gives you nightmares and then you sleep by your mommy and then your mommy gets angry....(unclear) and then the whole cycle continues.

**Interviewer:** Thank you so much, everybody. We meet next week for the last one and then we're going to get a technology and you going to invent something.

**Children:** (Excited chatted

End of focus group.

## Karabo Family Visit 1a

### Case Study Child: Karabo

**Transcriber: Kevin**

**Length of audio: 4min 27**

**Interviewer:** Today is the 11th of October. This is visit one family visit one. I am the interviewer and I'm with Karabo. I'll be talking about Karabos' favourite paint (?). Tell me about that drawing.

**Karabo:** So in this drawing, I drew a picture of the chair I normally sit on and the controller I used to control the character that is shown on the TV.

**Interviewer:** How often do you play with it?

**Karabo:** Very often, except not in the week.

**Interviewer:** Why?

**Karabo:** Because I'm not allowed to my mom says it's a school week so I should be doing school things. So I can only play or watch something for maybe an hour a day or more. But not too much in the week and as much as I want on the weekend. **Time restrictions**

**Interviewer:** What do you do when you play with it?

**Karabo:** When I play with this, I normally just mess around, have fun. And when my friends are also playing with their thing that's the same as mine. We hook up making a Parky (?) chat which is like a Skype message. So we can call each other and play the same games as each other with each other from different houses. **Playing online with others**

**Interviewer:** You've already answered the question, but I have to ask it again. Who do you play that with?

**Karabo:** My friends

**Interviewer:** Where do you play it?

**Karabo:** At my house, at my friend's house or online

**Interviewer:** Do you play it anytime of the day or at a specific time?

**Karabo:** At any time.

**Interviewer:** How does playing make you feel?

**Karabo:** Makes me feel really happy because it's a lot of fun to be with my friends. Even though I can't see them, I can still hear their voice. And it's like to see them, It's funny to see them from a different perspective, like they're in a different form. Like sometimes in some of the games, they're made apple squares(?) and in other games, their cartoons, and it's very nice. **Emotional response**

**Interviewer:** Have you any stories to tell me about playing that?

**Karabo:** Um, so I don't, I didn't really think of one. But I remember this one time, me and my friend were playing, me and my cousin we're playing this game. And we found something that's supposed to be evil in this game in the place we were supposed to live in. And then me and my cousin were just walking in the game and when we found it, both of us screamed because we didn't have anything to fight it with because, because it might steal some of the parts of our house so we were very scared. And then we both went into the house. She went to her part of the house, I went into mine and we closed all the doors and lock them and then we just waited and waited until it was morning again. And then when we got outside, it was gone. Emotional response being afraid in the game

**Interviewer:** What kind of Lego play do you like?

**Karabo:** Lego? I don't really mind what kind of Lego. I specifically like Lego that you have to code so that you can make the Lego move and stuff - that I really like. But otherwise I don't really mind what kind of Lego.

**Interviewer:** Thank you.

**Karabo:** (whispers) Thank you.

End of Interview

## Karabo Family Visit 2 (a?) GoPro Video

### Case Study Child: Karabo

Transcriber: Kevin

Length of video: 8min02

*GoPro video of Dan TDM playing Minecraft.*

*Explains what he is doing*

**Dan TDM:** This is about an hour's worth maybe a little bit more actually maybe almost an hour and a half's worth of iron and look at this it's absolutely insane and this is perfect for I want to try today this is also working I think it did break for a little bit but I think it's gonna work soon. So anyway Hey guys how's it going welcome back to Minecraft hardcore survival where as you can see I've been a little bit busy off camera because I wanted to get this done it's about 80% done almost covered in grass and looks so much better I haven't really done any more to this yet even though we've got like the haste exactly faster than creative mode by the way if you hold your click down on creative mode it kind of punches like this, but this pickaxe and haste (?) combo is absolutely insane is the best way to break blocks even better than creative mode, which is mad. What else might be doing off camera? Oh yeah. Let's stop it. (unclear) is back guys I am used this while I was waiting for my iron I kept this on to try and rack up all the experience obviously for them and we managed to get 33 levels I think it wasn't the end to be able to get mending on solicita (?) which I'm so thankful for and now we got this clip right here I was doing this was about that and then I just I took one piece of cactus green out that bonus and it's back up to this health it's just so good. You got mending on this manual understand haven't got mending on it stab withers but that doesn't really matter. And speaking of winners, I've got a little bit of a surprise for you guys. Check it out. That's right, not one not two, not three, but four whither skulls. I really wanted to try the trick again where I tried to trap the whither and make it super easy to be able to defeat it. I think I can do it without touching it by I might have to punch it one or two times to get it into the right position but I'm going to show you a really great cool way to be able to kill the whither which is going to be really handy if you're in the game but you need another star for beacon kind of like me this count is early game just like at least 100 hours counters that I guess not we are going to harvest three of these and the story was do this by the way these took me about two hours to get I spent ages looking through Nether fortresses and the whither skeletons just wouldn't spawn and the ones that did spawn just didn't give me any whither skulls whatsoever even with losing three which is the reason why he's got mending on the (unclear) because he was pushed to break and luckily he's backing up to almost full health he will be anyway when we're done day. Let's go ahead and put this bad boy Yeah, here we go. (unclear)...I was this close to quitting and doing something else ...The whither skulls I hit. Which was so lucky. I'm so relieved because I really want to try this out. So I found the perfect place to be able to know whether it's true or sleep. I know what you're thinking Why on earth am I trying to get another (unclear) star And that's because you can go ahead and make a (interference unclear) right now but

yeah, apparently a little bit longer, which hopefully we have enough box four (?) in our iron farm now and then you get all the effects you have four effects in total or two effects at max, I think I think that's what it is. Anyway, you could have up to four if I didn't want the haste too anyway, so what I'm gonna do is I'm gonna swap out this tab just in case this goes wrong, but it should be okay so let's go into the nether and let's try this out. Oh yeah by the way if you didn't forget or you didn't see last time here the billboard is currently presenting an advert for The Context my brand new movie if you want to grab tickets for those, check it out in the description below. The screenings are on the second of November the ticket link on the top (unclear) right see our movie before I prepared a place I think it's through here because I needed to find a specific set of coordinates in The Nether with a certain pattern of bedrock I think ideally we would get a three by three section by don't think that's going to happen ah no, have some big men come up here? That's mad annoying. Array don't need these up here. Is the weather... is going to try and smack these guys so I might have to kill these guys yeah I'm gonna have to do I'm gonna do right now hello this this might be the first time I've got a zombie pigman actually I'll pause there was someone else coming in so angry come face my sword buddy here we go easy how you actually hit me with a punk let me take all this stuff let's go do this it's through here where the cobblestone is I can hear a regular zombie as well I don't know where he is somewhere. He could be he could have spawned on the roof actually that could be a thing I can hear is I can hear his footsteps Where is he? I don't want the whither to be smacking you. I think he's above. Hello. I think he's 100% above so we have to try this with that there hopefully it doesn't ruin everything. So let's give this a go Shall we? So this is where the obsidian needs to go right here and the coordinates of anyone's interested is supposed to be One minus 162 93. That's where it's meant to be. I learned this from a guy I can't remember his name, but I'll link him in description below. That's where I've learned this trick from. Then what I did wrong last time when I tried this is I put the obsidian here, like right there, which is wrong because he's going to spawn like tail down. So you have to have it at the bottom of the tee here. Hopefully this is making sense. And what happens is you also have to be spawning West as well, I completely forgot you'd be facing west. I don't know why this works. But it does have as much of the bedrock as you can flat but I don't know how you're going to be able to do that. Just straight up luck. And then you spawn as you go one, two, and then 123 in the middle, and hopefully he will sport up-right and get his head stuck, which is the plan. So let's try Should we just do it, just do it. We've got a golden apple just in case smite five just in case and what I've seen in his video, I really want to do this without touching the whither. I think you have to kind of push him upwards. So I'm just going to kind of use my fists. I think I'm going to try it anyway so this comes in I'm going to build a little platform around it comes the anger of the whither, and then I'm gonna have to try and punch him upwards fist only carrot in hand. I'm gonna try this Yeah, there we go. Full survival he's suffocating, this is working. So you only needs to punch him up and then you just need to wait. I could use my smite five swords kind of take him down way quicker because obviously he's not gonna be able to get me out of Hit him. Hit him hit him. Yeah, because it is a way for him to hit the whither skulls down into this obsidian and he will break that I don't know why it doesn't break on his on his spawn in I'm not sure why that doesn't happen. But this has taken a while but as long as I punch him upwards, this should work. This should work. So you can try this. I don't think he used the right coordinates. I think it was anywhere in the nether as long as you bought some bedrock above but there's gaps like this little Whither skulls can sneak through and break your obsidian, but I'm going to try and do this with no weapons.

End of Video

## Karabo Family Visit 2(b?) GoPro Video

**Case Study Child: Karabo**

**Transcriber: Kevin**

**Length of video: 2min19**

*GoPro video of Dan TDM playing Minecraft.*

**Dan TDM:** Sweepy escapes, we're gonna have to take 'em down with a snap(?) with us. But I don't think we're going to need to. This is a really easy way to do it mooore - did you see that. It just hit this corner of bedrock I was really lucky. But if one of those skulls creeps down and hits the bedrock, you're in big trouble. This is taking so long is it shows how much healthy is gone really, so much hell, but this is what I was trying to attempt to do last time, the hack of how to beat the whither. Easy. And then hopefully we have enough iron when we get back to be able to make this like two story (unclear). Oh, come back. There we go. Geez. I think I pushed him backwards. We hopefully have enough iron to make the two story beacon. Sorry, I want to get jumped booze times too. And then hopefully we could jump around our clouds a little bit easier than with a double beacon going through our house is gonna be awesome, right? The only thing I don't know how it works is when he starts healing. Is he going to heal quicker than when he suffocating I'm not too sure. Here we go second stage of the whither. So know if I can push him back anymore. Oh geez. push him back, push him back. Why can't I push him back? Oh my goodness. No I don't want to him with that there we go that's better than even work. I can't push him back anymore. This is bad news. I'm just gonna stay here. Go on this can work. Maybe he's got bigger because of the regeneration. I'm not sure if this is working I'm so pleased. I haven't hit him once with a weapon just my fist all over the charts it actually makes me nervous. Please work though go all the way down and this will be magical. We'll have our second beacon Everything will be fine. It's so loud. It's hurting my ears actually. Oh, don't spin around, buddy. Spin around. Oh, (unclear). Oh we've done three quarters of this wither just by using this glitch. Oh he's turning around, this is worrying. Don't make me hit-

**Advert:** Oh the icing on the cake. My favorite part. See the trick is to start adding the butter.

**Dan TDM:** I really don't want to do that buddy come on all the way down to zero and drop that beautiful Nether star. Our second one in the lads play

End of Video



## Karabo Family Visit 2(c?) GoPro Video

### Case Study Child: Karabo

### Transcriber Kevin

### Length of video: min

*GoPro video from Karabo of him playing a game (possibly Fortnite). I imagine he is wearing a headset as he is speaking and responding to other people but we do not hear any other voices.*

**Karabo:** (shooting sounds) Saarr- Sargent Grisley, how many kills do you have? Ah I only have nine. Cooper, how many kills do you have? No double-barrel's trash bro, I have no idea what-...AAAHH after I hit him you laser me brother – that's just (unclear but unimpressed).... No please no! Run away! Please no! Nooo (Karabo takes a sip of his drink and chuckles as his character who had died reloads). Thank you. Nice. (sings). Oh my gosh! Oh drumshoot (?). Oh my-. Why? (unclear) guns are trash bro. You use it, I'm not using it for the life of me. Oh my gosh! (his character dies again).

End of video.

## Karabo Family Visit 3a – Mapping Tech in the Home

### Case Study Child: Karabo

**Transcriber: Kevin**

**Length of audio: 51min 59**

**Interviewer:** Today is Friday, Friday the 18th. We are at Karabo's house. And we with kids and his mother Candace, Candace. And we are on family visit three. And today, we're actually going to do the mapping of the technology in the house. And we're going to be asking some questions. So, Karabo, so we've got a big piece of paper here. And what we're trying to figure out is where is the technology hiding in this house.

**Karabo:** Okay

**Interviewer:** So what we're going to do is almost like draw your house here. And then you're going to write in 'Oh! There's technology in that', like, I know there's technology tucked in that room. All right, and then you can write what kind of technology or you can draw, and then your Candace can write. And you can actually even if you decide, I'm gonna stick that here and then you might write or you might ask your **Candace** to write 'This is Pokemon GO' or whatever you want to write. Okay? Okay, so we're gonna have fun.

**Candace:** And are we including things like appliances, like (unclear) or the washing machine or microwaves?

**Interviewer:** They don't actually specify but we are doing technology and play...

**Candace:** So just the-

**Interviewer:** It would be quite interesting almost even if you just write 'fridge', would just be quite interesting and maybe in a different color. That might be a good idea. So all the stuff appliances go in a different color, and all the things maybe that you use in your play, go in another color. All the things that you use.

**Karabo:** (unclear) I play things ja, blue is the play things. Green is the appliances.

**Interviewer:** Appliances. Okay, so you just go and have fun with that

**Candace:** Do you wanna, shall we draw a rectangle for the house, for the floor plan?

**Karabo:** Okay, I need

**Candace:** Black?

**Interviewer:** Black koki yes

**Karabo:** But I'm scared I'm-

**Interviewer:** Ah! I was gonna say have you got a pencil? I think maybe in here, maybe you'd just like to outline it? And this this does it doesn't have to be perfect because this is just a way of finding the technology.

**Karabo:** So how many-

**Interviewer:** So...

**Karabo:** (unclear) sets of four for the house

**Candace:** There's quite a bit, so (unclear) have to do that for the library.

**Interviewer:** So you almost want if you put like there's a room there, where's your other room then you've a got a

**Candace:** (everyone speaking) (unclear)...Because remember-

**Interviewer:** This way or that way...

**Karabo:** Google Images puts it this way. (applying knowledge from online searches)

**Candace:** So let's do it like tha-.

**Interviewer:** Do we need to change the paper around. That's what I was thinking. No okay.

**Candace:** We can just draw. This will be the front end right?

**Karabo:** do we have to use this card(?).

**Interviewer:** No you don't you don't. (unclear) This is like it's almost like this is...

**Candace:** Let me see or you try on here and see how you would do it and then I can offer or tell you how I would do it.

**Karabo:** This is the main house and then

**Interviewer:** Is that the li- that's the library at the back

**Karabo:** This part needs to be longer and it needs to stretch a bit out.

**Interviewer:** Like for that one there? Okay so that could almost go like that (Karabo speaking - unclear). Karabo it doesn't have to be perfect proportions at all. And then this then? You said stretching out, how much?

**Karabo:** Um

**Candace:** Maybe the library's like that

**Karabo:** And then the foyer

**Candace:** Isn't this what what this?

**Karabo:** Oh, this is this part

**Candace:** And isn't this the whole front part? Just divide.

**Karabo:** Okay, so here would be the front door or here would be the front door, maybe around here. So you... or no here here, okay

**Interviewer:** Yes because he's quite bright actually, because this bit is that bit.

**Karabo:** It should be right here

**Candace:** Are you using this piece as well? No (unclear) library wall

**Interviewer:** Oh, I think don't worry too much about it because otherwise we will. It will take quite a long time. Ja

**Karabo:** Here.

**Candace:** Okay. front door. I think there's another...

**Interviewer:** Is there another. Yes

**Candace:** Okay, and then we have the TV room,

**Karabo:** which would go about here.

**Candace:** (unclear)

**Interviewer:** actually why don't you just do it on that drawing. I quite like that and then if you stick it then you can write things on here. I quite like that. Whatever makes you happy, but we don't want to spend all afternoon drawing things.

**Candace:** And your bedroom?

**Karabo:** My bedroom is, no, the book shelves would come and then here, my room would be here and stretch (unclear)

**Candace:** Bookshelves and you can just draw it like that.

**Karabo:** So would my room be like this? Or a bit higher?

**Candace:** Your room is over here right? And this is the wall and our room is over here.

**Karabo:** So another door.

**Candace:** I don't think we should be architects Karabo. This is (unclear)

**Karabo:** Shouldn't I draw a door here?

**Candace:** Let's do this for our bedroom...main bedroom... and then here we have so we have the lounge will be here

**Karabo:** Or we could just stick this up the, no that won't work.

**Candace:** We have a few bathrooms over here... Is this the front door? (unclear) TV room. Yeah. And you have the kitchen over here.

**Interviewer:** Now video some of the things when you get to...

**Candace:** You can put the technology in ne?

**Interviewer:** Yes.

**Karabo:** So must I stick this here or just put it?

**Candace:** You can stick it let's stick this down then we don't have to still put it back on there, but just draw the kitchen here.

**Karabo:** How?

**Candace:** Kitchen. (unclear). (photo taken) What's this? Dining room.

**Karabo:** Dining room.

**Karabo:** How?

**Candace:**, the dining room....foyer. What else

**Karabo :** More foyer

**Candace:** More foyer, yes, or passage. right okay

**Interviewer:** It's looking good hey.

**Candace:** Let's put library over there. And just colour in.

**Karabo:** Maybe we paste this on top...like this. Kitchen goes here, scullery here

**Candace:** (unclear) Where is the library, scullery. The library door is here. And here is the outside door and the scullery maybe over here...(unclear)...is a big part of the house. Stick it down and then you can mark.

**Interviewer:** Then we can start to mark, mark it in.

**Candace :** You are going to mark blue for play?

**Interviewer:** The other thing you can do is also do lines and then write. Okay, so start with the cross and then Okay, maybe a line because I don't think there is enough space on our

**Karabo:** Or we could like make icons for it. So like on a map. Ya like legend.

**Interviewer:** Wow, Okay.

**Karabo:** Quick, quick, quick.

**Candace:** Why, what's going to happen with your stuff? Where do you want us to start? In the library?

**Karabo :** We didn't do all the rooms yet. ...bathroom...bookshelf

**Candace:** then.....library, kitchen,

**Karabo:** Ahhhhhh. library, kitchen is not on this side. 'Cause the door is here. The library/kitchens door is here.

**Candace:** You're right, sorry.

**Interviewer :** I think it's rather nice if you noting all the books because there's technology but there's also lots of books

**Candace:** Ja.

**Karabo:** There's the door, the library kitchen, the door...The library, the door and then this supposed to be a cupboard here, cupboard....and use it to

**Candace:** There's the other bookcase.

**Karabo :**So here's the door.

**Candace:** Which door?

**Karabo:** The..that door..... here

**Candace:** Here we have (unclear)

**Karabo:** There's a bed here

(unclear chatter)

**Karabo:** Or we could just-

**Interviewer :** I like your ideas of a legend and Icons, do you maybe want to write the legend first so almost for like a 'b' for a book or or 't' for a TV. So start at the top Karabo, and write it down all the technology that you can think of all the things here...which shall we write in? Shall we do the legend....(unclear)

**Candace:** You can use a Koki.....(noises)

**Interviewer:** That is fantastic....We'll take a photograph of the technology things and I'd like you to do the technology in something that stands out so we can colour in you know the other things in but the technology stands out.

**Candace:** So...you can use

**Karabo:** I don't want to do yellow because everyone always says, 'you can't see yellow'

**Candace:** So why don't we do, let's do the TV as the first legend and ... put the TV in orange? [unclear]

**Karabo:** (unclear) What should TV be?

**Candace:** okay you can just write TV, just write TV and then we can just have it orange here mark all the orange spots

**Karabo:** So orange? Block?

**Candace:** Ja, block

**Karabo:** Yes, more all the TVs in a block..so like this... or must I draw it in a straight line?

**Candace:** No block or a straight line is fine. You don't need to use a ruler, just free hand.

**Interviewer:** Suppose if it's just orange then it doesn't matter, we all know it's the TV set ; except how is orange coming out on the green? Maybe just write TV there

**Candace:** Write TV there.

**Interviewer:** I forgot about the green.

**Candace:** Then the other TV would be about over here.

**Karabo :** The scullery is here and there is a wall here. So the TV should be about over here

**Candace:** Just a little bit... um, orange? Okay, okay notice the TV, TV.

**Karabo :** Oh, this door's too big

**Candace:** That's not the door, where is the door?

**Karabo:** Here. That was the door. The door should be...

**Interviewer:** I think he is going to be an architect. He is very particular about the details.

**Karabo:** Then the TV is on a shelf, there's a shelf over here and then

**Interviewer:** That's fine. Just put the technology in. There we go.

**Candace :** The TV.....we have a PlayStation, blue

**Karabo :** Blue line?

**Candace:** Mmhm. So, what else we have in there? We have a decoder

**Karabo:** Decoder

**Candace:** And one in the library, right?

**Interviewer:** Do you want to write down what Karabo, just by writing down what the blue is, just add some PS4. yes you can do it like that. (Karabo whispering)...

**Candace :** We still have in here, what's that thing?

**Karabo:** In here?

**Candace:** The video recorder and the bed and that other thing?

**Karabo:** Video recorder,

**Candace:** What's that thing you call that you play your movies on?

**Karabo** My PS4?

**Candace:** No, you don't play movies on your PS4.

**Karabo:** Yeah. I do

**Candace:** Now we do but before this

**Karabo :** DVD player?

**Candace :** (Laughs), The DVD player. Thank you.....So the DVDs over there as well, it's all in that vicinity. So let's just write DVD and there is still a defunct video recorder. Should we put it in there as well?

**Karabo:** We'll add it to the key!

**Candace:** Oh sorry. I'm going to use the yellow because that think is defunct anyway, right? for the video, VCR

**Karabo:** DVD player.

**Candace:** Player, VCR

**Interviewer:** Alright....What else do you have Karabo?

**Karabo :** In the lounge here there's a desk computer

**Candace :** And a printer...(Karabo whispering)..in the TV room you must just show your games as well.

**Karabo :** Printer..(whispers)...I don't want to draw the table because

**Interviewer:** Any more technology?

**Karabo:** We forgot all about appliances.....There's a smart watch over there,

**Interviewer:** Ah, but I agree with you, let's leave the appliances out.

**Candace:** The telephone? I'll put the telephone over here.

**Interviewer:** And then Karabo was talking about something smart...a smart watch Yeah.

**Karabo:** unclear...there's a wall here. Then the here and the stoep.

**Candace:** The doors coming outside. Ag, let's not (unclear)

**Karabo:** (Whispering)

**Candace:** (unclear) Thank you. you can just mark it with an X right, smartwatch

**Karabo:** The door...and then the oven I'll just

**Candace:** I'm gonna mark it with an X.....smartwatch, Fitbit, what's it called?

**Karabo:** Its, I'll just say smartwatch

**Candace :** Okay, great the smartwatch. What I mean it's this is just it has time but it's not like a phone...and then there's the iPod docking station over here, the iPod docking station.

**Karabo:** Where? ... what is an iPod docking station?

**Candace:** You know the radio

**Karabo:** Oh, that's in your room.

**Candace:** There's another radio in our room.



**Interviewer:** I suppose a radio also counts.

**Candace:** So in the room...the bed is here...the radio is over here. CD player.

**Karabo:** Our house has too much Technology

**Candace :** Yeah over here

**Karabo:** I don't have technology in my room.

**Candace:** The drone. There's the open block(?), the drone, the drone is over there. That is the radio clock CD. There's another radio clock CD by the bed over here, and then mobile phones are floating. We normally put it in the kitchen (unclear) it floats, three times mobile phones.

**Karabo:** Okay, so I forgot drone, drone, mobile, floating

**Candace:** Cameras in the bookshelf, in the cupboard

**Karabo :** Mobile floating

**Candace:** Phones. Okay, and then all your games; video games, PS4 games,

**Interviewer:** There's a brown here, brown for the games.

**Karabo:** I think that might be it.

**Interviewer:** Should we go and check?

**Candace:** We have a couple of speakers in the room.

**Karabo:** Oh ja, here's the door, bed...

(photo taken)

**Interviewer:** Okay... Shall we go and check, shall we go and check?. Let's go and check them. All right and then you can come back

**Candace:** the internet, the WIFI

**Karabo :**YES!

**Interviewer:** Can I take a photograph?

**Candace:** Sure.

**Interviewer:** Look at this. This is a real and lovely technology (unclear)

**Candace:** Is there anything else?

**Karabo:** I was gonna say top of the stove.

**Interviewer :** This is an amazing technology corner, amazing, 1,2,3,4,5 things all there. come and show, let's check then.

(Walking and unclear talking)

**Interviewer:** It is quite interesting that I think we should almost add the dead stuff because it looks like tell me what this is?

**Karabo:** That's a sewing machine

**Candace:** No, wasn't this that charger for your car?

**Karabo:** Oh Yes. Oh that car's nice.

**Candace:** The car is dead now.

**Interviewer:** and look here this is this is speaker, that's a camera. Ah Nothing in the bathroom. we've actually...there is nothing.

**Karabo:** the car outside.....turned over (laughter)

**Interviewer:** That's actually a wonderful picture, that.....dead car! Okay. Gosh, this house is like you walk in. Wonderful. All right. No technology, no technology, fuzz ball, does that count as technology? No, cos it's not electronic. Alright. Here is another, this is another dead one hey. Ja, but I'm taking a photograph of this, Oh there are speakers there.

**Candace:** They the speakers to the...[unclear] and they are the speakers to the DVD.

**Interviewer:** Because I think've got the DVD but I didn't get the speaker in. Sneaky, sneaky. And then this is, is quite nice to show it with all the books. (photo taken) We're doing quite well so far.

**Candace:** In the TV room, you should have put the iPad or is the iPad on the bookshelf. This is the keyboard of the

**Interviewer :** Can I take a photograph? Look at that, hey.

**Karabo:** This is MY technology

**Candace:** not just yours, because the TV is ours

**Karabo:** You bought the TV but I like it.

**Candace:** Ja and the DVD player and the video recorder all came before you.

**Interviewer:** There's an extra one, there's a DVD, a decoder

**Candace:** A DVD.

**Interviewer:** another DVD?

**Candace:** No. Oh yeah,. So that DVD player is it's a DVD player, a radio, a CD player. This one is just a DVD player.

**Interviewer:** Just a DVD player and then what's that?

**Candace:** Is that you? That's a DVD player. This is the old VCR

**Interviewer:** Old VCR, Oh wow.

**Candace:** But something is stuck in it.

**Interviewer:** Oh alright. What's this one?

**Karabo :** Oh this, that is the PS4 that I play games on.

**Interviewer:** Is that what a playstation looks like now? Its changed. Look at this keyboard as well

**Candace:** That's the computer's keyboard.

**Interviewer:** Yes. All right. Let me just take this photograph everything

**Karabo:** There's technology up here.

**Interviewer:** Ah, did we put the old phone in. What's coming across very well is the technology that is no longer functional. But we still have it. It's not like a cupboard (?) What's in there?

**Karabo:** Oh, it was my dad's iPhone box.

**Interviewer:** Ah, okay, it's okay. Let's go. So did we miss anything here? No.

**Candace:** Did you get the camera stand?

**Karabo:** Oh I know the camera stand thing.

**Candace:** We forgot to put these on, the iPads

**Interviewer:** The iPads, whose going to remember all this?

**Karabo:** What about the Kindle Kindle.

**Interviewer:** You're holding it up, Karabo (Photo taken)

**Candace:** The cameras are in here.

**Interviewer:** Oh. Alright, so we've got the Kindle and the camera... What's that?

**Candace:** That's the speaker

**Karabo:** Oh and this car...and the drone

**Interviewer:** Where are your toys that are technology?

**Karabo :** Oh here is one but the song just get stuck in your head cos it plays the song while it drives and most the time it breaks down.

**Interviewer:** Oh does it?...that's perfect, .lets the sun is going to mess with my...Look even this is technology. Alright. Any other toys that are like technology toys? Ooh, ooh

**Candace:** I suppose the racing

**Interviewer:** Has that got technology?

**Candace:** Yes, it does. remote control

**Interviewer:** Oh wow All right, let's put that on. And let's put the drone on., even this look at this. Wow, I want to put that there

**Karabo:** This used to work.

**Interviewer:** Okay. Let's add that.

**Candace:** ...[unclear] technology

**Karabo:** yeah but

**Interviewer:** A nerve gun, is it technology

**Karabo:** 'Cause all this does is power up with the back

**Interviewer:** Has it got a battery Put it on, put it on! It's got power

**Candace:** We should have taken the GoPro for swimming lessons(unclear)

**Interviewer:** Anything else that is technology? Not your ear (?)

**Interviewer:** Yip, yip here we go. Ooh, alright. That's fine it does use so let's add it in.

**Karabo:** Only one more thing I think, a mini computer, oh ja that's digital stuff

**Interviewer:** What's that?

**Karabo:** This is stuff made by Crayola and then you take, draw and touch, see stuff (unclear) 3D perspective.

**Interviewer:** Wow. That is, that's drawing. Karabo you must come and stand here with all your, heehee (?) Oh, this is amazing. I mean a drawing thing

**Karabo:** All I want for Christmas is an Apple Pencil.

**Candace:** All you want for Christmas is, you've got enough.

**Karabo:** I want a tablet.

**Interviewer:** Is this your Lego thing?,Yes. Can I take a photograph of the LegoMan? look at that. (Laughter) Ooooh, right. Wow, look at this for Lego hey, isn't this wonderful? It's glorious actually...just put it on the side there Isn't it Lego?

**Karabo:** No

**Interviewer:** Look at that. It looks like a painting. Oh.

**Candace:** Picture like that you can see the size of the other thing.

**Interviewer:** Yes. I've got one. You can see how big against the toys and this and then it also shows there is some more....all right! We've got one more room!

**Candace:** That he got when he was what 3

**Karabo:** Yes and I still use it, a little bit. (Toy piano thing playing)

**Interviewer:** iPad... Docking Station. Okay. Yeah, okay, just interesting not too much technology but actually in the bedrooms, sort of alive as it were. KARABO! You're our guide, you're our guide. All right,

and then this is just Oh, and the printer. All right, so we can take this as long as the study. We've actually got, we've got all the pictures. So we did everything in that Map but what did you add? What did we miss?

**Candace:** The iPad and the speakers in the back.

**Karabo:** The iPad, the speakers in the back, and the old computer,

**Candace:** old computer in the back in your room, you've got to add your train set. Maybe all your room in your room, we've got to add the other toys.

**Interviewer:** Maybe you just need to write down all the toys, toys and then just write them down. Let's do that

**Candace:** And then back in the back we also have a printer that's not working.

**Interviewer:** I'm beginning to think we should actually exclude all the things that aren't working. It just shows, what's that thing when things go out of date and they not used anymore alright. I think I think what I'm going to do is while Karabo does that, I'm actually going to do something else I'm going to ask some questions.

**Karabo:** Okay, so must I write down all-

End of recording.

## Karabo Family Visit 3b

### Case Study Child: Karabo

**Transcriber: Kevin**

**Length of audio: 19min 04**

**Interviewer:** It's Friday the 18th, it's three o'clock. And it's Interviewer sitting with Candace Karabo's mom, and we're going to talk about we're going to continue with appendix: three the questions with the parent. Alright, we this is the first question we would like to know about your, Karabo's play with Lego. Does your child own any Lego products? And if so, does he play with them?

**Candace:** Yes, he does he has quite a collection of Lego. I think in the first meeting, I did say it's mostly the themed Lego. He's got quite a bit of Lego, he does play with them. He doesn't play with him as often as what he used to. Now when he plays with them is mostly when he plays with a friend. So he would play friends coming over to visit always cousin. He when his cousin are quite keen on building Lego together.

**Interviewer:** And when did he start with Lego?

**Candace:** He started quite young because he has a dupla-set(?) when he was young. I think it must have been his first or his second birthday. His first Lego set was a birthday gift to his story dupla-set. Yeah, so

**Interviewer:** And Karabo's now ten?

**Candace:** Yes. Probably his second birthday party that he got the duplo(?), ya.\

**Interviewer:** And any other Lego products or is it just the Lego bricks?

**Candace:** I think it's just the Lego Lego bricks. I think he might have The Lego Movie. Possibly.

**Interviewer:** But he's watched it?

**Candace:** He's watched The Lego Movie if he doesn't have the Lego Movie.

**Interviewer:** Because the next one is what other aspects of the Lego brand For example items such as bags, forms and so on.

**Candace:** I don't think he's got any of the Lego bags No. Movies he's possibly got a movie or a game, as I said, but I don't think he has any other Lego. And so he's gotten the Ninjago book, Lego Ninjago. So it's, I think that's probably that's a Lego character I think I'm not sure. I don't know. But he's got a book one of those books,

**Interviewer:** But it's a Lego, It's branded Lego as it were

**Candace:** I don't know if it's branded Lego actually. I'm not sure I'm not sure.

**Interviewer:** Okay, but we can think about it. Actually, we must ask Karabo. And then, what kind of toys or products do you think Lego should be developing for children in this digital age?

**Candace:** Well different something digital. I quite liked but we haven't bought it for him but where the Lego products and I think they do have it 'cause I have seen something like that where the they motorized and can code the Lego sets. So I know like you know when you do robotics. So I have seen I remember seeing in Joburg in Hamleys the big Lego sets with the coding things in it, it was a Lego set so I think if that's available in the smaller, cheaper version because I think those sets at that stage, must have been about two years ago that I saw, it must have been about 2000 Rand for those big, big sets, but we could cope and Karabo has, for example, gone to the science centre where they've done that with the Lego sets..

**Interviewer:** But it sounds like you would like a sort of smaller compact version that's affordable, it's affordable. And it's got robotics and the children code

**Candace:** And the children code. So there's certainly an educational aspect to it, in learning to code.

**Interviewer:** This is the next question. We're interested in exploring the link between play with technology and children's emotions and wellbeing. Do you have any thoughts on this topic that you would like to share?

**Candace:** I mean, we I and we have been closely monitoring his play especially around Fortnite because of other accounts that we've heard of kids, you know, playing whole day, not wanting to get up, becoming quite obsessed with the game. And that's the only thing that they want to do. So we had been monitoring his play and how he interacts with the game with that game specifically quite closely. One of his best friends cousins had been banned from playing Fortnite because he had that's all he did here just become too engrossed in the game, doesn't even want to go to the bathroom doesn't want to bath to you know... And Karabo, so we've had conversations around it but he's also heard us interacting with his friend's mom who told the story about the cousin, the cousins asked to come to visit not at our place but at his friend's place and in that time, his friend and him were not playing Fortnite because the cousin was there and the cousin couldn't play. So I think technology and gaming and you know, and wellbeing is certainly something that we've got our eye on, around wanting it, like I say, you know, Karabo, over weekends, binge plays and watches not so much Fortnite, the online game, but he would watch lots of YouTube videos. So we would pull him out, you know to say, take a break now do something different.

**Interviewer:** Do you notice any kind of irritability or sort of things that would be considered negative emotional responses or behavior after gaming?

**Candace:** Not particularly after gaming but I mean, no, his dad has said this (?) with him before. You know, he becomes engrossed in it. He becomes not moody, but he becomes ya, let's just say moody. And we have called him out on it and Karabo's a bright boy. So we tell him you know, you been Fortnite so much, are you addicted? And he will immediately say no and do something else. Engrossed time to play

**Interviewer:** (laughter)

**Candace:** So I think he knows what that repercussions should be. Should we think that he's addicted? So? Yeah.

**Interviewer:** Like you said he's a smart boy.

**Candace:** And he he does become, of course less sociable when he is busy playing his games. So when you're speaking to him, he doesn't hear, you know you go in, as you've said this last several times already, or when is, you know, on the phone playing games, you know, be the Dew point, we alert him to the fact that look, you're being unsociable now, and you're not you're not engaging with us. So put that aside.

**Interviewer:** All right. And he does that happily?

**Candace:** To put it aside, yeah. No, he doesn't, because like I said, he knows what the consequences would be. He can see what the consequences would be so yeah. **Managing watching and dealing with being engrossed**

**Interviewer:** So he was actually motorised (? - motivated) by almost by the thing that he might not be able to

**Candace:** No he would be, ya.

**Interviewer:** Ooh right, strong motivation.

**Candace:** And he and he I mean he he pushes boundaries and the past week or so he doesn't watch TV before he goes to school, he only has an hour for in the week for electronic devices but this week he's been done very early in the morning. So can now watch a few minutes. You know, we've set up one morning, two mornings we've said yes, this morning, it was the third morning that he's done early, can no, you know you've you will be watching quite a bit when you come home from school. So no. **Time to watch and being additcted**

**Interviewer:** Alright? So it does sound very, as parents you have to be quite vigilant. Yeah. And then the next question is what types of technology-mediated play do you think are more likely to lead to expressions of joy from your child, than other types of technology-media play. And then why do you think this?

**Candace:** I think, if I'm watching him playing Fortnite, the online game, at times he gets lots of joy from that and the interaction with his friends, but at times he becomes extremely frustrated. Because maybe he's not achieving what particular goals in the game and then you know, then you can hear, you know, and we would step again and say, are you becoming frustrated about the game, is the game making you angry because then you should stop. So some of the games I think he enjoys the FIFA, you could hear lots of, you know, competition and quite a bit of competition around that but it sounds more joyous. The Minecraft game as well. You know the building when he builds with his friends then now they've got the Uno that they've just downloaded the other day on, but also the electronic Uno, that he plays with his friends. So, ya, but you know, but he becomes extremely animated in the Fortnite. And you can hear with his friends. Yeah. **Joy and frustration**

**Interviewer:** Which which which games do you think or which sort of technology is his favorite?

**Candace:** The PlayStation

**Interviewer:** And PlayStation and the PlayStation and the PlayStation you can play many different games. Out of those many games, which one do you think is his favourite?



**Candace:** I think it's probably a toss up between Minecraft and the Fortnite. A few months back I would have said is definitely the Fortnite because that was consuming most of his time, his gaming time. And then like I said, I think I mentioned this before, they're taking quite a bit of a break from Fortnite. Fortnite what they also do in Fortnite you can buy the single 'V bucks'. So it's basically buying what they call skins so you buy like different outfits of different kinds of things on Fortnite, which we're using real money throwing away for nonsense. And we've had especially his dad and him have had lots of conversations about you know, this is a waste of money. And this is all that they wanted. So his birthday money that he had gotten, you know as gifts. Lots of it had gone into buying skins buying V bucks, being able to buy, I don't know what things that they need, which is really just throwing money down the drain, and lots of money down the drain. But I think he's come to realize that actually, that's not the best way to spend your money to be buying the vbox. But it's been coming on for a while. And then like I say he had stopped playing it for, like every weekend for quite a while I would only go on and his friends would ask, is he playing? Is he not playing What's happening? But now in the past first month, I think he's gone back to it. Again, over weekends. **Fave game and expense of it (buying skins realization waste of money)**

**Interviewer:** I remember it one time, I think one of the first was there was a question about your role in it. I know your reply was, well, you're not really... What I'm hearing is a lot of you, you and your husband are very, you're mediating it's but in a different way. **Yeah. You're not involved in the gaming or the play, but you very involved in almost like I want to say the ethical issues or the emotional issues that around it. Ethical issues managing play (not playing themselves )**

**Candace:** Ya, that we are.

**Interviewer:** All right. What types of technology are your child more likely to get bored with quickly when playing, if any, and why do you think this is?

**Candace:** I think he's gotten bored with Fortnite. I think it's because probably because he wasn't playing as much. So when you play as much, you you also, you know, acquire particular kinds of skills and things like that. So I think he did get bored with Fortnite a bit. Yeah. **Getting bored eith a game because you fall behind in the skills**

**Interviewer:** So because he wasn't playing

**Candace:** Because wasn't playing at the kind of scale. This is my assumption. I don't know I haven't asked. Because you build up certain skills, you also collect certain rewards. So if you have a number of rewards, you can get others etc. So I think he becomes bored became bored with the game but also possibilities he wasn't at that skill level. I'm not sure possibly because you know how others were playing? I don't know. Yeah, but like I say, in fact, there was one session, but you can hear how animating becomes then (laughter).

**Interviewer:** Yeah. So it almost sounds like if he doesn't play regularly, then he might lose interest, because you're not getting to that set of skills that you've almost like falling behind.

**Candace:** I think so, but like I said, I haven't asked him so I haven't tested this at all but it's just-

**Interviewer:** Just what you-

**Candace:** Just what I think ya.

**Interviewer:** Alright, what types of play of technology lead to more social play in your view, if any? And why do you think this is?

**Candace:** The more social play has been not only individual driven but you can play groups. So for example, Fortnite, you can invite several people, where they are to come and play. So they playing virtually all of them online. These is really really sociable. Minecraft as well. You know, in Minecraft, you can also play more than one player. So I think that will know as well Fornight, if he's got a friend visiting, the two of them can't play for example, unless someone's on a different device. So his friend from across the road used to come over and then I would have to hand over my phone for the friend to play on my phone.

**Interviewer:** So and then so do you think technology leads to more social play?

**Candace:** No I don't think so. I think the old fashioned play without the technology without that kind of electronic technology certainly leads to more social play. I think as well, you know, Karabo likes music and particular groups of friends would enjoy when when his one friend comes over in particular, they enjoy listening to music and then dancing. So I think that there's and when they watching a movie they all sit quietly and watch a movie, you know, they're not, they're not engaging with each other or his friend comes over and Karabo's watching a YouTube video and he's playing on his phone that's not very sociable at all.

**Interviewer:** So what is it about technology that almost you feel like discourages? Could you put your finger on it? It's almost like discourages social interaction.

**Candace:** In those instances, they all playing different stuff. So they're not playing together. Fortnite when they each have their own homes, although they are each at their own homes, they are all playing one thing. But when they are sitting here they are each playing, whatever their choice is on their own device. So then there's very little interaction.

**Interviewer:** So, even though they all physically together, they've come to play at one home, if they've got technology with them, **social interaction**

**Candace:** if each of them have their own technology, they're not necessarily playing together, and there's very little interaction.

**Interviewer:** Last question, what skills and technology do you feel Karabo has developed through play with technology if any?

**Candace:** I do think that he learns strategy around some of his games because you've got to be strategic around playing Fortnite is a game of guns of landing of so I think there's strategy involved so I think that in the Minecraft there's lots of buildings, there's lots of conceptualization as well as, there's lots of ya, there's conceptualization around design that around, you know, creativity. I think that Minecraft does a lot of that, you know.

**Interviewer:** And so strategies of you mentioned strategy and Fortnite and conceptualization with Minecraft

**Candace:** Building design with Minecraft as well.

**Interviewer:** All right, thank you very much. I think we've we've done the section with all the Lego questions. We've still got a couple more to do.

End of Interview

## Case Study Child: Karabo

Transcriber: Kevin

Length of audio: 5min 14

**Interviewer:** This is Interviewer and Karabo. And we're sitting in front of the Smart TV. And we're about to watch Karabo's one of Karabo's favorite things that he likes to do. What is it Karabo?

**Karabo:** Playing Minecraft

**Interviewer:** Right, let's go. I'm going to take a photograph, it's Friday the 24th

**Game Character:** Perfect idea for what to put under here. Now if you haven't seen it, this right here is my secret base. I have a lever on me if I place this magic lever right here, pull the button and fly myself, I've got a little a little base under here, and I wasn't sure what to do with it. Until now. I just sneak my little self outta here. Close this off. Yeah, I think it's time for these guys to be taught a lesson. Last time they ran off, they all just disappeared. The creeper explosion happened down here and they it would be funny to just run away so now their door doesn't even open so today I'm gonna be trapping them inside Vikas and putting them under there in the one by one treasure room thing that's right it's gonna be weird but it's also gonna be absolutely fantastic because out the corner there seemed like five of their faces lined up ready to trade with me. I'm just thinking about it, it's gonna be beautiful. Ah, let me clear away some of this stuff from last episode.

**Interviewer:** (while character is talking) Now Karabo, are you watching him?

**Game Character:** I was getting a character...to follow us around this is great. Let's last shall we, I need myself some iron so I can

**Interviewer:** (while character is talking) So you're not playing?

**Game Character:** ...what five villages.

**Karabo:** No

**Game Character:** He's not looking too hard and neither is the (?) you know what let's just see if we can try and use this machine that we haven't used that

**Interviewer:** Is it also just fun to watch somebody else do it?

**Karabo:** Yes.

**Interviewer:** Yes. And do you sometimes get together with your friends and do it?

**Karabo:** Sometimes. Sometimes I watch stuff with my friends when they at my house or they come to my house and I play games. Social play

**Game Character:** Alright let's do this. Bamboo is slipping out all over the place.

**Interviewer:** And who is playing the game do you know?

**Karabo:** Dan TDN

**Interviewer:** Is that Dan TDN? Aaah! Right. You've spoken about Dan TDN before.

**Game Character:** ...You know what let's just grab the experience from here. For this to work though, I just need to throw this out here. I was a little bit worried...

**Interviewer:** Where is he?

**Karabo:** He's in his house I'm pretty sure, but he is playing his game on his computer. And this guy is very popular. 20 million people have said I like this guy so they all subscribe. 20 million people.

**Interviewer:** And do you have to pay to subscribe?

**Karabo:** No it's free. The more subscribers you have the more money someone can make from videos. So this guy, this is job, he does this for a living and he gets money. *How youtube channels work*

**Interviewer:** That's pretty cool isn't it? But how does he get money if nobody's paid?

**Karabo:** Oh Youtube pays him to put ads in his videos and so a lot of people watch him so they get hmm this guy he can put lots of ads, and people will pay us to put the ads in and will get money.

**Game Character:** hilarious so if I grab my lever and open this

**Interviewer:** Alright.

**Game Character:** then wait for (unclear simultaneous talking)

**Interviewer:** Alright. So that's his job.

**Game Character:** them to be facing me so I want one village

**Interviewer:** And how often do you watch Dan?

**Karabo:** Quite a lot.

**Interviewer:** Every day? Twice a week?

**Karabo:** Twice a week.

**Interviewer:** Twice a week.

**Karabo:** Actually every day if I want to like if I'm feeling hmm I want to watch some Dan (?)

**Game Character:** And when do you watch Dan? How do you feel when you you know when you watch down?

**Karabo:** Happy.

**Interviewer:** When you feel happy?

**Karabo:** I feel happy when I'm feeling lazy or when I just feel like it anytime. I don't have specific moods for watching Dan.

**Interviewer:** Sounds like it's relaxing, when you don't know what to do or you're tired, is that a good time to watch it? When does watch and why (emotional response)

**Karabo:** Yes

**Interviewer:** And you learn things from him? Hmm, great.

End of Interview.

## Karabo Family Visit 4b

### Case Study Child: Karabo

Transcriber Kevin

Length of audio: 11min 24

**Interviewer:** (recorder playing in background) This is a video sent my Candace in the week last week, which should be the week. This week, so would have been about the 22nd of October, and we're looking at it and it's Karabo playing the recorder... (recorder finishes). Do you think that's play?

**Karabo:** Yes

**Interviewer:** Why? What makes it play

**Karabo:** Because sometimes it's fun and it makes a good sound. And I don't know of it makes it fun, but I just like it. And sometimes I like playing my guitar but otherwise I will just play (unclear) or watching something. *Playing recorder and guitar*

**Interviewer:** And what's the difference between like playing your guitar or playing the recorder and playing games? like Minecraft?

**Candace:** I know. I know. Can I say? (laughter)

**Karabo:** I'm speaking. Okay, so I like learning on those things more than playing my recorder and guitar. Because when watching stuff, like I said earlier, all I have to think about is what video I'm gonna watch next. And for games, most of the time, I don't need to strategise, but in Fortnite, I need to strategise a lot with my team against 100 other players, including us though, and we have to strategize where we going and... So after a few minutes, there is a place that you have to go in order to stay alive, cos um, when the game progresses, there is a storm, a deadly storm. And if you stay in that storm, you will take damage and eventually you will die. And so you have to stay in the eye of the storm. And you have to scout certain places you're going to land at first, and certain places you want to avoid, like back before Fortnite entered this new stage, chapter two. There was Fortnite, there was this place called Token Towers. And I wasn't very good at playing Fortnite back then. So I would always avoid that because that was is a popular spot with lots of people. So I would avoid it. And at all costs sometimes even if I had to travel in the storm, I would avoid it. *Learning skills Fornite, strategizing vs practice*

**Interviewer:** Why?

**Karabo:** Because it's very dangerous because people are always fighting there and they're always trying to survive.

**Interviewer:** Alright, that's dangerous. So just gives you-

**Karabo:** Yes.

**Candace:** I think that he's that the other games, Karabo does voluntarily you don't have to ask him, he chooses but the recorder and guitar, some people have to say Ketrso, practice time, hmm? And then it's how many songs must I play? Huh? How long must I play Hmm? Is that right? That's the difference.

### Differences between wanting to play and having to practice

**Interviewer:** So although it says play you have to play an instrument, is it the same as the play we talking about?

**Karabo:** Sometimes.

**Interviewer:** Only Sometimes.

**Candace:** (unclear) busy making your own songs.

**Interviewer:** Oh, so if you make your own songs

**Karabo:** I think it's more fun.

**Interviewer:** And do you ever change and make your own rules for any of those games?

**Karabo:** Um, I don't know of any rules that, actually, there is one rule that I don't change but other people on YouTube can change. So there is this rule where actually I've broken this rule, many times probably. It's the rule to not dig straight down. In Minecraft if you dig straight down, the most likely to fall in a pit of lava. So that's a rule and don't break bedrock. But normally break bedrock is impossible to break. With whatever tool you try to break with It's impossible. Even in creative which is like a mode where you get unlimited resources and you can build whatever you want for how long and there's nothing that can threaten you except if something or someone breaks something you build. That's the only thing.

**Interviewer:** Is that so do you do you make up your own rules?

**Karabo:** I don't make up rules, but there is one rule to break bedrock. And there are certain glitches in the game where you can break bedrock.

**Candace:** So that's uh, are you speaking about rules of the game or around the game or rules that we have around playing games?

**Interviewer:** No it's sort of the rules in the game sort of finding out if, if, if **Karabo** does things differently to watch how much agency is there? How much can you change things do it your way, but I suppose Minecraft, you can do a lot your way.

**Karabo:** Ya.

**Interviewer:** And Fortnite, can you do a lot your way?

**Karabo:** There are certain things that you can do your way like not... So in the new Fortnite, chapter two, they've added swimming. So now you can swim around the island that you're stuck on with 100 other players and you can just stay in the water the whole time. And that's not really smart because there's no like, loot, as in stuff to defend yourself in the water. But you can fish for stuff, but that just takes very long.



**Candace:** In Fortnite, often you have to strategise (unclear)

**Interviewer:** And if you had to tell the makers of these games, what would you advice give them? What would you like them to change or make or do differently?

**Karabo:** I don't know. Cos I already liked these games a lot. I don't need them to change.

**Interviewer:** It's a good answer. That's a very good answer, and if you were the boss and you could create a new kind of toy or Lego or game, what would you do?

**Karabo:** Um, I wouldn't change Lego as well, because it's basically all been done. Everything I want from Lego is like (unclear)

**Interviewer:** And everything from games?

**Karabo:** It's probably been done. So I don't know what to change from stuff I like because I don't want them to change they're already as fun. But Fortnite keeps changing consistently, which is a great (unclear) cos it doesn't get boring for us. That's why so many people like it because it keeps on changing, you know, so there's something else to get used to and then they get used to a different thing. And then maybe a new weapon to defend yourself comes in and they have to learn how to use that properly, or any location gets added. And they have know where ar the places you can go after you land at that location. Why games are interesting because they keep changing

**Interviewer:** And if they didn't make these changes, what do you think people would do?

**Karabo:** Um, I think games can change, um, sometimes, but if there were no changes at all to any games, I think people wouldn't like them because it's just the same thing.

**Interviewer:** Do you think they would get bored with it?

**Karabo:** Yes. Like if someone doesn't post on YouTube new content, then people get bored and they're always waiting and waiting.

**Interviewer:** And then do you make any movies or games? Or? Or do you sometimes play things because of a game that you've seen or a Lego movie?

**Karabo:** Oh, yes, definitely. I play Minecraft. And when I see someone do something cool on Minecraft I try it on my own and I watch Fornight videos sometimes to learn strategies and yeah I haven't made movies those are more like trailers to movies. Watching videos to learn strategies to try out (Skills)

**Candace:** (unclear) and you've done at home one or two of the coding things hey?

**Karabo:** What coding things?

**Candace:** On my Computer

**Karabo:** Oh ya.

**Candace:** What is that?

**Karabo:** I don't remember that.

**Candace:** It was some things that you had learned at school around coding.

**Karabo;** Yes and then I tried it out to show you coding

**Interviewer:** Thank you Karabo. Okay, I think we we've got, Thank you very much.

End of Interview.

## Karabo Family Visit 4c

### Case Study Child: Karabo

**Transcriber: Kevin**

**Length of audio: 16min 16**

**Interviewer 1:** Alright, so today's Friday the 24th and 25th. Sorry 25th Thank you for Interviewer 2. And we are looking at what Karabo recorded yesterday on the 24th of October. The GoPro's quite tricky so it's very easy to change it while you're handling it so that instead of doing a video, it becomes a birst (?) and that's what's actually happening. So we looking at the picture, and we talking and then Karabo just going to talk about it. So what's going on here Karabo? Tell us about it.

**Karabo:** This is another person playing Minecraft, except this time it isn't Dan TDM it's this person called Funny. And she's with her friends and family, I think. Cos I think she has three sisters and one brother. And they're all playing with her there. **And I'm just watching them play this game.**

**Interviewer 1:** Alright and what are they playing?

**Karabo:** They playing Minecraft?

**Interviewer 1:** Oh they playing Minecraft. Alright, and is it a different game from Dan TDM?

**Karabo:** So it's the same game they're playing they're both playing Minecraft, but they're not in the same like world as each other. When I say world cos Minecraft you can change, you can make a worlds where you can put stuff in and bold stuff. **So, and there are just like private games cos unless you have someone on your friends or it's on a server you can't play with them.**

**Interviewer 1:** Alright, so everybody creates their own world?

**Karabo:** Yeah, when you play Minecraft, everyone has their own world.

**Interviewer 1:** Alright, and we actually spoke about this earlier and I took some videos of when we were watching Dan TDM and so he actually spoke to me quite a lot about how he feels when he watches other people play. So I think um Karabo, so we probably won't go there again, because we've got something on video. Karabo, is there anything you would like to say about technology and play?

**Karabo:** **Technology and play go together really well. And... it's really fun enjoyment .**

**Interviewer 1:** It's really fun. I was watching you today we went up into the computer lab today was our final observation of sort of classroom and the teacher and they went up to the lab and they are researching, tell them what are you researching?

**Karabo:** I, me and my class are researching religions. So we were all given a religion and we were all given groups. So my group got Islam, another group got Hinduism, another one, Christianity, but and I forgot the last one I think-

**Interviewer 1:** Buddhism no? Buddhism All right. And we, I mean, we were there and it seems like when you play games, it's like, easy, but it seemed like it wasn't so easy and not so much fun to research on the internet?

**Karabo:** Oh, that's that's very hard. Cos Yeah, cos people, so my religion was Islam and ours had to Google the symbol and the traditions because those were my two points that I was doing for a slideshow and some of the people in my class are Muslims.

**Interviewer 2:** Oh dear.

**Interviewer 1:** Yeah, oh my gosh. We need another bucket. (Candace speaking - unclear). You know just for the video sake the it's raining a lot and the rains finding its way inside. Now we've just noticed another leak. Gone. So Karabo so why why is it hard to research

**Karabo:** Because you have to find the right information. And some of my friends are Muslims, so they also know about the religion but they didn't get it, they got a religion that they weren't. Like my group were all Christian. My group was half Christian because my friend is Christian, and then the other two people in my group don't believe in god or anything.

**Interviewer 1:** Right. Yes. It seems like the person next to you, the girl who was sitting next you (laughter). What was she saying about about it?

**Karabo:** She just said she don't. She doesn't believe in God. And yeah, that's basically all she said.

**Interviewer 1:** And going back to it, like it seems like when you play games, it's fun and it's play. But it didn't feel like that when you were researching.

**Karabo:** No, because I was nervous that I would get wrong information and people who were Muslim would be like (unclear).

**Interviewer 1:** (laughter) Alright, so you were actually nervous about finding? What would make it fun though? When you Google information and you do this kind of work, what would make it fun?

**Karabo:** If it was something fun.

**Interviewer 1:** How would you if you had to say to the people on Google and Wikipedia, what would you tell them? How could they make it fun?

**Karabo:** They could make maybe like a game and then you can research it for bit. And they could give you or they could make something like, you read all the facts and then when you feel like you're ready you fill out, i don't know, a Google form, so that, and then you get your test results back on the thing you were researching. And then, yeah, that's only for projects. But otherwise, I think researching is just fun/fine (?) on its own. Lack of confidence for doing online research

**Interviewer 1:** Just fine, it just is what it is. Is that what you say? Because I did notice that this Miss Proudfoot had to remind the class at least three times that they weren't working on their presentations, their PowerPoint presentations they actually were having to do the research first. Because I could see that everybody was, they were keen to do the Power- that was fun for them.

**Karabo:** Yeah.

**Interviewer 1:** Why was that fun?

**Karabo:** Because they get to decorate slides and Miss Proudfoot kept saying PowerPoint, but it was actually on Google Slides. So I was just confused the whole time. That's because you can decorate and just do something more fun then. You can just google pictures, which I find is way more fun than just looking and reading at words that you are just confused about like, I don't know. I don't remember some of the words, but it's just boring, cos it's not a story it's just information. I'd rather have someone who say inflammation, then have to read it. Like only if it's interesting, but it wasn't that interesting so I see why they'd rather decorate their slides. Reading for information rather than playing

**Interviewer 1:** So is there anything else anybody? Neil (?), Candace, would you like to add something about technology and play? Do you want to say some more Karabo?

**Candace:** Ya he doesn't want me to say anything (laughter). (Unclear) Karabo enjoys technology.

**Karabo:** Yes. Okay. I enjoy technology a lot.

**Candace:** And I think that he likes he likes downloading lots of games.

**Karabo:** Yes

**Candace:** But he also he also listen to music.

**Interviewer 1:** But not all technology is fun?

**Karabo:** Ya, like microwaves aren't fun.

**Interviewer 1:** Yes, we did something today cos we looked at all kinds of technology. I had pictures that I cut out of the newspaper or old magazines, and then they separated them. And they had to stick them 'good for play', and 'not so good for play'. So, and then we had to talk about why they chosen which ones were good for play and not good for play. But I did notice a lot of things like microwaves and kettles and irons on the not so good for play.

**Candace:** (laughter)

**Karabo:** And cars. Yeah. I don't want to play with a motorized vehicle that drives around at high speeds. Unless I would not drive in a vehicle that goes more than 100 miles per hour

**Candace:** We work in kilometres.

**Karabo:** Kilometres then.

**Candace:** But you also want - what was that scooter things?

**Karabo:** A Zingo(?)

**Candace:** And we said nooo

**Karabo:** Cos they go too fast. But I don't even what speeds they go at?

**Interviewer 1:** So can some technology be dangerous?

**Karabo:** Yes. Like toasters. They probably kill more than sharks.

**Interviewer 1:** Hmmmhmm.

**Karabo:** Someone sticks a fork in a toaster or someone puts the bread in the wrong way.

**Interviewer 1:** Have you seen that in the aquarium? When you when you walk near the shark tanks, there's a toaster floating in the sea. And it tells you that more people die from toasters than then being bitten by sharks.

(unclear)

**Karabo:** So, I just thought toasters look pretty dangerous. Anyone can just go up to and stick their hand it, or their keys in there.

**Candace:** You probably saw that on Dumb Days to Die hey?

**Karabo:** Yes.

**Interviewer 1:** What is Dumb Ways to Die?

**Karabo:** So Dumb Ways to Die is a game where you try to not die in a dumb way. So there's a song even, there's a song. I can't remember the lyrics and but it's very dumb like there's this game way you poke a bear, poke a stick onto a grizzly bear and then if you win candy comes out but if you lose, it eats you. And this is just a cartoon so it's not very violent. And there's another one and the song goes 'use your private parts as piranha bait'

**Interviewer 1:** (laughter)

**Karabo:** And you try and go out to the water before that happens

**Interviewer 1:** That's really fun app, doesn't it?

**Karabo:** But the game I remember the first game I think is about safety around trains because there's this game where you have to try and jump over gap. The people are texting and you have to try and jump over the gap to get on the train. And there is another game where I can't remember, but you will have three lives and if you lose those three lives, your score goes to zero. And the higher your score is is more fun. And you can make custom characters that will be in the games like, you can make someone with glasses and when you use a life, that person - so on every game on every when you have when you see your lives on the screen if you lose one, the automatic animation is the person the character falling into a pit and then just a gravestone coming on top of it. But there are other ones like getting squished by a wrecking ball or getting blown up.

**Interviewer 1:** And what do you what do you do you think you learn anything from that game? Is it teaching you anything?

**Karabo:** Oh, yeah, just teaching ways to die. So you shouldn't do it.

**Interviewer 1:** It sounds like they teaching you about safety, but in such in a fun way. Yes. Is that what it's about? Yeah. All right. Alright, is there anything more that we need to do, we're going to choose

some photographs. And then we are, do we have any more questions? We've spoken about the technology. And I think Can I just go through this? I'm actually going to-

End of Interview.