

CASE CHILD

Zuko

Teacher Interview
Focus Group
Community Visit
Family Visit

ZUKO – ZUKO’S TEACHER – 38:09 – GABY

INTERVIEW 1:

Interviewer:

Okay, so um, these questions don't have to be asked in one long interview. They could be divided up into clusters to allow time for the case study child from each teacher's class to be selected so that from that point of view, you've got the time to work that out. But also that it gives you an idea of setting the scene now, and then we can follow up again. So it doesn't feel like we just have to condense everything in one session. Broadly, however, when we refer to technologies, we are actually using the word as shorthand. So we're referring to any digital devices, which are available in the children's lives at home and at school, such as mobile phones, tablets, iPads, cameras, games, consoles, computers, but we are not only interested in the devices, we are interested in the media tools and play with such as apps, websites, and digital games. So in, in other words, the kinds of things that you will find in the schooling environment if they're watching a YouTube clip, or if you're using a certain app when it comes to learning about literacy or Maths or. So so it's not necessarily that it only has to be that child is initiating or doing those things, but just thinking broadly, what what are they in relating to with with when it comes to take the different forms of media. Um, and it is clear that every context will be different, and not all will have the same resources. So the way in which we approaching the questions is not because we've already assumed that this is Zuko's Teacher, this is how she works on our design questions to ask you, I think they will be some questions that might seem quite natural for you to answer. And then there might be others that seem a little bit different to the context that you're in. And then we can just move past those but um. So these, this section is Section A and it relates to the curriculum, So thinking technology in the curriculum, So for you, How does technologies and media feature in your own planned curriculum at school at all? If at all?

2:05 Zuko's Teacher:

Sorry, got a tickle. So um, so we, I mean a very practical thing is our planning is all on Google, the Google Drive, so as teachers, we all plan once a week, and we insert our planning into that. Our termly plan is also put on there. So that's a very practical thing. I mean, we show videos, we do use YouTube videos, and um that helps with our, our, we've got a website, Amy sent us a as a gift.

Interviewer:

Yeah, that's fine.

Zuko's Teacher:

And ABC Mouse, that does, phonetic stuff. We do Johnny Phonics, which also we access on internet. So we access the internet for quite a lot of our learning and approach to things.

Interviewer:

So when you when you speak about that, yeah you, if you're thinking about your team sitting in a planning discussion, do do you do a lot of those visiting of those websites or resources in order to inform how you plan? Or is it, are those things, do those things happen while you busy teaching job? Oh, hang on, let's look for a. Or are you when you when your team is meeting? Are you already thinking about what technology options there are?

Zuko's Teacher:

So we come into our planning meetings already having thought through and planned. So we, we arrived with ideas, in fact the planning is already on the drive when we arrive at our

meeting on Thursday. So we then discuss what the ideas are, what the thoughts are. It's mainly because if someone's not there, then at least we know what that person's idea was and thought was, and we'll sometimes then, some of us, this isn't a specific kind of portfolio. I think a lot of us enjoyed researching whether it's videos or ways of bringing a concept across. Sometimes it is through a little story or through a little narrative or through a little animated video. And so we'll then say okay then let's try and get some information on this or information on that. And at the moment we're looking at land or looking at around the world. And we've been looking at different landmarks, we started getting some really interesting facts because the kids have been fascinated, about Like, why is Pisa this Leaning Tower of Pisa? Why is that leaning? And so we look at we'll look for interesting videos. Or fact, or stuff like that.

4:06 Interviewer:

Okay, so what I'm hearing you say is that your team already researches through technology and the media opportunities that are available, before you actually put your planning together. Yeah, And then maybe even follow up afterwards and go and look for more things related to that. So it seems like it's quite part of how the plan comes together and the way in which you aim, aim to teach. Do you use some of it in that in that way.

Zuko's Teacher:

I think I mean, I don't think we would, I mean if I said to the team for the next week plan but don't use any media. It would be interesting, what would happen.

Interviewer:

Oh really, okay.

Zuko's Teacher:

I mean I think we would have to access people resources. Yeah. But we rely heavily on media for ideas for adaption, to things, also understanding we do media constantly wanting to look and make sure that we're kind of using some of those ideas ad thoughts.

Interviewer:

Yes. So I mean, it's not part of the questions, but maybe it would be helpful when we talking about questions relating to the curriculum, the way that your um, the way the Red Roots is structured, is built upon some principles in philosophy around education. And maybe you want to just tell us a little bit about that.

Zuko's Teacher:

So I think some of the kind of key things that's Regio media, really we're inspired by Regio media yeah. I feel like I need to talk to the phone. It's awkward.

Interviewer:

Talk to the device.

Zuko's Teacher:

And so the idea is that we, a lot of our learning is through allowing the children to come up with ideas and show us what they're interested in. And so we don't have set themes, but we more go by what we hear the children are interested in, and then we'll put out provocations for them to show their learning or make their learning visible. We also can speak of the hundred languages that we don't just do reading and writing, children have lots of different ways of showing their learning. Hence the media is really key because we in our limitedness, do resort, sometimes to the kind of written paper artwork. So it is lovely to be able to use media to show because that's another language we use one of the different languages too.

Um so I think those are the kind of main key things that we're not about product, we don't all do exactly the same artwork, or produce exactly the same thing, We're a lot more about capturing the process and the learning that took place in the process, Okay. Because the richness of the learning in the process is often greater than the product, but so much emphasis is placed on the product sometimes, that you miss all of that journey. And I mean, just in that then on the journey of the process, we are taking pictures all the time. So I've got my phone with me all the time. Or in fact, all of us teachers, because I can't be in every section all the time, We're all taking pictures of whatever we've planned, we then kind of man that station, And we capturing the learning journey, not just what was produced in the end and capturing it for us to see what is happening at the different stations to keep that kind of the conversation alive on where we going. We also captured for we put pictures in our reports at the end of the second and fourth terms. So our reports are very picture rich, and showing learning in different contexts. And so we keep it just for that. And also we post on going up jumping into everything.

Interviewer:

No, it's fine, but It's amazing, because I think it's good that you are sharing detail. Because it really, the more you talking, the more you can hear that there is such a variation in the way in which you include technology in your, in your, whether you're working together as a staff or whether you're working in your planning and what's actually happening with the children at the same time. So.

07:37 Zuko's Teacher:

So another thing just with the pictures, is that we, I post daily on Facebook, so that the parents can see the daily learning. And again, it's about process. So we don't just put kind of it's not just events, or it's about daily, what the provocation was, what some of the conversations were that day and then some of the learning that took place and it's sometimes linked to our provocation theme. Sometimes it's completely unrelated, but it all shows that journey.

Interviewer:

Okay, and so just now that you spoke about your Grade R children, working with a an approach to education through inquiry based learning and provocations and the children being part of the the, the choices about where the learnings going. Um, that sounds like that's your curriculum that gets developed within, with the children, but then thinking around the national curriculum, which is CAPS, how, how does the national curriculum guidance regarding technology and media? How does, how does this, your planning relate to the National Curriculum guidance around technology and media and learning?

8:48 Zuko's Teacher:

So to be honest, I think because it's Grade R it's still very early days around what's expected. I know that they wanting coding to come in. Okay, so I'm actually on Thursday going to go meet with the extramural that do coding here, Yeah. Okay. That's definitely something I can't do.

Interviewer:

So can I pause you there, just quickly when you say that they are wanting coding for Grade R, who is they?

Zuko's Teacher:

So the department, this is now hearsay, yeah, wanting coding to be implemented into Grade R already. So from Grade R, it's part of the curriculum. So it's not a yeah, that that's, I think, the way of the future. So kind of looking at the,

Interviewer:

So if the, if, have you as a teacher had communication from the department about what that would mean, in terms of the curriculum in your in your classroom yet?

Zuko's Teacher:

No, I think it's more, it's the um, rolling out going forward, coding is going to need to be part of the curriculum from Grade R, but it's definitely, I mean, if I look at the our, the CAPS documents we have at present. It's not in there. So it's definitely not involved in there. I think I mean, to be honest, I can't say that, I even necessarily know the full extent of what the section of technology is on the CAPS document. Someone needs to do research on that.

Interviewer:

Yeah. So in within life skills is there's the Natural Science and Social Science and then they've got the section to do with technology. But the technology that it's referring to is not necessarily the kind of technology that we, we might be referring here to in terms of devices and phones.

Zuko's Teacher:

No, that is more the technological process of design and making it and that kind of thing.

Interviewer:

Design, make and evaluate, yeah.

Zuko's Teacher:

So I agree with you, so I don't feel like technology, as you're talking about, my devices is actually part of the curriculum, at present. I do think that um, I think a lot of places do I mean, a lot of places use it, but it's not a requirement. Okay.

Interviewer:

And then you've, you've touched on this quite a bit, but maybe we can just summarize it again. What technologies do you use in the classroom? And what are your aims in doing so? So I think you've told us quite broadly about how technology is flowing through all the parts of the school, but if you just had to take us through, like today, for example, where would technology have been part of the classroom. So in what parts of your daily program?

Zuko's Teacher:

Yeah, so we've got a PC setup. And that's where we access with a projector on the wall, we access the little videos and the songs and all that kind of stuff. So that's one aspect that we use. Another thing that we did today was we projected pictures. We're talking about earlier, these different landmarks around the world. And so we projected four pictures of different landmarks, and then the interaction with that was the children instead of driving to collect pictures from magazines, and then wrote a little comment. If they were visiting that particular landmark, what would they be thinking what they be saying. So they're interacting with this kind of light being projected from the projector, but it was the images of that. We also had overhead projectors, that technology.

Interviewer:

Yes, tell us more, tell us more.

Zuko's Teacher:

This was, back in the days! There was light and projection, I mean, it can be so rich. They then had, we have an overhead projector, projecting at the wall next to that where they could draw with a koki, they could draw the pictures or their interpretations of the pictures, they could see on the overhead projector, or I mean, they also, they love the hands we always end up with hand puppets and hand stories coming through.

11:58 Zuko's Teacher:

And we also then had photos that would have been taken all over the place, videos are taken all over the place too. Sometimes we'll, because we because we capture, we try our best to capture the conversations and the comments that are made while the learning takes place. Sometimes there is so much going on in a moment that you just can't capture it, so we'll try to audio capture it, okay, because then you can go back and be true to what the children actually said. So sometimes will have a piece of paper and scribble but sometimes there's just not all of them as an adult you needed to be present, you can't necessarily be writing.

Interviewer:

And then mode or the device that you use is still a phone.

Zuko's Teacher:

A phone. Yeah, a phone. And we have got a camera. And that that hasn't actually, we've had times of being better than others, we actually the children take pictures. Okay, so that's not something because I think we are consciously taking pictures all the time. Um, we're not giving our phones to the children again. But that is definitely something we've done in the past.

Interviewer:

So but you said that you have done that in the past. So tell us a little bit about what that was? In them, in them in doing that, what were they doing?

Zuko's Teacher:

So we got them, we gave them a camera. And sometimes we guided it by saying this activity is taking place here, to take pictures of this other times we just did go and take pictures go and capture stuff. And it was what was fascinating for us is what they chose to capture. So we would capture faces, and they would capture hands doing something.

Interviewer:

And when you say that we use them, are you saying the adults.

Zuko's Teacher:

Yes, yes, the adults, the adults would definitely choose to capture the, yeah the face within something. They, the children would capture hands doing something. Okay, so they weren't interested in whether the faces were involved or not. I suppose it's because they were, the who was doing it wasn't the issue, it was the what was being done, which is very very interesting. The process.

13:37 Interviewer:

Wow. Let me sit with that for a minute.

Zuko's Teacher:

Pause there for a minute, it's fascinating.

Interviewer:

But you say that you haven't been doing that for a while now.

Zuko's Teacher:

Our camera, we lost the case of a charging cable, and then the camera broke it's one of those stories.

Interviewer:

And also, I mean, the thing that's just struck me now is that it's your phone, your own phone that you're using. When you are working with technology in the, it's not a school resource.

Zuko's Teacher:

Exactly, and I know that in some schools, I know you have iPads to their disposal. Yes, they will use iPads to take pictures, then the children take pictures. We aren't there yet. Okay, I think it's a fantastic idea.

Interviewer:

Well, this has been a great follow up question anyway. Because we were going to ask you next, are there any technologies or media that you would like to use if you had the opportunity, funding and support for it? And why would you?

Zuko's Teacher:

I think, definitely some means for the children to capture the many whether it's through videos, um pictures. So it wouldn't need to be your phone, I think, more like a tablet or an iPad, something like that, definitely.

Interviewer:

And so what do you think that that would bring to allow them to be part of that? I mean, you you using some some of the terms you're using is capturing the learning or noticing what's happening, you know, so documenting the process or what, what conversations are happening and what's taking place. But why would that be? If the teachers are already doing that? Why would that? Why would you see that as a benefit if the children would now start doing it.

15:00 Zuko's Teacher:

Because they definitely see things from a very different perspective and what we choose to capture. And I mean, a lot of who we are is around a lot hearing the children's voices and seeing their perspective. And as I think it would there's, like that picture of them not taking pictures of faces, but of hands. They would, they would choose to think that that was more important. And so I suppose what, what is captured at the moment is very much what we as adults think is important. Okay, as opposed to what do the children, you know, if they want, so they'll come to us and say please take a picture of the this, so we're engaging.

Interviewer:

Okay, so then they are also, they are taking photos, but they're not physically taking the photos they coming, so they are, so you mention now, they come to you to ask you to take a photograph of something. Okay.

Zuko's Teacher:

Yeah, yeah, yeah, they do, but they aren't the physical ones.

Interviewer:

With the phone.

Zuko's Teacher:

Yeah, yeah.

Interviewer:

Okay. And then what barriers do you encounter? When it comes to integrating technologies? You've sort of explained how there's a computer and the projector and the children are interacting there, but what are some of the barriers that, are there any barriers?

Zuko's Teacher:

Yes.

Interviewer:

Okay tell us.

Zuko's Teacher:

The humans? I'm a barrier. I always make sure that there is someone in our team who is technologically advanced.

Interviewer:

Minded, okay, more advanced.

Zuko's Teacher:

I just, I, I think I'm an adapter. So if I can't get it to work, I'll problem solve or do something else. But then we just won't use it anymore. So fortunately, there are people on our team who know how to who know what connections must go where, and they fix things.

Interviewer:

Oh, so do you mean like in the physical hardware of the technology? So where to plug in the projector and the laptop.

Zuko's Teacher:

Well if it's just not working? Okay.

Interviewer:

Yes. So trouble shooting.

Zuko's Teacher:

Yes, so I presume that the computer gets turned off over the weekend, I just presume that because we would turn it off over the weekend, obviously. But then I came to put the screen on the other day, but then I was like something, but there are lights though. So then it hasn't been turned off. And then I called one of my staff and they were like, no you just got to put it on. So you know, so definitely, so the barriers are the lack of understanding of the mechanics of put the internet on and you'll find anything, but it's the mechanics of the devices. So if a device goes a bit, if an app, to have to like research and explore apps and see how they work, come and tell me how an app works. Or show me an app works.

Interviewer:

So I mean that's interesting to think of that as a barrier. I mean, you're right, if you if you thinking of what is it that's making that the technology and barriers, the.

Zuko's Teacher:

Well I think, of the one team member, Lisa, she's the one that constantly brings out, she did the projecting thing today, she's the one that constantly brings the stuff in, Okay, because technology is something that's very natural for her. So it's a language that she herself speaks. Okay. And so it's a very natural, whereas it's not, not a language I speak.

Interviewer:

Okay. And so in other ways, how else then besides the human factor of understanding the mechanics of that device or laptop, I think what, what are some of the other barriers, for, for integrating it?

Zuko's Teacher:

I suppose if you wanted to do it, where it's quite spontaneous, I would love to be able to be in a space where we just say to children, just go. They ask the questions, they will go and find out, our approach is quite, I quite strongly do feel though, that it mustn't just always be go to Google for an answer? Because there are other ways to find answers, so we'll often send home children home with questions or ask their parents, or granny and grandpa or aunty and uncle or whatever. And invariably Google gets visited to, but I think with our age group, it's quite difficult to say, just go and explore. You know, if we learning about different colours, different landmarks, go use the computer, just go and explore, It you, they still need an adult with them, you know, so that is a bit of a barrier purely from the number of children that can benefit. Yeah, from a particular activity or thing, um, and I know we've used the tablets before we've used the computer room and with that, you've got to log in So then you've adults got to help everyone log in, but you know, it just it feels like it's quite adult heavy at this age. Okay. Yeah, I think that's okay, that's definitely a bit of a hindrance. Yeah. And I suppose also the reality of that the internet is a scary place, actually. And so you you never, ever want to be responsible for getting a child on the internet. And they saw something that is there for life. So I Suppose, I, and also that's also my lack of properly understanding, filters and that kind of thing, And then I almost avoid them and don't go there, unless an adult is there to really look.

19:37 Interviewer:

I completely understand that.

And then we also interested in the way technology, or media is used in your classroom in relation to different pedagogy. So in the ways of different teaching and learning, Do you have any comments relating to your own practice in relation to the following, so I'm going to tell you what they all are. And then we can maybe talk a little bit about each one on or we can explain a little bit more about what we mean about those. So collaborative learning, inquiry based learning, problem based learning, and project based learning. So collaborative learning. So we are interested in the way that technology or media is used in your classroom in relation to collaborative learning.

Zuko's Teacher:

So from that, I'm presuming working together. Yeah. So I mean, today, if I use the example of today, this picture being projected, they formed a collaborative picture. So it was a like a team work, team artwork in a sense, so I suppose that gives you their, if I think of the, I suppose, I feel like there's never, whenever any of these things being used, and that's what I was saying, it's the opposite of what I've just said, now around one person will be on the computer, it's limited, so I think anytime we use, if I think of the projector today, there were a whole bunch of children that were drawing pictures on the overhead projector, when we taking pictures, it's very rarely is it of one child and their own personal learning journey. Okay? Because for us, the richer learning takes place when it's child to child and not only teacher to child.

Interviewer:

So not necessarily only following that one individual, but.

Zuko's Teacher:

Yeah, so I think that's where collaborative.

Interviewer:

Learning.

Zuko's Teacher:

Yeah. And this was part of the Cambridge learning, is also the collaborative ideas. So you've, you came with the suggestion, but then you recently spoke a bit about our new camera, another idea another, and then what we landed up choosing to research or kind of the project we decided on was a kind of collaborative decision, as opposed to just one person deciding.

Interviewer:

Yeah. So um, what the document says about the understanding of collaborative learning is, approach is designed to maximize positive peer interactions through thoughtfully structured groups, or peer work, which is what you spoke about. This includes a range of student learning outcomes, including reading, Maths, communication, and as examples of how that can, you know, that kind of way of working? What it brings and then, so success largely depends on using cooperative learning strategies that make peer learning positively interdependent, such as communicating feedback and group reflections. So I think that's what that's what their sort of writing is around collaborative learning. And then the next one, which I think I want to read what, what they are explaining. And then maybe before you you give examples, I would I would love to hear from you what your understanding is of this, this kind of learning, inquiry based learning. Do you want me to read what they said first, or do you want to tell me what you think?

22:42 Zuko's Teacher:

I'll, can I tell you what I think?

Interviewer:

Yes, yeah, go.

Zuko's Teacher:

Yeah. And so it's very much around, Um, like I said earlier, not just giving the answers and not just accessing Google, because it's totally children's minds are naturally inquiring. And so it's allowing for that constant inquiry. So when they come with a question, instead of just giving the answer and asking questions that will inspire that question some more, and really listening to what the inquiries are, what is interesting them, and then adapting or using the approach to bring about the curriculum in that way. So it's, it's looking at, it's really listening. I think the role of the teacher in inquiry based learning is a real listener, to hear what the children are saying, what they what they seem to be interested in. And yeah, so it's using their inquiries to base the learning.

Interviewer:

And when you think about the inquiry based learning, would you say that they're certain subjects in the curriculum that lends itself to that? Or would you say that inquiry based learning is something that that flows as part of, of the learning in the in the classroom.

Zuko's Teacher:

In our context, it flows completely into everything. We see evidence of it all the time.

Interviewer:

And so then how is technology, working alongside that or complementing it or not? Do you think?

Zuko's Teacher:

Well I think definitely the teachers having to access planning, because what, we don't have, there's no, we can't say to you that in the third week of the third term, we going to do Spring, because we're going into Spring. We can't tell you what our activities are, where I just put pull out the file from last year, and we going to make a flower we can't tell what we're going to do. So the inquiry based means that we have to have access to many ideas, and access to changing of ideas quite quickly. So it definitely goes into the planning. I suppose it also goes into, so some things lend themselves more to using technology. So I mean, this provocation has been a landmark has been a real powerful one, because we've actually needed technology to help us see these landmarks. Um, other technology or other provocations maybe don't lend themselves as much to technology. Okay. So their explanation about inquiry based learning is that it involves interdisciplinary learning, organizing a unit of work around relevant, authentic, open ended questions, and is promoted by organizations, such as international by a lariat, okay, I'm not sure what that is. Scientific skills and concepts, mathematics learning, it's a strong learning engagement and motivation, establishing a positive inclination for lifelong learning.

So, I think maybe it's also because I know the way in which questions work in inquiry based learning. in your, your space, do you want to tell us a little bit more about then if you if you are doing an inquiry in the morning. So inquiry based learning about, you were speaking about places around the world now? What would that? How would technology be part of that process in the morning, if the children are asking questions or what?

25:56 Zuko's Teacher:

So we wouldn't, I wouldn't go to Google, I wouldn't in a conversation, I wouldn't go directly as my go to. I think the danger with that is once you start that, then that's going to be there with a quick go to for everyone. Right. So I don't know. So I mean, I can use the example this morning, we had a discussion around we doing Around the World. And the one little boy said that his parents lived in Canada for a while. And his dad wants to come on Friday to talk about the Northern Lights. And so I mean, I suppose technology was referred to because dad's going come with all these pictures. And yeah, he said, you know, so there was the sense of the language, I think that the language that's used amongst children these days, that refers to technology all the time. And, and then somebody else said no they watched a video of this Northern Lights thing. The other one said, they watched a YouTube clip, actually, it's green. And so, so they watched on some little video program. But we then started talking a little bit about that, and really interested in that. And then he said, that actually, there's another thing that happens in Canada is they have these things called rodeo races, where you climb on a bull, and then you until you fall off, then like, whoever stays on the bull, the longest is the winner. And then we started talking about wow so different countries have different games and activities that are like known and quite symbolic to that country. So then we were like if there's anything is South Africa that's quite kind of known to us, South Africa. So we kind of started talking about what, the one or two games that teacher Vera has taught us that in Xhosa, so clearly it must be South African. And then I sent them all home to go and do some research now. Okay, on what different games are there from. What is a traditional game from a different country? So I know that I don't go to, my go to isn't Google, I know that going home that is the go to and that's fine, because they

getting exposed to it. But that, that there's not just one way of kind of scratching that itch of inquiry. Yes. Yeah.

Interviewer:

Okay, Lovely, and then problem based learning, which is referred to as involves structuring and integrative learning units around a problem, As with inquiry, and project based learning, the central question or problem or project, and its richness as a vehicle to explore concepts and generate new investigative threads is key. So the impact, it has been found to positively support student learning in mathematical problem solving and science learning, but must also include explicit teaching of problem solving strategies. If this is also the intended outcome for learning. So I'm just listening to that description of what problem based learning is, and how then is technology used do you think, in relation to this sort of working around this idea that there is a question or problem or a project and it's richness as, as a as a vehicle to explore concepts and generate new investigative threads?

28:44 Zuko's Teacher:

So can I, the one thing, so a lot of how we do our provocations, is that we do pose a question. Okay, so we do in a sense there's as a problem, And if that's it, feels like those are quite intertwining. It feels like, so I think I'm in the second term we had, we boiled eggs, I boiled 50 eggs. And sent everybody home with the boiled eggs saying what's in the egg. So there was this kind of whole provocation of exploring what creatures come or hatch from eggs. So the idea is it didn't have to be we all could see it was a chicken egg, because we bought them from Pick n Pay, but it didn't have to be that sort of shape or size, but they had to go and find out and do research, and what does come from eggs? And I think the use of technology there, was not necessarily in the classroom context, but in the home context. Yes. There's a lot of research that was done. There were videos that were sent to us about creatures hatching from eggs, moments of creatures hatching from eggs. There were, we had a few little PowerPoint presentations that have been done by some children around that. Yeah, so yeah, we have done that. I can imagine the problem based thing where we pose a question, sometime, with our provocations. So now.

29:43 Interviewer:

And then technology's then used to address some of those answers to those questions or understanding more about different questions related to this question?

Zuko's Teacher:

Because Yeah, and I think I would say for me, the technology is in that context, mainly used for research. So we would we refer to our children as researchers. And so I think that's where they that's happening, I think that that's where the research really takes place. With that's where technology's used I think the research takes place, other ways to get the job done. But I also think that like, while are they are presenting, we're capturing even taking pictures, or we've been videoing or we've been, we're capturing all of that too. So it's not just going home and doing the project that's coming back and presenting

Interviewer:

Okay. It's interesting, you've just said project now the next one we're going to talk about is project based learning, um which is the last one of these four. So here it's refer to project based learning considers the project as the vehicle for delivering the curriculum. So it has been found to foster a range of learning outcomes related to knowledge, skills, motivation, self-efficacy, regarding science and information, literacy skills. So is there is this the way that

you would you would understand project based learning to be is, or is this or do you work with this concept of project based learning differently?

31:00 Zuko's Teacher:

I feel like those last three are so intertwined, I'm now wondering out wondering what do we call ourselves actually? I, my job interpretation up till this point of project based learning has been so changing the idea of themes, because the theme traditionally feels like it has a start and a finish. So we don't have starts and finishes. But a project,

Interviewer:

And theme is the names that the name that's used

Zuko's Teacher:

Within the CAPS document.

Interviewer:

Used traditionally that's used in Grade R classrooms.

Zuko's Teacher:

Yeah, sorry.

Interviewer:

And a theme would be?

Zuko's Teacher:

In the beginning, it's me and my body and my school and my neighbourhood and that kind of thing. So we've moved away from using that word. So for me project is more like a big umbrella. So we try to approach each term, especially in the beginning of the year where we haven't quite got a provocation that we we don't know where we're going to go with our learning. So the last two years, which has been such a lovely, kind of overall project to use, is we've used growth. So what is growing? And kind of been interesting to see where that particular topic is gone, or projects. Um last year, we had a term where we did our overall project was stories. And we just explored the way stories are told the different kinds of stories, who tells a story, who doesn't tell a story, you know, that kind of thing. So for me, it's a project, I suppose, is more of a big umbrella, or a big tree that has many, many branches.

Interviewer:

Okay, And then how then, if you are seeing it as something like the examples you gave, there is a longer term way of learning rather than one individual project? How then is technology a part of that process? Again, I mean, I think a lot of times you have answered some of these questions will just be interesting to know that when it is in , if your understanding of your project is broader, and longer in terms of timeline, and you are meeting these curriculum expectations for Maths and Literacy and Science? How then is technology playing a role in that, that way of learning?

32:41: Zuko's Teacher:

I think, I mean if I think one of the key ways is through Facebook. So you can literally document you can literally go to the beginning of the year and look and see what our whether there's been projects, provocations, you know, what the different things have been, whether it's been a problem, or what's the one, problem based. And so I think, almost like a kind of a photo album, of our learning.

Interviewer:

In a way that's keeping a record of the process.

Zuko's Teacher:

It's keeping record. And it's a chronological thing, you can actually see when. So when people ask about our school and ask how we do things whatever, our one of the first things is to say go to, join, become our friend, because you do you see the progression of the learning?

Interviewer:

Of the learning through that. So I've just go. I think we're just going to do two more questions for now. And these are related, related to colleagues and school. So The first one is, do you experience grade or phase colleagues to have equal interest in the use of technology to teach? Would some of those teachers only include technology for certain subjects? When you're planning your lessons with other teachers? Is technology part of the planning process? Which I think you spoke? You answered that a little bit in the beginning. Or is technology included in a lesson plan. But maybe then for this one, if we could focus on do you experience, grade or phase colleagues to have equal interest in the use of technology? So you're a Grade R teacher and you fit within the phase of foundation phase. What are some of the things that maybe?

Zuko's Teacher:

I think the nature of how we do things because we having to constantly find new ideas? And we do I think in the higher phases, I think, it's still quite bound to the national curriculum. And so you know, what you're doing in week three of week of term three, you're a bit more bound. So I don't think the that the need to access information is as high. But I think it's like at Red Roots, there are some teachers who, naturally that is the language that they speak, so they are naturally bringing it in more than others. So I think even if it's, if the curriculum, is a bit more kind of rigid in the grade one, two's and three's, I think there are some teachers who are doing a lot more. I think it's a bit like Candice van Zyl in grade 1, I think she's doing a lot more. Okay, I just think she brings it naturally into.

Interviewer:

So your feeling is that what I'm hearing you say is that it's dependent on the individual as well as what the curriculums informing around what needs to be taught? So.

Zuko's Teacher:

And I suppose also, the school's availability and accessibility to stuff.

Interviewer:

So I mean I think, that leads to the next question, which is, is your use of technology. And I suppose in your case, it's the grade R itself, not just necessarily you, but being the head of that grade, um, 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? And if so, how is this received by your principal or your HOD?

Zuko's Teacher:

Definitely, If I look at how, even the fact that changed our reports so radically from year one to year two. Where they are so photo rich, because we've captured the learning, its narrative, which is also photo rich where we captured the learning in a very different way. I mean, without a doubt, I think anytime we mentioned any possibility of technology or trying things different and is in full support. Yeah. So Yeah.

Interviewer:

So she's the principal of the school. Yeah. And then and then what would that, so, so she's sort of leading as principal. She's quite you were saying that she's quite accepting, but would the leader, would you say that the leadership of the school is recognizing that it's a resource for learning and teaching or are they supporting new ideas of using it? Can you see the difference, of what I am asking.

Zuko's Teacher:

Ya, I hear what you're saying, I think that I think we're still very early days of using it. I think, so at the moment, I think we've got 31 tablets, okay, so enough for a class, so a class can use it with the time however, we have a Go-Kart Derby this year. And all the funds raised from that are going towards buying more tablets. Okay, so I think as a school, we are moving towards using it more and more. And I definitely think of the older grades use it more in that like I know the grade fives. And one of their assignments, on Google Classroom. So they can do it at home and they can add their stuff to it, and then they present as a team, so, I do think, in fact ther Grade four's, with the religions thing. I think they also did something.

Interviewer:

Did something online, yeah.

Zuko's Teacher:

So I definitely think the older grades are using it more. And I wondering part of it is also that they just, not that grade R's know how to use the tablets. But when you're talking about teaching a new app, a game, or versus specific instruction to follow, I think it's a lot more manpower as needed. And I think with grade one to an extent, maybe even in grade two, by grade three, I think they're, just age wise, able to kind of manage themselves better, on most things.

Interviewer:

Okay. Yes. Yeah. Great, so it just feels like this would be a good time to stop because it's the end of the section around technology and the curriculum and the questions as we were asking relating to the curriculum.

Interviewer:

Yeah, please. Okay. Thank you.

ZUKO – PNPS – ZUKO’S TEACHER – 23:46 – GABY

INTERVIEW 2:

Interviewer 1:

Okay, so the first section that we covered in last week was around the curriculum. And some of the questions related to that and your experience as a teacher. So this section is around questions relating to your perspective or concern. So all of them sort of point in that direction. So the first one speaks about do you about technology and media. And for you, from your perspective, are there any concerns, or are there any negative aspects for children, which technologies or which medias would you feel that about and what would some of those reasons be?

00:47 Zuko’s teacher:

So I think definitely, I've seen all sorts of studies and that, so there are pros, we've already established those, but definitely I've seen and even a very simple example is when there's something on the big screen for the children to watch. Amazingly, how they can all sit still, but interestingly, I'm wondering what is going on then, in their bodies or in their brains, you know, what, what are they missing out on? Um if we're having a class discussion, they never sit still. You saw this morning, that are moving around the whole time. Whereas when there's something on the screen somehow their bodies, so, so I suppose there's a concern around too much media, and what that how that plays itself out in body movement and engaging mind movement and stuff. Um I think another concern for me is also around the internet and what is accessible? And how do you monitor that, I mean even little pop ups, so we'll watch, at the moment we're watching these adventures of Annie Bear and the Mango. And they go around the world, they go to different cities, they explore different cities which is really exciting because it fits beautifully into our theme, but there'll be little pop-ups, that you can click on to that take you somewhere else and that I think is quite a big concern, it feels like the internet is a very scary place actually for for anyone.

02:00 Interviewer 1:

I just want to follow up on the comment that you made earlier about the children's bodies, I think that's such an interesting thing to to see that their bodies do something different when they are engaging with technology, versus when you are teaching without it. And you spoke about the movement? Do you, can you just tell me a little bit, I feel like there's more, that you could maybe.

Zuko’s teacher:

So I think technology. I think there's something about the fact that the screen is facing that way. So your body naturally then faces a certain way. I think there's something about that.

Interviewer 1:

So how's that different then about when you are working with the children, how's the sitting then?

Zuko’s teacher:

So if I'm thinking of a class discussion, there's not one place necessarily that you're looking at, because children are talking throughout. So your body isn't facing one particular direction necessarily.

Interviewer 1:

So in your classroom.

Zuko's teacher:

In my class.

Interviewer 1:

You are sitting in a.

Zuko's teacher:

Like a circle.

Interviewer 1:

A circle, and so it allows for children's bodies, and their, to respond in a multi directional way, whereas the media that's used in the classroom, or the technology that's used in the classroom.

Zuko's teacher:

Yes, it's against one wall.

Interviewer 1:

So then does that then change the way that the children sit, so when you are having a, you using the projector, like you spoke now about watching them go around the world, They know this this app that you're using, or how do the children physically sit then?

Zuko's teacher:

Like in rows, so it's amazing, when you say you're going to watch something they automatically go and sit in rows, almost like a movie theatre. And whereas if we when we come in the morning, they automatically go sit in a circle. So their expectations of what a discussion looks like. So what their bodies do when it's a discussion, versus what their bodies do, when it's watching something.

3:56 Interviewer 1:

So we are you?

Zuko's teacher:

When in the discussion?

Interviewer 1:

When they move into the rows, where are you sitting?

Zuko's teacher:

Sometimes next to them. I sometimes look and see who needs me next to them.

Interviewer 1:

Okay.

Zuko's teacher:

Sometimes at the computer, sorting that out.

Interviewer 1:

So it feels like all of you are actually facing the screen?

Zuko's teacher:

Yes, yes.

Interviewer 1:

Okay, I mean, I don't know, I'm just, this is not part of the questions, but it's just such an interesting thing, that you've said quite easily that you notice the the bodies, and then also the physical shape of all the bodies together, is different. And so I feel like that's something that we can just pause on and talk a little bit more about and what that does or doesn't do for the learning and the experience. So you would say that in the morning, when you start and they would come in and they'd sit in a circle, and you'd be sitting with them in a circle

Zuko's teacher:

In a circle.

Interviewer 1:

Okay. But if they had to walk in and they saw that the projector was already on, they wouldn't sit in a circle?

Zuko's teacher:

No, no, they'd naturally go and to sit to watch something.

Interviewer 1:

And is that something that is, has been part of a routine, you know, like you have a routine in a classroom where you'll say, okay, we're going to go and draw now and then that would maybe look like everybody goes to table so no one says it, but the children would get up and then maybe go to the table. So when they do you feel like it's been something that has been part of the rules in your classroom or the culture in your classroom where, when you look at the projector, you sit in rows?

05:28 Zuko's teacher:

No, I think kids are just naturally, there is a natural attraction and a natural position that you sit. So if the, I must totally do that tomorrow morning of just put the projector on

Interviewer 1:

And let's see what they do.

Zuko's teacher:

They will I mean, they do their natural thing is to then sit in that position in a posture of watching. And for me, I think it's a difference. See, like this Annie Ben and Mango thing, it's interesting, because some things do stimulate their minds and do give them information and is a real rich learning. Other things and I think a lot of this is again my take on it.

Interviewer 1:

Yeah, sure.

Zuko's teacher:

Is a lot of media is kind of not making you think it's just entertaining you. So even their bodies are entertained, as opposed to we're discussing I'm part of this discussion. And sometimes even the discussion, they get so into that a little, they can't sit still. They'll go and lie, they'll we move forward into it, you, so there's, in a discussion, there's a lot more opportunity I suppose to show your listening with your body, whereas that I think is just a yeah, this is a very clear cut set way

Interviewer 1:

And would you say that they um, do they, when they watching something, do they speak in during it being played in the way that they would speak when you sitting in a circle, on the mat, okay.

Zuko's teacher:

Sometimes they do, what is tricky is it gets loud. So we have to we have to often limit that. So they'll try talk to, so there is there is engaging that takes place

Interviewer 1:

Oh there is, okay.

Zuko's teacher:

But it does, but our speakers are a little bit limited, but it does get very loud, they are too loud, they are too loud in engaging, um.

Interviewer 1:

I'd love to come back to this at some point, because I know that Interviewer 2 you are visiting the classroom on Friday morning, particularly around the time when technology is being used in the classroom. And Yeah, I'd love for you to, you know, you said you're going to notice it, so we'll sort of look at that tomorrow as well, just to then follow up on it next time and see what's making it happen like that or what else is going on that's creating that difference in the way that the children, I mean, I'm thinking about cinemas. We all sit exactly in rows anyway. Um when we watching a TV, you would sit in a way where everybody's got a clear view, to face one way.

Zuko's teacher:

Facing one way, yeah, but then I'm also thinking about when we are all together versus just one class. Because in the morning ring, it's just one group of children, whereas if there are more of us, to fit on a mat. So there may also be something in that, that it's the biggest, bigger togetherness of it. But when we having a discussion, even if we having a discussion with both classes together there's definitely a lot more movement.

Interviewer 1:

Yes.

8:02 Interviewer 1:

And that's also in a circle?

Zuko's teacher:

No, that'll be

Interviewer 1:

Okay, that'll be the way in which they sit on the mat, I see.

Zuko's teacher:

Yeah, and that's not a, that is a bit more, because sometimes, a teacher will be this side or sometimes that side, so it's not always a set direction necessarily

Interviewer 1:

So it's not always, yeah, okay.

Zuko's teacher:

But just also interestingly. I mean, I do wonder about them. I know they've done studies with little babies and technology and the moment they put something on literally, I've seen it with my kids, like the whole body just went dead still. And so I suppose we always been very cautious and conscious how much just mindless viewing they do. Like this has been great because the children are going home and sharing facts with their parents. So we are very cautious around what we show.

Interviewer 1:

So in the way that you the way that you would respond to some of these things that you would call negative is by adapting what it is that they do, or what they are watching.

Zuko's teacher:

Yes, what you use it for, we let it serve us, we don't, we're not, the children can't, they don't request, ah, can we come sit and watch this now. We know that's not that's not part of the.

Interviewer 1:

Um, and then this is a question about privacy. Um, so if you're thinking about data privacy in relation to children, you know, in, in the sense of what's recorded and technology and

internet safety. Do you have any thoughts around that? Maybe just to pre-empt the discussion, what was interesting for me was the group today was that they were so they were aware of recording happening, you know, and they were they were intrigued by what is that doing? About the line that was going on my phone and, and the sound and and they wanted to hear it, they actually asked, can we listen to that it was something that was there, quite present in our time together and I just wondered, you know, from that perspective, for you, would you, are there any concerns that you have around things that are being recorded of children, and how that's being used in the way that technology's maybe used at the school? Or in Grade R?

10:07 Zuko's teacher:

So interestingly and I didn't, this is my own personal thing, I don't know why. But I, so I do the Facebook posts, but I never post videos.

Interviewer 1:

Oh really?

Zuko's teacher:

But I don't know why? And I don't know if it's got something to do with that? I don't know, I, I've always, I, I, we've got some lovely videos we've taken of them. But I just I feel like, I don't know, I feel like that's just the next level of intrusion, level of intrusion, I don't know, I don't know if that helps answer anything.

Interviewer 1:

The way the photos, the photos don't, there's no movement really in it or.

Zuko's teacher:

There's no movement, there's maybe not personality. Maybe also miss, a video could be, I mean photos could also be misinterpreted, but what was said of the context of what was being said that there's a greater chance maybe for something to be misinterpreted. I don't know

Interviewer 1:

Yes. So when you take the photographs that you use on Facebook are they ones that you've mainly taken yourself?

Zuko's teacher:

Our team, yes, I take and then we send them to that one central photo WhatsApp group and then I then.

Interviewer 1:

Take from there, okay.

Zuko's teacher:

Take from all the different photos. I generally, a lot of my role is walking around and checking what is going on in all the different places, to kind of pick up on the theme of what's happening.

Interviewer 1:

What's going on.

Zuko's teacher:

Um, but then all the different stations are taking photos.

Interviewer 1:

Taking photos all the time, okay. And then what do you think is the school's role in addressing issues about children's Internet safety, and privacy? So I mean you spoke earlier now about children at home, and some of those, the monitoring that needs to happen at

home about how they use screens with devices. Do you feel the school plays a part in that in any way?

11:51 Zuko's teacher:

I think I suppose there's age appropriate levels too, so I think as the children get older, there's a Duncan Raiders, his talk on technology and empowering parents that kind of thing.

Interviewer 1:

Yes, so that's something that the school initiates you say.

Zuko's teacher:

Yes, so the school initiates.

Interviewer 1:

So the school initiates, opportunities to talk to parents. Yeah. So this becomes a place where parents get more information about it. Do parents seek that out? I mean your, for your age group?

Zuko's teacher:

No, so they.

Interviewer 1:

Are there any conversations that happen around?

Zuko's teacher:

No.

Interviewer 1:

Privacy and security and, do parents ask questions about the photographs that are taken, where's it stored, who engages with it?

Zuko's teacher:

No interestingly, our very first year we had because it's an open Facebook page, it's not a closed one and we basically say to parents unless you very seriously object to photos you need to let us know otherwise, and so I think I don't even think we had anyone objecting in the first year, we've never had anyone objecting actually, because the parents actually want to see what the children are up to during the day, they want to see their children. But um, we had one parent say that a friend of theirs had posted because they were, I don't know if they were tagged or they like somehow this other friend was then able to see where the child was, what school they were at.

Interviewer 1:

What school they were at.

Zuko's teacher:

And he kind of said is that right? Do you want that? Do you know about that? Basically and he approached Anne and he had a meeting about it. And Anne just said that, because we are an open page. That can't be, so that just is the way it is, so if you don't want your child on there, then and they didn't not want the child, because they wanted to see what their child was doing.

Interviewer 1:

So, so this was once, in the school's three year.

Zuko's teacher:

Yeah. And it was the first year. So it was the first, literally, the first term of it being, and since then, and I think it's because anybody who's going to be coming to our school has already been following our page. So they know what to expect. They know that photos have been placed and little comments of the, what the children have said. I don't use, we use

their names when they've won the cake. It's their particular name, say Storm gets to enjoy the cake this weekend. And so and so gets. But if there's been a comment between two children and stuff, I won't use their name I'll use S or you know, just to try and also there is a protection thing.

Interviewer 1:

So tell us a bit about your, the purpose of those posts.

Zuko's teacher:

So the, the few fold, um one is advertising for the school, and marketing and strategy. But for me, the bigger aim is to show the parents what learning took place that day. So what some of the discussions were, I think the for me, the bigness of the learning is when there's this overlap between school and home, and what took place at home, then comes back to school, blah blah blah, whereas and for a lot of times, and this year, this time of the year, it's always such an exciting time from here on, because the parents start coming and telling us the children who at the beginning of the year and never really spoke much about school, suddenly start talking, it's an age appropriate developmental thing. But it just gives the parents tools and an opportunity to engage in and to know what happened. And then either tap into that conversation or not tap into that conversation.

14:51 Interviewer 1:

And do you find that there is a lot of engagement other than that other than?

Zuko's teacher:

Yeah, I think that really is I often say to someone, ah did you see we put the picture of you doing this, yay a, we saw it.

Interviewer 1:

Oh, through the children. Okay, and the parents?

Zuko's teacher:

The parents, yeah, they do, I mean, they, there are comments. Maybe on average.

Interviewer 1:

Oh comments on the actual Facebook page.

Zuko's teacher:

Comments on the page parents comment on there, but it's not only parents, there are lots of other people that comment too. Okay, but no the parents I mean, they do, there's often comments. And when I saw this, or ah, you're doing mummies at the moment or I saw you doing this at the moment, so I've sent this along, or.

Interviewer 1:

Oh I see okay, so it operates as a way of keeping them and aware of what sort of idea or inquiry you're following at that time.

Zuko's teacher:

And just for me, I've noticed the shift in the parent involvement, even just in that little conversations when we started doing that. Yeah, so there was just a bit more to talk in a sense, because they they remember that or they were at the aunt's house. And when this one spoke about this, they could go, oh yes, that's what they doing at school about it. So there was it felt like there were these bigger overlaps as a result of that.

16:00 Interviewer 1:

Yeah and then what you get from your side as the teacher in the classroom? Do you feel like technology from what's that used at home, or media or apps or devices that are used at home enters into the learning in the classroom? I mean you alluded to that now about saying that a parent knew what was happening so then, they showed their children something or they did something with their children and then that added richness to, to what happened in the classroom? Can you, can you? Are there any other connections that you can make to how technology is used outside of the school for these children in your class? And then do you see any of that coming through?

Zuko's teacher:

I mean, I think, so because we are so kind of research rich in our language even. I think that technology is used a lot for research. We try and say you can ask mom or dad, granny, grandpa, you know, we try and make it that's it's not only use the internet that you can find out information, but definitely. They'll often also tell us about little video clips that they've watched, linked to a provocation, maybe not even linked to a provocation, um, they all will at some point have referred to it as working, using a computer or using a tablet or I played on my mommy's or I played a game on this phone, you know, so I think they are constantly, I think every home has access to technology. And I think every child uses it to some, to different degrees. And sometimes it's for learning and sometimes it's not, so children are, on Xboxes the whole afternoon that's not linked to any it's not only for learning purposes.

17:40 Interviewer 1:

Yeah, and you think there any negative, are you seeing any negative any consequences of the way in which children are using technology at home, as a, as a teacher in the classroom? Are you seeing any of that happening in the way that they play or in the way that they speak or the way in which they're learning?

Zuko's teacher:

I definitely think that more children, I don't know if it's just because if OT has become a therapy that is available or commercial, but I definitely feel like more and more children being referred for Occupational Therapy. And I wonder how much of it is, it feels like a lot of children are quite sort of lomp, quite sort of, the muscles don't haven't quite developed and I wonder how much of it is because of the lack of just climbing the tree, playing you know, there's a lot more and again that's sitting still. Because when you're on there, when you're on a technical or when you're using some sort of device, you're sitting still generally, so I definitely notice that. Interesting also in feedback meetings with parents, children who, trying to think, I'm trying to see if I can see a pattern that isn't necessarily a particular pattern, but when I do need to refer children to OT in particular, mainly for gross motor stuff. The, it often, often comes out that they spend most of their afternoons on the X-Box, or playing this computer game. So I do, I do feel like there are.

Interviewer 1:

Some links, do you.

Zuko's teacher:

That there are some links, there may be some children who doing that, who don't need OT? It's not that it's the only but I do, I, I, when I do have to refer children that often is also a.

19:19 Interviewer 1:

And in the way that they play? Do you do you feel like some of these games or um, that they are involved in online or through the Xbox or iPad becomes part of the way in which they play? Are you? Do you? Do you notice any of the characters or the things that they they in their imaginative or creative play or even with, with some of the toys in the room do you hear the technology coming through at all?

Zuko's teacher:

Well I mean, Interestingly seeing it's Lego, interestingly if I think of what Lego was like when I grew, it was just the blocks, you know, you just had blocks and the big thing and different sized blocks and you created something from that. Whereas the Lego these days it's um it's more characters or it's around whether it's a movie or a ninjago you know, it's very much catering to specific interests, as opposed to just go free with the stuff. Um, but I mean, even if you think of the thing of a ninja, like I don't think if I think of my experience growing up, We didn't have ninja's, I think ninja's are things that have developed over time with the movies and games and that kind of thing. And so I suppose it was more kind of cops and robbers than it would have been back then, so I think definitely games, movies play a role in.

Interviewer 1:

So do you see? So do you see Ninjago, for example? Do you notice like some of the children playing and they Okay, so they saying, whatever, I'm the whatever, or I'm the.

Zuko's teacher:

Yes, definitely, absolutely. Yeah, yeah, absolutely, and interestingly, where, before, I think the rough and tumble play would have just been good, it's mainly the boys are involved, that would have just been rough and tumble for the sake of rough and tumbling, whereas now it's a character, which.

Interviewer 1:

Okay, so they imitating, or they are taking on the characters.

Zuko's teacher:

Yeah, which can make it a bit more aggressive. It's not just a stock standard rough and tumble, which is a bit but he can be a bit more aggressive. Um, yeah.

Interviewer 1:

I'd love for you to think in a little bit more for the next time that we we meet, just to see if you notice some of the other ones that come through maybe, in the way that they play just in a way, just an awareness of how technology and the exposure to certain movies of the time or things that are happening on, on screens or current games come through in their language or in the way or the kinds of games that they're playing, because it's just leading from this question around technology in the home that comes into, into the classroom.

Zuko's teacher:

But I mean, if I think even Inyola who came to you, she had that dress, Cinderella, Cinderella

Interviewer 1:

Was it Cinderella, I thought it looked like it was Frozen.

Zuko's teacher:

Was it Frozen? No. She made it Frozen, yeah, they had a good, they had a long conversation,

Interviewer 1:

She said it to you.

Zuko's teacher

But even that's like a think of Anna and Elsa.

Interviewer 1:

Yes, so.

Zuko's teacher:

Became characters and are characters and there's a new one coming up. So there's going to be a whole new trend of girls being Elsa or Anna. So, definitely. Yeah. And I mean, obviously focusing on the concerns now, there are other amazing things that do come from it, the discussion this morning, some of them said, Oh, it's because I've watched this before, you know, so I don't I mean, it's not only ever negative, but I definitely think.

Interviewer 1:

But for me is the differentiation is around which apps or games are part of the play with whereas Elsa and Cinderella they are stories or movies, I'm just wondering about the games, yeah.

Zuko's teacher:

It's about the engagement.

Interviewer 1:

Especially because you mentioned the Ninjago being, yeah, it would just be an interesting thing to pick up on the next time.

Zuko's teacher:

I don't feel like I know enough games, but I'm going to keep my ear open going forward, saying is that? Yeah, yeah, no, that's great, time for me.

Interviewer 1:

In our focus group, today with your, your class, you're the ten your children. And I was fascinated by some of these apps and games that they were referring to. I mean, I also didn't I mean of course they all lots that I wouldn't know because it's a different age group anyway, but yeah, so I'm sure that there will be some some characters that come out that you walk right past, you wouldn't even know that it's related to a game.

Zuko's teacher:

Totally, yeah, yeah, yeah.

Interviewer 1:

Yeah, great, so that's the end of Section B, related to safety.

Zuko's teacher:

Great. Perfect, thank you so much. I was going to say, so I did mention to Interviewer 2 that Zuko's dad and mom.

ZUKO – PNPS – ZUKO’S TEACHER – 13:03 - GABY:

INTERVIEW 3:

Interviewer 1:

And tell you about the focus group with them today. Um, we were struggling to figure out what would be the best way to include the children’s thoughts and ideas about play, technology and learning, um, because we felt like sometimes using the paper, and already creating that separation is going to limit how they can respond, because already doing something that’s limiting their response. So today I’ll show you on my phone, they did, and we took a Hoola Hoop, you past us while we were there. And I used some of the photographs of children working with devices, and they voted using um Lego pieces. So the yellow one was for learning and the red one was for play and the orange one was for technology. So I told them a little story about what was happening in the picture, but leaving quite open for them to decide whether they thought it was learning and technology and just to affirm obviously, your team in the way in which the children were very independent in their decision making. So they didn’t sort of look for someone to copy or they made their choices themselves. And they also seem quite comfortable with the voting process. Was lovely, which I know you did, voting and elections. I know that you’ve, so there were these, these skills that they, they just brought and look at this is one child, choosing half half voting, so it’s some of it was there, but it wasn’t as much as the other two. Yeah.

Zuko’s Teacher:

Oh my goodness, I love that.

Interviewer 1:

Yeah. So and one of the photos that we showed them was of us, of me working with them

Zuko’s Teacher:

Oh wow

Interviewer 1:

Previously, and how they were also able to say, no, this that was learning and that was technology. And then one, one of them said, but that wasn’t really play, because not at that time, when that photo was taken. There was play, but not at that time. So just showing how the photograph itself is,

Zuko’s Teacher:

Already, yes.

Interviewer 1:

Is just giving slice of something and she was responding to that slice, and she did say, something along the lines of afterwards we played but not when we were doing this part.

Zuko’s Teacher:

Was that Zuko’s other teacher?

Interviewer 1:

No, it was, who was this next to me here? Um, say names Zuko’s Teacher.

Zuko’s Teacher:

Ariana, I think it was Ariana no?

Interviewer 2:

No it wasn’t.

Zuko’s Teacher:

Jamie

Interviewer 2:

No, they, it was that one that was playing with

Interviewer 1:

Here, look here, we see if they here and I’m going to see if I have a photograph, it’s not this one?

Zuko's Teacher:

Ya no, to be honest, I don't know what the timetable is, so we'll have to just confirm.

04:12 Interviewer 1:

Yeah yeah, sure. So this, all these questions are related to Zuko. So what do you know about Zuko's use of technology or media in the in his home for play and learning?

Zuko's Teacher:

So I know, his dad is an IT developer. So I mean, early on, I remember him showing me, Zuko loves to use a calculator and type letters or type numbers, this plus this equals this. And, but then he kept on coming to his parents to say, what's the answer? What is this number what is this, so they developed a program, we initially it was the dad's voice, that would then, it would be a voice activated thing, so you could do the calculator, and they would tell back the number, tell it back to you, then the dad recorded Zuko's voice into it, so it would tell him back in his own voice what the number is.

So he's got a real fascination for numbers, loves numbers and um, so I think the dad with his development skills, has does use it a lot in their, in their, home.

Interviewer 1:

In their home.

Zuko's Teacher:

And it sounds like he does that quite a lot. And I know I spoke to the dad recently, because we're talking about this whole thing and then what does this mean, for them as a family. And he said he I think has gone through a journey of realizing that technology wasn't a good thing for him personally. So he's now got a camera phone that doesn't even take pictures, it just answers calls, because he felt like it was becoming too consuming. So I think that as a family, they are transitioning.

Interviewer 1:

Aware.

Zuko's Teacher:

And just very aware of what technology the amount of time that it can take up, or how much time it should take up.

Interviewer 1:

Sjoe.

Zuko's Teacher:

I do know that they are very active family, so almost every day at four o'clock, they go for a walk up, I often pass them on the street sometimes, so I think, I think, doing things as a family is very , very important for them.

Interviewer 1:

For them, okay.

05:47 Zuko's Teacher:

I would be interested to find out what other how else they use technology to have family moments, that would be interesting.

Interviewer 1:

Okay, yeah.

Zuko's Teacher:

He does often, often, speak about if we've had a discussion, he'll often come with a bit of something because he watched a video with his dad or that did some research on it, or he found out about this. So I think it's definitely quite important.

Interviewer 1:

Okay, how it's used. So what do you know of his play and learning in general in the home? I mean, you, you alluded to that now, when you spoke about them going for walks, but is there anything else you want to add to that about the way in which he plays at home or learning?

Zuko's Teacher:

So he's got a dog. Which I think plays a, because he's an only child, so he's got a dog which I think plays a very important part in um, in his play. He's also, he's got a lot of imaginary friends actually. So at the beginning of the year I had to establish that Judy is not real. Judy is this older person who is a great friend of his and he'll often tell me stories about Judy and some of them were a bit concerning and I'd want to go, not, not concerning, but something that happened to Judy and I'd go, oh shame that's terrible, want to go and speak to the parents about shame, is Judy okay, I heard and they'd go, no, Judy's not, so I think it's maybe his way of working.

Interviewer 1:

Including more relationships. Yes.

Zuko's Teacher:

Including more relationships. They have I think I mean I'd be interested to find from the mom, but I think Zuko's had a playdate with almost everyone in the school this year.

Interviewer 1:

Wow.

07:02 Zuko's Teacher:

They regularly, regularly have playdates, so I think, I think playing with other people are important, he's a real connector,

Interviewer 1:

To them, okay, lovely.

Zuko's Teacher:

People, yeah, people are important, so, playing is important.

Interviewer 1:

Great.

Zuko's Teacher:

Yeah

Interviewer 1:

And then, so some of these questions now, if they aren't, they don't make sense for your classroom environment, then you can just say that that's not, doesn't apply. So how does Zuko use digital tools or technology on offer in the classroom?

Zuko's Teacher:

No, it doesn't apply, apart from engaging with whatever we put up.

Interviewer 1:

Okay, so in your case, in your classroom, the children are engaging with technology, but they, which is facilitated through your use and inclusion of it okay. What about the use of technology for creativity in the class? Is, Zuko involved in it? And if so, can you tell us about that? So maybe even using the way in which you do use it. So when you're showing, so one of the photographs that we shared with them today, which Interviewer 2 took while they were doing some dancing or learning? Actually, it was interesting cos Quaid couldn't move on to the next part without, finding the answer to what was happening in that time when that photograph was taken and eventually it came out that it was the Olympic Games that they were they were doing something related to the Olympic Games, so maybe thinking about some of those ways in which you use media and technology. How does this bring creativity into being for Zuko?

Zuko's Teacher:

For Zuko, So if I think of the overhead projector, he was one of the ones that was very interested in that. Wanted to know how it works, wanted to understand it and then he engaged quite a bit with it. Um, the activity when we had projected some landmarks, he was definitely the one that wanted to engage with writing a little comment or saying something about the ideas if you were a tourist in this place, what would you say? And then I think, as far as joining in, if we're doing an action song or a

he's not, he's not a showman, so he doesn't like to be upfront by himself doing stuff, but he does like, he does enjoy dancing and

Interviewer 1:

Engaging with, okay,

Zuko's Teacher:

So he'll sing along with the song and that kind of thing.

Interviewer 1:

Yeah. So then following on from that, which is related to creativity, if you think of the other holistic skills, which we've spoken about before, you were talking in general about physical skills, social skills, creative skills, and emotional skills for all the children in the way in which you include technology, but maybe just visiting some of these skills in relation to Zuko. So now you've already said, in physical skills, is that, you know, he does there's movement involved for him um socially, when technology's part of the learning how does he, Yeah, participate or interact.

Zuko's Teacher:

I mean he does, he definitely does participate. I think he being a real social boy, he's always got a little mate next to him and they would often engage with each other and engage with it so he definitely engages with it in that way, not just, I don't think he's one of those sit dead still watching children, I think he engages with the people around him. Ya and I mean, cognitive, well I mean definitely, I think he, he I can see that he gets whatever is being displayed or put on display, he gets the connection and engages with the connection.

Interviewer 1:

Okay. And then they've mentioned here, emotional skills. Like if you are sharing something that is that has some, I don't know, some triggers, or emotional things that are difficult situations, or controversial activities that might be shared through something. Do you find that he would react to, I'm thinking about that, in the case of some teachers using picture books, to talk about difficult things.

Zuko's Teacher:

I think he does, he does have very high empathy, so he definitely does feel things. I think I don't know if I've picked it up so much in the um kind of stories, the kind of thing, but more with his interactions with others. So I think the through kind of playing and stuff, but with a lot of those interactions, he'll be quite sensitive if something has gone down that he's misunderstood. There's quite a lot of sensitivity around that. Um, Yeah, so definitely emotion. Emotion he's very, I mean he's very, very connected, but quite sensitive to stuff.

11:09 Interviewer 1:

Okay, and then when, when the case study child is playing with technology or in response to media do you ever play with him and her?

Zuko's Teacher:

Well I suppose we dance with them.

Interviewer 1:

Yes. Okay.

Zuko's Teacher:

Yeah, we dance with them.

Interviewer 1:

Yeah, so in technology is being used then you are part of that. So Yeah, it's a guiding, guiding, fronting directing, co-playing, I would say that if they if they dancing with the video, you're participating in it.

Zuko's Teacher:

Yeah. And it's anything that we're singing along to, we're not, we don't put it on and then all leave the room, or stay sitting, we're engaging with them.

Interviewer 1:

Okay. And then are there, some technologies or media that work particularly well for playing together with Zuko, how about programming robots, what's creative coding, um, making and tinkering with technology? Maybe tell us a little bit about when he's with the overhead projector? I don't know.

Zuko's Teacher:

Yeah, I think also for him it was also trying to understand how it works, so he's interested in understanding of how things work, I think the that app that his dad created was a lovely thing for them to do together and understand how that was created and worked. He did for a time he did Young Engineers and loved it. And then there was a problem with the Young Engineers organization, the way that they were managing things, so they stopped. But I think he enjoys that kind of thing, making, that kind of thing.

Interviewer 1:

Interviewer 2, that seems right hey, in the way that we've experienced him, when we've been speaking about technology, he has really been commenting more on the infrastructure and the physical aspects of the how it's made. How it's put together, rather than what it does, Yes, yes. I mean, he was one of the children who spoke about technology is electricity .

Zuko's Teacher/Interviewer 2:

Yes, yeas, right, right.

Interviewer 1:

Yeah. So it wasn't necessarily just what you seeing on the screen, but how, what makes it possible to see things on the screen.

Zuko's Teacher:

How did that come, how was it possible that that happened?

Interviewer 1:

Yeah. Great. So huge a thank you.

Zuko's Teacher:

Yeah. Wow. Wonderful, sjoe, so are you guys almost.

ZUKO – ZUKO’S TEACHER – 23:34 – GABY

INTERVIEW 4:

Interviewer:

The intent to facilitate learning, so are they used? So the way that you use digital technologies? Are they used for free and exploratory learning? Are there games, are there games with rules? Do they provide specific guidance into the curriculum linked into themes and topics with learning outcomes? Do they present information using videos, for example, or other materials? So I feel like a lot of this you have spoken about before, but maybe the main focus is about your choice of digital technologies, or content. Yeah. To facilitate the learning.

Zuko’s Teacher:

Yeah. So I think that's exactly what it does it, we, we will know what our provocation is, or our inquiry is, and then find stuff that can support it. Um, I think just to think of the example today of Lisa, doing these fabric painting, but then going, finding music that can help, kind of stimulate and keep us going and excited about the theme. And that, I think, what also is what happens often actually, is children, parents will send us a link, or tell us that they watched a video, and then want the rest of us to watch it, so I think that we allow them to offer kind of bring that, those kind of things in.

Interviewer:

And in some ways, that way of facilitating learning is also facilitating the learning to be beyond just what happens in the classroom because it's bringing in learning from outside.

01:22 Zuko’s Teacher:

And also beyond what we will from our links, choose to show. So when the children when it's something that they are more interested in or choose to show, um yeah.

Interviewer:

Yeah, and then do, maybe around the videos, for example, how then do you know you were saying that the parents and then in Lisa’s case, she was using music, but just thinking about when you are presenting information, using videos, how those videos? Are they? Are they generally used as an introduction, or they used to support it afterwards? Or when when you go on to I think, you previously spoke about like YouTube or you’ve watched something online, do you generally use it at the time to facilitate the introduction of new content? Or would you use it as a, as something that would reinforce content that you’ve.

Zuko’s Teacher:

I think we use it more as a reinforcing, as opposed to a go to just get the answers? It's almost a kind of what we already know? And how can the videos then support some of that. So we just actually last week, we're talking about last week and the week before doing landmarks around the world, and been hearing all sorts of interesting things from parents and from children and stuff. And then Gen said to me, she feels like she actually needs to show them actually footage of the places, though. So we've got like, lovely little animated clips and stuff, but the actual footage. So we then incorporated it in that way to do that, but that’s not necessarily how we introduced it. Okay, I'm thinking before, we’ve looked at the planets, when they were interested in which one’s furthest, which ones closest, we there was a lovely little nursery rhyme or little rhyme, that we learned around it, but we didn't go there first because we kind of said go home and let’s do some research, let’s find out, and

we also do research at the same time. So sometimes the children will come up with an idea or sometimes we've come with the clip or the idea or something, so I think it's definitely more, even the, Johnny Phonics, and the ABC mouse, and all those kind of letter things that we do, we don't introduce the letter through it, we use it afterwards as we choose a letter a way of kind of cementing it.

3:35 Interviewer:

Okay. And, and then the Lego foundation has been developing a tool for understanding, learning through play. And they're interested in what you have noticed, according to these characteristics of play. So examples for each of these would be really helpful. So are you seeing children actively engaging with technologies? I just want to read the whole thing and then we can go back hey, so it gives you some. What range of emotions, do you see when children are involved in play with technologies? Are children playing with technologies alone, together or collaboratively? Are they designing, redesigning, or reformulating their play with technology? Are they playing with technologies in ways that could be described as tinkering or do you see examples of purposeful making, and other observations? So I recognize that in your space, the children aren't necessarily using the technology themselves, but they are experiencing the technology through an adult in the classroom. So maybe some of these questions aren't necessarily relevant for you. But should I go through them again, and maybe just stop me on one of the ones that you think you want to contribute towards. So are you seeing children actively engaged with technologies? So not necessarily in your classroom? I don't know?

04:43 Zuko's Teacher:

Ya well I mean, I suppose, I mean, the key example is if something is being played, they are all there. You know, very rarely is it that they're not present.

Interviewer:

I see.

Zuko's Teacher:

So if we showing something on the screen there, that's where they will be they won't, no one will ask to kind of go into another room.

Interviewer:

Okay Yes.

Zuko's Teacher:

Yes. So definitely that, I suppose also when we've given the opportunity to have the little camera to go and take pictures, um, they've all wanted to be part to take part and the kids take part in it. Um photos, they all love having their, the photos taken. So that's definitely something they are actively involved in, yeah.

Interviewer:

Yeah, and then what range, so staying with that, whether they watching it on the screen, or when photographs have been taken or little videos, or even now when Lisa, that example today with Lisa playing the music as part of the experience. Um, what range of emotions do you do you sort of see when children are involved in playing with technologies?

Zuko's Teacher:

So, I mean I suppose it depends which music you play. The music was happy music so there was definitely like a happy kind of, vibe and feeling. On the music note, we actually often have breaks where I have music playing, which is also lovely, and I think it just brings

festivity and it kind of brings a movement to stuff. Um, I suppose other emotions, I mean, the visual stuff is can lead to quite strong emotions. So I'm trying to think, there was something that we showed once it was a little bit sad. That was kind of a sadder story than what we'd hoped or anticipated and they were quite, it did kind of have an emotional.

Interviewer:

Impact on them.

Zuko's Teacher:

Yeah, yeah and cause a discussion after that. Okay. So we definitely do notice, but, but again, I think it's so hard, it's quite hard to separate, okay, what day was a non-technology day and how did everyone feel and what was the technology day? Bearing in mind they not each using their own little device?

06:33 Interviewer:

Yes, It's part, just part of the flow of your day. Yeah. And then, so thinking about, in the ways that you are using technology in your space. Would you say that you can see times when children are designing, redesigning or reformulating in their play with technology so whether it's designing their ideas or redesigning their ideas, or reformulating their ideas, in their play with technology? I mean, in your case, a lot of the times it's not necessarily used for, for individual playing, but it's used as part of your learning. So maybe if we change that we asking the question around learning, Do you, would you experience technology to be something that's helping the children design or redesign or reformulate, their learning or their thinking with technology?

Zuko's Teacher:

I suppose it's, it's, if we take a look at the Regio, it's another language? So I think it's giving them space for another language? I think it's, trying to think how, stuff has been redesigned, I suppose, in a sense, an angle that we could take on a provocation has, at times been redirected because of something we've watched, or something we've heard often, or could even be a game they played at home, online game or something, that they then come and bring their information about. I mean little Child 1 spoke today about watching a movie and the policeman was driving and he was looking at his phone or something and then he crashed or something else, so the nature of the conversation was informed by some of what he had watched. Another person watched a movie and a policeman was arrested as we tried to work out, do policeman get arrested? Do they also make bad choices, make mistakes and that? So I think I think it is, I think it is a lot of it is also the, what they're exposed to. So I mean, I've got one little boy who I know plays, PlayStation and all of that every afternoon and weekends, and he's very, very obsessed with it. And the conversations that he chooses to have the games he chooses to play. Even the pictures and that he chooses to draw are all very consumed by the video games he plays. Okay. So I think there is maybe some of that I want I think, also for some children, there's a common link in a common language that you play this game, I play this game, so there's kind of a.

Interviewer:

Already we are we are in the same?

Zuko's Teacher:

Yes, yes. And I suppose, and the nature of the game would change, because of the nature of our shared experience of a game we've played at home or a movie we've watched or something like that.

09:10 Interviewer:

And then, okay, in this case, they don't play with it themselves in the classroom. So the next question is, can you tell us about any examples of how children are creating things with technology or media again, examples will be helpful. So the example like today, where I just happened to be walking through and I saw what Genevieve was doing with her phone, and the children were interacting like that. So maybe staying with that example or other similarly, like that, how, how the children are creating things using the technology and media, not necessarily making, you know, schools sort of work anything to use, do you sometimes see them, bringing some of those technology, those games ideas, and then creating something in the classroom, that's connected to that?

Zuko's Teacher:

I think the one thing that came to mind is there's always at some point, some sort of robot that's being created in some way. And, and superheroes. And you know, those kinds of characters and they are constantly being created.

Interviewer:

And, and would they would they create those mainly during your free time play. But when they're doing their class, their sort of things that you set out as activities for them to do? Are they using up? Do you see them come through there as well? Or is it mainly just in the imaginative playground? It's been, okay.

Zuko's Teacher:

Yeah, I think it's more in the imaginative, I almost feel like I suppose the maybe what what maybe has changed over the years with regards to players that imaginative play has changed because of what they've been exposed to, and the possibilities of what are out there. Um, so when activities are set out, I think it's, it's still very much based on what materials we put out for them as to how they engage with it. There are I mean, I mean, simple little thing, they went through a stage of really enjoying or suddenly noticing what a photocopier does, and being quite fascinated by photocopying. So they'll come and say, I really like this page in the book, I'll go and take it in, and then go photocopy it, and then they come back, and they come back to this and come up with them, or they want to find some information other than that. So I think they know what we have access to, in the class if they someone talked, a mom here spoke to us about the other day, the Amazon dolphins, that they're actually pink, but she didn't have a picture of it, so then we were able to go and look online for a picture of it. And so so I suppose, I suppose it's it's, the children that know what they have access to. And It is very much adults, I think just because of their age, it's still very adult dependent.

Interviewer:

Yes, I loved how, you know, when Child 1, today, said online. Yeah. It just struck me again, but how, you know children can get into space where they just think internet is Google? Yeah, where's he's comment of online was way more broad. It didn't necessarily say everything. The Google is the place for internet for answers, but that he said online as in like, maybe the internet?

Zuko's Teacher:

Yes, yes, yeah, yeah, yeah.

Interviewer:

And then, maybe just if we can do this one. We are interested in understanding how the sort of play, so play with technology, or media might develop the following holistic skills and would be interested in your perspective and observations on each. So how then would technology or media play, help in the following ways? Physical skills, such as movement games, or building robotics?

Zuko's Teacher:

Um, yeah, well I suppose, I suppose the challenge is are we talking big movement or small movement?

Interviewer:

Okay, but yeah, both okay, tell us.

Zuko's Teacher:

Because So, I mean, I think of robotics, um, if it's something that needs to be built and then coded, and stuff, I think that could definitely be using their more kind of big and small muscles coming in there. But if it's something that's just an online game, there's definitely more kind of fine, positive fine motor muscles and strategic brain muscles, that are going.

Interviewer:

Yeah, yeah.

Zuko's Teacher:

But I think, what was the first one you spoke about? The first one was?

Interviewer:

So this one was physical skills, yeah, such as movement games. Yeah, I suppose with some of the examples you are giving of you know, they come in and then they play those games. So it's almost yeah, they.

Zuko's Teacher:

Yeah and also in there are some fantastic resources out there around those recess school recess things, the Go Noodle, you know, there are mazing, amazing physical movement stuff.

13:40 Interviewer

So that the media itself is geared towards movement. So in Go Noodle, it's a song and you have to do the physical actions with it. And then social skills such as imaginative play online communication, video conferences, digital group work, would?

Zuko's Teacher:

Ya, well I suppose it's, it feels like I mean, children, know more than often what the adults do even just how the phones work. I think, I suppose it's around player right now. But it's kind of empowering for them for what their futures are going to look like. Yes. Something, we've we've had a WhatsApp call from outside and inside before, and that was really exciting where Lisa was with the inside group, I was outside with the group and then we had this call to each other and recognizing what this could actually do and how we could kind of and we didn't know what to say to each other.

Interviewer:

Was it a voice call, a video one or, oh?

Zuko's Teacher:

A WhatsApp video call. Yes. And so I suppose it's, it's those kinds of things are accessible that they weren't accessible before. Um So yeah, yeah, yeah.

Interviewer:

And yeah, cognitive skills, such as Maths games, or brain training apps or videos. So I know that you said earlier that you use Johnny Phonics or other things in terms of reinforcing learning. So how then do those work towards cognitive skills?

Zuko's Teacher:

I think the, I mean the Johnny Phonics and that, they're constantly hearing the sound. They seeing it, they, the lovely thing about Johnny Phonics particularly, is it's a movement based thing too. So their whole, their bodies are moving while they do the letters, as well. So that's, I think, the advantage of that. I think also. So again, I think a lot of these things are hard to do in a big group. So like Maths, I think, my own kids play all sorts of strategy games, on the computer and there are some fantastic games out there, that are developing those skills, but a lot of it is quite limited to a one person or a two person player. Yeah. Um we have used iExcel, in the past and that's been a really helpful tool. Yeah, but I mean they, they, that, I suppose a lot of it also comes in the um, even sitting with the children and saying, okay what are you, we want to find this out, so almost problem solving, so kind of we do research, what, what could we start looking forward to? It's fascinating.

Interviewer:

Well I mean, staying with that, around the problem solving skills? When, when you talk about, so thinking about creative skills then? So how then does technology, the use of technology or media develop creative skills, such as children coding their own games, or animation and stories?

Interviewer:

Ya well I mean, we went to a conference and they had a little Go-pro outside. What's it called, not Go-Pro, it was a?

Interviewer:

Webcam?

Zuko's Teacher:

There we go. And it was projected inside and there was this whole game going on. Remember, I don't know if you remember? There was a GoPro on the Jungle Gym and then children inside and the projector were putting animals on, but then, and then somebody went outside to go and feed the one animal, but they had to be told to move a little bit.

Interviewer:

Oh I see, that's right. I remember that.

16:35 Zuko's Teacher:

I just I think that that was such a beautiful creative thing of how I've got access to the communication right here to change this whole thing. So I mean, that there are I mean, I think the possibilities are, do you think a whole world of coding the whole world of animation, of, we haven't used it this year, because the timing of the computer room, but the last two years, the computers here at the school as one of our sessions in the week. And Lisa would go on to like Tux Painting kind of thing, or whatever our provocation was, to get them to draw draw, you know, something that was really interesting because what you can draw the one, I remember the one thing particular was the eyes, she had them all really looking closely at the eyes, and the detail that they could create on the computer, versus their own drawing was actually quite phenomenal. So it definitely opened creativity. I think, also, I mean, just again, for us as teachers, exposing them to stuff, the amount of stuff that's

out there. Gen was saying the other day, she doesn't know what teachers did before Pinterest, or before, what did teachers do before the internet? Because of the amazing access there are to resources.

Interviewer:

Hmmm, for sure.

Zuko's Teacher:

So I, yeah.

17:36 Interviewer:

And then emotional skills, such as empathy for characters in animations or games for children, so you were saying earlier about, if you've, they've watched something that it evokes a certain emotion in them. So maybe building on that a bit, how does technology develop one of, you know, this, the emotional skills? Do you think?

Zuko's Teacher:

I think that, yeah, I definitely I suppose in the same way that story books would be able to bring different topics and themes and concepts through. Um I think, I suppose, little videos, I don't know if it there'd be games it would be, I've never heard of games that have tried to develop empathy that would be an interesting.

Interviewer:

I'm just like thinking like a Minecraft kind of game where they have to build a home and a farm and a, and then they have to look after their sheep, and they you know, those kinds of things. And that just suddenly came to me now because even this idea of empathy for characters, you're speaking about like in a picture book, that, that's some of those books are written with that in mind. But maybe you know just thinking about how some games themselves online technologies offer or invite that kind of.

Zuko's Teacher:

I think I remember those, um, can't remember what they were called, like a little dog you had to feed it, you had to look after it and you had to make sure of. That kind of thing because there's a responsibility, that's been taught there.

Interviewer:

There's a responsibility? Yeah.

Zuko's Teacher:

Yeah, I suppose. So, I don't know enough about, like the whole Fortnite world and that, because I think there's quite a lot of that you build up and accumulate stuff. So I definitely think, I suppose it does teach you those kinds of things?

Interviewer:

Some of those things, yeah. Um, and then moving on to different, we've got two more. Which technologies or media are children in your sitting more likely to get bored with quickly when playing? If any? And why do you think this is? And how does this compare with becoming bored in traditional play? So in the way that technology is used in your setting, would you find children to be, okay I've had enough of this now, let's, let's change to something else or.

19:37 Zuko's Teacher:

So I think, if I I think of music no, they've got the freedom of being able to move out the space maybe, so that, I don't think that and so, that's something that I've noticed

necessarily, I think watching a, what we have found is every now and then, often in the end of the term we have a moment of like popcorn and movie and that, and watching a full movie, um, the wiggles often set in, but I think it's an age appropriate thing. Um, but if we show short little clips, they're much, there's more chance of them keeping their attention in short clips than a full length movie. I wanted to say something though, you spoke about being bored, interesting at this age, I found where children say they're bored, it's because they actually can't do the work, it's actually hard. Okay, so I'm just wondering if how that could be correlated? I don't know if it can be correlated like that. What would bored look like in a movie? It's not because it's hard. Maybe the sitting in one position for too long, is hard, you know, what would it kind of look like? It's hard.

Interviewer:

It's hard for the body?

Zuko's Teacher:

It's hard for the body, yeah.

Interviewer:

And in your view, what is the role of technology or 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, for the resources in the curriculum and why? So, in your view, what is the role of technology, or media, in preschool and school settings in relation to play?

Zuko's Teacher:

I think that so it, taking the stand that we learn through play, are we taking it to do with every part of our learning? Yeah, because I'm not I'm not thinking specifically the being outside or the creative space, but that everything we do is through is, is a form of play. But it is, brings learning back to, I think, what I suppose maybe it's just that I feel very comfortable at the moment is that it supports, so I don't feel like technology is driving our learning. But I definitely feel like it has its, it's got an amazing opportunity to support us in our learning. Does that make sense? So it's not, I don't feel like it's going to replace the teacher. Well, I mean, Maybe, who knows? Who knows where it's going? It's more I think, yeah, I think it is, I think it's got a great possibility to support and, and open up learning opportunities of possibility.

Interviewer:

Yep. And so if you, so in light of that, what would you like to do? If you could make changes to the research for resources and, and curriculum in your setting?

Zuko's Teacher:

I would definitely love, I would love for some of us to have more access to, we've got a PC at the moment, but it's hard for the kids to access that. So whether it's kind of tablet type things, they're actually doing a fundraiser at the moment for the Go-cart Derby thing. And we are going to say, so we've raised the funds, so how many tablets do we get? So I think I do think more accessibility to stuff I think would really, really help.

Interviewer:

So would you say like hardware accessibility in the sense that the children themselves, there's, there's actually more devices to be used?

Zuko's Teacher:

Yes, yes.

Interviewer:

Okay.

Zuko's Teacher:

Yes, more devices. So even like that, with the webcam, those kinds of things, using a variety of technology. Um, because I think the possibilities of learning are endless. When we have more variety, so at the moment, we are because we've got the projector and then we've got the computer, you know, we just a lot more.

Interviewer:

And the overhead projector.

Zuko's Teacher:

And the overhead projector, of course, and that is always wonderful. Yeah, I suppose more devices, yes. Even the things that cameras so then for them to be able to take pictures or other phones that don't have a sim card in or, you know, that kind of thing? I feel like I just think that I definitely think within the whole Reggio setting, I think our, the language of IT, is is not one that's explored a lot.

Interviewer:

Yeah. Great. Thanks. So The next one, which is the last one next week, is around.

F1 1 Brown Group – Zuko - Focus Group 1 Clip 1:

Children sitting in a circle on the mat with Interviewer having a discussion.

Interviewer:

Who wants to tell us more about technology? Child 4 says it's like using a phone and you can play games. Child 1.

Child 1:

I have my own phone and I play on it a lot, but the battery is dead, so I'm just going to play on my dad's iPad.

Interviewer:

Okay, so it's a phone and an iPad.

Child 1:

And I downloaded one game on my phone.

Interviewer:

What does it mean to download?

Child 1:

It means you record something, but it's not actually recording your voice, it's recording, it's putting something on your phone.

Interviewer:

Onto the phone, okay, onto the phone's memory. Child 2.

Child 2:

Who has her hand up.

Um, um.

Interviewer:

Technology, what is technology for you?

Child 2:

Technology is from TV, from iPads and from phones and from games where you learn from technology, comes in your head.

Interviewer:

Okay, I'm hearing that technology is about learning. Is it all about learning?

Children together.

No.

Interviewer:

Does anybody else feel like, Zuko, what do you think?

Zuko:

Technology is electricity.

Interviewer:

Technology is electricity, wow, that's another thing. So tell us a little bit more. Say it again Child 3.

01:17 Child 3:

So when are we going to go on the phone?

Interviewer:

So the phone at the moment is recording all of our speaking.

Child 4:

I know that, cos my aunty put that on when she was babysitting us.

Interviewer:

Yes, so okay what else is technology, because someone said technology is about learning and somebody else said about playing games and Zuko said technology is about electricity?

Child 5:

Child 5:

Who has his hand up.

Um, tablets can control robots.

Interviewer:

Robots, technology is about robots. And what would the robots do?

Child 5:

If you have a tablet or a phone, and you download the app and then the robots might make a it might work

Interviewer:

Oh I see, the robots can do things.

02:02 Child 5:

Yeah. I got a mep.

Interviewer:

You've got a?

Child 5:

Mep and it's got the app. I also got the app.

Interviewer:

You got the app?

Child 5:

Yeah.

Interviewer:

What app is that?

Child 5:

Mep app.

Interviewer:

And what does that app do?

Child 5:

Um, the app controls the map.

Interviewer:

It controls the map.

Child 5:

Yeah and, and, no mep. And then, and then, and then, after that, it can just, it can, you can also do with battles. My brother.

Interviewer:

Battles?

Child 5:

Yeah, it's not a real battle.

Interviewer:

Okay.

Child 5:

It's just a fake one.

Interviewer:

To Child 6

I'm just going to listen to you quickly and then Child 3 also wants to speak. Yes, what did you want to say?

Child 6:

I used to plug my tablet to watch cartoons on my tablet, yeah, on my tablet, to play games, I like doing that.

Interviewer:

So you can watch and you can play games on the tablet. Okay Child 3, so what did want to add?

Child 3:

I wanted to add, out of space when you call a phone call, it goes up to space and comes down again, what's that called again?

Interviewer:

Ah, can somebody picture that? What is it? She's saying that when you speak and it goes up to space, what is that thing?

Child 1:

It's a satellite,

Interviewer:

Is that the word, satellite? Is that technology?

Child 3 and other children nod.

Class Teacher:

I have a satellite tower very close to my house.

Interviewer:

A satellite tower, so some satellites aren't all the way in space. Wow, we're now thinking about technology that's out of the world.

Child 5:

My brothers got some episode, it's a dinosaur.

Interviewer:

Oh really?

Child 5:

Yeah, and my mep is the robot. A dinosaur also battles with a mep and a dinosaur battles with a mep.

Interviewer:

A dinosaur battles with a?

Class Teacher:

I don't know what a mep is?

Interviewer:

I thought it was a map. I wonder if.

Child 5:

No a mep, a mep that's, it's not evil, that's not a real battle.

Interviewer:

Is it part of a game or an app?

Child 5:

Yeah.

Interviewer:

Oh I see. Okay, yes Zuko.

04:12 Zuko:

Any electricity goes to a satellite, just like when you're watching TV.

Interviewer:

When you're watching TV right.

F1 2 Brown Group – Zuko - Focus Group 1 Clip 2:

Children sitting in a circle on the mat with Interviewer having a discussion.

Interviewer:

So I wonder if I can ask you a little more about TV, because you mentioned TV now. Is there anybody here who watches things on TV that's for learning? What do you watch Child 1?

Child 1:

I sometimes watch Storybox.

Interviewer:

Storybox, okay. And is that on a channel, is it on a computer? What's it on?

Child 1:

Computer.

Interviewer:

On a computer, okay.

Child 2:

Or by TV.

Interviewer:

Or on the TV.

Child 2:

..... and then my mep can charge it by itself.

Interviewer:

Oh I see, okay.

Child 2:

It charges by the floor about the battery.

Interviewer:

It charges on the floor?

Child 2:

Yeah, not on the mat, cos, the battery get so quick.

Interviewer:

Oh so the battery.

So the battery gets to the floor about the battery.

Interviewer:

Zuko.

Zuko:

Hmm, I watch.

Someone arrives and walks into the room.

Hmm, I watch, I watch, hmmm.

Interviewer:

To a child asking about the phone.

It's still busy recording now, it'll be done when we're finished.

01:28 Class Teacher:

What's it about Zuko?

Zuko:

It's about numbers.

Interviewer:

It's about numbers, okay.

Zuko:

And it's about letters.

Interviewer:

It's about numbers and letters.

Class Teacher:

Ah, we do that for, that's in our, in our, homework group, we get that for homework.

Interviewer:

Oh I see.

Class Teacher:

We can watch that at home.

Interviewer:

So it's part of something that the school is telling you about and then you can do it at home.

Okay, so tell me do you, when you want to watch TV, um, do you watch TV Julian? When you want to watch TV, can you just choose when you want to watch TV at home?

Children say no together.

Child 3:

I can.

Interviewer:

You can, whenever you want to?

Child 3:

I, the only time I can on a school day is after school.

02:14 Interviewer:

Oh, but then who decides when you can?

Child 3:

Um, my mom.

Interviewer:

Your mom. Okay.

Child 3:

Sometimes, only when my cleaner comes, we first have to drop my cleaner off and then we fetch my sister and then we watch.

Interviewer:

Okay, so do you, so is it for everybody that your parent or you said your cleaner, someone else deciding when you can and when you can't watch?

Child 3:

My cleaner doesn't decide.

Interviewer:

Oh who decides then?

Child 3:

Me.

Interviewer:

Oh, you decide.

Child 3:

Only when, no, I'm saying, only, if everything, only when everything we need to do before I watch TV.

Interviewer:

Oh, so if you finished all the things you supposed to be doing.

Child 3:

Yeah.

Interviewer:

To Child 4.

And for you, can you watch TV whenever you want to watch TV?

Child 4:

Yes, because my mommy and my granny has to stay at work.

Interviewer:

Oh, when your parents are at work. Okay.

Touching Child 5.

And for you?

Child 5:

I watch TV, but I, every single day I watch TV. TV, I used to watch TV alone, every single day, then, then, my mommy just say don't watch TV, it's enough for the day.

Interviewer:

Oh so you're saying your mommy says, it's enough time on the TV.

Child 5:

No.

Interviewer:

Oh, what does she say?

Child 5:

Because, because I was watching TV the whole day, she said, she said, it's enough day.

03:45 Interviewer:

Oh I see.

Child 5:

So maybe I watch in the holidays.

Interviewer:

Is there anybody else who has a parent or someone that says to them, enough TV time now, or enough screen time, Child 1?

Child 1:

My mom.

Interviewer:

Okay, what does she say? Does she say to you, Child 1, that's enough screen time or does she say to you, Child 1, you can only have ten minutes?

Child 1:

Sometimes 5 minutes, sometimes.

Interviewer:

Okay, does some, does anybody's mommy or daddy say before the time, you can watch one episode, or you can play for twenty minutes or, yeah?

Child 2:

Me?

Interviewer:

Yes.

04:23 Child 2:

Do you know what's my favourite show from the, from TV?

Interviewer:

What is?

Child 2:

It's Dr Binocs.

Interviewer:

Dr Binocs? Is it with binoculars?

Child 2:

No.

Interviewer:

What is it?

Child 2:

Dr Binocs.

Interviewer:

Dr Binocs. What's it about?

Child 2:

He teaches me everything, if there's a new every episode.

Class Teacher:

He teaches facts.

Interviewer:

Oh, it's about facts. Child 6.

Child 2:

No, it's not facts.

Child 6:

When I watch TV, only sometimes, when mommy got a board on my fridge and she writes with a koki if we've been naughty, we have less time, um, we have less time with the TV, she makes X, that means we've got less.

Interviewer:

Ah, so you, so if there's, is it a reward then, that you can watch TV? So if you.

Child 6:

It's not a reward, you can watch TV for free, but, but.

Interviewer:

For free.

Child 6:

Yes, but my mommy, if we naughty and we don't listen to her, she makes an X and then we have less time.

Interviewer:

Okay. So then it means that you get, it gets taken away. So you can watch TV, but if you don't do something that your mommy expects you to do, like what?

Child 6:

Um, like, not listening to my mommy, but if we be good, she takes the X away and then we get more time.

05:45 Interviewer:

Ah, oh right, okay. So then um, do you think that it's fair that mommies or daddies or adults decide how much screen time you can have?

Child 5:

No.

Interviewer:

You don't think so?

Child 5:

No.

Child 2:

Yes.

Interviewer:

To Child 5.

Why don't you think, so?

Child 5:

Because my daddy always watch TV, when he doesn't even ask, he just change my cartoons.

Interviewer:

Oh, my goodness, so you saying the might, your daddy can choose when he wants to watch.

Child 5:

He doesn't ask.

Interviewer:

He doesn't ask, oh. Do you have to ask?

Child 5:

Yeah.

Interviewer:

Okay, and somebody else said that they do think it's okay that mommies or daddies or adults decide you can. What do you think Child 1?

Child 1:

It's enough TV and you can bet square eyes.

Interviewer:

Oh, you'll get square eyes. What does that mean?

Child 3:

You actually get square eyes.

Interviewer:

What, how?

Child 3:

And then after your square eyes, you get square, your whole face goes.

Interviewer:

Oh my goodness. Have you seen anyone that that's happened to?

Child 3:

No, my dad, my mom showed me pictures.

Interviewer:

Oh, my goodness.

Child 3:

And it really happens.

Interviewer:

Oh really?

Child 2:

Look at this picture, that picture looks so cool, about robots.

Interviewer:

It's about robots and technology. What do you think is going on there?

Child 2:

Maybe they're doing technology and fun facts.

Interviewer:

Technology and fun facts through robots.

Child:

TV can actually make your brain dead.

07:16 Interviewer:

So it's TV, what about other screens then, other devices like phones and?

Child 7:

Can still do it.

Interviewer:

It can also do that.

Child 8:

What happens if your brain is dead?

Interviewer:

What happens if?

Child 8:

What happens if your brain is dead?

Interviewer:

Ooh, I'm not sure, what happens if your brain is dead?

Child 7:

You just get lazy.

Interviewer:

Oh, you get lazy.

Child 7:

And you don't do what your mommy says you must do.

Interviewer:

Okay, I wonder, so any of you know about Lego?

Children get all excited.

Child 3:

I love Lego, I'm a big fan!

Interviewer:

You're a big fan? Tell me about Lego then Child 3, what do you mean?

Child 3:

I have almost one thousand sets.

Interviewer:

One thousand sets. So do you play with Lego pieces then?

Child 3:

Yes, all the sets are broken except some. And I build so cool things out of the broken pieces.

Interviewer:

And do you see any, is there Lego there? Let's have a look, oh wow, should we bring it onto the mat?

Children bring the box of Lego to the mat.

Oh, there's also some Lego up there. Wow, I didn't even know that Lego was there.

Children start playing with the Lego.

F2 1 Brown Group - Zuko - Focus Group 2 Clip 1:

Children sitting in a circle on the mat with Interviewer having a discussion.

01:50 Interviewer:

Placing different pictures in the middle of the circle.

That some people, it was Zuko actually who said that technology reminds us of electricity, I brought this picture. We said technology reminds us of electricity and then somebody else, I can't remember who it was, there's another one that's of electricity. And then Child 4 said, technology takes us all the way up to the

Child 1:

Space.

Interviewer:

Space, that's right, your memory is also talking to you. Technology takes us all the way to space.

Child 2:

Fly back to What about me?

Interviewer:

Hang on, but remember if you're looking at the pictures, have a look at them and then put them down so others can have a look and see as well. Then, there was something else, someone said, technology is about learning and someone said technology is about playing.

Children chatter.

Child 1:

Where's the one about that make your brain die?

Interviewer:

Technology makes your?

Child 1:

Brain die.

Interviewer:

I don't remember that one, what was that one about?

Child 1:

Because my mommy said that, once I was feeling sick and that happened, my brain was almost dying.

Interviewer:

Your brain was dying, so how was technology doing that? What was technology there?

03:08 Child 1:

TV can also...

Interviewer:

Oh I see, what it can do to you. Okay and these questions were around what is technology for and Zuko said technology is for electricity. Child 4 said that technology takes you out of the world, all the way to space.

Child 3:

I know what technology is for.

Interviewer:

Is for.

Child 1:

For learning.

Interviewer:

For learning. So I wonder, is there anybody who can look at a photograph that will say, that is a picture of technology and learning.

Child 2:

I've got a good story, if you go to space...

Interviewer:

Okay, let's have a look.

Child 4:

To Interviewer showing her one of the photos.

How did you take a picture of this?

Interviewer:

Ah, listen to this Child 2. Child 4 is asking how I took a picture of that, do you think I used my phone?

Children:

No.

Interviewer:

Where do you think I found that?

Quaid:

On, on, online.

Interviewer:

Online.

Child 3:

And you printed it out.

Interviewer:

And then I printed it out, using what?

Children:

The printer.

Interviewer:

The printer. So we looking at these pictures and some people feel like these are pictures that says technology is about?

Children and Interviewer:

Learning.

Interviewer:

And is there anybody who's got a picture that would say technology is about play?

Child 5:

Pointing to a picture.

Here, this one.

Interviewer:

This one?

Storm says something.

Interviewer:

So how do you know this one is about play?

Child 1:

Because they playing on their tablet, laptop.

Interviewer:

Okay, but here they also playing on a tablet.

Child 3:

Pointing to a picture.

And there.

Interviewer:

Showing two different photos.

Do why is this one play and this one not?

Child:

And here.

Interviewer:

That's an interesting observation. This looks like play and this looks like learning. So what you're going to do now, can we put these pictures down here, so we can all use our eyes to look at. Can you go right back Child 1, right back, there you go.

Child 1:

I never saw this.

Interviewer:

But now we going to use out eyes for the looking and not our hands. Sit up a bit so that everybody can see. Quaid's eyes are being blocked by bodies. Hmm, people are leaning over.

Child 1:

Pointing to a picture.

That's Child 6's mom, sister.

Interviewer:

That's Child 6's sister, you're right. So what you're going to do now, can you put your hands up like this?

Children put their hands up.

Let me see if you are listening with your ears, Child 1, and with your eyes. You are going to go and create your own pictures now. And the way that you're going to do that, is you are going to use the crayons and the pencil crayons that are there and you are going to think about, can I have that piece of paper.

F2 2 Brown Group – Zuko - Focus Group 2 Clip 2:

Interviewer sitting with Child 1 at his desk discussing his picture.

Interviewer:

What's this one? What did you say about what's happening here?

Child 1 answers her, but other children are talking over him.

Interviewer:

Ah so you're saying the electric goes from the one to the other?

To Child 2 who is shaking the table.

Careful Child 2, careful.

To Child 1 with his picture.

Space magnets, wow, can I put that, how can I write that here Child 1? What can I draw to show that it goes from the one to the other? What can I draw there?

Child 1:

A line.

Interviewer:

A line? Like this? And then how does it show it's going from this one to that one? What would I need to do?

Child 1:

Make small bumps.

Interviewer:

Make small bumps? Do you want to do it?

Child 1 nods.

Interviewer:

Okay, you show me how. Child 1 is saying that this is electric and it goes from the one place to the other and back again.

To Child 1 who is drawing.

Is that, so what are those bumps? What is it? Is it how it's moving?

Child 1 nods.

How the electricity is moving through? Okay, tell me about yours Child 3. Space magnets, can you get me a koki so I can write it on there?

F2 3 Brown Group – Zuko - Focus Group 2 Clip 3:

Interviewer is sitting with Zuko at her desk discussing her picture.

Interviewer:

And then?

Zuko says something, but the children are speaking over her.

Child 1:

Approaching Interviewer with his picture.

Done.

Interviewer:

Okay, hang on, ooh, I want to hear about what that's about.

So Zuko, would you say, what is this technology and electricity doing for the person?

Zuko answers, but is drowned out by the other children.

Interviewer:

They don't get scared?

Zuko:

In the dark.

Interviewer:

In the dark. Oh so the electricity is helping the person to feel safe, so that they don't feel scared?

Zuko nods.

Interviewer:

Hey. That's very interesting. Can I write the word safety here then? Want to go and put yours down there and then you can connect it a little bit. There you go.

Zuko takes her picture and puts it down with the others.

Oh, tell me about your Child 1.

01:00 Child 1:

Technology helps experience.

Interviewer:

Technology helps?

Child 1:

Experience.

Interviewer:

It helps experience? Can you tell me a little bit more about that? That sounds very exciting, but I want to know a little bit more.

Child 1:

It makes experience more fun.

Interviewer:

It makes experience more fun. Can you give me, can you explain an example of that? Like here, what's happening in your picture?

Child 1:

Wait, I still need to finish it.

Interviewer:

You still need to do more?

Do you want to stand here and do it? Technology makes your experience more fun. Carry on with that. There you go, stand here and then when you're ready, I can put some more words on. Ah, Child 2

Child 2:

Yes.

Can you come here please?

Child 2:

Comes to the desk and explains her drawing to Interviewer.

This is a little girl, name is... She is twenty years old.

Interviewer:

She's twenty years old, okay.

Child 2:

She goes to school and she plays hide and seek with her friends.

Interviewer:

She plays hide and seek with her friends.

Child 2:

And her sister.

Interviewer:

At school?

Child 2 nods.

Okay, so this is a picture that's got a bit of play in it, that's what I'm hearing.

Child 2:

And also, she had too much fun, so then she like all her sisters, all her twenty sisters.

Interviewer:

Twenty sisters, how many sisters do you have?

Child 2 holds up two and then one finger.

Interviewer:

Two, one.

Child 2:

Pointing at her drawing.

That's not me.

Okay, she's got twenty sisters. Let's put her twenty sisters here.

As she writes.

Twenty sisters. Okay, do you want to go and put your picture down there? There you go. We all going to put it down there, because we're going to go back there just now.

Child 2 takes her picture to where the others are on the floor.

Moving closer to Child 1.

Oh I feel like there's more information here. There's more details in your picture. Okay, what are you adding now?

Child 1:

Ah, no, no, no.

Interviewer:

What are you adding now Child 1? SO what have you added?

Child 1:

Um, people, looking at the science.

Interviewer:

People. So there's the people and they're looking at?

Child 1:

The Science.

Interviewer:

The Science. What is Science?

Child 1:

Stuff that makes experiments.

Interviewer:

Experiments. Wow, you've been using fascinating words here. Experiments, experiences.

As she writes the words.

Experiment.

03:33 Interviewer:

Do you what this experiment is all about that these people are doing here?

Child 1:

They making electric things.

Interviewer:

I love all those colours. Thanks you Child 1, where should we go and put it?

F2 4 Brown Group – Zuko - Focus Group 2 Clip 4:

Interviewer is sitting on the floor with all the finished drawings.

00:20 Interviewer:

Child 1, where you? Come and tell me about your picture.

Child 1:

Comes to Interviewer:

She's smiling, then she says that.

Interviewer:

First bring me some red pieces of paper there so I can write on there for you.

Child 1 brings her red paper.

So she's sliding.

Child 1:

So she's sliding in the playing.

Interviewer:

Playing is the playing.

Child 1:

Yes, she's playing, she's on a laptop.

Interviewer:

Okay.

Child 1:

She's working.

Interviewer:

She's playing, so you saying she's sliding on the slide, which is the playing. And then, on the laptop, is also part of the play?

Child 1:

Yes.

Interviewer:

Okay. But you also said, what is she doing on her laptop?

Child 1:

She's doing work.

Interviewer:

She's working. This is work.

Child 1:

Yes, that's working.

Interviewer:

Ah.

Interviewer is sitting with Child 1 and behind them is Child 2, Child 3 and Child 4 who are chatting amongst themselves.

01:47 Child 2:

Anything can be possible if it's not possible.

Interviewer:

Anything can be possible if it's not possible, I love the sound of that.

F3 1 Brown Group – Zuko - Focus Group 3 Clip 1:

Interviewer and the children are sitting outside in a circle around a green hoop with different colour Lego blocks, playing a game.

01:30 Interviewer:

Holding up a picture for them to see.

I want to tell you a story about three boys. Three boys are in Grade five and they are sitting at the table in their classroom. And at the tables you can see that they've got a

Child 1:

iPad.

Interviewer:

An iPad or a tablet with them. And you can see that on their bodies and their faces, they seem to be enjoying themselves in their classroom. So if you think that in this picture and in this story there is technology, they you going to put what colour in the middle? What colour is technology?

Child 2 :

Putting her orange piece in the green hoop.

Orange.

Children:

Also putting their orange block in the green hoop.

Orange.

Interviewer:

If you think there's technology in the story, can you put it in the middle? Have a look, is there technology?

Child 2:

Yes, yes, it's the iPad.

Interviewer:

You think it's an iPad. Okay, Zuko, do you see technology in this picture?

Zuko:

Yeah.

Interviewer:

Yeah, so then you must your orange one in, your orange Lego.

Zuko puts his orange Lego block in the centre of the green hoop.

Interviewer:

Okay, now, When you look at the picture, if you can see play happening in this picture, what colour you putting in?

Child 3:

Putting his yellow Lego block in the hoop.

Yellow.

The other children also put their yellow Lego blocks in the center of the hoop.

Child 2:

Let me see.

Interviewer:

If you think that they're playing, put some yellow in the picture.

Child 2:

Keeping her yellow piece in her hand.

No.

Interviewer:

Okay that's fine, you can make your decision. If you think they are learning, what colour?

Red, okay.

Children put red Lego blocks in the center of the hoop.

F3 2 Brown Group – Zuko - Focus Group 3 Clip 2:

Interviewer and the children are sitting outside in a circle around a green hoop with different colour Lego blocks, playing a game.

Interviewer:

Holding up a picture and as Madison moves to the center of the hoop.

In grade, sit back so we can make sure everyone can see.

Child 1:

Grade seven

Interviewer:

Grade, five children decided it was way more comfortable to sit on the cool floor. So they sat down on the cool floor, just like we sitting down now. And you can see that they are doing some things in this picture. So if you think they are learning what colour would you put in?

Children:

I know, red.

Interviewer:

Children put their red Lego blocks in the hoop.

Okay, so put your red one in if you think that they are learning.

Child 2:

No, learning is yellow.

Interviewer and Child 3:

No, yellow is play.

Child 3:

And orange is technology.

Interviewer:

Put your red in if you think they are learning. Okay, so when you have a closer look at the picture, can you see if you can see any technology happening in this picture, and what colour is that?

Children:

Orange.

Interviewer:

Orange.

Children put their orange Lego blocks in the hoop.

Interviewer:

If you think that, what colour have you got left in your hand?

Child 3 shows Interviewer her yellow Lego block she has left.

Yellow, and it is what?

Child 3:

Play.

Interviewer:

Play. If you think that there's a bit of play happening in this story, put your yellow one in.

Children put their yellow Lego block in the hoop.

Okay, now sit back for me. So those of you who have not put any in.

F3 3 Brown Group – Zuko - Focus Group 3 Clip 3:

Interviewer and the children are sitting outside in a circle around a green hoop with different colour Lego blocks, playing a game.

Interviewer 1:

Holding a picture for the children to see.

Let's have a look at your one Zuko, which one are you doing half?

Child 1:

Getting up.

I'm doing half.

Interviewer 1:

To Child 1.

Half. Does it mean that, oh it was you, did you say? And Zuko, what about you?

Children:

It's half.

Interviewer 1:

It's definitely half. Right, take your pieces again. I got another one.

Child 2:

I didn't put the yellow one.

Interviewer 1:

You didn't put yellow, why not?

Child 2:

Because, because, I don't see play.

Interviewer 1:

You don't see play? Okay. Do you remember us playing?

Child 2:

Yes, but I don't see it

Interviewer 1:

You don't see it in this picture. Okay.

Child 2:

All I see is the sitting and looking at things.

Interviewer 1:

Okay, sitting and looking at things.

Child 3:

Who took the picture?

Interviewer 1:

I think this must have been Interviewer 2 who took this photograph.

Interviewer 2:

Yes, I did.

To Child 1:

Yes, that was the day you were wearing that lovely dress, remember, yes.

00:51 Interviewer 1:

I've got two more and then we're going to do something different.

Holding a new picture up.

Okay, have a look at this one. Have you got your three pieces first?

Children:

Yes.

Child 4:

Can I please press that button?

Interviewer 1:

At the end we'll see.

Child 2:

Oh can I also press it?

Interviewer 1:

We'll see. So if you see technology, put in what colour?

To Zuko.

What colour do you put in for technology.

Child 6:

Orange.

Zuko:

Orange.

Interviewer 1:

What colour is the technology? Orange.

Children put their orange Lego block in the hoop.

What's the technology that you here in this one Zuko?

Child 3:

A tablet.

Child 1:

The watching, watching.

Interviewer 1:

The watching is part of the technology. Okay and what other technology do you see?

Child 2:

Nothing.

Interviewer 1:

What are they using to watch?

Child 1:

A laptop.

Interviewer 1:

A laptop. Okay, do you see play happening here?

Children:

No.

Child 6:

Yes.

Interviewer 1:

Yes Child 6, okay, tell us more. Hang on, let's listen to Child 6.

Child 6:

It does mean that they might be playing a game.

Interviewer 1:

They might be playing a game on the laptop. Okay, so he thinks they might be playing. What colour is play? Julian.

Julian:

Yellow.

Interviewer 1:

Yellow, okay, Child 5, Child 5, leave the Holla Hoop, because look at Child 4, he's doing half votes, so if you move it, it's going to fall off.

02:05 Interviewer 1:

If you think there might be learning happening, with these children who are sitting together with this laptop, let's put what colour in? Red. Okay, please can I ask you to stop moving the Holla Hoop, cos, um, its moving people's votes, making the votes move. If you see any learning happening in this picture, can you put the learning, the red one in. Great.

Children put their red Lego blocks in the hoop. Okay, so I'm going to put this photograph in and then can we take a photo of it now with all of these votes. Let's ask, she's asking which one is the red one.

Child 1:

Learning.

Child 6:

Learning.

Interviewer 1:

Red is learning. Do you think that there might be learning happening in this picture?

Child 3:

Child 2 also shakes her head.

I don't think so.

Interviewer 1:

No, okay. Right, take your three back. Now I've got, oh we've actually got two more to go, not one.

F4 1 Brown Group – Zuko - Focus Group 4 Clip 1:

Interviewer and the children are sitting on the grass outside.

Interviewer:

Don't you want to come around, there we go.

Child 1:

And inside, is there any clothes inside?

Interviewer:

Child 4, move over.

Child 1:

Is there any clothes?

Interviewer:

Hold on, I'm going to tell you now. Okay, so this is our last session together today and it feels like it's the making one. It's the time that we're going to be making something. Before, we've been doing lots of thinking and we've been playing and we've been learning, but this time, we're actually going to be making something. So we've been talking a lot about devices, I know Child 2 spoke about him playing on an iPad and other spoke about playing on phones, but you just going to do a little bit.

Child 2:

I also have a phone.

Child 3:

I have a tablet and a phone.

Interviewer:

You have a tablet and a phone. So I'm wondering, if you go to choose and make your own device, what would your device do?

Child 4:

To make a pipe.

Interviewer:

A pipe and what would be its job? What would be the kind of things that it can do?

Child 5:

I know, make bubblegum.

Interviewer:

Oh, you'd have one that could make bubble gum. Ah, what would yours do Child 6?

Child 6:

To make bubble gum.

Interviewer:

To also make bubble gum. Okay, Zuko what would you like to make your device do?

Zuko:

Make sweetsies.

Interviewer:

Make sweetsies. Okay I can see somethings you can eat. What about other things that it could do? That can be more than just a phone, more than just a tablet.

Child 5:

I know, it can, it can tuck you into bed.

Interviewer:

Ooh, it can tuck you into bed. What would it look like then?

Madison:

It could dress you.

Interviewer:

If you were building it, what would it look like?

Child 5:

It would look like a robot who can do anything for you, it goes like, I will do anything for you, Master.

Interviewer:

Oh, so it would be a robot that could talk.

Child 5:

Yes.

Interviewer:

Wow. Yes Child 1.

Child 5:

It could say your name.

Interviewer:

It could say your name.

Child 1:

How could you make a butterfly?

Interviewer:

You could make, would it make butterflies? Or would it be a butterfly?

Child 1:

It would be a butterfly.

Interviewer:

It would be a butterfly.

To Child 3.

Yes.

02:01 Child 3:

I watch a movie of master and the robot and the master is the bad guy and the PJ Mask tried to stop her, but then they take her and the next, next, next day they try to be a hero, then they break the robot and then control the robot and then they break Romeo, is thinking and then Romeo say I'll catch you next time, then the robot is also very bad and then the robot say how about taking off all about the world, the do, but then it didn't work...

Interviewer:

Oh, so you get some robots that can do things that can help baddies and other robots can do things that can help people, like help somebody get dressed. So if you think about it, you need to do, make some decisions about what your device is going to be. Is it going to be a robot? Is it going to be something that you can play games on, is it going to be something that can, that can do both? And think about what it would look like, what would it feel like. So when we go inside no, you're first going to plan it. So on the paper, you're going to draw what your device would look like and then we've got some materials, so you can make it afterwards, okay. So when we go inside, choose a spot where there's a piece of paper.

03:35 Child 5:

Can we take it home?

Interviewer:

Yes, of course you can take it home. Your first part is, you're going to draw it and design it and then we're going to use the materials to make it. Let's go.

Everyone jumps up to go inside.

Child 1:

Is there some clay?

Interviewer:

There's some dough.

Child 5:

Are we going to make it?

F4 2 Brown Group – Zuko - Focus Group 4 Clip 2:

Zuko and Child 2 sitting at the table designing their devices.

Interviewer 1:

To Child 1 at another table.

Are you still working it out Child 1?

Child 1:

Yeah.

Interviewer 2:

Zuko, can I ask you, what are you doing here?

Zuko:

I'm making a superhero fighting a bad guy.

Interviewer 2:

Okay. It's a kind of robot that you are creating?

Zuko:

This is the bad guy that I'm making.

Interviewer 2:

Pointing at the picture.

This one the bad and this one the good guy.

Zuko:

And this one is the bad guy, he has a laser.

Drawing the eyes.

Here is the laser.

Interviewer 2:

Okay. And you Child 2. What are you planning to do?

03:02 Child 2:

I'm making a bunny robot.

Interviewer 2:

Yes. And what this robot do?

Child 2:

Hey?

Interviewer 2:

What this robot does?

Child 2:

Robot does, um, fight people that the bad and be nice people that, nice people that be good. Yeah, that's the thing.

Interviewer 2:

Okay.

Camera pans to Zuko's picture.

Let me see.

F4 3 Brown Group – Interviewer – Zuko - Focus Group 4 Clip 3:

Zuko and Child 1 sitting at their desk with their designs.

Interviewer:

Pointing to Zuko's additional man on her picture.

Zuko, and this one, who is this one?

Zuko:

That's the robot.

Interviewer:

Okay and they are controlled by motor control?

Zuko:

No, it can just walk without a remote control.

Interviewer:

Without remote control?

Zuko nods.

Yea, it's really nice.

Zuko:

Pointing at her drawing:

This is the superhero.

Interviewer:

Pointing to Zuko's picture.

This is the superhero and this the bad guy. Okay.

F4 4 Brown Group – Zuko - Focus Group 4 Clip 4:

Zuko sitting at her desk with her design and explaining it to Interviewer.

Zuko:

Fighting the bad guy on the yellow road.

Interviewer:

Okay, so which one is the superhero here in your picture?

Zuko points to her drawing.

Interviewer:

Can I write it here so I can remember?

Zuko nods.

That's the superhero and then, who else is in the picture?

Zuko:

The bad guy.

Interviewer:

Which one is the bad guy?

Zuko points and Interviewer writes.

And so does it mean that this one is the robot?

Zuko nods.

Okay, so can you tell me a little bit more about why the superhero needs the robot?

Zuko:

That's his team helper.

Interviewer:

That's his team helper. So would he be able to overcome the bad guy without his robot, like if the robot wasn't here on the paper?

Zuko:

He wouldn't be able to fight the bad guy.

Interviewer:

Oh I see, so what is special about the robot that makes him a helper?

Zuko:

He has lasers.

Interviewer:

He's got lasers? Wow! Can I put that there?

Zuko:

Yeah.

Interviewer:

He's got lasers. Can see that you're actually making it from your picture there. Okay, you carry on and then when I come back just now, can you explain a little bit more about how your robot shoots those lasers. Does it shoot the lasers?

Zuko:

Nods.

Yeah, shoots it.

Interviewer:

Out of where?

Zuko:

Out of his eyes.

Interviewer:

Out of his eyes! Is whoa, I'm going to come back.

Luzia:

Zuko's already told me that this robot doesn't need motor control.

Interviewer:

It doesn't need a remote control? So how does it know what to do it?

Zuko:

It's because it works with the internet.

Interviewer:

It works with the internet? How does it work with the internet? Does it need to be plugged in?

Zuko:

No, they just charge it first.

Interviewer:

They charge it first, okay you just charge the robot first.

Zuko:

Just like a phone.

Interviewer:

Just like a phone, so it's got, it connects without a, without using a plug.

Zuko nods.

So what is it connecting to?

Zuko:

The internet.

Interviewer:

The internet. Oh my, incredible. So does the superhero also have a connection to the internet or is it just the robot?

Zuko:

It's just the robot.

02:00 Zuko:

But he also connects to the internet with, with, with his suit that, that...

Interviewer:

The suit, the superhero wears a suit that connects to the internet?

Zuko:

Yeah, that's why his suite needs to be strong.

Interviewer:

So what is the job that the internet then does? Why does it need the internet?

Zuko:

It's because out of his suit he shoots out bombs.

Interviewer:

Okay, so the internet helps in what way? Does it control it a bit or?

Zuko:

It controls it.

Interviewer:

Okay. Very interesting. Carry on making that. Um, where's Child 1?

F4 5 Brown Group – Interviewer – Zuko - Focus Group 4 Clip 5:

Child 1 sitting on the floor explaining his design.

Interviewer:

What is that?

Child 1:

That's the pipe. This is a , it starts here and goes through here, these are go bounce for the high and then it goes down and that pip clips the back and then it goes back to the beginning.

Interviewer:

It's really nice.

Pointing to his design made of materials.

And that's the pipe?

Child 1:

Yeah.

Interviewer:

Yes.

Child 1:

Pointing to his pipe design made of sticks.

And that's where it can get back up.

Interviewer:

Okay.

Pointing to a bottle top on the design.

And what is this? What is that part?

Child 1:

That's the showery part.

Interviewer:

Okay.

Child 1:

Pointing to his drawing that represents that part Interviewer is asking about.

And that's the water.

Interviewer:

Okay.

F4 6 Brown Group – Zuko - Focus Group 4 Clip 6:

Child 1 sitting on the floor with his design, explaining it to Interviewer.

Interviewer:

Could you please explain to me this? Is a robot?

Child 1:

It's a robot that does everything for me, even my homework.

Interviewer:

Wow. A fantastic robot. And how can you control that? You have to control? Doesn't it need a?

Child 1:

Showing on his built device.

I just press a button, these.

Interviewer:

These button, okay.

Child 1:

And then, and then, it'll just do that for me.

Interviewer:

Okay, it's really nice.

Case Study Child: Zuko

Parent Name: Carla and Alex

Duration of audio: 12:05

Transcriber: Chanique

Interviewer:

Mr Hobbs, could you please tell me your full name?

Mr Hobbs:

Sure, I am Mr Hobbs. I am the franchise owner of a company called Sports Hub Coaching. We basically do Foundation Phase sports coaching, all over Cape Town and I do it at the moment and eight different schools in the Pinelands area. I have got four coaches who I work with and we teach 160 kids every week. And, yes, that is kind of what we do.

(0:34) Interviewer:

No, that is really nice. Could you tell me more about these activities? How does it do?

Mr Hobbs:

Like, how does the sports stuff work?

Interviewer:

Yes.

Mr Hobbs:

So, basically we do an introduction to the six major sports of South Africa, those are cricket, soccer, hockey, rugby, tennis and netball. We basically put the foundation in of all six of those in order for kids to succeed in sports later on in life. So, we've got a program, which is age and stage specific. So, at three years old you do certain things and at nine-year-old you do different things, but they're all centred on the six sports. We try to set kids up so that when they get to grade 3 they normally start team sports and they normally play team cricket, team soccer, whatever... So that they have a good foundation for that and to hopefully succeed. Then two of our biggest goals are, one to get kids to love sport, have a good association towards sports, being positive towards it and just enjoy it. With the goal of them playing for the rest of the life. The other thing is just to give kids the confidence that you know everybody can play sport and that every child has the potential to play sport and not every child of course will be the next Ronaldo in soccer, but everybody can and it's not this thing of that you know my parents weren't sporty so I can't play sport. So, that is not what we believe, everybody can play. Our job is to get everybody up to a certain level to get that foundation for every single child that we coach.

(2:16) Interviewer:

Okay. How often does it run here in Pinelands?

Mr Hobbs:

So, on a Friday we are here at Red Roots, the primary school for Pinelands North. And then in Pinelands North we have it once a week, every week. So, as long as there is school we are here. So, we run throughout the whole year and we have for the Grade R's, like Zuko's class has a 40-minute lesson, and the Grade 1, 2 and 3, they have an hour lesson.

Interviewer:

So, Grade R is once a week?

Mr Hobbs:

Once a week, 40 minutes. It is all small groups, so we have a maximum of one coach to 10 kids, but it's normally about 6 or 7. So, it is very small-small groups. Because a lot of the things we teach are quite technical and obviously with working with youngsters, you need to have smaller groups otherwise you just can't teach anything.

(3:15) Interviewer:

So, when Zuko comes he is introduced to about 6 different sports?

Mr Hobbs:

Yes, he is exposed to the six major sports of South Africa. So, he's what we call a transformer or a Grade R, and they are introduced to all six of those and the bare basics of all of them. For, example, for let's say soccer he'll practice how to be a soccer goalkeeper, how to kick a ball to score a goal, how to dribble with the ball, he will do how to pass a ball to a friend. Then he will take that into a match and say: "Okay where does the goalkeeper stand? Where does the defender stand? Where does the striker stand? And, how does my team work together? How does my team score a goal?" And he does that for all 6 sports.

(4:06) Interviewer:

Okay, you told me that you do not use technology? In this class...any kind of technology?

Mr Hobbs:

We don't use any technology as we are outside play. I would say the only thing we do, do is sometimes if it rains, obviously we can't be outside and there is not often a place we can use. So what we will do is just watch a video and those videos are generally around a specific sport that we do. I also like to include some nutrition, a little bit of healthy eating, explain to kids a little about diet and stuff like that.

Interviewer:

Nice.

(4:45) Mr Hobbs:

Yeah, all those videos are to explain a little about sports and exercise and the benefits to your body and how you look after yourself. So, that's probably the only thing, which we use any technology in.

Interviewer:

Okay, I have some questions about general perceptions of new technologies dependent on this classroom. Do you think any technologies are particularly positive or negative for children generally?

(5:15) Mr Hobbs:

Are you talking younger children, like the ones I teach?

Interviewer:

Yes.

Mr Hobbs:

Yes, I would say that more and more we have been finding that kids are playing less and they're spending more time on the iPad or in front of a TV or whatever. We have a good relationship with a lot of schools in the area and we find that lot of aftercares are getting much bigger because both parents are working because of the economy. And while they are at aftercare, because they are not at home, they often aren't exposed to playing outside so much. And obviously seeing more kids overweight and less parents really paying much interest to sports and playing with their child outside. One thing we can see definitely is the amount of kids that are overweight now. I mean I've only been here for three years, but more and more kids are overweight. So, generally as a young child that comes from not doing enough sport, not playing enough. So, you do not necessarily have to do soccer, but you must play, climb a tree, you know, play tag, catch your friend, you know. So, we are definitely seeing more of that. I think that that's a big driving point behind what we do. The kids at Zuko's age, at 6 they're not going to do sport because you say so. They must love it and if they don't love it they won't do it. Yeah, you need to get them to want to do it and them to love it. And then they'll play and they will do lots of it. And they won't become overweight, and they won't sit in front of a TV all the time or whatever.

(7:15) Interviewer:

Okay. Are you concerned about safety aspects of Internet enabled toys? If so, what are these concerns?

Mr Hobbs:

I must be honest, I do not really know much about that. I don't have any kids and I don't... But I suppose more and more kids are, I think, I mean I don't know much about it, are having access to more iPads and tablets and those

things. As I say, I am not sure about the extent on what they can actually get to on that.

Interviewer:

Are you concerned about that privacy in relation to children in general?

(8:02) Mr Hobbs:

I can't say I really know enough about it, if I am honest. I think data privacy is a massive thing in the world these days. More and more information is being taken from the average person and I think children are not out of the picture there. It affects everybody, in a different way. Even for youngsters, their data towards their schoolwork and even their sports. I do not know too much about it, but I think it is getting to be a problem if you ask me.

(8:41) Interviewer:

Yes, yes. You told me about the time- too much time in front of technology device. About technology in this way, how important do you think is technology for children?

Mr Hobbs:

Yeah, I think there is a lot of room. Technology is very exciting if you ask me. I think there is a lot of room to make education and learning a lot better and easier for children, through technology. Through games and using their tablets to learn in different ways and different methods. Also, for us, we are slowly building a system, where we can track, using technology, what kids are struggling with the most, get the data in and say 'kids are struggling more with the soccer kick', then meaning how we teach the soccer kick might need to change a little bit. That for me, is very exciting, because then I can say we need to spend more time on soccer and less on cricket because the data is telling me that. That will then make the program better and make the kids better. So that is exciting.

(9:57) Interviewer:

How important are the technologies for you? For your life?

Mr Hobbs:

In general?

Interviewer:

Yeah.

Mr Hobbs:

I would say very, very important because I run a business. So, everyday I use technology: in email, we use Facebook, websites. Obviously technology is massive for advertising for us. Honestly, I think we rely heavily on technology and I am not really sure where we would be without it. Also, we are kind of in a transition now where all of our testing and evaluation for Sport Hub is all on paper and we are trying to get it on an iPad, like a program. So, we are trying

to use more technology because it makes it easier and makes the data collection easier. So technology is massive, yes, very important.

(10:59) Interviewer:

We are interested in exploring the link between play with technology in children's emotion and wellbeing. Do you have any thoughts on this topic? That you would like to share?

Mr Hobbs:

So, a child's wellbeing and technology?

Interviewer:

Yeah.

Mr Hobbs:

I think technology has a very big place in society. Technology has a reputation that can be very negative, which can introduce kids to bad things too early. I think that it can also be used positively, to encourage kids, to help them, to make things more exciting for them to learn. As I said earlier, I think there is lots of potential to be used well, in every single way for a child, emotionally, physically or anything like that.

(11:59) Interviewer:

I think that is okay. This is all.

Mr Hobbs:

Cool, we are done.

Interviewer:

Thank you.

CASE STUDY CHILD: Zuko
DURATION OF AUDIO: Various
TRANSCRIBER: Gaby

Zuko GoPro GH010041

1. 00:00 – 02:15

Zuko is singing to himself with his trains.

Zuko:

You spell train like this, T – R – AI – N.

Carla:

T – R – AI – N. Do you know how they make that AI sound?

Zuko:

An A and an I make an AI sound.

Carla:

Yes. I didn't know you knew that. How do you know that?

Zuko:

Just know it.

Carla:

Sjoe. Just knew it. I can't keep up with you, you know.

Zuko:

Why?

Carla:

Hmm. With all the things you suddenly know that I didn't know you knew, but you do.

That's very cool, what else can you spell? Toby.

Zuko:

D – O – G.

Carla:

Aah.

Zuko:

Oh, the EE.

Carla:

Right. Toby, did you do this?

2. 06:30 – 7:40

Zuko:

Close

Carla:

Close. C – L – O – S

Zuko:

E.

Carla:

It's got that magic E at the end of it.

Zuko:

Magic E.

Carla:

It turns the O into an Oh. Don't you believe in magic anymore?

Zuko:

No.

Carla:

No?

Zuko:

I believe in powers.

Carla:

Powers?

Zuko:

Yup.

Carla:

So what's the different between powers and magic?

Zuko:

Hmm, powers is a bit more violent.

Carla:

Oh.

Zuko:

I like violence.

Carla:

Oh, what do you like about violence?

Zuko:

I just like violence.

Carla:

What do you like about it?

Zuko:

I can't explain.

Carla:

Okay, but I don't like it so if you explain to me what you like about it, maybe I will find something to like about it, but I can't think of anything to like about it, that's why I'm asking you for an idea, because...

Zuko:

Yoh, look at this long train.

3. 09:39 – 10:52

Carla:

Do you have any ideas about what's nice about violence?

Zuko:

Violence is just more ninja stuff.

Carla:

Ninja stuff? What do you like about Ninja stuff?

Zuko:

That's because it's stuff that Ninja's do about Ninjas.

Carla:

So it's about Ninjas.

Zuko:

Ninja stuff. That's why it's called Ninja stuff. Called Ninja's stuff.

Carla:

So I could like ninja stuff a bit if it was just like for show.

Zuko:

Choo choo.

Carla:

If Ninja's were just for show, like a dance show. If they're actually going to use the violence to hurt someone then I don't know, don't think I can like it.

Zuko:

They don't always hurt Mom.

Carla:

They don't?

Zuko:

I'm telling you all that time, Ninja's don't always hurt.

Carla:

That makes me feel better about Ninja's then.

CASE STUDY CHILD: Zuko
DURATION OF AUDIO: 15:38
TRANSCRIBER: Gaby

Zuko Judy Stories:

Interviewer 1:

There's a section of questions that we will ask you each week that follows on from one another so today there's a few that's related to questions about Zuko's play and creativity in the way that you experience it in the home. So what kinds of play does Zuko typically engage in? In home, so not at school, but um.

Carla:

Very imaginative, fantasy play has always been his orientation, um, like I said earlier, he prefers to have it be no directed or directed by him. He doesn't enjoy, let's sit down this is the game, this is how it goes, these are the instructions and stuff. Not interested, so we can get him to do a little bit of that, but it's fairly limited, he loves to tell Just stories, you might have already been introduced to Judy. Have you been introduced to Judy?

Interviewer 1:

I think Interviewer 2 was introduced to Judy.

Carla:

So Judy is a character in the movie Zootropolis, which he saw some years ago, but it made it made an impact on him. It's a bunny that's a policewoman, but then various other characters that he has met in movies or books have joined Just now. So Judy has left Zootopia, she is no longer bound by Zootopia and she can exist in any world with any characters and he loves to tell Judy stories. So he will sit next to one of the grandfathers, both of them are very generous in listening to Judy stories. He'll just sit next them while they're sitting on their couch watching rugby and he'll tell them Judy stories.

Interviewer 1:

And he's telling them all about, okay.

Carla:

And they like add to it or ask questions, they there and they're listening.

Alex:

They're also 80% rescue stories, so someone's in trouble in the jungle and then that also becomes very physical.

Carla:

They're high drama.

02:10 Alex:

And they're here, then they're here, then they're crouching and rwaar and jumping and rescue.

Interviewer 1:

Incredible.

Alex:

Yeah so a lot of taking narrative, but he also gets very physical in doing his Judy stories.

Interviewer 1:

Playing out the Judy stories as well.

Carla:

Well that's the other thing, yeah, even beyond Judy stories, his play is not the sit down quietly, do something kind of play, it's the run around on the trampoline, swim in the pool, run, ride the bicycle, he and walk or run the dog every afternoon, um, with his other boy friends, they like to do stick fights, you know, it's physical play. And he has a couple of creatures, like plastic animals, he's always been very interested in animals and he likes to make stories with them, but again, they move around the house and they go and find suitcases and the suitcase is actually an aeroplane and it's going down here and it gets onto the skateboard and the skateboard takes off. The furniture gets moved around and. Um some of it is very physical.

Alex/Interviewer 1/Carla:

Yeah.

Carla:

Gross motor play.

Interviewer 1:

Some of the questions here, you move into about where and when and who with, so some of the spaces in which so I'm hearing you talk about indoor and outdoor play, whether it's in your home or when he's out walking the dog with other friends as well. And when you, um, you've sort of told us a little bit about how the Judy story developed, but when you think about Zuko now in his age development, would you say the way he's playing is similar to how he was playing a few years ago or have you seen quite a shift in it?

Carla:

Um I think the sophistication has, like it's become a lot more in depth and the detail and richer and definitely a better grasp on the difference between fantasy and reality, but he has always been, let me direct it, he feels strongly about do for myself and discover for myself and his imagination, he's always, I mean when he was three, we could lie out on the grass and on a blanket and he could tell long stories, but they would be simpler stories, but he liked to do that. He liked to just tell long stories while people listen.

Interviewer 1:

Okay, yeah.

04:50 Alex:

But although there is still a lot of fantasy I think it's more grounded in reality or the possible, so there's fewer things that totally defy gravity or totally defy, you like he's learning how the universe works, so I don't know, if one of the vehicles flies, they it flies because of propulsion and.

Interviewer 1:

Science and engineering.

Alex:

Yeah. Not just flying, nothing can just fly.

Carla:

He's always loved books. We've always read a lot of books to him.

Alex:

Yeah, he loves books a lot.

Carla:

And about two weeks ago, we moved, we've got a bookshelf with kids' book on it and we moved it into his bedroom and he spent at least an hour hanging out at the bookshelf each day, like not on anyone's request. He'll just go in there and pull a book off and he sits and he looks at them, he's not reading yet, but you know he looks at them and then like next book.

Interviewer 1:

Well maybe he is actually reading he's just not reading the words, in the way that. Yeah yeah.

Carla:

Yeah, yeah. He is sounding out and he's getting some simple words in there and stuff, but a lot of the books he also knows off by heart. He's got a good memory.

Interviewer 1:

Yes.

Interviewer 3:

I think some days because we talk a lot more and Zuko said that electricity is a technology. For us is amazing because otherwise to think the word, because electricity for us is so simple, because we can't imagine our lives without electricity and then Zuko said electricity, we think these ways, amazing.

Carla:

Yeah, yeah.

Alex:

Well we specifically talked about it, I mean years ago, he must have been three or four, we talked about, he learned the word technology, you know, are leaves technology, no that's natural, and he was like is a knife and a fork technology, so he's developed that.

Carla:

But he's also a why learner. Um, he wants the why and how does it work and also why, those two questions are like perpetual questions.

Interviewer 1:

And um it's interesting hearing you say that he knows, that links in with what you were saying Duncan about it is flying, there's this car that's flying and it's because of propulsion and he's thinking in the engineering field. Yeah, this is not a question that is here, but out of interest, do you feel, what do you feel is your role has been in his coming into these things? Do you think that he's been a why kind of person independently as an individual or do you think that you've invited that kind of.

Carla:

We got lucky. I don't know if a child that was genetically ours would have been like this, he's such a good match for us. You know, I'm like, I'm so different from my parents, genetically I came from them, but like.

Alex:

Well we have done a lot of research, even before it's research, he's always done the research approach and so we've spent a lot of time on YouTube, like he knows about hominids and he knows about...

Carla:

Like when he asks questions, we go, well let's find out, so we do. He's very familiar with saying to us check on your phone or Google it. My parents think it's hilarious like it would happen when he was three, like he'd ask them something and they didn't know the answer, he'd say, well Google it.

Interviewer 1:

Because he knows, there's a source where he can research.

Carla:

Yeah, find out, we don't say we don't know.

08:35 Alex:

Did you check the internet?

Carla:

Did you check the internet, he likes saying did you check the internet? We need to move into the understanding that not everything is on the internet at the moment he'll ask for a very specific like a movie of, what do you call those things?

Alex:

Yeah, Judy and Spiderman, you know, at the movies, just find it.

Carla:

Like a woolly mammoth.

Interviewer 1:

It must be out there somewhere, to retrieve.

Carla:

And it must be exciting, but the woolly mammoth is winning or something. That's not a thing.

Interviewer 1:

Let's type into Google, Judy, woolly mammoth, fighting, movie.

Carla:

You've just set that up, like it's not all there.

Alex:

Yeah, like our role has really been to entertain his questions and we've just been like we encourage questions.

Carla:

And we give him real answers and the real words for the answers. So, like he went through a phase of being very interested in how the body works and um a doctor who we visited thought it was absolutely hilarious when he corrected the doctor, because the doctor said I want to see in your throat or something like that and he said, you mean my oesophagus. At like three, you mean my oesophagus? The doctor thought it was hilarious. This is the sternum, this bone, like those kinds of things, cos he would ask, what is that, why is it hard over there and soft over there? Okay well that bone is the sternum.

Alex:

But also like very why. Why do we have ribs? It's a good question. I don't know if I asked that question ever.

Carla:

No he asks more questions than I ever did when I was little.

Alex:

So part of it is that we've always said good question. You know and if we know the answer, we can share the answer and if not we've got books, we use the internet, we try to answer the question.

10:35 Interviewer 1:

It's um, what my sense is that you've also come with those opportunities for when his questions come to go on a journey and find and respond to them as well which deepens that interest because there's that part.

Alex:

Yeah, we're very curious.

Interviewer 1:

Yeah, so he's coming with the curiosity, but you're also bringing a way of.

Carla:

I think we've got our own curiosity, often, like not always, like I'm so not interested in the hominids and space and dinosaurs.

Interviewer 1:

So it's not necessarily the concepts, but the idea of researching.

Carla:

Yeah.

Interviewer 1:

It's great, yeah. Um and then, just going onto creativity, so when, in your opinion how does, what creative activities is he involved in um that fosters his play as well or his learning?

Wonder Woman I can hear.

11:37 Alex:

So, storytelling definitely um and the reading. So he reads different things now as well, so he's getting into comic books, so he's got only a few like Black Panther he's been crazy now and Iron Man or something. It's never been my interest, I don't know the Marvel comics, Last night I was learning, I just got back from a trip and I got a new book for him. Now I'm learning for the first time which one's Iron Man and which one's Antman or whatever, but he has been reading that and again with the visuals in the comics they're different to his little story books right, there's a lot of fighting and chasing, but um.

Interviewer 1:

So the comic book you chose to bring back, was that initiated by what he was interested in?

Alex:

Yeah, yeah, yeah.

Interviewer 1:

Okay.

Alex:

I managed to find something um, it's a sticker book. So it's not actually a story, it's just pictures of all the different people. Um.

Carla:

His dancing.

Interviewer 1:

Okay yes, that's what I wanted to ask you and is that something you, is that like extra murals or I don't know, activities that he participates in outside of your home, what kind of?

Carla:

Yeah, he does swimming and Sportshub, so we've chatted to him about, because he seems to love dancing, we chatted to him about maybe doing, joining a dance class. And he's like why, I already know how to dance.

Interviewer 1:

I'm a freestyler, why?

Carla:

But still he's also not wrong, because his dance is like, like I almost feel I wouldn't want him to join a dance class, because it's going to be just following the patterns. Like the Leo right, he's like I don't want somebody else's instructions, I want to like, so most days and often after supper we'll sit around this table and he'll ask for music, he's very specific about music he knows what he wants and then he does his thing here dancing for us. And it's nothing that we've taught him and like I don't know, it's straight from him.

Interviewer 1:

And you look at it and you wonder I don't know if my body can do that.

Carla:

No, no like.

Alex:

But then also he has exposure to lots of different kinds of music, so he will ask for Old Town Road.

Interviewer 1:

Oh yeah.

Alex:

Last night was Dirty Diana and then he asks for a Stevie Wonder number.

Interviewer 1:

Great taste.

Carla:

Aphex Twenty. Yeah.

Interviewer 1:

Wow.

Carla:

Again, like we haven't tried to, like he does have some CD's with kid's music and a couple of those he quite liked, but also a lot of the new ones. You know, so we try to follow his interests so when he says he enjoys a piece of music and asks for it, then we'll play that.

Alex:

Oh Rush, his favourite is a 1980's Canadian rock band.

Interviewer 1:

Oh, wow.

Alex:

And he knows all the words.

Interviewer 1:

Oh really.

Alex:

Yeah.

Interviewer 1:

Oh great.

Interviewer 3:

That is very interesting, maybe the potential of the environment of the storytelling put Zuko in the sky.

Interviewer 1:

There's no limitations.

Interviewer 3:

Yeah, there's no limitations. There was something with Interviewer 2 in the classroom and Interviewer 2 played with him and make some record. The time Zuko take a box of Lego in the classroom.

Interviewer 1:

In the classroom.

Interviewer 3:

And put in pieces of eyes, like a camera. Is very very interesting because what you do, what you doing?

Interviewer 1:

I'm going to copy you, yeah.

Interviewer 3:

Is amazing photograph.

Interviewer 1:

Yeah, yeah.

CASE STUDY CHILD: Zuko
DURATION OF AUDIO: 01:32
TRANSCRIBER: Gaby

Zuko Technology GoPro:

Carla:

In the house.

Interviewer:

Cos I did see as we started your body started speaking towards the technology, where in some homes they almost lean back in their chair away from the GoPro.

Carla:

No he's perfectly comfortable with all these things.

Interviewer:

I thought so.

Carla:

He's just come from a run where he used his GoPro. For recording a run cos he was in Edinburgh and he needed to show us like how I feel.

Interviewer:

Okay. Yes.

Carla:

So I got to see videos, not just photos.

Interviewer:

Yes, okay. And in, for, for both of you do you feel comfortable with Zuko also using it, I mean we don't want to sort of compromise what your family's view is about technology and devices in your home as well so...

Alex:

I think it's more about what it is we're looking at.

Interviewer:

Yes.

Alex:

We'll figure out what is appropriate for Zuko to record stuff.

Interviewer:

Okay, yeah.

Alex:

What we can provide that's valuable.

Interviewer:

No okay, yeah. That's great. And then when the next visits come along, each visit we would sort of look at what you've recorded and you can give us some ideas about why you chose to that moment and how it worked so that the questions and the comments and conversations will be around what you've recorded in terms of the GoPro, but that we are also quite keen for a WhatsApp group, to have a WhatsApp group even where if Zuko wanted to take a video or wanted to send a voice note or anything along those lines throughout the week, that that's also another way of communicating.

CASE STUDY CHILD: Zuko
DURATION OF AUDIO: 03:45
TRANSCRIBER: Gaby

Zuko GoPro GH010014
09:38 – 13:15

09:38 Zuko:

To stop the fight and he runs off instead, but the thing is not happy, he flies off and then with those cutting teeth he bites more, ow! The T-Rex gives up, he has nothing he can do, the bats too fast and the bat's teeth are too fast and too sharp and his throat is too long to swallow a whole tail, so he, so he gives up and the bat has his feast. But then, he invites the shark over for dinner. He invites the shark over for dinner. He opens his mouth like a fish. But the shark, but the big, but the big beast is still alive. He wiggles his tail, but the shark, but the shark holds on to his tail. The shark holds on. The shark races to the hand. He chews on the hand as hard as he can. He's cutting teeth. He gets into the neck and cuts, and cuts the fish. He spits the fish out and tries to get the tail. The shark comes racing to help, the shark's incredible teeth holds onto the shark's hand. The shark that the, that the, that the big strong beast is also getting a bit sore that, those teeth are strong, they made for ripping through flesh. But when he spat the fish out, he spat it out onto dry land and the fish needs to get to water quick before he dies.

CASE STUDY CHILD: Zuko
DURATION OF AUDIO: Various
TRANSCRIBER: Gaby

Zuko GoPro GH010059

1. 00:05 – 00:30

Zuko:

Going to make a giant gorilla like this guy, but he's a bag guy, but we aren't really making a bad guy so it's just going to be a giant gorilla.

Carla:

Okay Zuko, he's already made one, can we see the one that you've already made?

Ah, that's awesome and he said he's going to show me how to make one.

2. 01:06 – 04:36

Zuko:

So you first make the head.

Carla:

Okay.

Zuko:

Now, for the neck part. Do you know I make the first part and then you copy the rest.

Carla:

Oh okay.

Zuko:

I made the first part and then you must copy the rest. I put it there so you can see what it looks like.

Carla:

Will you talk me through it though please?

Zuko:

So you put the head on and then you make two other guys and then you attach it to him and then you put another guy, but half a guy, but no legs. Actually you make a guy like, you make a guy like this, but you must no legs at the bottom there. So then you can put long piece at the bottom, you don't put the long piece there, you put the long piece at the bottom and then you put the two legs there.

Carla:

Oh, okay.

Zuko:

Then you put these two long pieces there.

Carla:

How did you make such a long piece like that?

Zuko:

That's because I just put those back there and then I put that.

Carla:

What's holding all those pieces in a row there together?

Zuko:

What's holding it? Good question. It's this part.

Carla:

Oh, the row underneath it, so I need, I can build, I got my underneath one and I can build more on top. Thanks for clarifying.

Zuko:

So if you take, look, if I take this off, look, it falls.

Carla:

Exactly, that was what I was trying to figure out.

Zuko:

Hold it together.

Carla:

I need a longer piece though. Can you help me find a longer piece please?

Zuko:

Okay, I found it, I found it close here, I'm just going to check, find it, I need to check the size, I need to check the size. Now I need to check the next size. Yup, the next size, look, that's the same.

Carla:

That for the feet?

Zuko:

Yeah. So then, then this one. This one is not so tricky.

Carla:

You having to take all my work apart, I thought I was doing it all wrong. Hmm, seems. That's okay, that's how I learn. Not that piece.

Zuko:

Wait, wait, wait, wait, wait, wait, wait, wait.

Carla:

Can those be the feet?

Zuko:

Yup. Yes, yes, yes, yes, yes and now do you know what you have to do? You have to make a diamond.

Carla:

A diamond?

Zuko:

Out of, little Lego guys.

Carla:

Look at that, I can see the diamond.

Zuko:

Yup. Half a diamond.

Carla:

Okay. I need to focus on making a diamond.

Zuko:

You need like one guy, two guy, three guy, four guy. You need to make four guys to make a whole diamond.

Carla:

So I'm focussing on that.

Zuko:

Focus Mom, if you get distracted, you might just look at that and do your work and when you show me it, you might just make a rocket.

Carla:

Then we in trouble eh? Then we got trouble, I'll be doing the wrong thing.

Zuko:

Don't say that, you could just distracted by what you're talking about.

3. 08:39 – 09:00

Carla:

How do you like to end your tutorials? Do you have something you want to say to the audience to end your tutorials?

Zuko:

Come back later, to learn about, to learn about more prehistoric animals. Bye, there can be a new one after, bye see you later.

Carla:

Love it.

CASE STUDY CHILD: Zuko
DURATION OF AUDIO: Various
TRANSCRIBER: Gaby

Zuko Dictaphone2

1) 00:00 – 01:32 (Very soft, can't make out much)

Interviewer:

This is really, really nice. Come on, it's a boat. Wow, it's really nice. Did broken.

Zuko:

That egg is one crazy.

Interviewer:

Crazy.

Zuko:

And Rubble and Chase and another.

Interviewer:

We have this in Brazil no? There we call it a.....Chase and Sky too right?

Zuko:

And if you the badge then?

Interviewer:

Wow I've seen this before, Francisco has one Chase.

Interviewer says something.

And cars and planes and animals. And trees and dogs.

2) 05:21 – 07:10

Zuko:

I have a Spiderman. I have a book about all of the superheros.

Interviewer:

All of the what?

Zuko:

All of the superheros.

Interviewer:

All of them. I remember you told me about.

Zuko:

Black Panther.

Interviewer:

Yes. I don't know what superhero is this? Could you show me?

Zuko:

Black Panther is, it's a person that has a mask like a black panther and also he has a suit and also that suit is made out of powerful metal called Vibranium.

Interviewer:

Okay. You are a superhero or not?

Zuko:

Hmmmmm. Superhero.

Interviewer:

Superheros oh my gosh. I never see this Black Panther.

Zuko:

And also, there's a superhero and he's and he's Miracoon. He is Rocket Raccoon.

Interviewer:

Yeah, this Black Panther, I never saw before, because Francisco just told me about Superman and Spiderman, Flash, Francisco loves The Flash, but this one I don't know. I don't think we have this one in Brazil.

Zuko:

Do you know Rocket Raccoon?

Interviewer:

No. You have to show it to me.

Zuko:

Well I do have a book.

Interviewer:

Ah, you have a book.

Zuko:

Yeah. Rocket Raccoon and Black Panther.

Interviewer:

Okay. Ah, come one, can you show it to me, it's here?

Zuko:

No, it's in my bedroom.

3) 08:35 – 9:00

Zuko:

This is the Black Panther book I was talking about.

Interviewer:

Ah, let me see. My God, I never see this superhero before.

Zuko:

This is Black Panther again.

Interviewer:

Yes.

Zuko:

And this is Groot.

Interviewer:

This is I know, I see a movie with him.

Zuko:

This is Rocket Raccoon.

Interviewer:

Wow, I can see.

Zuko:

This is Captain America.

Interviewer:

Captain America I know.

4) 09:35 – 10:23

Zuko:

That's Black Panther.

Interviewer:

Yeah. I know, he flies or he has.

Zuko:

He has, he has, he has, Vibranium claws and these are all of his team. There's Captain America and these are, these are, that's Ironman. And also this is the same one as this one.

Interviewer:

Where's The Flash? The Flash doesn't hang out with this group?

Zuko:

The Flash is, but it's not in this book.

Interviewer:

Okay.

Zuko:

Groot might just look like a walking tree, but he's got feelings.

Interviewer:

Okay, did you see the movie?

Zuko:

No, I just had the book.

5) 19:03 – 21:37

Interviewer:

That's Groot, he's so cute. But Groot.....is living in the Earth or in other planet?

Zuko:

They save the galaxy from bad guys. In the galaxies they have valuable stones in the galaxy and then a other bad guy tries to steal them to make their, to make their, to make their suit stronger.

Interviewer:

I see.

Zuko:

I just need to go to the toilet.

Interviewer:

So there's a lot of things, okay go.

Zuko goes to the toilet.

20:28 Interviewer:

You don't have to run, it's okay. So, you play, you play that you are superhero? Yeah, and you pay with who, you parents?

Zuko:

Hmm, sometimes I play with myself. Sometimes I play with Mousie.

Interviewer:

Who's Mouse? Your friend?

Zuko:

He's a tiny little, he's a small little guy. Also these are the bad guys in these stickers. Looking for a....

Interviewer:

Is very nice. So what makes you feel happier? To play superhero, to read or to play with cars, anything to play right?

Zuko:

To make me happy is to play with.....comic books.

Interviewer:

Oh.

6) 25:06 – 25:50

Zuko:

Do you know if bad guys come to my house I put these.....

Interviewer:

That's a good idea. Good, good, really good. I think I should buy some to take for me just for safe right?

Zuko:

Yeah, you never know, somebody might want to, I'm going to be him.

Interviewer:

Yeah, why do you want to be him?

Zuko:

He's just so cool, like if a bad guy tried to mess with him one against one, I know that he's going to win. That's cos he doesn't have to.....he's got a shield. So he's, so he's protected.

Interviewer:

Yeah.

CASE STUDY CHILD: Zuko
DUARTION OF AUDIO: 02:00
TRANSCRIBER: Gaby

Zuko Lego and Learning:

Carla:

We normally try and encourage him, the first time he opened the kit, it's been kits that have instructions. We got one of those kits that are just creative Lego and they got some ideas in there, multiple ways that you use the same blocks. Yeah, but the other kits he's been giving, like mostly presents and stuff and then you have alike a specific thing that you follow the instructions and build.

Interviewer:

Okay.

Carla:

Like I say, he can do that, but he doesn't love to do that. He's like, can't I just do my own thing? Yeah, that's kind of his usual orientation with learning is let me make my own thing, let me try it myself, why do I have to follow instructions?

Alex:

What a little boy built is mostly vehicles, from a number of kits we have different size wheels.

Carla:

Yes, aeroplanes.

Interviewer:

So when you say that he builds the different kits, is that according to his own interest of what he's building, he's not looking at the guide.

Carla:

So usually we can motivate him to follow the instructions and build it once.

Interviewer:

Okay I see.

Carla:

Once he's done that, it goes into the pile of do what you like with it.

Interviewer:

Okay.

Carla:

We've got some unopened boxes that he's saying, I don't want to do those instructions, so we haven't opened them yet. So they stay there until you are ready to do the instructions. Do the instructions once, so you can see what's possible and get ideas and then it goes into the Lego pile and you can do whatever you like with it.

Interviewer:

Okay.

Carla:

It's not going into the Lego pile until you've tried with the instructions once.

Interviewer:

Okay. I'm smiling because I can feel my own parenting resonating with you there. And then does he engage with other Lego portfolio things like films or things on Netflix or other branded things to do with Lego?

Alex:

Are you going to ask about Dad's Lego?

Interviewer:

Ah, no I think you've asked yourself about Dad's Lego.

Alex:

Well Zuko is not allowed to play with Dad's Lego.

Interviewer:

Okay, yet.

Alex:

Yes, yet, I have, when he's a bit bigger then he can.