# School A Group 3 – 14 July 2016

Speaker 1: And things you need to know, I'm going to record the group discussion, and we've got a few questions here, and I'm going to let you have a look through them first. We've got 2 sets of questions, because sometimes if I'm longer, I let you have a group discussion on your own, and then we have a discussion as a group, and what we'll probably do, is the first set of questions, if you want to have a look through those, and I won't say much, and then the second set, I will probably ask some follow up questions as we go through those ones

I'm going to record the interview, and at some point over the summer I'm going to do what's called transcribing the interview. You guys know what that means?

That means, listen to it, write down everything everybody said, and it will look something like a script.

If you'd like to see the transcription, I will send those to Mr. [inaudible 00:00:51], after the summer, and he can pass those onto yourselves, if you want to, so you can see what you have said, and if you think I've gotten it right.

That's all this stuff here says. Do you guys have any questions about what we're talking about?

Speaker 2: Will this be played to anyone else?

Speaker 1: Nope. It won't be played to anyone else. The only person that will hear the recording is me, and I might use the transcription for my research, and I might use pieces from that transcription, but what I will do is, once I've transcribed it, and I'm happy with the transcription, I will change all of your names on that paper.

So you'll never have ... What you've said connected to what is ... Your name will never necessarily be connected to what you've said.

Speaker 3: Do we get to pick our names?

Speaker 1: If you really want to.

Speaker 4: [crosstalk 00:01:39]. Don't pick that name.

Speaker 2: Is it just our voice being recorded, and not our face?

Speaker 1: Just your voice that's being recorded. I'm not doing a video recording. It's one of [crosstalk 00:01:47]. Sometimes it feels like it would be useful, because it's easier to tell who's talking when you do a video recording, but it's a little bit less intrusive.

But yes it will ... I will be the only one who listens to it, and if you say something that I think identifies you or the school, I'll change any details, or I won't use that section.

So anything that appears in the final research, and won't ... Be connected to you in any way.

Okay? Clear enough? Do you guys have any questions about the research I've been doing the last couple of weeks?

Okay, so we each got a question sheet out in front of you. You're welcome to keep these or leave them or whatever, or write on them if you want, and I've got some pens.

Do you want the chance to look at them on your own first, or should we just kind of start?

Speaker 2: Start [crosstalk 00:02:42].

Speaker 1: Start.

Okay, so what we're going to do is we're going to do the first set of questions, and I will ask the questions but I'm not going to follow them up or anything. If you guys just answer as you want, and if we have time, we'll go onto the second set of questions, which are more discussion talks.

So the first question is, can you name the 3 computer scientists who have influenced the field of computing?

So when I say famous computer scientist, what do you think?

Go ahead. It's a discussion. There's no right or wrong answer. [crosstalk 00:03:15]. It's also fairly confidential.

Speaker 3: Wouldn't Brian Cox be one? He's like science for [inaudible 00:03:23].

Speaker 4: [crosstalk 00:03:24].

Speaker 2: He's about computers.

Speaker 1: What was that?

Speaker 4: The guy is on the computer isn't it?

Speaker 3: Steven Hawking.

Speaker 4: Yeah.

Speaker 1: Okay.

Speaker 4: [crosstalk 00:03:35].

Speaker 2: That's 2.

Speaker 4: Isaac Newton?

Speaker 1: What about people ... Sorry I'm doing what I said I wouldn't do, but ... If I said somebody famous in computing, what would somebody famous who uses computers, or has changed computing?

Any ideas?

Speaker 2: What's it called? I forgotten his name now.

Speaker 3: [inaudible 00:04:01].

Speaker 2: No.

Speaker 3: [inaudible 00:04:07].

Speaker 4: It's going to annoy me all day now.

Speaker 1: What did he do? What's he known for?

Speaker 4: Microsoft.

Speaker 1: Okay. Bill Gates?

Speaker 4: Bill Gates.

Speaker 1: Okay. So how would you complete the following sentence? Computers are for ...?

Speaker 3: Learning.

Speaker 4: Research.

Speaker 2: Yeah research.

Speaker 4: Forgotten.

Speaker 1: Oh I'm sorry.

Speaker 3: Research and watching ... And playing games.

Speaker 4: Netflix ... And talking to your friends.

Speaker 2: Netflix.

Speaker 5: Yes [inaudible 00:04:37].

Speaker 3: YouTube ... honestly.

Speaker 5: [inaudible 00:04:42].

Speaker 1: What if we changed it to ... computers are best for ...?

Speaker 3: Coding.

Speaker 2: Research.

Speaker 6: Research.

Speaker 2: Research and games probably.

Speaker 4: More games.

Speaker 2: YouTube.

Speaker 1: To what extent do you agree or disagree with the following statement. So the first one is ... "I am the same person online, that I am offline?"

Speaker 6: Yeah. [crosstalk 00:05:09]. I am.

Speaker 2: No. Because you usually change your name online. You don't go around telling people where you live, or my name is ... Thing like that.

Speaker 1: You change your personality?

Speaker 6: I don't.

Speaker 3: No.

Speaker 2: No, not personality, but-

Speaker 4: Change your names [crosstalk 00:05:26].

Speaker 2: Names and where you live, and your date of birth. You change a lot when you go in social media or something like that.

Speaker 1: But do you feel like you are the same person, just because you've changed those details?

Speaker 2: Same person just changed details.

Speaker 5: I change my date of birth.

Speaker 3: You just change like the name. [crosstalk 00:05:41] if you keep your old name, it feels ... Weird.

Speaker 1: So, how-

Speaker 2: My name's just J– L–

Speaker 1: What about the next one? "I say things online, that I would not say offline?"

Speaker 2: No.

Speaker 3: No. Everything I say offline, I say online.

Speaker 1: Anybody else?

Speaker 6: Yep.

Speaker 2: No.

Speaker 4: No.

Speaker 1: Exactly ... You never say something that ... Online that you think, "Oh I would never say that offline?"

Okay, and how much a person knows about computers and how they work changes with how they interact with other people online?

Speaker 2: Yeah.

Speaker 4: Yeah.

Speaker 3: Yeah?

Speaker 2: Yeah well people scam people. You can get scammed by someone that knows how to use the computer well.

Speaker 5: I got scammed on a game one day.

Speaker 2: Like that yeah.

Speaker 5: [inaudible 00:06:29] took 10,000 pounds gone.

Speaker 3: Yeah.

Speaker 2: You get scammed on a game.

Speaker 1: Yeah. So you think if somebody ... So if you know more, like if you know that's possible, they can change what you do?

Speaker 4: [inaudible 00:06:40].

Speaker 2: [inaudible 00:06:40] packs on GTA, or [inaudible 00:06:43].

Speaker 5: I can get hacked [inaudible 00:06:45].

Speaker 1: But do you think how you ... How much you know changes how you use computers, or how you interact with people?

Speaker 5: Don't know [crosstalk 00:06:52].

Speaker 6: Yeah.

Speaker 2: No.

Speaker 6: Yeah.

Speaker 2: Probably [inaudible 00:06:57].

Speaker 1: Can we do a show of hands?

So who would agree with that statement? Put up your hand. So agree that how much you know about computers changes how you use them?

Speaker 2: Well yeah.

Speaker 7: If I knew more.

Speaker 1: Okay so out of 6 of you.

Speaker 3: 6 out of 6.

Speaker 1: If I ever asked for you to show hands, I have to say the number, because that way when I listen to it, I know who put their hand up.

So in 10 years time, what do you think the digital world will look like?

Speaker 2: A lot-

Speaker 3: Digital-

Speaker 2: [crosstalk 00:07:27].

Speaker 3: Like the Matrix.

Speaker 7: The Matrix!

Speaker 2: I think ... Apple watch, generally ... Apple watch will have done a lot for ... There will be headsets, like [inaudible 00:07:39] VR headsets. They might become a real thing, like for watching football games or something like that, because they talk about doing that, and stuff like that.

That would be a lot more [crosstalk 00:07:49].

Speaker 5: We're talking about the future here? [crosstalk 00:07:54].

Speaker 1: Well the future in general.

Speaker 3: In the future in general, it depends-

Speaker 4: Well certain things-

Speaker 3: In 10 years, it will be like how the [inaudible 00:08:00], and the future will be the end of mankind. It will just be nothing.

Speaker 1: Okay.

Speaker 7: The terminators walking around.

Speaker 1: So what do you think is going to be possible in computing terms, in the future that is not possible now?

Speaker 7: Definitely like different game experiences, different ... More powerful computers.

Speaker 3: Yeah.

Speaker 7: And better software for coding, research, and search engines will be much more efficient and things like that.

Speaker 5: [inaudible 00:08:27].

Speaker 1: What's that mean? More efficient?

Speaker 7: Right now, if you search for Google. That say-

Speaker 2: Sometimes it doesn't come up with all the stuff you want.

Speaker 7: Yeah you search something, and it won't come up with the right thing sometimes. It will come up with a lot of junk, but it might be filtered down.

Speaker 3: Yeah.

Speaker 1: So better filtered?

Speaker 3: That would be handy.

Speaker 1: And how much time do you think you're gonna spend using computers and digital devices when you're an adult?

Speaker 3: Not much.

Speaker 1: Not much.

Speaker 3: [crosstalk 00:08:53].

Speaker 4: Quite a lot.

Speaker 5: But we do use my phone a lot to message people.

Speaker 2: Not as much as I do now.

Speaker 1: Not as much as you do now?

Speaker 2: Yeah.

Speaker 5: Really?

Speaker 1: So you think once you're an adult-

Speaker 4: You always use your phone. [crosstalk 00:09:05].

Speaker 3: You'll still use it, but just not as much.

Speaker 2: I mean if you look [inaudible 00:09:06].

Speaker 1: What do you think you'll be using it for? Or why don't you think you'll use it?

Speaker 5: I think it'll be-

Speaker 7: If you have a job, you would ... Might have to research stuff.

Speaker 3: You'll lose time with it [crosstalk 00:09:16]. Because you'd be doing [crosstalk 00:09:18].

Speaker 7: You'd be older [crosstalk 00:09:21].

Speaker 2: A lot of drones use computers, for example, not just [inaudible 00:09:25] use them ... My dad's a mechanic. When he works in the mechanic, he has to use scanners, which are computers.

Speaker 5: Tractors use them.

Speaker 1: So can I just ask you [crosstalk 00:09:34] you might not know yet because you just use [inaudible 00:09:38], what do you guys want to do when you grow up?

Do you have any idea?

Speaker 5: I do. [crosstalk 00:09:42].

Speaker 1: What about you? Don't know?

Speaker 2: I want to be in the Army.

Speaker 1: Army? Okay.

Speaker 5: [inaudible 00:09:49] well-suit the Army.

Speaker 1: What about you?

Speaker 5: Or the military ... And I want to be a drama teacher.

Speaker 1: Okay. Drama teacher.

Speaker 4: No idea.

Speaker 1: No idea?

Speaker 3: No idea.

Speaker 1: Okay, and what do you think the main purpose of you learning about computing and computers is?

Speaker 5: Oh I want to work in a café as well.

Speaker 2: I feel like it helps if [inaudible 00:10:08].

Speaker 5: It doesn't help me at all.

Speaker 1: Doesn't help you at all?

Speaker 5: It doesn't impact my life.

Speaker 1: Okay that's fine. But you think it helps you be safe? So you think [crosstalk 00:10:16].

Speaker 3: And Python can be helpful for ... when you're in the future, and you need to code something, I don't know why, because you might need to.

Speaker 1: Do you think you need to code something?

Speaker 3: Maybe twice [inaudible 00:10:33].

Speaker 1: You would?

Speaker 2: It helped me fix the script on the computer.

Speaker 1: What script was that?

Speaker 2: I was using a programme called Hydra, and it went wrong and I had to fix it.

Speaker 1: Okay.

Speaker 2: There was a tutorial on YouTube and it did help that.

Speaker 1: Yeah, because you've done a little bit, so something had gone wrong in using ... And did you feel like you wouldn't have necessarily understood that YouTube video, if you haven't had to?

Speaker 2: Yeah.

Speaker 1: Okay.

So to what extent do you think that what you're learning in your computing class relates to your everyday life?

Speaker 3: Nothing.

Speaker 6: I have to change an answer to ne of my questions.

Speaker 1: Okay, what answer do you want to change?

There aren't any right or wrong answers.

Speaker 5: What is the job one that we did?

Speaker 1: That's not on here, that was just [inaudible 00:11:20].

Speaker 5: I just want to do a job that I'm happy with.

Speaker 1: That's a good ... That's a good-

Speaker 3: Well to an extend the way you think, you learn computers ... Wait is that the right one?

Speaker 7: Yeah.

Speaker 3: All right. Yeah with your everyday lives, you might go to a club or something.

Speaker 1: Well thinking about your life now-

Speaker 3: I go to coding club sometimes.

Speaker 1: Okay coding club, that relates.

Speaker 2: Using Python on my iPad.

Speaker 1: You use Python on your iPad?

Speaker 2: Yeah.

Speaker 1: Okay. Do you do that, or is that something that you might do?

Speaker 2: I don't use it anymore, because it all corrupted and it really annoyed me.

Speaker 1: But you did use it?

Speaker 2: Yeah.

Speaker 1: What about anybody else. Does anything you've learned in your computing classes relate to your everyday life.

Speaker 5: I play Sims.

Speaker 1: Okay, do you feel like it connects? Do you feel like it helps?

Speaker 5: Yeah.

Speaker 6: It helps with games [crosstalk 00:12:05].

Speaker 1: Do you think anything you learned in computing [crosstalk 00:12:16], but do you think anything you've learned in computing class relates to how you'll use computers in the future?

Speaker 6: Yeah.

Speaker 3: Yes.

Speaker 1: You definitely think what you're learning now, Python and the rest of it, really relates to how you'll use computers in the future?

Speaker 3: Yeah. [crosstalk 00:12:30].

Speaker 5: Yeah well if the computer's slow.

Speaker 3: Yeah but-

Speaker 5: It depends.

Speaker 3: But you'll ... For computers, they'll ... It will relate to it, because they're teaching us how it works at the moment.

Speaker 1: Yeah?

Speaker 3: But in the future, it will be a bit different.

Speaker 1: So you think that this is a good way of having a foundation?

Speaker 6: Yeah.

Speaker 5: Mm-hmm (affirmative).

Speaker 1: What would make your computing lessons more engaging or exciting?

Speaker 2: [inaudible 00:12:50] my videos. [crosstalk 00:12:53]

Like going straight to the actual coding. We do the coding the same time as it says doing ... Instead of like, doing these algorithm things and stuff.

Speaker 1: So you think less time?

Speaker 7: Go straight to it.

Speaker 3: Yeah get straight to the work. [crosstalk 00:13:02].

Speaker 7: Take it home and do it.

Speaker 1: So try it, and see if you can do it, and then when it doesn't work, go-

Speaker 7: Yeah.

Speaker 6: I'm going to do preliminary quizzes.

Speaker 3: Yeah.

Speaker 1: [crosstalk 00:13:13].

Speaker 3: Everyone just skips preliminary quizzes. They click, "Uh that's C,B,D,E."

Speaker 5: It would be more interesting if we're actually going to do them.

Speaker 7: Put a video, then answer questions out loud.

Speaker 5: [crosstalk 00:13:26].

Speaker 4: Or play a game, like an example of a game, and then like-

Speaker 5: See how he said it-

Speaker 1: Do you realise that the preliminary quizzes contribute to your overall work?

Speaker 3: Yeah I do know that.

Speaker 7: I usually get like 10 out of 10 on mine.

Speaker 1: Okay so we've got about 10 minutes ... 5 or 10 minutes left.

Now we've got a second set of questions. We're just going to look through these. If you don't get all of them that's fine.

So far, thumbs up or thumbs down. So 2 thumbs up is great, 2 thumbs [inaudible 00:13:58] can also be in between, has this discussion interview gone so far?

2 thumbs up for everybody?

So far interesting?

Speaker 3: 2 thumbs up from everyone.

Speaker 1: You feel like you're getting your point across and we're enjoying it?

Speaker 7: Yeah.

Speaker 1: Great.

So have you ever heard of the term computational thinking?

Speaker 7: [crosstalk 00:14:19].

Speaker 2: Computational what?

Speaker 1: Thinking ... computational thinking.

Speaker 5: What is that? I don't know what it means.

Speaker 1: what do you think it might mean?

Speaker 6: You think ... No.

Speaker 7: I was going to say you think like a computer.

Speaker 6: I don't know. I really don't know.

I don't know.

Speaker 1: Don't know? That's not a bad answer. There are no right or wrong answers. Anybody else?

Speaker 3: Thinking about computers?

Speaker 1: Thinking about computers?

Speaker 7: A bit geeky [crosstalk 00:14:49].

Speaker 1: Computational thinking.

It's all right.

Speaker 5: It's complicational thinking.

Speaker 1: You think that it's complicational thinking?

Speaker 5: It says it in the word, complicational, it's complicated.

Speaker 2: I think it's when you think ... [crosstalk 00:15:14] computational, like you think code, you think how you code, and things like that.

Speaker 3: Yeah.

Speaker 1: How much time do you feel like you spend using a computer, or a digital device during the day?

Speaker 7: Everyday. Every single hour. [crosstalk 00:15:32] a lot yeah.

Speaker 2: I play the PlayStation a lot [crosstalk 00:15:37].

Speaker 1: That's very precise. So what do you spend that time doing?

Speaker 6: Watching YouTube.

Speaker 1: You don't have to raise your hand.

Speaker 5: Whatever then. I don't wan to be rude. I technically go on it about 3 hours after school, and then after that, I go out skating.

Speaker 1: Skating? Okay.

Speaker 5: I use it on Snapchat and Pokemon' Go. [crosstalk 00:16:05].

Speaker 1: You weren't doing that until yesterday.

Speaker 2: I know I was. I was using the Australian one.

Speaker 1: The Australian.

Speaker 2: And then I got kicked off of it and I was really annoyed.

Speaker 1: Did you save load it then?

Speaker 2: Yeah I had it, and I had to load really good Pokemons, and then it kicked me off, and I had to make a new account, because I was using the Australian one.

Speaker 4: I really don't play it.

Speaker 1: So what does the term social media mean to you guys?

Speaker 4: [crosstalk 00:16:34].

Speaker 7: Like Facetime, that's what I do.

Speaker 5: Like Snapchat and Instagram.

Facetime, those that can [inaudible 00:16:40].

Speaker 1: Do you guys all use social media?

Speaker 5: Yes.

Speaker 2: Not very often.

Speaker 7: I use it in [inaudible 00:16:49]. [crosstalk 00:16:51].

Speaker 1: Those of you who do use social media, how much time do you spend using-

Speaker 3: A lot.

Speaker 5: Like a lot, yeah a lot. [crosstalk 00:17:01].

Speaker 1: So do any of yourselves consider you to be a part of communities ... Online communities, like if you're part of a game that might be a guild or a forum, or anything like-

Speaker 5: I'm in a lot of group chats.

Speaker 1: Group chats?

Speaker 7: Like GTA, like a group.

Speaker 1: Yeah sure.

Speaker 3: I've got a family group with my family, with my mom-

Speaker 1: So what about ... Are any of you part of groups that are made up of people who you've only met a couple of times, but mainly talk to online, or you've never talked to at all face-to-face?

Speaker 3: [crosstalk 00:17:28].

Speaker 2: Clash of Clans. [crosstalk 00:17:36]

Speaker 5: To school but I've talked to them like twice.

Speaker 1: But you've met them before?

Speaker 7: I only play with them If I actually know them.

Speaker 1: Okay.

Speaker 7: Otherwise I think it's a bit strange.

Speaker 1: So when you're an adult, how important do you think that understanding how computers and software work will be-

Speaker 7: It depends if you've got a job with computers.

Speaker 5: Kind of important, because if you have a kid, and you buy them a phone as a Christmas present, then you'll have to help them set it all up.

Speaker 2: I didn't hear what you said.

Speaker 1: How important do you think understanding how computers and software work will be in the future?

Speaker 2: Very important, because in the future, lots of stuff will be based off of computers. We won't have books anymore. We will fully be using iPads.

Speaker 3: Yeah, old traditions will leave and new will join. Like-

Speaker 2: Yeah the old ones like-

Speaker 3: Like [crosstalk 00:18:27].

Speaker 7: The world will be on iPads.

Speaker 1: So you think everything's going to be ... Even though a lot of you don't think you'll be using computers as much, in the future, at your job.

Speaker 2: I think it'll be much more important to have computers.

Speaker 1: You'll have to have computers even if you don't use them very often?

Speaker 2: [crosstalk 00:18:46].

Speaker 1: Okay, and how do you think you will be using computers in the future? So do you think you'll be using them for work, for hobbies, for-

Speaker 2: [crosstalk 00:18:56].

Speaker 3: Because if you're old, you're going to be using Facebook or something, like people who have not met in years.

Speaker 1: Okay, so you'll think you'll mainly be using computers for hobbies.

Speaker 2: My dad still uses Atari.

Speaker 5: What's that?

Speaker 2: [crosstalk 00:19:15].

Speaker 1: So in 5 years time, what do you think you'll remember from ... From what you've learned about computers?

Speaker 2: [crosstalk 00:19:26].

Speaker 1: Has learning about computers, changed how your choices and decisions about the future.

Speaker 5: Nope.

Speaker 7: It depends.

Speaker 3: Is it question 7?

Speaker 1: No I've skipped down to question 9.

Speaker 3: [crosstalk 00:19:49].

Speaker 5: In the future, because ... It might by chance that it's not so complicated.

Speaker 1: So because of taking computers, you might by a tractor that doesn't have GPS and all that fancy stuff?

Speaker 5: No you need GPS, but just a simple one.

Speaker 1: You wouldn't get-

Speaker 5: [crosstalk 00:20:10].

Speaker 1: So we're going to do the last question. Is there anything that you think you should be learning about computing or computers that isn't covered in lessons?

Speaker 5: No. We're tackling and learning all. [crosstalk 00:20:30].

Speaker 2: We're not learning all the important stuff. [crosstalk 00:20:32].

Speaker 7: Tips.

Speaker 1: Tips.

Speaker 2: Like how to fix your laptop if it goes wrong.

Speaker 3: How to deal with bugs and stuff. [crosstalk 00:20:42].

Speaker 2: Like say you enter you're [inaudible 00:20:48], how to get a firewall to stop bugs and things like that.

Speaker 1: Okay, brilliant, well-