# School A Group 2 - July 11 2016

Questioner: Can you name three computer scientists or people who have had influence in the field of computers.

Kid: Charles Darwin [inaudible 00:00:11][crosstalk 00:00:07]

Misc Speech: Albert Einstein. [crosstalk 00:00:07]

Speaker 3: No, that is a scientist.

Oldest Boy: No it is not. He created the bomber.

Unknown: It's there a person that's named after Microsoft or something.

Oldest Boy: Bill Gates. Steve Jobs. No, Steve Wozniak actually. Not Jobs.

Unknown: Steve Jobs, Bills Gates, and Charles Babbage.

Oldest Boy: Nope, it's Steve Wozniak. Steve Jobs was the ... [inaudible 00:00:26]

Misc Speech: [inaudible 00:00:25]

Oldest Boy: Steve Jobs was the advertiser, it was Steve Wozniak.

Speaker 3: Bill Gates [inaudible 00:00:29] You're not supposed to write it.

Kid: Yeah you are.

Oldest Boy: Going to the dogs. [crosstalk 00:00:40]

Kid: All right I'm just putting it anyway. Because you put your name on the [inaudible 00:00:42]

Misc Speech: What Bill Gates? [inaudible 00:00:50]

Speaker 3: Stop it [crosstalk 00:00:46]

Misc Speech: Bill[crosstalk 00:00:47]

Kid: ...And Charles Babbage. Is it Charles Babbage?

Misc Speech: Yeah I think so[crosstalk 00:00:52]

Oldest Boy: Shh Shh!

Kid: Steve Jobs ...is that a ...is that a person?

Misc Speech: Yeah [inaudible 00:00:58]

Misc Speech: We the most awkward group possible.

Kid: [inaudible 00:01:11] Charles Babbage

Misc Speech: Charles Babbage? Um what [inaudible 00:01:15][crosstalk 00:01:17]

Kid: Um [inaudible 00:01:20] How would complete the following sentence "computers are.. [inaudible 00:01:27][crosstalk 00:01:22]

Speaker 3: Shh Shhh Shhhh [crosstalk 00:01:26][inaudible 00:01:27]

Kid: ..The best technology.

Misc Speech: [inaudible 00:01:30][crosstalk 00:01:32] right, Steve jobs and ...

Oldest Boy: No it's Steve Wozniak. He was the one who invented the actual iOS system ...Steve ...[crosstalk 00:01:35][inaudible 00:01:39]

Speaker 3: We'll just Bill Gates, Steve Jobs and Charles Babbage.

Oldest Boy: ..No! Because Steve Jobs was the advertiser and Steve Wozniak [crosstalk 00:01:41][inaudible 00:01:42]

Kid: [crosstalk 00:01:40]Right we got through, we got through sharp.

Speaker 3: [crosstalk 00:01:41][inaudible 00:01:39] Oh Well!, everybody knows who Steve Jobs is.[crosstalk 00:01:44]

Speaker 7: Yeah! Charles Babbage ...im gonna put that.

Misc Speech: Charles babbage was the inventor [inaudible 00:01:50]

Questioner: Right! Are we ready to move on to the next question?

Kid: How would you complete the following sentence?[inaudible 00:01:55]

Oldest Boy: [inaudible 00:01:55][crosstalk 00:01:56] Steve Wozniak

Speaker 7: Steve Wozniak?[crosstalk 00:01:57]

Oldest Boy: He actually made iOS [crosstalk 00:01:58][inaudible 00:01:59]

Questioner: [inaudible 00:02:05]How would you complete the following sentence?...[crosstalk 00:01:58]

Questioner: "Computer are the best technology now a days?"[inaudible 00:02:05][crosstalk 00:02:07]

Kid: [inaudible 00:02:08][crosstalk 00:02:10] right we've got 15 minutes to go through the whole [inaudible 00:02:11][crosstalk 00:02:12]

Misc Speech: What's that word that you use?..[inaudible 00:02:09][crosstalk 00:02:11]

Kid: The research and ...[inaudible 00:02:12]

Misc Speech: You're gonna get told off.[inaudible 00:02:17][crosstalk 00:02:18]

Oldest Boy: Well, what the heck! J– stop! [crosstalk 00:02:15]

Speaker 3: What i'm ... [crosstalk 00:02:22][inaudible 00:02

Oldest Boy: Why were you moving it?[crosstalk 00:02:25]

Speaker 3: [inaudible 00:02:14]You're closest to it

Oldest Boy: [inaudible 00:02:28] Uh computers are for research ...[crosstalk 00:02:27]

Kid: [crosstalk 00:02:31] research programming ...

Misc Speech: [crosstalk 00:02:31] Computers are for ... [crosstalk 00:02:32]

Oldest Boy: Programming ...[inaudible 00:02:37]

Speaker 3: [crosstalk 00:02:35]For something only!...what is it?

Kid: For reading only

Speaker 3: No! For when you can't take a book out ...[crosstalk 00:02:38]

Oldest Boy: [inaudible 00:02:40][crosstalk 00:02:37]

Misc Speech: Programming

Speaker 3: No! For ...no! It's not programming ...[crosstalk 00:02:45]

Kid: No don't [crosstalk 00:02:47]

Speaker 3: ..For something only, so you can only look at it in the library...[crosstalk 00:02:52]

Misc Speech: Just ...just leave it for now. Right third question.[crosstalk 00:02:56] Three A

Unknown: T– stop!

Questioner: What ...to what extent do you agree or disagree with the following statement ...[crosstalk 00:03:00] "I am the same person when I am online or when I am offline"

Kid: [crosstalk 00:03:01]"I am the same person when I am online or when I am offline"

Questioner: [inaudible 00:03:06]

Kid: [crosstalk 00:03:10][inaudible 00:03:12]

Misc Speech: People get ...people get co ...[inaudible 00:03:11]People get cocky when they go offline.

Speaker 3: [crosstalk 00:03:12] I am different when I [inaudible 00:03:13] I ... I admit that[crosstalk 00:03:22]

Unknown: [crosstalk 00:03:16]Do you agree or disagree? [crosstalk 00:03:19]

Kid: I am the same person when I'm online as I am when I am offline. That's disagree, you wouldn't do that ...[crosstalk 00:03:20]

Speaker 3: ..i admit ...i ..i am different when i'm online, cause online I know people can't see me, people can't hurt me ...[crosstalk 00:03:25]

Misc Speech: Yeah! But my parents know all my passwords [crosstalk 00:03:32] [inaudible 00:03:30]

Unknown: [crosstalk 00:03:33]My mom doesn't know anything ...

Misc Speech: Yeah my mom goes to my Snapchat and everything, reads my messages ...[inaudible 00:03:38][crosstalk 00:03:39]

Speaker 3: [crosstalk 00:03:35]Well yeah my mom does read my messages ...

Oldest Boy: [inaudible 00:03:41]

Kid: Stop it T– [crosstalk 00:03:40]

Speaker 7: What have I done now?! [crosstalk 00:03:41]

Kid: It's really annoying me now [crosstalk 00:03:43][inaudible 00:03:44]

Speaker 7: Am I being annoying?..[crosstalk 00:03:50]

Kid: So, who actually is the same person they are when they are offline?[crosstalk 00:03:50]

Speaker 7: uh I ...it depends[crosstalk 00:03:54]

Speaker 3: I don't have any social media, so why would I [crosstalk 00:03:58][inaudible 00:03:56]

Oldest Boy: [inaudible 00:03:56] get off my glasses I need those to see!..my work!

Kid: If you really needed them see then why are you not wearing them?

Oldest Boy: Because I was doing something else ...

Speaker 3: Well you should be not doing it ... [inaudible 00:04:06][crosstalk 00:04:07]

Oldest Boy: ..Be quiet! [inaudible 00:04:08]

Speaker 3: [inaudible 00:04:08][crosstalk 00:04:10]

Speaker 7: AND?!

Speaker 3: Could stop ...[crosstalk 00:04:11]

Oldest Boy: No!

Unknown: Stop touching

Speaker 7: I'm not touching anything [inaudible 00:04:21][crosstalk 00:04:23]

Unknown: Stop touching J–.

Speaker 7: I'm not touching ...[inaudible 00:04:24][crosstalk 00:04:25]

Speaker 3: I say things online that I would not say offline..

Speaker 7: If ...i ...if I was like friends with people like J–and I wasn't [inaudible 00:04:51] like J–..and myself ...or with people I don't know; I might not, and then like I'm not myself ...[crosstalk 00:04:56]

Speaker 3: [crosstalk 00:04:54]...Well, I ..almost every social network inside ...[crosstalk 00:04:57]

Kid: [crosstalk 00:04:54]...Uh I agree with this ...i say things online that I would not say offline[crosstalk 00:05:02]

Unknown: I agree ...[crosstalk 00:04:59]

Misc Speech: [crosstalk 00:05:02]..But the thing is on every social network inside that I have, all my accounts are private ...[crosstalk 00:05:05]

Questioner: [crosstalk 00:05:06]..Stop touching me!..[crosstalk 00:05:09]

Misc Speech: [crosstalk 00:05:05]....every single ones, nobody can see the photos I put up unless ...[crosstalk 00:05:07][inaudible 00:05:07]

Oldest Boy: [crosstalk 00:05:09][inaudible 00:05:09]...Unless you accept the following request!

Misc Speech: [inaudible 00:05:14]...

Kid: [crosstalk 00:05:15]T–.

Unknown: Did you pause it?

Speaker 3: No, it just stopped the whole recording ...[inaudible 00:05:22]

Kid: It's on hold stop it T– right it's staying around here now ...he can't touch it[crosstalk 00:05:25]

Misc Speech: We'll be ...we'll be in charge [crosstalk 00:05:29][inaudible 00:05:27]

Speaker 3: i always have my accounts on private ... [crosstalk 00:05:30]

Unknown: [crosstalk 00:05:30]Yeah same i do [crosstalk 00:05:30]

Speaker 3: ...cause ...cause you never know [inaudible 00:05:34]

Oldest Boy: You have to get it to record again [crosstalk 00:05:29]

Kid: [crosstalk 00:05:34]Leave it!

Misc Speech: [inaudible 00:05:41]Leave it!

Oldest Boy: [inaudible 00:05:41][crosstalk 00:05:43] Paedophiles and other people like that ...you know what I mean?

Kid: Right, how ...how much of a person knows about computer changes that [crosstalk 00:05:47][inaudible 00:05:49]

Speaker 3: Shut up!

Oldest Boy: Shut up now!

Misc Speech: T– you're gonna get out the room if you keep on messing about ...[crosstalk 00:05:55]

Kid: ..How much a person knows about computers changes how they interact with people online ...[crosstalk 00:06:00]

Unknown: Yeah pretty much because ...[crosstalk 00:06:00]

Kid: [crosstalk 00:06:00] Do you agree or disagree? [inaudible 00:06:01]

Speaker 3: agree[crosstalk 00:06:02]

Misc Speech: I agree [crosstalk 00:06:06]

Unknown: Because when you argue online it normally back traces them to school and then school have to sort it out ...[crosstalk 00:06:06]

Misc Speech: ..yeah [inaudible 00:06:07]

Unknown: ..and schools like we can't do stuff about it and that[crosstalk 00:06:10]

Misc Speech: [crosstalk 00:06:07]...un ...unless it's like private and nobody else knows about it ...[inaudible 00:06:14]..did that just go down his t-shirt?

Kid: ...Right! [inaudible 00:06:18] how do you think you will use computers in the future?[crosstalk 00:06:24]

Speaker 3: [crosstalk 00:06:23] in ten years what do you think the digital world will look like?

Misc Speech: Well one question at a time ...[crosstalk 00:06:30]

Kid: Yeah that's all the same thing [crosstalk 00:06:29][inaudible 00:06:31]

Unknown: In the future ...[inaudible 00:06:29]

Kid: When you put[inaudible 00:06:31] what's programming? Why people programme it?

Unknown: Cause like [crosstalk 00:06:34] and that's why it's programme ...[inaudible 00:06:35]

Oldest Boy: Like hologram[inaudible 00:06:38] star trek!

Speaker 3: Hologram is a virtual reality, it's just gonna change to that.

Speaker 7: So you know what the [inaudible 00:06:46]

Speaker 3: [inaudible 00:06:52] instead having to pay for holidays and things like, you could go to Somalia and you could do anything you wanted in a virtual [crosstalk 00:06:58] reality

Oldest Boy: Stop messing around with microphone

Kid: You stop it. Right!...in ten years time, what do you think the digital world will look like?

Misc Speech: Very technology and realistic.

Kid: Right we'll go around. T– what do you think?

Speaker 7: Ringadingding [crosstalk 00:07:11]

Unknown: Right, great answer.

Speaker 7: Uh no no, [inaudible 00:07:12] like more virtual ...like actual like virtual reality, like holograph [inaudible 00:07:15][crosstalk 00:07:17]

Kid: Yeah I actually wish it would turn out like that.

Questioner: Jensen

Kid: Jensen

Speaker 3: Um [crosstalk 00:07:23] realistic and [crosstalk 00:07:25]technology

Oldest Boy: [crosstalk 00:07:25]Realistic stuff!

Kid: [crosstalk 00:07:24]A lot of technology ...J–

Misc Speech: Well I kind of agree with the point that T– said ... [inaudible 00:07:32][crosstalk 00:07:33]

Oldest Boy: Stop [inaudible 00:07:32]

Misc Speech: ..What i'm on about is like um ...instead of having to pay all this money [inaudible 00:07:32] that's probably gonna be destroyed by the time this gets invented. Well they'll end up creating a virtual reality system ...[crosstalk 00:07:39]

Speaker 3: Oh my gosh!

Misc Speech: ..in which that we can ...[inaudible 00:07:40]

Speaker 3: This is why I put the truth down. [inaudible 00:07:49][crosstalk 00:07:50]

Kid: Stop it!

Unknown: Stop!

Misc Speech: Stop it T–!..[inaudible 00:07:53]well hey you're messing about on this.

Kid: Yes, you can hear me [crosstalk 00:07:59]

Misc Speech: And they'll be ...and they'll be like [inaudible 00:07:58][crosstalk 00:08:00]

Speaker 3: But with in this ...[crosstalk 00:08:02][inaudible 00:08:01]

Kid: I wish this was a camera ...[crosstalk 00:08:00]

Speaker 3: ..but within this virtual reality state, there are consequences and there are actions that we need to take [inaudible 00:08:04][crosstalk 00:08:06]

Unknown: Stop! Ah T–![crosstalk 00:08:09]

Kid: Right we're gonna get B– back if you keep on messing around like that [inaudible 00:08:10][crosstalk 00:08:12]

Unknown: Get B– back in ...

Oldest Boy: B– hah aha ...why you record that?

Kid: Cause he's recording leave it

Oldest Boy: Don't record that!

Kid: Why you always lying?

Speaker 3: Alright

Speaker 8: [inaudible 00:08:31]

Speaker 3: What question are we on now? What you doing?!

Speaker 8: ...My pens not working is it?

Speaker 3: [inaudible 00:08:45] there's ...there's one on the floor. Right now we can actually do something.

Kid: Right we can actually do something. What do you think will be possible in computing term in the future that will not be possible now?

Speaker 3: Well definitely [crosstalk 00:08:56]..it'll be like much easier [inaudible 00:09:00][crosstalk 00:09:03]

Misc Speech: Being able to live a second life in a virtual reality which isn't actually happening [crosstalk 00:09:06]

Kid: No I think, [crosstalk 00:09:06] it will be possible to [inaudible 00:09:08] live you're life in [crosstalk 00:09:10] in a robot basically

Misc Speech: Okay[crosstalk 00:09:09] if we'd have gone [inaudible 00:09:17][inaudible 00:09:22]But if you think about it right, fifty years ...nobody could of ever thought about a mobile phone, and then Steve Jobs and people like that made it possible.

Oldest Boy: Nope Steve Wozniak made it possible[crosstalk 00:09:33] Steve Jobs advertised it!

Kid: [crosstalk 00:09:33] Steve Jobs ...I HATE Steve Jobs

Oldest Boy: He died of Cancer, that's not very nice

Kid: I don't care, I still hate him. Do you know what he said? There was an interview that he said he would never let his children use his phones because it's a form of programming and it programmes the mind. [crosstalk 00:09:49] So that's why he never let his children use phones.

Speaker 3: Is that your mom doesn't let you use your phone? [crosstalk 00:09:54]

Oldest Boy: Hahahahah [crosstalk 00:09:56] You got destroyed!

Kid: No! I'm allowed a phone, but my Dad doesn't like me using it

Speaker 7: So why are you allowed it then?

Kid: Because ... i hardly even use it

Speaker 3: I like live off my phone

Misc Speech: You got ...I've got an iPhone

Speaker 3: I have ... actually.

Kid: Oh my god get your feet off the table

Speaker 3: Somebody go get what's his name [crosstalk 00:10:15] somebody go get B–

Questioner: Why?

Speaker 3: [inaudible 00:10:18] I have to see the look on the [inaudible 00:10:19]

Questioner: Why?

Misc Speech: How much of your time do you think ... [crosstalk 00:10:24]

Kid: Right go, how much of your time do you think you'll spend using computers or digital devices when you're an adult?

Speaker 3: A lot

Unknown: All of it

Questioner: [inaudible 00:10:29] No but if you think about it, if virtual reality[inaudible 00:10:31]

Kid: He's not doing anything, he's like messing the microphone[crosstalk 00:10:38][inaudible 00:10:39][inaudible 00:10:44]

Interviewer: Did you guys-

Young Girl: Have you not seen the one where-

Interviewer: ... Where did you get up to with the questions?

Young Girl 2: We got up to-

Young Boy: We got up to seventh. Well, six, but like we've got ...

Young Girl 2: The eighth, nobody's done that plus the homework.

Interviewer: So let's look at the last three. And then we'll look at the other questions a little bit too.

Young Girl: Have you not seen that Simpsons episode where-

Interviewer: So what do you think is the main purpose of you guys learning about computing and computers in this class?

Young Girl: In case we want to pursue our future in computing.

Young Boy: Well, because I am like, a proper video gamer. Like, I spent the most-

Young Boy 2: No you're not.

Young Boy: ... I am massive at video games. I'm always on video games like nearly every day. So like-

Young Boy 2: I don't think you [crosstalk 00:00:31]

Young Boy: Yeah I know what it is, but [crosstalk 00:00:34]

Interviewer: If he wants to call himself a gamer, that's fine. [inaudible 00:00:38]

Young Boy: Yeah like ...

Young Boy 2: Like if you're [inaudible 00:00:41], you're streaming on Twitch and not all the time.

Young Girl: He's trying to say something.

Interviewer: So, let him finish.

Young Boy: Like, I could go into like, a company that like, that does games. But I have to learn all that, the computer stuff first.

Interviewer: Okay.

Young Boy: So like learning about computers in school helps me.

Interviewer: Okay, so does anybody not want to do a career in computing?

Young Boy 3: I don't want to.

Interviewer: You don't want to. So for you, how relevant do you think what you're learning about computers and computing can be?

Young Boy 3: Well, I do think it's still relevant, but I don't really need to know how to create a Pac-Man game. I don't need to know how to create a Magic 8-Ball programme.

Interviewer: So what would be relevant to you?

Young Boy 2: Basic coding.

Young Boy 3: If we were to like, if we were to learn about the inside of the computer, how to [inaudible 00:01:25], how a computer is built, how everything gets displayed on the screen. The coding between the mouse and the thing, I don't need to know how to create a Magic 8-Ball in code.

Young Boy: We need to learn something though.

Young Boy 2: No no, but anyway that part's still gonna help some of your basic coding though.

Young Boy 3: Yeah I know it's helping basic coding but if anything we're just doing the same thing that we did last year.

Young Girl 2: Yeah but it's interesting! If you want to-

Young Girl: Yeah it's interesting to some people but I'm never ever doing it.

Interviewer: So do you think, do you think that you are more likely or less likely to pursue computing having done, learned this stuff?

Young Boy: I'm more likely.

Young Boy 2: I'm half and half.

Young Boy 3: I'm less likely.

Young Girl: It's interesting but I wouldn't still do it.

Young Girl 2: I wouldn't know where to start if I was supposed to start one.

Young Boy 2: I'm half and half because ...

Young Boy: You don't want to start creating the game until you know about the thing you're creating it on. You need to learn about that first.

Young Boy 2: I'm a bit of both because like, because like I want to do something, like go into the Navy, but like, could do like programming things for that. So like coms and stuff like that.

Interviewer: So you feel like it opens up more options for you.

Young Boy 2: So like coms and stuff like that as well.

Interviewer: So to what extent do you think what you've learned, and we've covered this a little bit already, what you've learned in computing is relevant, either to how you use computers kind of every day, or how you think you're gonna use computers in the future. Do you think it's relevant at all or not?

Young Girl 2: It's [inaudible 00:02:41] relevant.

Interviewer: And, what do you mean by that?

Young Girl 2: It wouldn't be relevant for me, but some people, I think it's quite relevant for them.

Young Boy 3: And some people might want to like, what's it, might want to go forward, but sometimes people don't want to know what

Young Girl 2: You might want to be a technician.

Young Boy 3: Yeah. But sometimes people might not want, know what they want to do in the future.

Young Boy 2: More than future anyway, it's gonna become like a basic skill, like cooking and things like that.

Young Girl 2: Yeah like, cooking's necessary!

Young Boy: Computer coding isn't basic, it's [crosstalk 00:03:04]

Young Boy 2: But no, in the future when ...

Interviewer: So does everybody agree with that? That computing will be a basic skill in the future?

Young Boy: No, in the future, it'll get more advanced, so it'll be, it might be like less wires, like to setup everything it might take longer.

Interviewer: Will it be a basic skill for like living, just having doing your day to day life, or will it be a basic skill for work, or it is useful to start your company? What do you think?

Young Boy: It could be.

Young Girl 2: It's good for people who want to make a job with computer use.

Young Boy 2: It's gonna be like, like in the future you get on a computer. Like a massive ...

Young Girl 2: But basically we're just like going back and forth because we're doing the same lessons like nearly every week.

Young Boy 2: No but!

Young Girl 2: And then like we don't change to do anything else. We haven't done like, anything more interesting that, than we've been doing. Because in Year Seven, we were doing the same things.

Young Boy: We did flowcharts in Year Seven.

Interviewer: What do you mean, what do you mean by the same things?

Young Girl 2: Yeah and now we're doing the same thing [inaudible 00:03:57].

Young Boy 2: Like what we did with Binary, like the Binary calculator, now we're doing [inaudible 00:04:05] and hex.

Young Girl 2: We're doing programming, and we did programming last week.

Interviewer: So when you say the same things, what you mean is programming. And so even though it's more and more, it's different kinds of programming ...

Young Boy: In year Seven we did a binary to hex conversion calculator.

Young Girl: And then we did the thing with the other two ...

Young Boy: A binary calculator so ...

Young Boy 2: We did a binary to [inaudible 00:04:20] thing reads binary [inaudible 00:04:23]

Young Boy: Yeah but, it's virtually doing the exact same thing two years later. We've been doing the ones where we print stuff and now we're doing it again.

Young Boy 3: In Year Seven we learned about flow charts and in Year Eight we did flow charts.

Young Girl: And now we're doing it again.

Young Girl 2: We did a dance thing in Year Seven.

Interviewer: So what would make your, for you and you each will have a different answer to this, what would make ... what would your computing lessons more exciting or more interesting or engaging?

Young Boy 2: For me it's ... I don't want to change, for me it's [inaudible 00:04:54]

Interviewer: You like it?

Young Boy 2: But then again, like ...

Young Boy: Well for me it would be to have a look at some of the best selling games at the moment. Or best selling movies from people.

Young Boy 2: Yeah that might- [crosstalk 00:05:07] Like CGI and...

Young Boy: See how they're made, see who makes them.

Young Girl: I kinda want to do more practicals.

Interviewer: What do you mean by practicals? I hear what you're saying, so you want it to be more relevant to the things you see computers being used for?

Young Boy: Yeah.

Young Boy 2: It's like computers...

Interviewer: And you were saying-

Young Girl: I wanna do more practicals, because last time we actually opened up a computer to see what-

Interviewer: And you mean, when you say practicals, and this is a computer science [crosstalk 00:05:36] you wanna look at the hardware more than the software.

Young Boy 3: I wanna look, if I could, I would prefer to do more programmes.

Interviewer: More programming than you-

Young Boy 3: It's not like Scratch and stuff.

Interviewer: So more Python or more things like Scratch?

Young Boy 3: More like Scratch.

Young Boy: I hated Scratch. [crosstalk 00:05:51] Look at it like, before we had technology all films had really bad backgrounds. And then since technology's been getting better it looks like they're actually there. So I wanna learn like how that goes on.

Young Boy 3: It's a green screen.

Young Boy: Yeah I know, but like we made it even better.

Young Boy 3: I know what I want to do.

Interviewer: What do you want to do?

Young Boy 3: Well do you know with the green screens and stuff, I think we should make our own- [crosstalk 00:06:29]

Young Boy 2: Green screens are very easy all you need to do is go on a video editor and you just wanna go background remove, they go up to green and then that's it you're done. That's green screen.

Young Boy 3: I want to learn how to make a green screen and do it.

Young Boy 2: It's the same [crosstalk 00:06:42]

Interviewer: So you're saying it's too, and you can interpret this however you want, computer science heavy?

Young Boy 2: Yeah.

Young Boy: Yeah. It's like you'll learn one thing-

Young Boy 2: We want to learn about IT as well.

Young Boy: You'll learn one thing in the first year and then you'll do the same thing the next year and the next year and the next year and the next year, and it just gets repetitive.

Young Boy 3: Because we go on Python and do the same code every single time it's like, the name [crosstalk 00:07:13]

Interviewer: Very much, with coding you often use the same bits of code in lots of different ways. [crosstalk 00:07:27]

Young Boy: Yeah learn how to edit stuff like videos.

Young Boy 2: Oh well that's easy. Get a video editor [crosstalk 00:07:32]

Interviewer: So we're gonna switch over. [crosstalk 00:07:39]

Young Boy: We should do a lesson on engineering. [crosstalk 00:07:46]

Interviewer: Okay so, I'm gonna switch tracks for a minute and we're gonna switch over to the other set of questions. Now these questions are a little bit different and they're ones that I thought you might want to ask me more questions about. And that's why I didn't leave them with you on your own. Again they're still discussions, there is still no right or wrong answers. And we're probably gonna skip around throughout the questions because I want to cover each area a little bit. And it is 10:35 so we have about another 20 minutes.

 So before we move on to the other questions, using your thumbs, so two thumbs up says great, two thumbs down says bad, you can have combinations, how would you say this discussion has gone so far? [crosstalk 00:08:37]

Young Boy 3: I just don't really think I've learned anything from it.

Interviewer: From the conversation. That's okay. But do you feel like you've been able to make yourself be heard?

Young Boy 3: Yes, but you're giving information-

Interviewer: Would you like to be learning more?

Young Boy 3: Yeah I would like-

Young Boy: Can I just say something?

Interviewer: Yeah. I'm learning from you so-

Young Boy: If we were to tutor computer students' lessons, I'm kind of [inaudible 00:08:52] of engineering.

Interviewer: Okay. So you don't feel like there's enough engineering in school in general and that needs to be-

Young Boy: Yeah because mostly we just do tech and fashion stuff.

Young Girl: We never ever do engineering.

Young Girl 2: I know how to make a jigsaw out of [crosstalk 00:09:04]

Young Boy: It's like [inaudible 00:09:06] because like we had lots of [inaudible 00:09:08] I think it was in Year Eight. We had lots of, all the parts in a computer, but like I wanna know, because some places like build the computers. Like find out where the places go.

Interviewer: Now can I tell you. On a very basic level, you know the binary calculator you did?

Young Boy: Yeah.

Interviewer: On a very basic level that is exactly how the chip in your computer works. There are transistors that can be in two different states, they can be either on or off. And then there are what are called binary switches. That can be in a few different states. And that is why understanding binary and a binary calculator is really important. Because that's how the silicon chip on a ... millions and millions of times greater, but on a very basic level. That is exactly how a binary, the silicon chip works. And you can make that, you can reproduce that chip using water, or you can reproduce it using people, or you can reproduce it the way you did with the binary calculator. But all of the theory is exactly the same. And that's why when we talk about digital things, we're talking about things that use on or off transistors to do calculations and why when we do computing everything has to be turned into mathematics. What's your question?

Young Boy: Well here's what I also found. I don't know if this is just me being stupid but after doing binary to [inaudible 00:10:35] calculators [inaudible 00:10:42] I would have no idea how to do it even though I've done that for years.

Interviewer: Okay.

Young Boy: I have absolutely no idea what I'm doing.

Young Girl 2: It is quite-

Interviewer: But do you feel like you wouldn't know how to start if you're trying to do your own project?

Young Boy: Yeah.

Young Boy 2: You could always teach yourself stuff.

Young Boy: Say somebody was to put a computer in front of me and go make me a binary to [inaudible 00:11:01] calculator I would go, I just wouldn't know what I'm doing.

Interviewer: Okay.

Young Boy: I would not know where to start even after two years.

Interviewer: Even after two years of it. Okay that's fine. I mean that's really interesting.

Young Boy 2: Researching it yourself though.

Interviewer: Yeah I mean some of it is researching it yourself.

Young Boy 2: You know when the first computers came out some of like BBC-

Interviewer: The micro

Young Boy 2: Yeah some of that. But that just had to like research it himself and he was like setting up viruses...

Young Girl: I cannot see how viruses actually[crosstalk 00:11:35]

Interviewer: Sometimes or you can download them.

Young Boy 2: Emails, like stuff with like pregames and videos...

Interviewer: So a virus is a programme, just like anything else a virus is just a programme. But every programme has something it does and the things that virus does is it either takes your information, and usually what it does is it runs in the background and will send information back to someone else or it will store information until somebody else can get that information. Or it might do what's called malicious code, where it changes the operating system or it changes how your computer functions.

 In any of those cases you need to run that programme. Now there are some ways where viruses can be written in such a way that your computer runs those programmes without you knowing. Or what it does, is it might be hidden within another programme. So that's why you have to be really careful if somebody sends you a free game or sends you an attachment. If that free ... that attachment might look like it's one thing but when you open it your computer runs it as a programme and it runs alongside whatever it looks like it does, it also runs this virus programme that then takes over your computer.

 So have you guys ever heard the term computational thinking?

Young Boy 3: No.

Interviewer: No. What would you think that that might mean?

Young Boy 3: Thinking in like a way something like in a computer.

Interviewer: Thinking a bit like a computer. [crosstalk 00:13:07]

 So how much time do you feel you each use computers per day?

Young Boy 3: A lot.

Young Girl: A lot.

Young Boy: A lot.

Young Girl 2: Especially on my Ipod.

Young Boy 2: It depends what-

Young Boy: I get told off for doing this and I come home I'm always on my phone. So I get shouted at for like always on the phone. And when I'm not on it I'm on my Ipad.

Interviewer: Okay.

Young Boy: And then I'll be off it for like ten minutes and doing my jobs, my chores, and then next thing you know I'll be on a different, I'll be on my laptop.

Interviewer: Right. So what do you use, what do you do on your computers or digital devices?

Young Boy 3: Snapchat.

Young Girl: Snapchat, Instagram, YouTube, texting, Facebook.

Young Boy: Basically ... a lot of YouTube and games.

Interviewer: YouTube, games[crosstalk 00:13:55]

Young Boy 2: I use it for, I use Python on my computer, I use like video editor, and I use like my phone sometimes, I'm not on my phone constantly because I don't see the point on being on your phone all the time. On my tablet sometimes I play games and stuff but I'm always usually outside and that a lot.

Young Boy: I'm outside quite a bit. [crosstalk 00:14:24]

Young Boy 2: And on PlayStation it's just like games or streaming [crosstalk 00:14:25]

Interviewer: So what do you ... You guys all use Snapchat, Facebook, what does the term social media mean to you?

Young Boy 2: I hate Snapchat.

Young Girl 2: [crosstalk 00:14:36] Friends.

Young Boy: Friends, but then sometimes [crosstalk 00:14:40]

Young Boy 2: Cyber bullying [crosstalk 00:14:50]

Young Boy: Chatting to friends or chatting to-

Young Boy 2: Or chatting to different people you don't know. [crosstalk 00:14:57]

Young Boy: Showing off your photos. Putting things on the internet.

Interviewer: Okay. Putting things on the internet. Oh, that's that film that I haven't seen.

Young Boy: Summer Elves.

Young Boy 2: Well that's not a film that I have.

Interviewer: The film that I haven't seen, exactly. Do you consider yourself to be part of any online communities, groups, like guilds or forums, or ...

Young Boy: Yes.

Young Boy 2: Yes.

Young Girl 2: I'm on [inaudible 00:15:20].

Interviewer: What's up?

Young Girl 2: It's like where you create a avatar and then you talk to people.

Interviewer: Do you talk to people you've never met?

Young Girl 2: Yeah. [crosstalk 00:15:29]

Young Boy 3: I am a member of [inaudible 00:15:39].

Young Girl: Could you please [crosstalk 00:15:42]

Interviewer: Okay so here's another question. So by a show of hands who considers themself to be part of a social ... a community or group online? [crosstalk 00:15:54] So only one. But that's still one. So five out of six of you, yeah? [crosstalk 00:16:04]

 Do you, why do you use the sorts of, what do you like about those communities?

Young Boy: Because you can ... I have [inaudible 00:16:15] and then you have Steam. And then that's where you can get games or you can get fun or you can go into groups. And there's a person I know called Aidan from the school and he has two friends, one of them is from an old school, so me and him could start speaking, and we can become friends and then more and more of his friends, me and him could start speaking. So we get into a bit of community.

Interviewer: So those are great answers. You guys have ... this has been really really useful and I'm sure that the conversation you had beforehand was really good too.

Young Boy 2: Yes.

Interviewer: I'm gonna skip this middle section. We might come back to it, but [crosstalk 00:16:51]. We have about 15 minutes left. What do you think ... This last section is about what do you think the impact of computing curriculum is on you. Okay? So the first question is, how do you think you ... how do you feel your work in computing is assessed and graded or marked. So what do you get a good mark for, what do you get a bad mark for, is there anything that you know is just completely unacceptable?

Young Boy 2: In general or?

Young Girl: Is it like what do we get marked-

Interviewer: Yeah what do you think a good, if you did well in computer, in computing, what would that be like, what sort of stuff-[crosstalk 00:17:39]

Young Boy 3: Because I think [inaudible 00:17:37] I got an A. [crosstalk 00:17:44]

Interviewer: So do you think that effort's the most important thing?

Young Boy: I wanna say effort and then some people don't have a lot of effort but some people could help them. So they would be like encouraging them to get better grades.

Interviewer: So do you think writing really long programmes is important or is it short programmes or-

Young Boy: Not writing really long but sometimes they can be long sometimes it can be short but I know the longer they are you can get better grades. But sometimes the short ones can get you good grades [crosstalk 00:18:12]

Interviewer: Are you allowed to work together or is it ... do you have to always work on your own?

Young Boy 2: It depends.

Young Girl 2: We work on our own but sometimes we do actually work in groups.

Young Boy: Yeah.

Interviewer: Do you look up your answers, things around your answers, online or-

Young Boy: We can sometimes but we have to make up our own.

Young Girl: Sometimes we get a massive white board and then write down what you think I-

Young Boy: It is. Because it gave us a task and it said "What is RAM, what is stuff," and we wouldn't know so we go on Google and see what it is. But before we did that ... put down what you think RAM is so we'd put something down-

Interviewer: And then you look it up Google.

Young Boy: Yeah, and then we'll look it up on Google. [crosstalk 00:19:02]

Young Boy 2: For me when I do it ... My dad does computers for a living, so I'm learning about Python and that because I'm interested in it. So my dad will be able to help me out a little bit ...

Interviewer: So do you think that ... We've covered this a little bit earlier, but just to come back to it. In what way do you think learning about computing has changed your choices or decisions about the future? Either make you want to do computing more [crosstalk 00:19:46]

Young Boy: Because just going back to the games. Technology is getting better every year. So many-

Young Boy 2: Like FIFA's got [inaudible 00:19:54] coming up.

Young Boy: Yeah. You've got so many creating like the PS4 or Xbox.

Interviewer: Right.

Young Boy: They can make it better. Say in 2018 it could be there, but maybe like smaller or bigger-

Interviewer: So how do you think that learning about computing has changed your choices?

Young Boy: It could get me into computing.

Young Boy 2: Like YouTube, it's gotten me into YouTube a lot more.

Interviewer: So do you think that you wouldn't have been as interested in computing-

Young Boy: If I didn't learn about computing I wouldn't have been interested in it.

Interviewer: Okay.

Young Boy 2: Like YouTube streaming.

Young Girl: Well it's something that I'm okay at so [crosstalk 00:20:40]. I'm not the best but I've got it.

Young Boy 2: You're a liar.

Interviewer: So do you think that having learned it in school has given you more options? [crosstalk 00:20:47] Yeah? Anybody else?

 But do you think that it's changed your decisions about the future or changed-

Young Boy 2: Yes.

Young Boy: Yeah.

Interviewer: So the last question ... Is there anything that you, we've covered this a little bit already, should be learning about in computing and computers that isn't covered in your ... You were saying software, engineering.

Young Girl: Techno.

Young Boy: The graphics in games. [crosstalk 00:21:27]

Young Boy 3: You can't learn all that with one lesson a week.

Young Boy 2: Yeah more lessons.

Interviewer: So you don't think you can learn ... so do you want more lessons?

Young Girl 2: Yeah.

Young Boy 3: No.

Young Boy: Two lessons a week. Two lessons a week.

Young Girl: Two lessons a week instead of citizenship. [crosstalk 00:21:43]

Interviewer: But would you like it if it covered a wider range of things? [crosstalk 00:21:47]

Young Girl: Really it doesn't really change anything, I don't really like computer studies. [crosstalk 00:21:52]

Interviewer: You don't like computer studies? That's fine.

Young Girl 2: But L– say if we had one lesson on ...

Young Girl: I'm fine with just one lesson but I'm still not-

Interviewer: But you don't like the stuff that's covered. [crosstalk 00:22:08]

 As a show of hands, how many of you would like more time doing computing?

Young Boy: I'd like like two. [crosstalk 00:22:19]

Interviewer: So five people out of the six of you. Is your hand up? Okay. [crosstalk 00:22:24]

 So when you're an adult how important do you think it will be to understand computers and how computers and software work?

Young Boy: Not very. My mom's never come to me and been like "J– what's the code for Python and building a plane?" They've never ... I don't need to know it.

Young Boy 2: Not Python but ... [crosstalk 00:22:48]

Young Girl: The internet can open up so many things because when my mom does something to do with work she writes things like leaflets-

Young Girl 2: Civil servant, what's that mean?

Young Girl: It means that you work for the government. So she has to send things to other colleagues at work and her manager and all that.

Young Boy: Where does your mom work?[crosstalk 00:23:11]

Young Girl: So when she ... when it [inaudible 00:23:17] she can easily email it to her boss or something like that. Or when she's looking for something like a new job then she can-

Interviewer: But do you think that it will be helpful to you, and this is kind of imagining into the future, to understand how computers and software work or do you think that it won't matter.

Young Boy: Yeah.

Young Girl 2: Yeah.

Young Boy 3: No.

Young Girl: I think we already will know by the future. [crosstalk 00:23:34]

Young Girl 2: Sometimes people want to be like YouTube or some stuff, that's got to be helpful, you've got learn about what you've got to do ...

Young Boy 2: I can put a video on YouTube without knowing how to [inaudible 00:23:49]

Young Girl 2: Yeah but the thing is you need to know what the computer's doing to make that video.

Interviewer: Do you?

Young Girl 2: In a way you do.

Interviewer: Why?[crosstalk 00:24:05]

Young Girl 2: Because ... I don't know how to explain it.

Interviewer: Can't you just point a camera at something and make a video and ...

Young Girl 2: Yeah, but sometimes-

Young Boy: It's a bit harder than that. [crosstalk 00:24:18]

Young Girl 2: You've got to load it onto YouTube. You've got to crop the videos, you've got to edit it.

Young Boy: You've got green screen. [crosstalk 00:24:25]

Young Boy 2: The green screen only takes five seconds.

Interviewer: Do you think that understanding Python helps then?

Young Boy: No.

Young Girl 2: Not in a way, but ...

Interviewer: But in a way it does. Okay. What do you think you will use computers for in the future?[crosstalk 00:24:40]

Young Boy: You know we've got Skype?

Interviewer: Yeah.

Young Boy: Well it's like the hologram so you can see the entire person and you'll be able to see-

Interviewer: Okay. So you think you'll use it for communication?

Young Boy: Yeah, communication.

Young Girl 2: Yeah Skype, you've gotta use ... [crosstalk 00:25:02]

Young Girl: You know when people say which one's which in a video?[crosstalk 00:25:10]

Interviewer: So do you think you'll use things like [inaudible 00:25:33] in the future?

Young Boy 2: Yeah [crosstalk 00:25:42].

Interviewer: What does the term internet of things mean to you? Have you ever heard that term?

Young Boy 2: [crosstalk 00:25:51] So really we've been using coding for quite a long time[crosstalk 00:26:02]. So people are still using that in the near future.

Interviewer: Yeah. [crosstalk 00:26:09] So we have one final question. And we have three, two minutes left. So quick answers. In five years time what do you think you will remember or use from what you've learned in computing?

Young Girl: I don't know. [crosstalk 00:26:26]

Interviewer: I forget your name here.

Young Girl: J–

Interviewer: J–

Young Boy: In five years I'll probably forget everything.

Young Boy 3: Yeah.

Young Boy 2: Nothing.

Interviewer: Nothing?

Young Girl 2: Nothing.

Interviewer: Nothing?

Young Girl 2: Forget everything.

Interviewer: Forget everything?

Young Boy 2: I don't know.

Interviewer: Don't know? [crosstalk 00:26:42] Coming back to a final thing has anybody heard of something called the internet of things?

Young Boy: Nope

Young Boy 2: Yes.

Interviewer: Yeah, a little bit. A little bit? What is it? Do you know?

Young Boy 3: Is it like ... the internet obviously, you've got things on it.

Interviewer: Sort of. So the internet of things is a term that we use in computer science to refer to how more and more computing aspects are being incorporated into every day objects. Like a fridge might have a computer in it and cars almost all have computers in them. And the toaster might have a computer in it. [crosstalk 00:27:18]

 Yeah so, you can get a kettle now where you can send it a text message and it'll start boiling so that when you get [crosstalk 00:27:29]

 So that's what's called internet of things. [crosstalk 00:27:40] So that is a big thing that's coming up in computer science.

Young Boy 3: Texting an inanimate object to do things.

Interviewer: Having the objects in your house connected to your-

Young Girl 2: Iphone.

Interviewer: The internet so that you can use them. So as a final thing, thank you very very much.