# School A Group 5 – 15 July 2016

Host: I said about doing a group interview.

Group Response: Yes.

Host: Do all of you think that you've brought back your letters?

Group Response: Yes.

Host: We'll check that in a second. What we're going to do is, I don't like the word interview, I keep saying this all day, actually. It's more of a discussion. Okay? Because ... When is this class finished, do you know?

M–: Two o'clock.

Host: Two o'clock. Spot on. So we have pretty much most of an hour. So what we're going to do is, I'm going to give you each a sheet like this. You should have a cover sheet that looks like this, that basically just explains about the interview. You can read it if you want and then there's two sets of questions. Okay. I'll explain why there's two sets of questions in just a second. Some of them are printed double sided and some of them are not. Do you guys ... Do you feel responsible and able to hold a discussion on your own without me doing anything?

Group Response: Yes. Well, I think we can do that.

M–: Doing an interview.

Host: Interview, discussions.

Group Response: She's so blond.

M–: I can't do that.

Host: Cant do what?

M–: Name three competing scientists.

Male Speaker: Did we need to bring a pen?

M–: Hopefully we should be able to. There is a display out there about it.

M–: Mr. T–, Mr. I– and Ms. N–

M–: I want to say Ada Lovelace but she was a mathematician wasn't she.

M–: Who's that? Ada what?

M–: She was a mathematician, Ada Lovelace.

M–: Oh, I thought you said A–.

M–: That's the only one I can think of.

Male Speaker: Just Ada Lovelace.

M–: She's not even a mathematician. She is a mathematician, she's-

Host: Well if you read the question, it says computer scientist or people who have influenced the field of computing. So I would think-

M–: That one would mean I have two, Alan Turing, I would say him.

Host: Turing. Right-

Male Speaker: I always called him Mr. Weer.

M–: We.

Host: We, what about it?

Group Response: Do we count?

M–: Who influenced the world of computing?

Host: Do you consider yourself to be a computer scientist.

Group Response: No.

M–: I consider myself to be a professional procrastinator.

Male Speaker: What on earth?

Femaile speaker: Right, I'm sorry M– but we don't all know the dictionary.

Male Speaker: You don't know what procrastinate means?

Femaile speaker: No, I'm stupid

Host: You probably put her off learning it.

M–: I probably have.

Femaile speaker: Before we get in to this interview properly, please raise your hand if you have downloaded and been using Pokemon Go.

M–: Oh, its amazing.

Host: Don't use it anywhere near Mr. I–, he will take your phone.

M–: Oh my God.

Group Response: YOu've learnt that the hard way.

Host: I've not learned it, but I've seen it learned. He has three phones so far and I'm sure he will have more by the end of the day.

Male Speaker: Mr. B–, the Art teacher has got a stock of iPads in her room.

Host: That doesn't surprise me. So, the first thing, I need to match you up with my datasheet, my data base. So can you each say your name and then I'll know it's you.

J–: J–.

Host: So you are happy to be part of the group interview?

J–: Yes.

Host: Because you had said in your consent form that you didn't. As long as you don't mind.

J–: No, don't mind.

Host: Okay, next.

C–: C–.

Host: Does that start with a K or a C?

C–: C. It's actually the traditional way of spelling it.

Unidentified: C– R–.

Host: How do you spell your second name?

C–: –.

Unidentified: R– R–. I can't even remember mine. Stop making surname puns.

Host: Did you bring back your?

C–: Yeah, I did.

Host: Okay, I don't have that.

C–: Well I did, and I'm allowed to do it.

Host: It's fine, as long as you don't mind.

 What's your name?

J–: A– J–. [crosstalk 00:04:15].

Unidentified: It's not a job interview. I don't know. You're going to be terrible at job interviews when you're old. It's okay so because you're going to remember that.

Host: It was all random. Name?

E–: E–.

Unidentified: With the musical quiff. E–. We're all ashamed of him.

Host: You're all ashamed of him.

Unidentified: Yeah, pretty much. I get that one. He walks around with his, what did you say?

Host: What your name?

A–: A–

Host: G–?

A–: Gi–.

Host: Okay.

Unidentified: Yeah, that's the boy who walks around with his jumper as a scarf.

Host: Name?

M–: M–.

Host: H–?

M–: ––––––––

Host: I don't need your first name.

M–: Okay, and then –. It's just H–. Just H–, not H–.

Unidentified: It's like that American teacher that came over for drama. And I was like way, can you say the word Canada, and then I literally cried, it was amazing.

Host: Say the word Canada?

Unidentified: Yeah, Canada, see.

Host: Canada.

Unidentified: Oh my God.

Host: So, that the easy bit done. So a couple of things.

Unidentified: What if you don't know computer scientist. What if we're not good at computer science?

Host: Right. So here's how this works. I'm going to record this interview and I'm just audio recording it. What I will then do is, over the summer, I am going to a full transcribe of the interview. So that means I'm going to listen to it and write down everything everybody said. Then I will delete the original interview. So the only thing that I will keep is that transcription and I will change your name on that. So nobody else will listen to this interview and on the transcription, it won't ever say what your name is.

Unidentified: So no one will ever hear our voices, that's good.

Host: Except me. And I have to listen to my own voice.

Unidentified: So you'll delete it afterwards. And there will be no traces and you'll burn it.

Host: Yes.

Unidentified: What if he burns it and [crosstalk 00:06:50]

Host: So you'll all be given a sudamen in the transcript. If I use what you've said in the interview in research, nobody will ever be able to connect that back to you.

Unidentified: It's like a fake name.

Host: No you can't, I've tried that. If you would like to.

Unidentified: Oh, can I choose my own fake name.

Host: No you can't, I tried that before.

Unidentified: We're having an interview, yeah we're special.

Host: E– you made it sound more-

Man at Door: Can you do me a great big favour later?

Unidentified: What?

Man at Door: Can you put all the chairs straight.

Unidentified: Certainly. J–.

Host: So the other thing is-

Unidentified: What's his sudamen going to be called?

Host: I don't know, man from door.

Unidentified: Dude.

Host: The other thing is, if you would like after the summer, I can send Mr. I– a copy of the transcript and you guys can get a chance to see. He can pass that on to you, so that you can actually see the transcript.

Unidentified: Yeah. Will you make it so we sound a little more intelligent instead of we don't know any computer scientists or.

Unidentified: Excuse me.

Host: Right, so the first part ... There's two sets of questions as hopefully you've noticed.

Unidentified: I've only got one.

Host: You have three sheets of paper there.

Unidentified: Are they all the same questions?

Unidentified: What if you don't know the questions?

Unidentified: They're all the same questions.

Unidentified: What do you do if you don't know the questions?

Host: No, the headings are the same, the questions themselves are different.

Unidentified: Yeah, they are different.

Unidentified: Where? Like that word is different from that word.

Unidentified: No its not.

Unidentified: You don't have that on there.

Unidentified: A– is teaching the basic right there.

Unidentified: We've all the same sheets.

Host: You don't.

Unidentified: I'm not crazy.

Host: Oh yeah, so you do.

Unidentified: Knew it.

Unidentified: I'm ashamed.

Unidentified: Wow.

Unidentified: Thank you very much.

Unidentified: Right.

Unidentified: What if we don't know an answer to a question.

Host: It's all right.

Unidentified: I'm really stupid.

Host: There are no right and wrong answers. This is purely about what you think. Don't worry, you're not going to be judged for what you say and this is, beside the people I said a minute ago, so myself and then the transcript I'll use, but this is also confidential. I'm not saying you should talk about anything confidential but nobody will be judging what you're saying. So your peer won't hear what you're saying.

Unidentified: Interesting.

Host: So the first set of questions, the one that starts with the computer scientist, I'm just going to read those, I'm not going to follow those up too much. I'm just going to let you guys come up with answers. So it's up to you, if you want to ask each other about that, that's more of a discussion. That's you guys having a discussion among yourselves. The second set then I will be part of the discussion as well and I will ask some follow up questions and clarify things as we go. Does that sound okay?

Group Response: Yeah.

Host: So the first one is, can you name three computer scientits or people who have influenced the field of computing? Now we have got some, you said Fabbage, you said Ada Lovelace, we said-

Femaile speaker: Mr. T–.

Male Speaker: Mr. T–

Femaile speaker: Yeah, the IT teacher.

Femaile speaker: Mark Zuckerberg, I don't know who he is.

Femaile speaker: Mark Zuckerberg, the one who created Facebook.

Male Speaker: Okay, what's he called.

Male Speaker: Stephen Spielberg?

Femaile speaker: Stephen Hawking.

Femaile speaker: Did he do something like that or did he just explain-

Male Speaker: Stephen Hawking made Apple.

Femaile speaker: Oh yeah, wrong Stephen.

Male Speaker: Was it, I don't know.

Femaile speaker: Lots of people called Stephen. I don't know these things.

Male Speaker: You picked the wrong people for this interview mate.

Host: I didn't pick them. Do you mean Steve Jobs not Stephen Hawkins.

Femaile speaker: How's Steve Jobs?

Femaile speaker: I knew I was correct.

Male Speaker: I forgot his name.

Femaile speaker: Stephen Hawking did like-

Male Speaker: Stephen Hawking technically he has advanced computing in a way.

Femaile speaker: Yeah, because he has found a way to speak when he can't speak.

Male Speaker: Exactly.

Femaile speaker: He uses a computer to physically speak.

Male Speaker: I don't know, but technically he's the one who inspired other computer scientists. I guess you could say.

Femaile speaker: I'm guessing he's the one that's inspired other people to start looking further into computer development.

Host: Was that who you meant by the way, you said Stephen Hawking first. Which Stephen Hawking did you mean? The one-

Femaile speaker: I don't know.

Host: The one who invented Apple or the one who is in-

Femaile speaker: Apple.

Host: So it's Steve Jobs. Anybody from you?

Male Speaker: I don't know anybody.

Host: No computer scientists?

Femaile speaker: Mr. I–

Femaile speaker: Don't say that. He's our IT teacher.

Femaile speaker: Yeah, but he's a computer scientist.

Host: All right, it's okay. If you're not part of it-

Male Speaker: I just can't think.

Host: Right.

Femaile speaker: Can we move on because I'm less thick.

Host: Can you complete the following things, or how would you complete the following things. Computer are for-

Male Speaker: Research.

Femaile speaker: Communication.

Femaile speaker: Games.

Male Speaker: Videos. Music.

Femaile speaker: Communicating with other people around the world.

Femaile speaker: Programming things.

Host: Don't look at me, look at each other.

Male Speaker: Education.

Femaile speaker: Making things work. I don't know.

Male Speaker: Education.

Femaile speaker: Fun.

Femaile speaker: Development of technology.

Male Speaker: Advance in the world.

Femaile speaker: Making other pieces of technology do things, like the microbits you do and stuff.

Male Speaker: So making things easier.

Host: Would you consider the microbits to be computers?

Femaile speaker: Yeah, because there like small computers.

Male Speaker: Yeah, it's a programming system in a way.

Femaile speaker: Yeah. It's what I meant by making-

Femaile speaker: It's like the starting point.

Femaile speaker: I meant by that, I meant like you can make other computer things the same, or something. You can can get fireworks-

Host: CPU means central processing unit. A microprocessor is the chip.

Male Speaker: Okay.

Host: Just so you know. That's not like ... I'm not going to test you on that later.

Male Speaker: E–‘s just have blank I think.

Host: Okay, anything else you think computers are for?

Male Speaker: Keeping in touch for things, keeping in touch about things like news and things like that.

Femaile speaker: They can be used for more dangerous things as well like warfare and hacking and attacking things so in that respect, they're not always as good as they could be. Because they're being used for stuff that's not good.

Male Speaker: They're being used for the wrong things.

Femaile speaker: Actually being part of the outside world instead of sitting inside, technically, because it's got all of the process in it and everything.

Femaile speaker: Computers are for Pokemon.

Male Speaker: Computers are not for Pokemon. I'm sorry, but they're not.

Male Speaker: For taking pictures.

Host: Okay, so the next three things are, I want you to think about the three statements and I want you to think whether they're true for you or you don't think they're true for you. And also whether you think they're true in general or not true in general. So the first one is, I am the same person when I am online as I am when I'm offline.

Femaile speaker: I think that's fairly true for me.

Male Speaker: For some people it can be, not all people. [inaudible 00:13:39] a lot of people, whether its searching for like classes and it's people who say like fake who they are, to say impress someone or they start lying about what they are, which it can lead to a lot of things actually. It can lead to bullying, it can lead to all sorts really.

Femaile speaker: Most of the people I can think of, are pretty much the same like talking to them like one on one, like using text messages or use Instagram direct of whatever but if you actually look at someones profile, I want to use the example of Snapchat philtres. Just because you're trying to change who you are, but that's a bad example.

Host: So do you think people try to change who they are?

Femaile speaker: Yes, but mainly personality wise that people try and say they've done like both things or they've lied about something and they're like-

Host: So you think people in general, its not true, but for you it is true?

Femaile speaker: I don't think it's for me ... There's been times where I've lied online about things

Host: So how many of you have ever said anything on line that you would ... That probably wasn't 100$ true?

Male Speaker: Yeah, I think most people probably have before in their lives.

Host: How many of you, by show ... So four out of six. How many of you would say that you agree with that statement, so I am the same person online as I am offline.

Male Speaker: I would agree.

Male Speaker: For me I would agree but for everyone else, I wouldn't.

Host: Okay.

Male Speaker: Because not all people are-

Femaile speaker: I think it's on different levels.

Femaile speaker: I'm kind of half and half because like I don't specifically like people who are different from any person they are online because if you're like, not necessarily fake but people who are trying to be something different than themselves, because I don't understand what's the point because if you are you, what's the point in trying to be someone else.

Host: Okay.

Femaile speaker: Maybe some people change sub-consciously, that we're not trying to be a different person online, they just do it accidentally by ... It's like saying something to get one up on someone or whatever.

Male Speaker: I think people don't always lie, well they just make what they've done sound better than it actually is.

Host: So what if you ... It's not that you are trying to lie, but you don't feel like you can be yourself in your everyday life. So you can feel like you can be yourself online. What do you think? Does that sound like the type of experience, you know people-

Femaile speaker: Yeah.

Male Speaker: No, because people would feel under pressure, it's like society nowadays has become more and more pressurised to look either extremely muscly or pretty and things like that. And I guess its kind of like more or less the same on social medias as well and things like that, because you're pressurised to look like this or else they feel like they might get picked on or not be cool.

Host: So do you think people present something different from reality?

Male Speaker: Yeah.

Host: So let's go the next one and if it comes back to you, if you want to jump back to any of these questions feel free to.

Femaile speaker: Yeah.

Host: Okay, so I say things online that I would not say offline.

Group Response: Yeah.

Femaile speaker: No. I've tried to make a rule against it gets bad.

Male Speaker: Sometimes when I'm messaging, I sometimes feel more confident than I would on messages than I would feel speaking to someone in person. Sometimes.

Male Speaker: That's because you can't see them face to face so there's nothing-

Femaile speaker: You don't have to specifically deal with the consequences to your face.

Male Speaker: Yeah, well that's what a lot of bullies, and everything used nowadays. They use that as a way to bully people because they know that they're not going to get them fight back.

Femaile speaker: Like one example I can think of, is people trolling on twitter. Like, it's just like ... They're saying things that you definitely wouldn't say in real life, and they're probably not bad people in real life, they're just thinking oh, I'm not going to have deal with any consequences for this, lets be an idiot.

Host: You think people might say things online that-

Male Speaker: Can I just say I don't think trolling is what it used to be. Now it's just something like hate basically.

Group Response: Yeah.

Male Speaker: Before it was like Minecraft trolling, having the joke, but now it's changed.

Male Speaker: Yeah, winding your friends up, but now it's become something a lot more serious, I dunno why.

Femaile speaker: But as social media has widened, because it's now the easy to like just Facebook and then like some people use Twitter, but now it's-

Femaile speaker: I actually think it's the opposite. I think that people say a lot offline that they wouldn't say online because if you say something online, anyone can see it and it's there and people know its you that said it. But then in person, you could say something someone could ... Say you say something to someone and then they go and tell someone else and they're like yeah, they said this to me. They don't have any proof. If you say that in person, like it's whether they believe you or the other person. But if its online, it just stays there.

Host: Forever.

Male Speaker: And then there's also-

Host: Even with Snapchat, it never goes away.

Male Speaker: Because people could just take screen shots.

Femaile speaker: Take screen shots.

Male Speaker: There's also, but then again there's people who can be quite horrible and mean and things like that. And they use things like social media or in person to just be horrible to another person.

Femaile speaker: Going back to the point that we talked about before, but it kind of ties in with this as well. Personally I know a lot of people who feel more confident about part of their identity and also about people we've met online. Like I have a friend who is a lot more confident online because she feels like people aren't judging her as much, because she like a wider community. But personally, because I sometimes write stories and things, but I'm more confident in letting people read them online than I am reading them in person because I know they won't react.

Host: You won't see their reaction.

Femaile speaker: I won't see their reaction because I'm always paranoid about that.

Male Speaker: You won't see them react.

Femaile speaker: Yeah.

Host: What about you? You seem like you were about to say something?

Male Speaker: Like what do you just think about it?

Host: Sorry.

Femaile speaker: I don't know.

Host: So, we're going to move on to the next one. And it kind of connects some of the stuff that's come up. These are all connected. How much a person knows about computers, changes what ... Sorry let me start over. How much a person knows about computers changes how they interact with other people when online?

Male Speaker: Well that's basically leads back to how hacking and trolling and things like that really, in a way.

Host: You don't have to raise your hand.

Femaile speaker: Sorry. I'm just ... I think in the case of normal use of social media how much someone knows about how permanent is. Because my dad is so ... He works in computers and he is so conscious of what he is putting on Facebook because he knows, you know ... I know someone who got in loads of trouble because they put something on. So I think also people who know how it works wouldn't illegally download music or illegally download films or whatever. You know what's happening if you're more clued up about it, like consequences-

Host: So you think if you're more clued up, you'd be more worried about the consequences of downloads.

Femaile speaker: You'd be more careful.

Male Speaker: The more you know, then the more you probably know how to avoid people finding out what you've done. I mean the ... You really would just do the same thing, you'd just do it better then everybody else.

Host: Right.

Male Speaker: I guess it would be more on the personality of the person. Because say if they knew all about computers, they might use it for the wrong use or the good use. It depends what that person is like I guess really, isn't it.

Host: Anything else.

Femaile speaker: I can only say that I would hope that how much a person knows about computers would change how they think and what they say online because computers are advancing really fact and technology is getting bigger and people are also getting more used to computers and how to use them. They're getting at better at using them. So if you don't know what you're getting yourself in to, then you don't know what the consequences are going to be if you don't think about what you're actually doing.

Host: So you think you can be at a real disadvantage in online communities if you don't know as much about computers, about how they work.

Male Speaker: Again, like I said, there could be sorts of people who decide to use it for the wrong use as well. Start using it against-

Femaile speaker: Sorry, just on the like ... How much a person knows about computers, I want to go back to the example of using my grandmother or another old person. When they were our age, it was like what's a computer? It's like a really big thing. Now they're getting adverts for online banking but it's maybe a little bit confusing. If you start using a computer for something like that when you're in your 60's then it's going to be a lot more confusing and they're not always user friendly.

Male Speaker: You think it might make some people fell discriminated. Online or in normal reality because say like old people, they would want to learn how to use it or they feel like they can't because it's like a modern type of thing.

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

Male Speaker: Well when I was little, I always imagined the future to look like space ships and advanced technology. Things like space ships and masks and things like that.

Femaile speaker: Yeah, like 14 years ago.

Male Speaker: Yeah, when you were born, God.

Femaile speaker: I think the digital world will be too good and everything.

Host: What do you mean like too good? That's pretty interesting.

Femaile speaker: Like you can't go on to a computer and just go what you want because of other people hacking and stuff.

Femaile speaker: Too advanced for us to actually use.

Male Speaker: And it gets out of-

Host: You don't think that normal people will be able to use computers?

Male Speaker: It will come out of societies hands and just start get a bit out of control from what it-

Femaile speaker: You will go in to shops and there will be like screens everywhere and you'll just like click on something and it will come to you and you'll be like crazy and scary to people.

Male Speaker: I always think of Back to the Future but I know it was like a longer frame that they predicted, but the things that they predicted were nowhere near having ... And I think it will be the same in 10 years time, despite all of us saying that we'll be able to do all this, we won't actually be able to do it. It will be the top ... If we can do it, it will be the top people who have put millions and millions and millions of pounds in to doing stuff.

Femaile speaker: I've no hope for the future of technology, especially in the world of social media because you have all bullying, and trolling and hacking each other and bullying ... I said that twice, but I think something that should be in the future, like social media especially, is much more protection and safe areas and environments to prevent that. Because I think that we should be learning from what's going on now so when we develop new social media platforms and we develop new updates for Instagram, we should be working on a place to ... Like response and help and blocking things like that.

Male Speaker: I was watching a video a couple of weeks ago, about how advanced technology is becoming now, and how rapid it's changing and evolving because there's things like working your bodies now. Like people have got heart things but it's-

Femaile speaker: Pace makers and things.

Male Speaker: Yeah, and the thing is because they're trying to rush it because people want it, more and more people are craving technology-

Host: Do you think people want it?

Male Speaker: I think yeah, young people wise as well mainly would ... Are craving new technology, new models.

Host: You mean like you and your friends?

Male Speaker: Young people in general really, from the age of what, 8 to 20, young 20's.

Host: Is that because of what they were saying or is that because of your experience?

Male Speaker: My experience personally because Apps and everything like that, need advances.

Male Speaker: I know that a lot of younger than me, they've got stuff that I definitely wouldn't have known how to use or have even bought or thought about when I was their age.

Host: Yeah.

Male Speaker: But now they're just using it like it's a normal thing.

Femaile speaker: I think what A– was saying, my sister got Snapchat last week and she's nine. And I was like-

Male Speaker: When I was that age-

Femaile speaker: I was like yeah its fine because in some ways it's a good thing because they're going to be able to keep in contact better because like 10 years before that it was still quite hard ... It wasn't hard, hard, hard like, but it's like ... I'm like ... But are you really using it for the right reasons or are you using it because everyone else is using it and it's a pressure to always have the best thing, the newest thing?

Femaile speaker: What I think E–, yeah, what E– was saying about how, what E– and A– were saying about how people younger than us are getting used to his technology that's advanced really fast and they're all getting in to stuff that we wouldn't even know about I mean, at their age. It's like everyone is speeding up with the technology and they want to make it really fast because I think most people who are in those industries are like, that's going to make us loads of money, everyone's going to be happy, we're going to make loads of kids happy. So you see everyone nowadays going around on their Hoverboards, phones in their hands.

Host: So you think it's not necessarily that people want it, but that people want to sell it?

Femaile speaker: I think ... And then, it just makes you think how long is it until there's hoverboards that lift up from the ground and how long is it until we're all literally driving around in space ships on earth.

Male Speaker: The thing is, like I was saying before about technology advancement, it's also becoming very dangerous because the more quicker there trying to make it, the most faults there is coming, the more easier it is to hack, attack. So the pacemaker you can attack it anywhere ... I mean you could kill a person with a phone if you could-

Femaile speaker: What?

Male Speaker: Pacemakers are becoming, there is an electronic pacemaker that you can use and hackers could probably have the ability to change that in a way-

Femaile speaker: Oh that's weird.

Male Speaker: With the pace and the use of it.

Host: There is stuff about that actually, there are researchers, it's not necessarily people who use it maliciously but there are groups of researchers at Universities who spend a lot of time trying to hack things like ... You're right, there are electronic pace makers that originally had things like Bluetooth and wi-fi built into so that you could monitor somebody's heart rate mobily, but that also creates vulnerabilities and they have been stopped so.

Male Speaker: It's talking about someones like at the same time really.

Femaile speaker: It's like it's not ... It's obviously not realistic, but there is a programme, I don't think its been on very often recently, but a few years ago and it was called Under the Dome and it was really futuristic, it was set nowadays, but the technology seemed a bit more futuristic. There was something about a dome that was put over a town and then they were all trapped inside it and it was like man who walked up to it who had a pacemaker and literally blew up inside his chest, and obviously killed him. But like ... Obviously we're not going to make domes to capture villages and kill people, but if we are advancing this, we don't know what could happen. We don't know whether it will get to that stage of technology being dangerous.

Host: So how much of your time do you think that you will spend using computers or digital devices when you're an adult?

Femaile speaker: I think that a lot of people use computers and digital stuff all the time.

Host: Do you think when you're an adult that you will use it often?

Femaile speaker: I don't know if I can do that?

Host: You don't think you'd want to or you don't think you would know how?

Femaile speaker: I don't think I can stay with like, knowing how to use these eye things and watches and-

Male Speaker: At the moment, I use my games on my PC that I've built and I've played like 200 hours on one game and 150 hours on another game, which sounds like crazy, because there's only 24 hours in a day and my friends have played more than me, a lot more than me and I don't think you in the future you would be able to spare that much time.

Host: So you don't think when you're an adult that you'll have enough time to spend time on your computers?

Femaile speaker: I think recreationally ill use it a lot less because I'll be an adult and I'll have responsibilities that I didn't have before. But I think in career wise, as we use more technology in everyday tests like doctors use computers and some doctors now use hi tech things and like Jen said, people in shops using touch screen serve yourself. Things like that, I will probably using it more because it will become bigger in society.

Host: You think in work they're be more things?

Femaile speaker: Yeah.

Femaile speaker: I think jobs like piloting and air traffic controlling, computers being more used because it depends on what kind of job you do and, which-

Host: So can I ask people what they want to do, what kind of job you want to do, if you know? If you don't know, that's fine too.

Femaile speaker: I want to be a politician.

Male Speaker: I want to work with Photoshop or something.

Male Speaker: Some kind of sports area if not a musician.

Femaile speaker: Don't know.

Femaile speaker: Foster caring.

Host: Foster caring, okay.

Femaile speaker: Pilot.

Host: Okay, brilliant. What do you think is the main purpose of you learning about computing and computers at school? Just go ahead, it's a discussion.

Femaile speaker: J–, you're first.

Femaile speaker: It's like you say, you work for life like. When you're older, you don't have the opportunities to go and get help with computers but if you know how to use computers when you're younger, you'll have a better start in life, which means you get better jobs and stuff.

Host: So you mean you can get better jobs. Any other-

Femaile speaker: I think what M– was talking about before, the technology coming in to everyday things like life, they're going to need more people to be able to know how to make that stuff, and you're going to have to know how to use that stuff. So it is going to get bigger and you're going to have to know and it's important, because that's going to be a big part of your life in the future.

Male Speaker: I think it's either there to help you learn and give an idea what it's like for future jobs for what you might want to have for the future in your job lives. Either that, or it just gives you a rough idea of how to use a computer in geneal and different things like that.

Femaile speaker: It's going to be a bit of weird tangenty one, but I think it's important that we learn because even today's, like right now, there is a lot of jobs that require the skills that come from being able to do computing, but also math and science having been akin to that, because it's like engineering and things like that. I think that it's really important that it's being taught at schools and recently it's been introduced much more in primary schools, hasn't it?

Male Speaker: Yeah.

Femaile speaker: So, I think that's important because I know a lot of jobs that require things like computers. Like where my dad works, because he works with computers, I've forgotten the title of what it is but it' mainly men. It's really mainly male dominated.

Host: I do agree with that. Do you think that teaching computing in schools will change that?

Femaile speaker: Yeah, because it's making it from a younger age especially with them introducing it into primary schools, it's making a more ... A career path that's much easier for females to enter like engineering and math and science, using computers, because as we know, the technology is advancing into pretty much everything.

Male Speaker: It gives you a wider idea of what it's like. Yeah.

Host: Would everybody agree with that?

Group Response: Yeah.

Host: So to what extent do you think what you've learned in computing classes, relates to how you use computers in your everyday life or how you will use computer in the future.

Male Speaker: Well Python 8 again, programing is a career job when older, there is programming websites ane things like that making your own computer systems and that, that's what things like Python's for. Whereas other things we use could again lead you to better jobs like what M– was saying because a lot of jobs you need-

Host: Do do you think that what you've learned in your computing classes relates to how you use computers?

Male Speaker: Not all the time. Sometimes but not all the time.

Host: Do you think it relates to how will use computers.

Femaile speaker: I think it relates to how we will use computers in the future because like linking to the last question about the main purpose of learning all this, I think it's actually for ourselves because if we don't learn about this now, if we start learning about this while we're young and while we understand it, and while we're actually up to date with the technology, then we will be able to make our own choice as to whether developing technology as much as we are doing is a good idea or a bad idea.

Host: So you think that it means that, like you were saying, that there is almost too much development happening and that people are learning it now will have more of a choice or a decision.

Femaile speaker: Yeah, we will be able to decide what you want it to do in the future. Whether you want it to change because we have more of our lives left and more chance to change the way that things go than someone older, who doesn't understand the things that we do.

Femaile speaker: Relating to how we use computers in our everyday life, I think if technology was advanced as it was, but we had different uses for how we use computers. Because most people now use computers now mainly for things like social media, they use it for things like ... But quite a lot of it, especially young people, social media and texting. But I think that if we mainly ... So therefore, you don't really have much ... Because what we learn in class is all about databases. It is setting ... It's mainly setting us up for the future.

Host: So do you feel like you are learning things like databases and spreadsheets and that sort of stuff.

Femaile speaker: Yeah, yeah, we learnt spreadsheets.

Male Speaker: Spreadsheet again, jobs. A lot more jobs-

Host: Do you feel like that was covered in your classes and how to use Word and -

Male Speaker: In primary school, what we did for Primary school, we learned how to use Microsoft Word, PowerPoint and all that and the basic programmes. And then when you get to High School, you learn how to use it in a more advanced situation. So say Python and things like that and databases.

Host: You can see how those connect?

Male Speaker: Yeah.

Host: Go ahead.

Male Speaker: Don't worry.

Host: I don't want to miss it. It might be the key important thing

Femaile speaker: Go on A–.

Male Speaker: Well I've used a lot the stuff I've learned in class because I've built a PC and we learned about how to build a PC in Year 8. I've programmed some stuff, which we learned how to do in school although I did it more advanced I still knew the basics.

Host: And helped learning the basics in school got kind of got you going?

Male Speaker: Something I've always struggled with at school is remembering how to do it. There is so much more stuff like, advanced technology and it's getting more developed, and it's a lot.

Femaile speaker: That's a good thing though, because if we don't ... In primary if we don't learn about this stuff and if we've got the opportunity to learn it now, so if we chose to learn about it, then we can't turn around and say I didn't know about it.

Femaile speaker: So it's like to build up good foundations from a young age.

Host: So what would make your computing lessons more engaging or exciting?

Male Speaker: Different ways of giving ideas to people I guess. Some say you could use programmes to show how cool and different things you could end up doing at an advanced scale, so the higher class things you could make instead of going just straight and saying right, okay, just write these words here and it will show you some numbers. Because people actually want to see things that will keep them interested and will keep them excited for the things.

Host: Do you mean like seeing the end result or seeing what you can do?

Male Speaker: Seeing what things your teacher showing you about how advanced it could get and things like that.

Host: Okay. And we're going to go through these in a bit of a weird order in case you're trying to follow on. Is there anything that you think that you should be learning about computing and computers but isn't covered in the lessons?

Male Speaker: Repeat the question.

Femaile speaker: I think we should learn more about internet safety because I think we did one unit on it in Year 7.

Host: Yeah, skip to the bottom.

Femaile speaker: And though yeah it always there, like don't give your password and safe posted, but I think we should have something that's a bit more real rather than just going, oh here's a slogan, kids youth don't do drugs. More like having an actual lesson it. Like password ... Path about password strength and not communicating with people online and things like that. Like having actual active lessons on it rather than it just being a passive message.

Host: You've got something.

Femaile speaker: I want to learn more about creating websites and creative things.

Femaile speaker: Yeah, that's a really good one.

Male Speaker: They should give a real idea and give the real proper ... What a world can be like with computers and how they've been hacking and the dark web and things like that and illegal websites that are happening in the world with horrible people and things that just need to be realised and get things sorted and message across the world really.

Male Speaker: I agree with what M– said because I watched a video the other day by an account called GradeAUnderA, and he basically explained how not to get your account hacked. And he said a lot of good things in there that I've never seen on a poster or heard by my teacher.

Host: Can you give me an example?

Male Speaker: Like, I'm trying to remember what the video said now.

Host: Don't worry about it, I was just curious if there was something particular that stuck in your mind.

Male Speaker: There was how to remember your password. Because he made a password that wasn't just made out of letters, capital letters and numbers, he used punctuation and he didn't use words because words are the first things that they will guess. You use just like random orders and then he saved those passwords that he would definitely be able to find but nobody else would be able to find.

Host: Okay.

Male Speaker: Anybody else?

Femaile speaker: Just one thing ... I know I've said a lot of one things, but one thing that I had never heard about until about a year ago when I set up an Instagram account was two step verification where there is a set up thing, not a random websites, but a set up thing and it says look, can you enter an email address and we'll send you an email and you can block us and we won't spam you. I never knew that was a thing and I always skipped verification or whatever when I was opening an account, I was like that's really safe, can no one can access that information now because it's been locked in so I think that's something that they should possibly cover more.

Male Speaker: Yeah, it's like up to the teachers really in a way because teachers need to get that message across to students and more at a younger age, and soon as they can really I think.

Host: I'm going to skip back up to the top of these questions if you're following along. Have you ever heard of the term computational thinking?

Male Speaker: What?

Host: Computational thinking?

Femaile speaker: No.

Host: What do you think it might mean?

Femaile speaker: What do you think?

Male Speaker: Computer scientists and what they would think about who they would think about how to make programmes and their way of thinking about it.

Host: Computer scientist?

Male Speaker: And how also it could be the ... How a computer works. So say like you've made the programming, and you've written in an algorithm and it's how the computer makes it work.

Host: Any other guesses?

Femaile speaker: I want to say if you think like a computer, it's really logical thinking right up there.

Host: It's close enough. How much time do you feel that you spend using computers every day.

Group Response: A lot.

Femaile speaker: 23 hours.

Male Speaker: 23 hours, say 24.

Femaile speaker: Say more.

Male Speaker: It depends what you mean by technology. It could either be PC's, Xbox's, TV's all of it. It takes up a lot of time. It really gets in to your head.

Male Speaker: Once you're playing or doing anything on it, your mind is in it and you don't realise how long you're doing that for.

Host: Truly absorbing.

Group Response: Yeah.

Femaile speaker: I'm just using this as a reference because this is what I spend 12 hours a day watching. Netflix, obviously there's things like Sky, but Sky Movies where you have to pay to get these things but then there's like Netflix you can get nearly every single movie or TV series or programme or anything that exists and you can get nearly everything on there. And then because it's so wide and there's such a wide range of everything, there's going to be something that everyone likes. It's like, oh well I like that and so you watch it and then you don't realise how much time you've actually spending on it, it just goes away.

Male Speaker: I guess there's a new programme or website sort of thing you can get called Codey, which a lot of people are craving and a lot of people are going on and a lot of people spend a lot of time because they're drawn to it.

Host: What is it?

Male Speaker: Basically you can watch movies, TV programmes, music and videos. It's not illegal, I don't think it is. You can movies for free and listen to music and everything.

Male Speaker: I think it's a similar thing to downloading things off the internet, its just people have put it there for you.

Host: What do ... What are the main things that you do on digital devices? So you watch movies.

Femaile speaker: I listen to music.

Host: Anything else?

Male Speaker: Play games.

Male Speaker: Talk to my friends.

Host: Okay. I'm not going to stop, I'm going to start skipping around because we're getting tight on time. Do any of you consider yourselves to be part of online communities or groups, like guild in a game or specialist forums?

Male Speaker: Well there's things like blackhuts where you can make Clans, and your friends are in it like so, I'm in a Clan with a couple of my mates.

Host: Now are those with people you only know online or people that you've met in real life as well?

Male Speaker: I usually only do it with my friends who I know and who I'm close with.

Femaile speaker: I don't talk to anyone I don't know.

Femaile speaker: I don't talk to people I don't know. I am part of the youth feminist army, I'm part of that but I don't talk to anyone from it. I'm just part of it as a movement, but that ... I'm part of groups but I don't talk to people.

Femaile speaker: I take part in this simulation thing, and as a community, loads of people join. We join as in pilots, air traffic controllers and we all work together to make it happen. In a real life situation.

Host: So like an airport simulation?

Femaile speaker: Yeah but we do it and if there is any signs of bullying, there are administrators on 24 hours a day.

Host: Great.

Femaile speaker: I wouldn't say I'm necessarily like ... There is obviously groups where there is like, like M– was one about a feminist group or a group ... Say before gay marriage was legal in all 50 States, there was groups like that trying to support it and get it going. I would say it's sounds really stupid, but there's obviously different groups that support famous people.

Host: So you may not talk to people who you don't know, but you associate yourself with various groups.

Femaile speaker: Yeah, you're involved with them but you don't consider them your fried.

Host: But you do associate with them?

Femaile speaker: Yeah.

Femaile speaker: I think what, sorry, you go first, I'm sorry.

Male Speaker: I'm really sad saying this, but one of my best friends I've never met. I've never told any of my details other than what my user name is on what I play, but I think he can never judge me because he's never going to see me, he's never going-

Host: So you feel like you can be more honest with hin?

Male Speaker: Well that can be quite dangerous though?

Host: Well it depends on how you do it? You can be safe too, because it's somebody who ... You know it could be somebody who lives on the other side of the world, and so you know that nothing you say to that person is ever going to come back to you, because they don't even know what school you go to.

Male Speaker: I think myself as clever enough to know that ... I know I'm not an adult or anything but I'm never going to give anyone my details.

Host: I think that's absolutely ... There is nothing ... One of the things under that question, one that I'm interested in, is that there are ways to have safe relationships with people you never meet. But I sometimes feel that we are taught is more about the dangers rather than about the advantages.

Femaile speaker: Yeah, because the way that E– is doing it that's safe and he knows and he knows what he can and can't do and what he needs to do to make sure that he's safe. And then we mostly talk about the bad things and the things that could go wrong and not talk about the ways it could benefit here. You could, like A– said, A–'s got this best friend on line and say he's had a really bad day and no one else understands and no one is there for him and he feels like he can speak to this friend and he doesn't have to give anything about himself away, he can just be himself.

Host: Last question. We don't have long to do this question but it is a big one, so I want you think about its, so I'm skipping to number eight for those of you that are following along. Can you tell me about how your work in computing is assessed or marked or what sort of score gets you good marks, what gets you bad marks, what kind of thing would be unacceptable as far as your coursework?

Male Speaker: Things that wouldn't ... The things you don't really need. I sometimes feel like-

Host: What do you mean in terms of the question?

Male Speaker: Well sometimes that I feel like computer programmes that you learn how to use, you won't necessarily need at all.

Host: What would get you good marks, what would get you good grades or bad grades?

Male Speaker: Well they would be things like, it depends on say our GSE course, it depends on what you-

Host: What about in your class?

Femaile speaker: Right, practically, what we actually do is units of work covering, not necessarily doing the exact thing but covering things like databases we make a spreadsheet, then its submitted to Moodle, what ever its called, score them and then it's marked and then we get our grade back for it, which are in report or in person.

Host: So here's something to clarify. Do you think it's better to get something right the first time. Like write the programme correctly the first time or to write the programme and make mistakes and fix it?

Femaile speaker: Definitely learn from it.

Femaile speaker: Make mistakes because if you don't make mistakes then you're not learning anything. If you're in a lesson and someone is just telling you something and obviously it stick in your head and you get it straight away, you're not learning anything, you're just listening to what someone says.

Host: And do you think it's better to write a long programme that does something or a short programme that does the same.

Male Speaker: It depends on how good your memory is because I think personally it makes it a lot easier ... Although it's not easy, it makes a lot easier if your memory is good. Because if your memory is good, you can do that thing first time without making mistakes but it won't matter because you can remember how to fix those mistakes as well.

Host: But you think actually making the mistakes actually helps your memory? Which would you get a better mark for do you think?

Femaile speaker: For the long programme or the short programme? If you have a short programme its more efficient really isn't it, because you're doing it in short steps.

Host: You think you'd get a better mark?

Femaile speaker: But if you're showing your way of working, I'm not sure if its math-

Femaile speaker: If you're doing a short one and it's good quality then you get a good mark but if you do a long one and it's not a good quality you'd probably get a lower mark but if it's a long one and get a good quality, it would be good marks.

Femaile speaker: The only thing that I don't like about the way that things are graded, not necessarily just in this school but in most schools, your attitude and the actual work you are producing are linked because if you have a good attitude you're more likely to put more effort in and then get more involved. But I don't agree with the fact that your attitude can automatically change the grade that you get. So say you get an A for your attitude and-

Host: So you think your behaviour and your mark should be separate.

Group Response: Yeah.

Host: So even if you mess about, if you're doing the work. But what if you messing about makes other people around you get a bad mark? Even though you've been still doing the work?

Femaile speaker: If its making other people around you get a bad mark, I think you should be dropped a grade.

Host: Okay, so we're just about done because ... okay, I will send them back in and give them their grades. Okay so having talked about grades, is there anything that you guys want to add to that.

Femaile speaker: Jut one thing, sorry, sorry. One thing that links into what Caitlin was saying is, I remember at the beginning when I wasn't very good at all, and I was trying ... I put in loads of effort and my marks were always low and therefore I would get a B instead of an A, even though I knew I was trying to put in as much effort as possible. Because my inability to use a computer brought it down. It brings it down and they presume that you're not putting much effort in even though you're like, I don't know what I'm doing.

Male Speaker: A really good example of what M– was saying is physical education because somethings your good at and some things you're not. So there are things that I'm not good at but I will try my best so if I get a low mark, I know I've tried my best.

Host: What about computing, is there anything?

Male Speaker: I think teachers do presume that you've just not put any effort in because we're in topset especially. Because if you've done something badly then it doesn't matter whether you've put 100% in, if its rubbish, you're doing it again.

Host: So you think there's more pressure on you?

Male Speaker: Yeah, a lot more pressure.

Host: That was great. I really appreciate your time. I really appreciate you guys giving up some of your class and I really appreciate your answers because you guys have given some interesting feedback so thank you very much.