# School A Group 4 – 15 July 2016

Teacher: I'm not going to prompt you or ask you anything else.

students : Can we say sir?

Teacher: Yeah sure if you want. So can you name three computer scientists or people who have influenced the field of computing, or are famous for working with computers?

students : Yes. Steve jobs.

students : Bill Gates.

Teacher: Okay.

students : Sheldon Cooper.

Teacher: I don't know Sheldon Cooper.

students : He's an actor.

students : Off the Big Bang Theory.

Teacher: Right okay.

students : He's not real.

students : Well he is real.

students :

 Characters not real.

students :

 He encourages lots of kids to do with computers.

students :

 He does Microsoft adverts.

Teacher: Okay anybody else?

students : Founder of Apple.

students : Steven Hawkins.

students : That's Steve Jobs.

students : Darah O'Brien.

students : He's a comedian.

students : No he's a mathematician.

students : There's still a lot of computer scientists.

students : He made the general computer [crosstalk 00:01:01] or something.

students : The one with long hair.

Teacher: The one with long hair?

students : I know who I'm on about I just don't know his name.

students : The founder of Microsoft.

students : The one who talks about the stars.

students : Him that's what I'm on about.

Teacher: Yeah that's right who are you on about?

students : He talks about the stars, yeah him.

students : Steven Hawkins?

Teacher: Do you think they're computer scientists?

students : Well he uses a computer every single day

Teacher: So how would you complete the following sentence? Computers are for ...

students : Researching.

students : Personal use.

students : Games. You can get anything on the now a days really.

students : Homework

Teacher: Yeah homework.

students : Everything.

students : Read books, do homework.

Teacher: So what do you think is the main purpose of computers?

students : Word.

students : Research.

 [crosstalk 00:01:57]

students : Emails and stuff like that

students : Mainly used for work

students : Editing

students : You know people who make magazines, they will use it for Photoshop, photography.

students : Some people might use it for putting family pictures on.

students : To start because computers were really expensive it would be military communication.

Teacher: Okay. Those are all good answers, there's nothing wrong.

 So to what extent do you agree or disagree with the following statements. Read the statement and you can say if that's true, or you don't think it's true.

 I'm the same person as I'm online as I am when I'm offline.

students : True.

Teacher: Show of hands. For you personally.

students : People we know like Jack Rimmer, he gets his Snapchat up, and he [inaudible 00:02:56]

students : He just Siri's doesn't he?

students : So he's not the same as he is.

Teacher: So first of all, show of hands who thinks that you personally, or people in general, are the same online as they're offline. So put your hand up if you agree.

 So three of you agree, and then I'm assuming you guys don't agree, you think people are different when they're online.

students : I am true on mine, but I think other people aren't.

students : I'm not the same on mine.

students : I'm not

Teacher: You're not the same, so how are you different?

students : You stand in front of the mirror and take pictures of yourself, who does that?

students : You just have a different personality, you could be moody when you're messaging but in real life you could be happy.

students : You could be confident.

Teacher: Do you think one's real and ones not real or are they just different?

students : You could be more confident online because there's less people to actual see what you're doing, and if you do anything wrong you can delete it. Whereas in real life you can't.

students : Online you speak by saying "Lol that's totes, bae stuff"

Teacher: You don't say that online?

students : No people say that online, but no one says it in real life.

students : When you put Lol on a picture you're not actually laughing your head off, you're just like "meh."

students : People think "Oh I like that picture"

Teacher: You think people exaggerate more online?

students : Yeah like say you don't get what a picture means, they just comment on it to act within the group.

Teacher: So people say stuff online because they-

students : Online you are around more people because you have followers, whereas in real like you won't have 600 followers per hand, you're looking at a few.

Teacher: So you feel like in some way-

students : You feel more confident because you have more people.

Teacher: More people watching you? More people knowing what you're doing? Or more people who you feel like, I don't quite understand.

students : I feel like you're more confident because it's not intimidating.

Teacher: So if there were really 600 people watching you that would be scary? But because you aren't aware of them you're more confident?

students : I'm saying Instagram for example, you have followers but you might not know who have of them are but your just accepting friend requests.

students : It's not two faced.

Teacher: It's not two faced?

students : It's not like face to face.

Teacher: Right and you think that makes you-

students : More confident cause it's not face to face.

Teacher: So the second question follows on from that which is I say things online that I would not say offline.

students : Yeah, definitely

students : Because you can delete stuff online.

students : You can say something hurtful because you know, you won't be able to see their reaction and you won't feel guilty.

students : You know you won't be able to say that face to face because they;; probably go tell someone, or they'll get someone to gang up on you.

Teacher: You don't think they'll do that if-

students : You can delete evidence can't you?

students : You don't know how they are acting.

students : You can screen shot nowadays.

students : You could be someone that you're not online, you could be really over the top but actually you're quite shy.

students : You can say stuff and then if you do get done, you can just say someone else hacked my account.

Teacher: So you can hide?

students : They've got no proof that you said it.

students : It's hard to pin point exactly who's responsible

Teacher: Do you think that you say things because you know it cannot be tracked back to you?

students : You could deny it because they've got no proof it was you.

Teacher: Do you think you're meaner or nicer online?

students : [crosstalk 00:07:08] no.

Teacher: Because you know you have that extra protection of unanimity being able to hide who you are, you're more confident?

students : You wouldn't feel confident talking in front of 600 people.

students : All your stuff on Snapchat gets deleted in 24 hours.

Teacher: So heres the next question, and again it's a agree or disagree.

 How much a person knows about computers changes how they interact with people online?

students : No.

students : If it's like a social media thing and they're doing this thing on that, but if you don't know technology well you won't be able to do that same things as well you'll just be able to do it a different way. So say you edit a picture or something and you're not that good all you can do is comment on it-

Teacher: So people who know how to use computers well are more popular because they can kind of show off?

students : They can show their skills on computers and what they can do on computers, more than people that don't know.

students : When people get something new, like you press loads of stuff on it or if you knew about computers you know what it do, and if you knew it did something bad you wouldn't do it.

students : I disagree, you maybe really popular in real life, that's hoe you get your followers, but I don't think it changes with how you interact because, I don't know I don't think it does.

Teacher: There's no right or wrong answers don't worry.

students : It depends on what you're doing because if you like posting stuff about computers and coding people aren't gonna find that interesting. But if you get a picture and make them interesting that would make people think that's interesting because you're able to show your skills through computers. You can make people interesting in that.

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

students : I think people we have 3D printers under the sofa.

students : Why under the sofa?

 [crosstalk 00:09:24]

students : You know Apple Pay and all that, I reckon you'll have a chip in your hand.

students : I don't think you can imagine what it's gonna be like cause over the past 10 years it's gone really big, and I doubt if you asked anyone 10 years ago what they through they wouldn't say-

Teacher: Do you think it's move too fast?

students : Yeah. If you asked somebody-

students : If I ask my Grandma she would have no idea.

Teacher: What about you do you feel, individually, you don't understand technology that's out now?

students : I think our generation does, but the older people.

Teacher: When you say older, do you mean your parents age, grandparents age?

students : Both.

students : The generations above us because they grown up with nothing really apart from the tele.

students : Nokia brick phones.

students : Because over the 10 years, everything's come out and stuff, before that, we kind of rely on our phones, whereas I bet they could probably cope with just a computer.

students : If you said to your grandad or grandma, if you took their phone off them for a week they'd be able to cope because they've lived with it for.

students : They wouldn't be bothered either.

students : We've grown up with having all that stuff.

Teacher: What was that?

students : I lost my phone for a week and I managed.

Teacher: You managed? You survived?

students : Yeah.

Teacher: You live to tell the tale.

students : I couldn't.

Teacher: What do you think could be possible in computing terms, in the future that's not possible now?

students : Like 4D printing so you can print like an animal.

students : Physical printing.

students : You know 3D printing where you can print anything now.

students : Something that could get rid of cancer, like a machine you just go in it.

Teacher: So you think that would be a computing thing?

students : Yeah but like run off a computer.

students : It's hard to predict.

students : Something that could read your mind.

Teacher: In the future how much of your time do you think you'll spend using a computer or digital device.

students : A lot.

students : It depends, say you're driving somewhere depends of if they incorporate the technology in cars. Cause if they have the new driverless cars. If they introduce those, just to drive somewhere you have to use a computer. So could be to the point where it's hard to get away from technology. Sliding doors where you have to put in a password to the door to open it.

 [crosstalk 00:12:21]

students : Everything nowadays, I was looking at this thing and it can tell you how clean your air is. I think it will get more ridiculous with what stuff can do.

Teacher: How much of your time do you think you'll spend on computers and devices?

students : I think because we've grown up using it, I think it would be quite hard to get out of.

Teacher: So you think you'll use it all the time, cause you use it all the time now?

students : It will develop a lot more, because it will develop, which means it's gonna be better. Which means if it's better we're gonna use it more. And I think literally everything's gonna rely on technology.

students : Cause it depends on work, cause if you're an engineer, you could use technology to show the plans and everything. If, you're a builder you could show the plans of the building. In shops as well you have to use a computer to scan stuff. It's hard to get away from technology.

Teacher: So you think they're just going to be so [inaudible 00:13:20] that-

students : It's going to get to the point where it's going to be so cheap to manufacture that it's everywhere.

students : People might not have jobs and it might just rely on technology, online school.

students : I think kids like 3 or 4 year olds now when they get to school there won't be books they'll just have iPads.

students : Change from physical to digital.

Teacher: What do you think the main purpose is for you, learning about computing and computers in school?

students : So, when they develop we know what they're already capable of.

students : To prepare people for what could come.

 [crosstalk 00:13:56]

students : If you want to be like say a designer when your older, to do with designing things on computers you can approach it knowing what you're doing, instead of having to take a while to learn everything.

students : A lot of stuff we learn isn't really relevant, to actual computers.

students : It is.

 [crosstalk 00:14:19]

students : It depends because if you're going into coding where you make stuff like games you need coding for that.

Teacher: So to what extent do you feel like what you're learning about computing in your computing classes, relates to how you use computers in your everyday lives?

students : Nothing.

Teacher: How about how you will use computers in the future?

students : When we use them in there we're not really like doing anything that we normally do at home, we don't get taught.

Teacher: But do you think it connects?

students : No. Cause at home we don't do anything in Script or anything because we don't really need to learn about it.

Teacher: So what would make the computing lessons more engaging or exciting?

students : If we learnt stuff that we could actually use.

 Not computer studies, ICT.

Teacher: Not computer studies, you'd prefer ICT.

students : Something that would make the computer easier to get around.

students : If someone for example wanted to be a vet they'd want to know how to read a computer screen or read an X-ray. You could do that in ICT.

students : Say if we learnt tips and tricks. So, if you do this it will do this with the computer.

students : Keyboard short cuts.

Teacher: So how to use them more than how to programme?

students : Things like how a computers put together.

students : Building computers, taking them apart.

students : We've already done that.

students : So you break your computer, you gotta know how to fix it yourself instead of-

students : I think you should have an option whether to do it or not,

Teacher: You think it should be your choice?

students : You'll have this option this year.

Teacher: Have any of you heard the term confrontational thinking?

students : No.

Teacher: What do you think it might mean?

students : Thinking with a computer.

Teacher: Thinking with a computer, okay.

students : Where you've got one programme sorting one thing and the other programme sorting another thing and then it all links up together.

students : Maybe thinking like a computer.

Teacher: Okay. How much time do you feel like you spend using computers or digital devices during your day.

students : A lot.

students : Three hours.

Teacher: Three hours a day?

students : Because, we use them in school.

 [inaudible 00:16:34]

Teacher: If you do it on a device yeah.

students : I suppose we spend at least 2 hours in school using them, then when we get home I reckon we go on for at least half an hour.

students : Not always we don't always use our phones in school.

Teacher: What do you use time doing on your computers or your devices?

students : Instagram

students : Games

students : Homework

students : Social media

students : YouTube

Teacher: What does the term social media mean to you?

students : Instagram

students : Snapchat

students : Facebook

students : YouTube

Teacher: So how many of you use social media? Everyone, no not really?

students : I have got it,

Teacher: So 5 out of 6?

students : People putting pictures of dinners

students : Then you say how nice your dinner was that you had and then you edit a picture and make it look like it's from the 1970's,

Teacher: So do you spend most of your time on computers on social media?

students : When I'm at home on the sofa having my tea why do I want to see somebody else's with skinny jeans on.

Teacher: Do any of you consider yourselves to be part of an online community or group? So if you play game like a guild or [inaudible 00:17:40]

students : Yeah Pokemon Go, you're like a team aren't you?

Teacher: So how many of you would say you consider yourselves part of an online community?

students : We all are because we all know each other online.

students : Xbox live, you play with thousands of players.

students : Everyone on Instagram is a community, because we're all together on it.

students : We all know each other.

Teacher: So how many of you feel like you're part of communities or groups of people that you've never met or only met online, or see very occasionally in real life?

 So you said Xbox? What about you, you said you feel like you're part of?

students : Yeah that Pokemon game.

Teacher: Do you personally feel like you're part of that group?

students : Yeah because you're walking around in public and you see somebody playing it and it's like you've just taken over from it.

 [crosstalk 00:18:43]

students : You could go round with mates looking for them and you could encounter one.

Teacher: You said you felt like you were part of an online community, which ones?

students : Just with my friends.

Teacher: Just with your friends but not of, are those just online friends or friends you also know in real life?

students : Friends I also know

students : Loads of people have over a thousand followers on Instagram.

Teacher: I see what you mean and I think you're right, but I want to carry on as we don't have a huge amount of time.

 When you're an adult how important do you think it will be to understand how computers work?

students : I think it's going to be very important because we will rely on it.

Teacher: You'll think you'll rely on it?

 Why don't you think it's important?

students : Because you just google it don't you?

Teacher: You can just find it out so there's no need to know it.

students : Then again when it comes to exams you cannot use it, you have to refer.

Teacher: So do you think that's realistic representation of your life in the future, or do you think it's more realistic that you [inaudible 00:19:48]

students : I think for the future there won't have to be exams and all that, cause then people [crosstalk 00:19:52]

students : The math teacher will say you don't always have a calculator in your pocket, but now all mobile phones have a calculator on and they have google on.

students : We have then in our pockets

students : You can get resources really quick from your phone

Teacher: How do you think you'll use computers in the future? Do you think you'll use them at work or at home, or for hobbies or sport?

students : At work.

students : In your house, the kitchen and stuff like that.

students : [crosstalk 00:20:27] I wouldn't have the time really

Teacher: So what do each of you want to do when you grow up?

students : I want to be a vet

students : A joiner builder

students : Royal Air force

students : I want to go into a beauty salon

students : Baking

students : Engineering

Teacher: Which of those jobs do you think you'll use computers a lot in?

students : Beautician, order products

Teacher: So you think for a beautician you'll use a computer a lot?

students : Communicate with clients

Teacher: What about for you for the Royal Air force do you think you'll use computers a lot?

students : [crosstalk 00:21:18]

 There's nothing to say I'd go in as a pilot, I might go in as something else

Teacher: You and your dream job do you imagine it using computers a lot? Or do you imagine you won't use computers?

students : At times but I don't think I'd use it as much as I do now.

Teacher: What about for baking?

students : Like shopping yeah but that's it.

Teacher: You said you'll use them loads in your home because you'll have them in your kitchen, what do other people think?

students : What question are we on?

Teacher: We're on number 6. How do you think you'll use computers in the future, at work, at home, for hobbies, for sports, for playing games.

students : Hobbies.

students : What sort of hobby do you have cause if you're a photographer.

Teacher: You personally what sort of hobbies do you think you will have?

students : I think fishing, because you can [inaudible 00:22:25]

Teacher: Okay so you think you'll use them for hobbies, what about you? You said horse riding.

students : Well you can have a GoPro and you can put it on your helmet when you're jumping.

students : Dancing.

Teacher: In five years time what do you think you'll remember from what you've learnt in your computing lessons?

students : None.

students : If we were to learn about making and building computers, [crosstalk 00:22:52]

students : Depends on what you want to do when you're older.

students : Yeah it depends if you took it as an option.

students : If you took it as an option you'd remember.

students : They'll be people who want to do engineering who will need this stuff, they'll remember it, cause it's important to them. If it's not important to you, you're less likely to remember it.

 [crosstalk 00:23:12]

students : If you want to go into a beauty salon you're not going to need to know how to code a computer are you?

students : It's like when we did Pacman last year I cannot even remember what software we used.

Teacher: [crosstalk 00:23:24] I'm skipping to number nine. In what way would you say learning about computing has affected your choices or decisions about the future.

students : A lot.

Teacher: In what way?

students : What I wanted to really do, because it will be using different, nothing like what we've done here, it would mean learning everything.

Teacher: So have you changed your mind about what you wanted to do? What did you want to do before?

students : I would've gone as a pilot but now we've learnt all this I think you use loads of computers and buttons it would be a lot different.

Teacher: So you want to go into the Royal Air force but you don't want to be a pilot because you'll think you'll use computers too much.

students : It's put me off a bit because I was going to do resisting materials, we still do it but it's too much computers. I can do the stuff with the water and all that.

students : You can now make a product 3D print.

 [crosstalk 00:24:26]

Teacher: Has it changed your choices about what you want to do with your life?

students : No.

Teacher: Is there anything that you think you should be learning about computing or computers that isn't covered in your lesson.

students : How to get around a computer.

 [crosstalk 00:24:47]

students : Stop viruses and hackers.

students : Safety, because you might be downloading something and you don't know what the consequences of it could be.

Teacher: General safety, not how to keep yourself safe, how to keep your computer safe.

students : Also, when you're using a computer say there's no sideway speaker, software thing to learn how you could fix that on the computer.

Teacher: You'd like to learn soldering?

students : Yeah cause say you could watch [inaudible 00:25:20]

Teacher: I agree soldering is a good skill, I've done a little bit and once you know how to solder you can fix all sorts of things. Anything else?

 Okay so this last question, which will take us right up to the bell, is a little bit more difficult but I want you to think about it. Can you tell me how you feel your work is assessed or graded or marked? What do you do that gets you good marks, what do you do that gets you bad marks? Is there anything you wouldn't be allowed to do at all, in terms of your computing.

students : Is this number 10?

Teacher: This is actually number 8.

students : The way he set it out is we have to do this and this, to get a level, you have to do that you cannot change it to get something else to get a good level, because it's not part of what they're marking. It has to be to do with that.

Teacher: So you have to stick to those levels?

students : So it makes it a bit easier for us to understand.

students : I don't understand some of it though.

Teacher: That's a whole other conversation, that's for everybody.

students : Print, hello.

Teacher: So you think it makes it easier because he explains things, what you have to do.

students : He makes it harder. Why cannot we just type "Hello" in Word instead of having to put "Print hello, forward slash this"

 [crosstalk 00:26:43]

students : He put basic instructions on the board and let us get on with it, less time being distracted by all the words he says, cause half of us don't get the words he says.

Teacher: You feel like you don't understand all those [inaudible 00:26:55]

students : Yeah if he just put simple instructions.

students : He puts you off, he says that you get it, and you got it and then you're like right I can do that now, and the after he's like right you have to do that now

students : He wants you to inspire.

 [crosstalk 00:27:16]

Teacher: Do you think you get better marks for getting something right the first time, or doing something [crosstalk 00:27:20]

students : You'll probably get bad marks first, because the more times you do it the easier it will become.

Teacher: Is it better to get something right the first time, or is it better to make mistakes and fix them?

students : Make mistakes and fix them.

Teacher: And do you think it's better to have a long programme, that does something. Or a short programme that does the same thing?

students : If you have a shortcut round then you're learning something and doing it quickly then you're doing something else. If you have a long programme that gives you time to actually learn how to use it,

Teacher: Do you feel like you understand how to get good marks?

students : No, he puts it on the board but it's like what's that? [crosstalk 00:28:02]

students : We've just changed the grading system.

students : We've been told it but my english teacher put something on the board the other day about the grades it's completely different.

students : It's only changed while you're in the middle of school, so you've only known it for two years, by the time you're year 11 you would've known it for two years.

Teacher: [crosstalk 00:28:28]

students : No because he'll put it on at the beginning of the lesson when none of us know what it means and we'll forget all that, so we don't know what to do.

students : [inaudible 00:28:38] but you don't know what the programme is

Teacher: Do you think it's better to do your own work or work as a group?

students : Work as a group, cause you can help each other

students : It's easier

Teacher: Which do you think gets you better marks?

students : Group

students : Working by yourself would get you better grades.

students : Group because you can help each other, say one person makes a mistake

students : You would have to split it up cause

students : I work with L– and we help each other don't we?

students : Yeah but if you work in a big group then, if there's one person that knows it they'll all rely on them so it will be their hard work that gets you.

 [crosstalk 00:29:14]

students : Instead of being a group it's one person does it and the rest copy it, it could be.

Teacher: And you think that's not fair?

students : No.

Teacher: Is there anything else you sort of thought of while we were talking, and you feel like "Oh I meant to say that?"

students : Yeah, when we're talking about community on social media, say people have 1000 followers if you only let your friends follow you, you'd probably only have around-

students : 100.

students : Maybe not even that.