# School B Group 2 - 16 Jan 2017

T–: I'm T– and I want to be either a vet or a teacher when I'm older.

Speaker 2: Okay.

T–: I don't know why.

Speaker 2: That's fine. There's nothing wrong with those answers.

D–: I'm D– and I want to be a mechanical engineer.

Speaker 2: Brilliant.

C–: I'm C–.

Speaker 2: C–?

C–: Yeah, C–. I want to be a marine biologist.

E–: I'm E– and I want to be a teacher.

Speaker 2: Okay.

K–: I'm K– and I want to be a graphic designer.

Speaker 2: K– did you say?

K–: K–.

Speaker 2: K–. Okay.

E–: I'm E– and I want to be either something to do with sports or something to do with health and nutrition.

Speaker 2: Brilliant, that sounds really good.

D–: I'm D– and I want to be either a [inaudible 00:00:48] player or a Lego engineer.

Speaker 2: Lego engineer, sounds good. I wish I was a Lego engineer. I think I've done something wrong in my life. Great. Can you guys name three computer scientists or people who have influenced the field of computing? It's a discussion so just speak.

C–: Bill Gates.

Speaker 2: Yeah he's a good one.

Male: Steve Jobs.

Speaker 2: Another good one.

Female: Was it like Shaun something that made something about ... I can't remember. Shaun someone. It was Shaun something. It was Shaun someone. They made like ... I can't remember what it's called but it was like where he started sending these things to his friends and then all the world was using it on the computer. Napster. That was it.

Speaker 2: Napster. Right. Okay. I know who you mean.

Female: The guy that invented the telephone. He was called like Alex I think.

Speaker 2: Alexander Graham Bell?

Female: Yeah.

Speaker 2: That's the one. Anybody else? Any other computer scientists?

Male: Mark Zuckerberg or something, from Facebook.

Speaker 2: Yeah he's a computer scientist. He invented Facebook. Any other ones? No? Ada Lovelace? Anybody heard of her? She was the first person to ... She wrote the first computer programme in the nineteenth century. Any other ones?

Female: I'm pretty sure this is wrong, but is [inaudible 00:02:22] to do with it or is he just science stuff?

Speaker 2: He's just science in general, to be honest. What sort of person do you think is good at computing or good at using computers?

E–: You definitely have to be quite good at maths.

D–: Someone who can see patterns.

Speaker 2: Yeah. Any others?

K–: You have to be able to concentrate a lot. [inaudible 00:02:48]

Speaker 2: Mm-hmm (affirmative). Any other ones? Anything else? That's all right. How would you complete the following sentence? Computers are for ...

T–: Looking for answers.

Speaker 2: Okay, that's a good one.

E–: Research.

Speaker 2: Okay. Anybody else? Any other things that computers are for?

C–: Anything online.

Speaker 2: Anything online. What do you mean by online, just out of curiosity?

C–: On the internet or playing games or something.

E–: Does it mean computers in general or is it like phones as well and stuff?

Speaker 2: What do you think?

E–: I think all of it.

Speaker 2: Okay. What ...

E–: [crosstalk 00:03:41]

Speaker 2: Let's step back for a second. What is a computer? What do you guys think a computer ... What is a computer?

E–: Isn't it a kind of electrical thing that you can use to do stuff?

Speaker 2: Okay, like a toaster? That's electrical and you can use it to do stuff.

E–: It has a screen on it and you can use it to do ...

D–: Type stuff as well.

Speaker 2: You have to be able to type on it, so it needs a keyboard.

E–: It doesn't have to. [crosstalk 00:04:12]

Speaker 2: Okay, so you don't need to type on it. Does it need a screen?

K–: Yeah.

Speaker 2: Do all computers have a screen?

D–: Yeah.

Speaker 2: You sure?

E–: Well, no, because computer screens are the screen but the computers are the box.

Speaker 2: Okay.

E–: The computer looks like that.

Speaker 2: This is a computer.

E–: [crosstalk 00:04:35] inside it, the actual computer and that's just [crosstalk 00:04:38]

K–: Yeah, isn't the computer the little pieces that run the electronic that you have and its storage and stuff?

E–: By itself, if you give it ... Say if you programmed it to do something, it could do it by itself. It wouldn't really need much help.

K–: It stores information.

Speaker 2: Mm-hmm (affirmative), it stores it.

E–: Doing things like walking, it can't walk or it can't ...

Speaker 2: There's something ... I don't have a good definition off the top of my head, but I think somewhere between something that's programmable, that's probably important to being a computer, and I think something that can store information is probably a good definition. Whether or not it's electrical or digital is slightly confusing, because there are non-electrical computers that use other things. We just use the electricity because it moves so quickly that it works really well for computing because it means our computers are very fast. In theory, computers are based on the logic gates underneath that, so you don't necessarily need electricity to do it.

 Right, so I'm going to read you three statements and I want you to say whether you agree with them or disagree with them, and to what extent. I'm the same person when I am online as I am when I am offline. Do you agree with that or disagree with that?

D–: [crosstalk 00:06:11] Some people are really mean when they're online and then they're really nice when you're ...

E–: Some people are proud of themselves so they just be themselves, but if they don't really like who they are, then they can make themselves like a different person online.

T–: Some people are old men trying to get you in bed.

Speaker 2: You think? Is that true?

T–: Probably.

E–: "Predators" would be a nicer way to say that. I think, really, it depends on what kind of person you are.

Speaker 2: What about you guys, personally? If you said "I am the same person online as I am offline" would that be true or not?

E–: I would say it's fairly true.

K–: It really depends on what I'm doing.

E–: Well, if you're playing a game and you have to make a character, then that wouldn't be you.

C–: I get frustrated a lot when I'm playing games online compared to when I'm not using computers.

Speaker 2: What do you mean, you get frustrated?

C–: If I can't do a certain thing, I get more frustrated ...

Speaker 2: You have less patience when you're online than you do offline.

C–: Yeah.

Speaker 2: Okay. You guys, on this end of the table, seem to be saying "No, I'm not the same person online as I am off."

E–: I sort of am.

Speaker 2: You sort of are. On this end of the table, it seems like we're saying we're the same. Okay. I say things online that I would not say offline. Now, again, this is not people in general, but you, specifically. What do you think?

K–: When I'm playing games and stuff, I'll say something that I wouldn't say to normal people, because when you're playing online, you're playing with strangers, so I wouldn't say anything to strangers on the computer that I wouldn't say to them in real life, but if it's when I'm texting my friends, sometimes I say things like weird, cute stuff to my friends that I wouldn't say to people in real life.

Speaker 2: You wouldn't say it except in a text message to your friends?

K–: [crosstalk 00:08:08] we have really weird group chats and stuff, so I probably wouldn't say ...

D–: I wouldn't say a lot of acronyms in real life.

Speaker 2: Okay. Yeah, that's true.

T–: If you're online playing a game, I don't think you would say "Oh, I'm dead."

Speaker 2: No, you probably would not say that. What about you down there, C–?

C–: If I were online, talking to all my friends, I would probably be a bit more careful than when I'm outside, just in case the messages got blocked or something.

Speaker 2: You're more careful online.

C–: Yeah.

Speaker 2: Is that because things don't go away when they're online or is it because they might not understand you?

C–: Its because you also never know if it's actually your friends that you're talking to as well. It could be a stranger.

K–: I find it easier to talk in person than online because, when I'm telling a long story, it takes me forever to tell it online because you have to type it up and everything and I end up trying to cut it really short, but in person, I'm telling the full story. I tell the full story, but online, I have to cut it short.

E–: Last morning, she was telling me about her new house, but if you did it online, it would take forever.

K–: Yes, it would.

Speaker 2: Final one of these. How much a person knows about computers changes how they interact with other people online. Do you think that is true or false?

E–: It's true, because if you know loads and loads about computers, then you're probably able to work them better and you'll be able to know that some people can just hack into stuff, so you wouldn't want to just let everything out because then they'd find everything about you and you wouldn't want that.

E–: With my grandparents, they got a new computer and they don't know anything about it, so whatever they want to know how to send an email or something, they ring up my parents and we have to go over it, because me and my brother, we know all about stuff like that, so we always have to help, because they didn't really have much of the electricity stuff when they were ... Also, they don't know anything, so online, they're a bit strange because ... Yeah.

D–: My grandparents are all right with this stuff.

E–: They took a WiFi class. They took an internet class to know how to work the internet.

Speaker 2: Okay. In 10 years time, what do you think the digital world will look like?

K–: [crosstalk 00:10:48] walking down the street on their phones and stuff.

Speaker 2: Is that now or in 10 years time?

K–: Well, we already do, but you won't see anyone just talking when they're walking down the street. It'll just be always just on their [crosstalk 00:11:05]

T–: They'll be texting people that are right next to them.

K–: If you're walking next to each other, they'll just be texting each other instead of talking to each other.

Speaker 2: Do you think that's a good thing or a bad thing?

T–: That's a bad thing because it's un-socializing, because you're not using your [crosstalk 00:11:18]

E–: Otherwise, there's not really any point in being right next to each other. You could be on the other side of the world.

T–: I think instead of walking, you'll be hover boarding.

Speaker 2: Hover boarding.

T–: Yeah.

K–: I think we will have programmed loads more stuff and we would have made more advanced technology and crazy stuff.

E–: You might even send your robot out to the shops instead of you.

Speaker 2: Everyone will have their own personal robot? What was that, C–?

C–: That would help, having a robot to do stuff, but then you get less exercise as well.

T–: I think only the rich people would have the robots.

E–: It costs quite a lot. If everyone had one, then they would be mass-produced and stuff.

Speaker 2: Do you think ... This isn't a question on my list, but it's another one. Do you think technology progresses too quickly, at about the right speed, or you'd like to go faster?

E–: I think it progresses too quickly because when you feel like you've got a new phone [crosstalk 00:12:13]

E–: I just got my new phone a couple of months ago and now there's an iPhone seven out. I'm like "Well ..."

K–: It's most apparent when you say to your parents "Oh, can I get an iPhone seven?" They're like "No, there's no point, because two months later, there's going to be an iPhone eight" and I'm like "Oh, could it just slow down?"

Speaker 2: What do you guys think on this subject?

D–: They should go quick. No, they go at a good speed.

Speaker 2: Good speed? Technology progresses at a good speed?

E–: Well, it's good that they have good graphics and everything looks like it does just in real life, like on the computer and stuff.

Speaker 2: What do you mean, the graphics are getting better?

E–: The pixels and stuff are getting smaller, so it looks more detailed and everything.

K–: There's more ways you can do things now, because it went from being letters and postcards to emails and then to calls and now to text messages, and I bet you there will be another really crazy idea to build off of that.

Speaker 2: What do you think is going to be possible in the future, in computing terms, that's not possible now?

K–: To send messages to people without using electronic devices or ...

Speaker 2: Just to think it.

K–: Yeah, to think it. [crosstalk 00:13:29]

Speaker 2: What were you saying, C–?

C–: Well, I think that people still have to use their hands and stuff. I don't think that they would be able to get the exact brainwaves to send a text message to someone else.

Speaker 2: I don't know, it's all in the future. Anything's possible.

E–: I only have this idea because I read at one of my old schools. We were reading a story that someone had written and it was about the government and they had made it so you would get in loads of trouble if you were seen not on an electronic, that they had kind of taken over the world and made it a law. You had to always be on an electronic.

Speaker 2: [crosstalk 00:14:22]

E–: [crosstalk 00:14:30] being able to say what you want to say [inaudible 00:14:30]

D–: I think Skype will get better and you'll have a headset on and instead of just seeing them through a screen, you'll see them in person.

K–: Like in Star Wars, they can pop up and then you see ...

D–: [crosstalk 00:14:47]

Speaker 2: How much time do you think that you spend using computers and digital devices?

E–: Quite a lot.

T–: All the time.

K–: [crosstalk 00:14:57] reading.

Speaker 2: Reading.

E–: When I get home from school, usually, I unload my bag and everything. Then, usually I check my phone for messages and stuff. Usually, I always have my [inaudible 00:15:12] straight away, but then I go to two hours of training and when I get back, it's late, so I just have a bath and then I have 30 minutes on my iPad and then I go to bed, which is really bad because you're meant to come off your iPads and stuff, an hour before bed, but that's the only time I have to go on my iPad. I don't really have the time to go on much electronics.

D–: It depends if my friends are online, because then I can play with my friends.

T–: I'm only allowed on electronics at the weekend.

Speaker 2: You're only allowed on the weekend.

E–: [inaudible 00:15:43]

Speaker 2: How much time do you think you'll spend on computers and digital devices when you're an adult?

D–: Probably less.

Speaker 2: Less.

D–: Because you have to work nine to five and stuff.

K–: As a child, you have less responsibilities than an adult have because our parents have to make tea for us. They have to set dinner. They have to do all the shopping, and even though we go to school and we're not allowed on our phones and everything, my parents are still very busy because my dad spends ... Apart from my dad. My dad spends his whole day on electronics because he works at home, so he's just on the phone constantly, but I think I'll be using less because you have more responsibilities that you have to look after. Now, we're just kids.

D–: It kind of depends on what job you get when you're older, because if you're working with computers constantly, you'll probably go on them more to test out new models and stuff.

Speaker 2: Okay, yeah, that makes sense.

E–: I think it depends how much electronics have advanced, because if they stay the same, then probably less, but if they become things you use them more often, then it's probably more, because it really depends on if it advances enough.

Speaker 2: This is switching topic a little bit with the questions. Do you think your computing lessons require you to change how you think or behave in any way?

K–: Well, yeah.

E–: [crosstalk 00:17:23]

Speaker 2: Mm-hmm (affirmative). Was that a computing lesson?

K–: Yeah, cyber bullying.

T–: We had the lesson when it was only a few ... Twenty years ago, you could sing ... You weren't allowed to sing Happy Birthday without permission.

Speaker 2: One about copyright.

E–: I feel I concentrate more on ICT lessons because my mind is more focused because I find it a bit harder than all my other lessons. I definitely think ICT is the hardest lesson. Because I find it harder, I find I have to concentrate a lot more than I would usually do in a normal lesson.

E–: We never really did ICT in primaries. You have to pay more attention in secondary so you can take everything in because if you miss something, you don't really go back to it for ages, and then you [inaudible 00:18:12].

Speaker 2: To what extent do you think the ... Sorry. What do you think is the main purpose of you learning about computing and computers in school?

E–: If you didn't know how computers and all that worked, you'd be kind of confused of how everything did work and how ...

C–: I think it's so that you can help others that don't know.

E–: Isn't it kind of because of the government? Because they say what life lessons you have to teach. Don't they kind of want ... They need the next generation of kids to know about technology, because technology runs a lot of the things that we need because of electricity and running water, clean water, stuff like that. They need the next generation of us to know about electricity so we can work after the generation that's now.

C–: [inaudible 00:19:12]

Speaker 2: Okay. Are there any particular jobs that you think that computing is preparing you for, your computing lessons are preparing you for?

C–: Cell field.

Speaker 2: Cell field.

C–: Yeah. [crosstalk 00:19:28]

E–: When you think about it, when they design cars and stuff, they design them on computers and then they do that and then they make the model that they have to make out of clay and stuff, but they have to work from the computers.

Speaker 2: They start with the computers, so you think there's a wide range? Do you think you're getting the skills you need to do that sort of stuff, in your computing lessons?

E–: Yeah, because if you didn't know how to do any of that, then you wouldn't have much ... You would still have a range of jobs to pick from, but not as many, because most jobs involve a computer.

Speaker 2: To what extent do you think that what you learned in your computing classes relates to how you use computers in your everyday life?

D–: Well, we had the lesson on searching and that's made me search a lot quicker and understand what things can be saved where.

E–: Right now, we're having lessons on algorithms and things like that and I don't use algorithms at home.

Speaker 2: You don't use any algorithms at home. You sure?

E–: Well, I probably do, just without noticing.

D–: If you're like "I bake a lot of food at home," that's got algorithms in it because it's got steps.

Speaker 2: Baking is a really good example of an algorithm, actually.

E–: We do use them at home, but it's not ones where you have to make them up and then you have to put them on the computer and test them to see if they run. It does help you understand things like that.

E–: Because if you were doing electronical algorithms, you don't really need to do them because they're already kind of built into your phone from when they were made.

Speaker 2: Some of them are.

E–: Just the main ones, like if you press the button, it'll come on.

Speaker 2: Yeah, but the way those algorithms were found is, somebody had to make a flow chart and write it down and do a lot of thinking and work as part of a team to make it all work together. What would make your computing lessons more exciting?

K–: Our next line of work will be more exciting because we're doing the Lego mine storms and stuff, and we did that in year six and it was really fun and stuff because you got to ... You weren't stuck at a desk all day.

Speaker 2: It's more exciting because it's not at desks.

E–: Ours is at desks now. I think it's going to be more exciting than algorithm programming because it's more active. You don't just go and sit at the desks and click and move things on the computer screen. You've actually got them in front of you. You can actually physically touch them instead of just going on a computer screen.

C–: It's boring clicking on things for an hour.

E–: It's not always for an hour.

K–: Usually, we just go and sit down and then Mist goes through what we're doing and then we go and we do it, but one thing I do like about the lessons, because we go on Flow Wall and then, when you programme it, I really like seeing what it does on the picture because it looks really realistic.

Speaker 2: Does anybody have a favourite programming language that they use?

C–: For programming, we've only used Flow Wall and ICT and stuff.

D–: I like Scratch.

E–: I like Flow Wall.

E–: There was a site that we do when we finished our work and they said you're going to [crosstalk 00:22:46]. Then there's another one where you can go in Minecraft and programme things like that. [crosstalk 00:22:56]

Speaker 2: Can anybody name any other programming languages, maybe that you haven't used?

E–: There's another one. It's called like Firefox or something.

K–: That's a search engine.

E–: Oh. Maybe not, then.

Speaker 2: Okay. I was just curious. There's thousands of computer languages.

D–: I've heard of one. I don't know if it's a computer thing, but I've heard of one called Cain and Able.

Speaker 2: Cain and Able. I don't know if I've heard of that.

D–: I heard someone on YouTube using it. It's like a hacking thing.

Speaker 2: Oh, right. Okay.

E–: Is it one of the raspberry pie machines that you can get?

Speaker 2: Yeah, they're a kind of computer, actually.

C–: Also Java Script.

Speaker 2: Yep, there's Java and there's Java Script. They're two different things, but yeah, they're both languages you can use. Any other ideas? This isn't on the list. It was just, I was curious. Do you feel like your computing classes require you to think in a different way.

E–: Yeah.

E–: Yeah.

D–: Yeah.

E–: Because when you do maths and stuff, it's more like you've got something to work on, like a piece of paper, but when you do it in ICT, you have to work it out in your head and then show it on the computer, but you can't write it down and stuff. We actually have a piece of paper, but we don't, really. We actually have to work it out in our heads.

K–: In maths, you have the knowledge in your head. You have all the numbers and everything, so it's almost like you're plucking different things out of your brain and then you just add them together and then you write it down, but in ICT, I know less stuff than I do in maths, so it's almost like I'm trying to build up a new subject in my head, almost.

Speaker 2: What does everybody else think?

E–: In maths, there's always one answer and you can either get it right or wrong, but in computers, there's not always one answer. There's several different ways that you can make it right.

D–: In ICT, it's more process of elimination instead of working something out.

E–: There's more than one answer in ICT because if you're researching something, you can either research it the long way or you can search it using [crosstalk 00:25:08] and it wouldn't take as long.

Speaker 2: Absolutely. That's a really good answer. Have any of you heard the term computational thinking?

K–: Isn't it kind of when you refer to how you think when you're on a computer or you think like a computer?

Speaker 2: Anybody? Yah, that's not far off. Any other answers? Any other guesses what it might be?

E–: Something to do with how people's brains work differently to other people. They say some people's brains work like computers and some people's just work.

Speaker 2: Kind of. Sometimes it's a way of thinking like a computer or thinking with computers so you can understand the logical steps that computers go through. How many of you have computers? Do any of you have your own computer at home and how many computers do you have in your household?

E–: Could you count a phone as a computer?

Speaker 2: If you wanted to, yes.

E–: What about a TV?

Speaker 2: Depends if you use it for running programmes, I would say.

E–: At home, we have one. My dad has a computer and a laptop that he has together on his desk, and then, on the other side of the room, we have another computer. Then my mom has a phone. My brother has a phone. I have a phone, and my dad has four different phones, and then we each have an iPad, so three iPads, and I have a laptop.

Speaker 2: You have your own laptop. Does anybody else have their own computer or laptop?

D–: I have an Xbox.

Speaker 2: Phone, Xbox.

C–: Yeah, I've got an Xbox.

K–: We have two desktops and then we all have a laptop, so my dad has his work laptop and my mom has ... My dad has a laptop but he only uses it for work, but he got it from his brother, and my mom has a laptop which I didn't actually know she had because she got it from work because they used to give phones, but now they're giving laptops instead. My brother and my sister have a laptop and then I use the family laptop.

E–: I've got this one laptop for the whole family. Then there's my dad's iPad, my phone, my dad's phone and me and my dad have each got an iPod. My mom brings her laptop home from work sometimes.

Speaker 2: Cool. How much time do you feel like you spend using computers and digital devices on an average day?

E–: For which day? A school day or a weekend?

Speaker 2: Either one.

E–: Weekend.

E–: The weekend, I spend most of the day. Well, not really.

T–: The weekend, like two hours because I have football Saturday and Sunday.

K–: Weekend, I would say about two hours because usually I go on a walk on the weekend and I have training on Saturday and Sunday. Weekday, probably an hour, hour and a half, because when I come back from training, which is every night apart from Thursday, I go on the computer before I go to bed, on my iPad.

Speaker 2: Do any of you guys use social media?

K–: Yes.

E–: Yeah.

D–: Yeah.

Speaker 2: What social medias do you use?

E–: Instagram.

T–: Snapchat.

E–: Instagram.

T–: Twitter.

E–: [crosstalk 00:28:22]

T–: I've got Facebook but I don't use it.

E–: I have to use Facebook for my dancing because they post all that stuff on Facebook. I don't use it for social media.

Speaker 2: Do any of you guys consider yourselves part of online communities or groups, or have any friends who are only online?

T–: No.

K–: No.

E–: Well, my brother plays all his computer games and stuff, and on that, he's friends with people that he's never met, but he's only friends with them through games and other people he ... He has a friend who plays on the computer a lot, but he has loads and loads of friends, where he's like second kind of friends with them, like a second cousin.

K–: I'm friends with someone who used to be in our class in primary and then they moved away and [inaudible 00:29:11].

Speaker 2: Cool. Yeah.

D–: I've got this friend ... Well, I've got a lot of friends online. One of them is someone who I've played some games with and then the rest of them are just people who I've added so they can give me fake money on my games.

Speaker 2: Right, okay. What sort of games?

D–: Just online games.

Speaker 2: All right, okay.

D–: So I can just get money off them.

Speaker 2: When you're a adult, how important do you think it's going to be to understand how computers and software work?

E–: If you had a job to do with computers, it'll be important to know how they work.

K–: Because of how we discussed when we felt that programmes and stuff was going to advance, I think it will probably be quite important because it's going to be more to do with electronics and programming and stuff. In the future, I think it's going to be really important for us to know about computing.

D–: Well, if you got a job like engineering or something, they've already got those kind of 3D graphic images which you can turn and see where the problems are.

Speaker 2: You think that, even if you're doing engineering, you're going to use some kind of that.

D–: Yeah. I don't think it'll be useful if you're like a bin man or something.

E–: You'd have to know how the bin worked.

Speaker 2: Okay, so we've talked about this a little bit. Other than at work, where do you think that you'll use computers in the future. In your home or for hobbies or for sports or for playing games or ...

E–: My mom has loads of friends that she knew at school that moved away, so she uses a computer to email them to talk.

K–: My mom used to live on an island, so all her school friends, they've all stayed friends. They all talk on Skype and stuff and that's how she talks to her brothers and sisters and stuff.

Speaker 2: Thinking forward, in five years time, what do you think you will remember from what you've learned, maybe even a little bit more than five years because you're in year seven. When you're finished school, what do you think you'll remember from what you've learned in your computing lesson? Anything?

D–: Not to cyber bully children.

Speaker 2: Not to cyber bully children. Okay.

E–: I think we'll know more than we know now.

Speaker 2: You think it's hard to know because you'll learn more.

E–: Yeah. We've basically only focused on one topic so far, so I think we'll know more now.

E–: We only have like 13 lessons.

Speaker 2: Okay, because you guys are year seven, so you've only had, what, half a year at secondary school. How different do you find computing and how you use computers at secondary school compared to how you used them at primary school?

E–: [crosstalk 00:32:11]

Speaker 2: In what ways?

E–: We had to play little games and stuff at primary, but now we don't play games. We do [inaudible 00:32:22].

Speaker 2: You use them for playing games but you don't play games on them as much anymore.

E–: Primary, in the actual computer lessons, we played games to learn. [crosstalk 00:32:37] Now, we don't actually play games. [crosstalk 00:32:43]

K–: It was easier in primary, I think, in a lot of ways because they would go through it step by step. On the boards one, you were doing it yourself and here, you've got to remember it all and it's harder because we've got to solve some it ourselves.

E–: [inaudible 00:33:02]

T–: We mostly did scratch. [crosstalk 00:33:10]

Speaker 2: Did anybody else do scratch?

K–: I went to three different primary schools because I moved to different parts of the country. My first one, because I was more little, we did more colouring. We went on games where you chose different colour of paints and stuff and coloured. Then, at the next one, we did mostly scratch, and then the last one, we did games and use computers more for designs and coming up ... We kind of did drawings but it was more advanced, using 3D shapes and stuff.

E–: We only really used computers for different subjects. We never did ICT in itself. We used to use them for maths and English and languages and stuff.

Speaker 2: Okay. Anybody else? If you don't think you're very good at computing, what do you think you could do to improve? Go ahead.

D–: We could maybe do a bit at home or at break, on lunch, if you couldn't remember it.

Speaker 2: Do you think you have to change you as a person at all?

D–: No.

E–: No.

Speaker 2: No, you just have to practise more. [crosstalk 00:34:24]

E–: If you weren't great at it, you'd have to focus more on lessons and stuff.

Speaker 2: In what way would you say learning about computing has changed your choices about the future, if at all.

E–: No.

Speaker 2: No? You don't think it's made you more interested or less interested in different subjects?

E–: Well, now, because I want to be a teacher ... Now teachers use the board connected to a computer, whereas [inaudible 00:35:00] write on the white board.

Speaker 2: Even to be a teacher, you think you'll have to use more computing stuff.

E–: Mm-hmm (affirmative).

Speaker 2: Okay. Is there anything that you think that you should be learning about computing and computers but hasn't been covered in your computer lessons?

E–: I don't really think that's it, because I'm not sure ... There will probably be a lot of things that I'll say, just because we haven't really done much yet because we've only had one term. I think there's way more that we've got yet to cover. It's kind of a hard question to answer because I don't really know what we're going to do.

Speaker 2: What's your favourite thing about computing, about the computing lesson, and what's your least favourite thing about the computing lesson?

K–: My favourite thing would be the EPC, the work you've done, so when you're doing programmes and stuff, you can see it physically happening on the screen.

E–: I like the fact that it can't get ruined. You can't drop it in a puddle and it can't get ripped or something and it can be stored away, but from plain sight so you can't find it on a bookshelf or something. It's just in a computer. I like that.

C–: While I'm not that good at hand writing, I like that I don't need to do writing so it can all be the same.

Speaker 2: Can you not do that in other lessons? Are you not allowed to type stuff for the lessons?

C–: [crosstalk 00:36:40]

Speaker 2: What were you saying? You were saying something there for a second, I thought.

D–: Oh, no, it was a joke, because some people make things up and say "the dog ate my homework" and I was saying "the dog ate my computer."

Speaker 2: What's your least favourite thing about the computing lessons?

E–: Because it's hard.

K–: [crosstalk 00:37:00] [inaudible 00:37:10] you just have to do it. She doesn't explain enough to ...

Speaker 2: You have to figure it out for yourselves.

D–: Yes.

E–: Yeah.

E–: She rushes it a lot, so she just tells us and then we have to go and we find it and then we just have to work it out ourselves, how to do it.

T–: In our old classes, before we all moved around, they went through it with us on the boards, so we could just copy what they were doing, but now we've got to remember a lot more.

Speaker 2: With a show of like thumbs ... First question. Two questions for thumbs and two is yes, one is maybe and down is no. The first question is, who thinks they are good at computing? Kind of a mixture.

E–: [crosstalk 00:38:05] because I did well on the test.

Speaker 2: You did well on the test. Who feels good about how they do in computers?

K–: I feel good about computers because I came in the top 10 [crosstalk 00:38:15]

Speaker 2: Okay, so you guys mainly feel like you're pretty good at this. You're somewhere in the middle. You're not C–. What was your name again?

T–: T–.

Speaker 2: T–. Sorry. Right, so you all, except for T–, who feels somewhere in the middle, mostly you feel pretty good about it. Okay. As a final question, how has this discussion gone so far? Good?

D–: Yeah.

Speaker 2: Okay. We're basically out of time, I think. Is there anything, any questions you want to ask each other or ask me, based on ... Go ahead.

D–: What's Umla?

Speaker 2: Umla. Umla is a company that makes kits for something called [inaudible 00:39:03], which are programmable circuit boards. They make little kits that are easy to use and they make nice [inaudible 00:39:09], too. Do you have any other questions about computing or computer science or anything like that? Either for each other, like maybe there was some answer that we gave, or ... Go ahead.

D–: Do you know if you came in top 10% in the beaver's challenge, do we actually do anything?

Speaker 2: In what challenge?

D–: The beaver's challenge.

Speaker 2: I don't know what that is.

E–: It's like a challenge [inaudible 00:39:33] Oxford and stuff. That's why we got ... Because we were in the top 10%, that's why you are talking to us and not other people.

Speaker 2: Right, because you're all so amazingly good at what you do.

K–: Yeah.

Speaker 2: I mean, I think that computing is a really important skill and one of the things about different online challenges and things is that they can ... Different places can access those databases and see who did really well on them and who didn't. The other thing about those ... I don't know the specific challenge, but some of the challenges that are out there is that, the way you're tested on computing is quite restrictive and so some of those challenges are a little bit broader and a little bit more interesting and they tell universities a bit more about what you're good at and what you're not good at, so if you do well on them, it's not just that you're good at taking tests, but you're good at thinking creatively.

 It's totally possible. I don't know because I don't know that specific challenge. Personally, I also think that it's really important to be good at STEM-related subjects because they'll be really important in the future in different ways. Any other questions? Any other answers that you don't have questions for, but I didn't ask the right questions for? Cool. I think it's almost time for your next lesson but I don't know where Miss B–...

E–: Fifteen minutes. [inaudible 00:41:09] [crosstalk 00:41:12]

Speaker 2: I'm all out of questions. I only have those questions. I can't ask you anything else. I don't know if we could play a game or something.

K–: Yeah.

E–: Yeah.

Speaker 2: Let me think. I don't have anything with me. I brought my computer. I don't know. Shall we do ...