RH - This is a recording of an interview between facilitator RHL and students in Kerry Boyde-Preece's Level 1DTY class.

Thank you much everybody for agreeing to do this. The first question I have for you is to **Describe your experience of learning and achieving in this class.**

It was good because she always gave us feedback through our emails and stuff and if we ever needed to ask her a question we could just email her and she pretty much always replied to us.

Yeah even if we were out of class on the weekend if we emailed her she would get back to us ASAP and that was really helpful with our assignments.

My experience of learning and achieving in this class, it's much better, I have learnt more than what I previously learnt in DTY. I know much more about application software and those types. She's been very good at teaching us to learn about DTY.

RH – Thank you. **Describe any occasion you have been able make decisions about how/what you learn.**

In our prototype assessment we got to choose kind of what we did a prototype on, as long as it related to our community, so as long as it kind of linked to the standards she made it very broad for us to choose, there was a broad range of things that we could do to suit the assessment.

RH - Did you find that helped you?

Yep, it helped.

RH - How?

I didn't really know what to do at the start, until she helped.

RH - Did you find that linked to interests you had?

Yeah it helped peak an interest in what we are doing rather than it just being an assignment.

RH – Did you find that?

Yep, helpful…

RH – Right, shall I move on?

Yep.

RH - Is there a particular software you have enjoyed using?

What's that one where we….?

Google Sketchup, that was cool.

*Google Sketchup, I just **loved** that software.*

Yeah I enjoyed Floor Planner.

Same.

Same here.

Like the designing kind of ones. (Yeah) and the different ones to what we would normally use were really cool.

Just creating stuff.

And it was how we wanted to create our own building, not as how anybody else wanted it.

So it gave us a bit of freedom to decide how we wanted to do it.

RH - So I saw you saying you enjoyed Floor Planner, what did you like about it? Anything more to add about it?

I just liked that you could get chairs and stuff (laughter) and with Sketchup you couldn't really do that.

RH – Floor Planner rather than…and could you use both of those applications together?

You could use them separately but like, use them as two different designs. So you would have the same overall design but Google Sketchup's like exterior whereas the Floor Planner is an actual floor plan (interior) so you could use them both together.

But with the Sketchup, the new one, can import other people's designs like other peoples chairs they have made on the app, and put it into your design.

RH - When you say other peoples, is that other peoples in class, or just anywhere?

Anywhere. They have put it on the warehouse, there's this warehouse thing and you can download it, it's really helpful. Or you can create your own.

RH - Did it inspire you to create your own at all?

Yep (by several, and laughter)

RH - Is there anything in particular you are proud of that you created on your own?

My house (laughter) that I'm doing, yep.

And Scratch, at the beginning of the year we made games, I'm pretty proud of my game. That was good.

I'm not proud of mine…

Yeah I didn't enjoy that assignment.

RH - Okay what would have made it more enjoyable, what did you enjoy?

Oh I just didn't understand the coding and how to manoeuvre my Sprite character.

RH - Okay. Would you like to have had more instruction about how to do that?

Um yep maybe…

RH - Was it lack of interest from you…?

Yeah probably.

I didn't like it because I had no interest in making games. And I found it difficult to put together an alga rhythm because I didn't really understand what an alga rhythm was.

RH – So maybe more teaching in that area?

Ahh, yeah.

Describe learning strategies that you have experienced in this class that made learning interesting/fun.

I learnt to create charts and stuff on Excel, how to use it better. Made it helpful in my Maths class.

I learned how to use the software so at home we can explain it to our parents.

RH – Ah, so you liked that? So you became a tutor to your parents?

Yeah! (laughter)

RH – And yours was that it connected to your Maths?

Yeah.

RH – And it made Maths easier?

Yeah, because we already knew how to work Excel and make charts so we didn't need any instructions.

RH – Okay. Anything you found particularly interesting or enjoyable?

Yes, I learnt how to use Excel. I'd never seen it before until we had done that. And I showed my mum coz she needs it for work.

RH – And? Is she good at it, were you a good teacher?

No (laughter)

What was your favourite way of learning in this class?

Whats it called…?

Um, there's one part where you get to write stuff and then you get to do stuff.

Practical.

Practical, yeah.

*I liked it how when she put stuff up on the website that we could read or she put websites where we could go if we needed extra help. And that really helped when we were **not** in class.*

Especially the website overall because it had what we were learning, when we are learning it and all that stuff.

Yeah, and the homework assignments.

RH – Did that help you guys?

Yeah and how she believed in us to do our work at home as well if we were away.

Yeah if we were away she would make special…make sure we had what we needed.

And she would get in touch with us and let us know there's a lot you need to do, help us, set examples.

Even over the holidays she sent out emails, like every single day, reminding us.

Making sure we had our stuff done…

Or she would email my mum.

Yeah (laughter)

RH – Was that a good thing or a bad thing? Are you putting that in as 'Please don't do that anymore' or what?

It was a good thing for my brother (laughter)

RH – Oh yes because you were both in there.

Yeah and when she emailed us our marks, she'd also forward that to my mum, so that was good. And then my parents would be like 'what have you been doing?' So that got conversations kind of going as well.

RH – What about your guys whanau? Did your guys whanau like that contact?

Yeah.

Yep. My mum always told me and I told her 'I already know'. (laughter)

RH – So they were involved in the whole process and they knew what was going on?

Yeah (by all) and that was really good. Coz sometimes when you have homework and you're like 'ah I really have to do it' and your parents go 'you should be doing homework' and it's like 'oh yep okay'.

RH – So do you think your parents feel they have a relationship with Mrs Boyd-Preece?

Mine do.

(murmurs, uncertainty) What do you mean about relationship? I'm thinking of like four different things…

RH – No I'm just saying that sometimes a student will get to the end of the year and the parent doesn't even know the name of the teacher…

Oh oh yep.

RH – If I asked you to describe in one word, and I'm going to get you to describe in one word, what they thought about her as a teacher for you, what do you think that word would be from your whanau?

Motivated. Because when we got swapped teachers in the middle of the year she still would make exceptions for us like during lunchtimes we could go to her or we email her whenever. Even when we didn't understand what we were doing with our other teachers she still made sure, made exceptions for us. Which was really nice.

RH – What do you mean 'made exceptions'? Do you mean went further, made the effort?

Yeah, made the effort to make sure we were still achieving, even though we found it difficult.

Yeah she motivated us even though she wasn't our teacher. And at times we couldn't understand what we had to learn but Miss Boyd was always there to encourage us, help us, she would send us emails that would help us even more. Examples…

Encouraging…

Good (laughter)

Organised. She was very organised with all the assessments and what we had to do and when we were handing it in…

And how the assessments kind of linked. So we would do one then it would link on to the next one so it made them easier because it kind of continued.

RH – So you liked that? Do you get the impression there was a lot of forward planning?

Yeah, rather than just going we are doing this one, this one, this one…

All of different topics…

Yeah so we did our game, then we had to do our alga rhythm that related to that, so it was two assessments but really it was only one learning, kind of.

RH – Okay, so you guys you have already said quite a few things in response to this one, is there anything else that you haven't said to **Describe something that your teacher does which tells you she has high expectations of you.**

(Silence)

RH – For example it seems to be with her sending you emails and sending you work when you're away that she expects you to still keep up with work and achieve. Is there anything else?

When we give her our work she looks over it and says 'oh you've forgotten this one' and because…

RH – Does she show you the marks schedule?

No she just says what we have missed out and tells us to put it on, make it into our own words and then she marks it again and then sometimes it's a higher mark.

She gives us lots and lots of feedback. Or when we are halfway through she will come round and just make sure we are on track, and doing what we are meant to be doing.

RH – Do you have the descriptors in front of you, what the difference is between an achieved, merit & an excellence?

Yep (numerous answers yes)

RH – So she provides you with that?

Yep (numerous again)

Always the exemplars and the marking schedules.

RH – So that demonstrates that she expects you to be able to use those. She doesn't keep anything secret, like you see everything?

Yep (numerous) Pretty much.

Even if some of us were distracted, she will motivate us and tell us we can achieve at higher level for this assessment if we tried our best.

RH – Okay, so what if you hand in a piece of work that you know that is sub-par, not to your usual standard, would she just mark it and say well that's the mark…

She'd tell us to go back and re-do it, read over it.

She never just marks it and that's it, it's always she'll read over it and make sure that we have done our best.

RH – Okay so she was pushing you…

Yes.

RH – So you have already said you get feedback/feed forward on your work, if so how does it make you improve and achieve haven't you. **Do you get feedback/ Feed-forward on your work ? If so, how has that help you improve and achieve?**

Anything else about helping you with feedback and feed forward achieving?

Not really…

RH - I'm interested in this one, cause the reason is is that traditionally DTY is very 'person/computer'. I have seen different things happening in your class, but can you **Describe ways you are allowed/encouraged/enabled to support and help each other learn from each other.**

In one of our assessments we had to get feedback by stakeholders and she got the class to go around and give feedback to each person that had a prototype. And some people knew how to work one application and another person didn't so they would teach them and it was really helpful.

We always had the ability to help each other if we needed to.

Or to ask for help.

Or she'd make collaborative documents so we could all do a brainstorm or…. yeah.

RH – Did you find that helpful? Did all of you find that helpful? I like that, I'm interested that you shared skills and expertise.

What improvements could your teacher make for L1 DTY next year?

Better computers (laughter)

*More like, a range of software…so I know there are lots of other schools that have hired out their software but we only have a Photoshop and a Google Sketchup and that's the extent to where we can go. So if we had more, **different** kinds of software then we could maybe branch off into our own as well a bit more.*

RH – Anything?

Maybe more one on one student and teacher contact.

RH – Because you all seem to really like that collaborative work that happened in Term 3, would it have been useful to start with a collaborative type activity at the beginning?

Maybe so we would have more feedback and could improve in certain areas.

And get to know each other (agreement by others)

RH – Is that important to you?

Yeah, yep in the classroom.

And then you feel comfortable with each other to help each other.

So you're not scared sitting at your computer not knowing how to do this, you're not scared to go and ask someone else for help.

Yeah.

RH – Anything? Thank you that's all I need from you, thanks very much for your time, it's been really helpful.