Turning Teachers on to ICT:
Acknowledging the Place
of Cognitive and Affective Constructs in
ICT-Related Professional Learning

Gina Natalie Blackberry
Dip Teach., B.Ed., M.A (Journalism)

School of Education and Professional Studies
Faculty of Education
Griffith University

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Abstract

Information and communication technologies are yet to revolutionise the classroom and transform teaching and learning despite mandates for its inclusion in curricula across the world. Many theories have been advanced for the limited impact ICT has had on teachers, teaching and learning. The efficacy of ICT professional development for teachers looms as prospectively significant in any systematic inquiry concerning teachers’ reservations and research indicates that teachers’ beliefs and affect might be a good place to start. Both seem to have been overlooked in professional development for teachers.

The purpose of this study was to identify and examine the function of teacher participants’ beliefs and affect as my co-researchers and I endeavoured to develop our technological, pedagogy and content knowledge (TPACK) (Mishra & Koehler, 2006) and integrate it into our classroom practice. Action research was adopted as the methodology of choice for its capacity to employ a range of methods to address authentic problems and to frame the professional learning component of the inquiry. Metacognition and reflection on practice in an open conversation space facilitated identification of our mental lives. These rich qualitative accounts identified a range of personal and context driven issues that functioned to prevent our adoption of ICT. In particular, the inquiry highlighted how our mental lives (conceptualised as our cognition and affect) can function to prevent us from considering use of new technologies and consequently making changes to our teaching practice.

An inductive approach to data analysis was used which resulted in two conceptual windows emerging: ways of working and mental lives. The model that emerged from these windows identified the key components of an in-school professional learning experience for other teachers wishing to transform their teaching practice with ICT. While time, issues of access to technology and the overt support of school leaders emerged as significant players needing to be addressed by us, it was our beliefs and feelings about technology, pedagogy,
our students and ourselves that functioned as more powerful determinants of ICT use. The model advocates a holistic approach to ICT-related professional learning. It advocates teachers must be supported physically, socially and emotionally to achieve and sustain changes to their practice.

Keywords: action research, ICT, TPACK, teachers’ professional learning
Statement of Originality

This work has not previously been submitted for a degree or diploma in any university. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made in the thesis itself.

Signed

Date

Gina Natalie Blackberry
Dedication

In loving memory of my friend Liz Wilde

12 May 1964 – 22 September 2012

This thesis is dedicated to an amazing woman, who I am proud to have known and called my friend. Lizzo your courage, strength, determination, and sense of humour provided me with good doses of reality whenever this thing I have been doing seemed to hard. How I wish you were here for one more glass of bubbles.
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There are many people who work behind the scenes to realise a production and so it is with this thesis. I am privileged to know so many wonderful people who have sustained me through the trials and tribulations of this journey. You have listened to me, tolerated my moaning, shared my excitement, and supported me in so many ways. ‘Thank you’ seems inadequate but it is heartfelt.

Every once in a while people come into your life and you cannot imagine it without them. I cannot imagine having been supervised by a more knowledgeable, supportive, and wonderful supervisory team. I feel very blessed indeed that they agreed to take me on.

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one! Thank you for coming on this journey with me, for giving of your precious time so
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encouraged me to be the best I can be. It hasn’t always been an easy ride but know I am
forever grateful that I have had you there at my side. I would like to promise that the study
will be a little tidier now this job is done but I won’t... just in case!

Samuel, Ella, Helena, and Sophia... mummy’s “uni work” is now done! Finally.
Thank you for making the cups of tea and biscuits, for sitting on my lap, and giving me
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babysit and help out in whatever way you could have been truly appreciated.

Finally, to all my friends. Friendship is defined not by how often you talk, but by
how you listen, support, and nurture your friends. I am grateful you have understood my
absences from morning teas and lunches and I look forward to resuming a more social life
in the near future. Thank you for always taking an interest in what I have been doing, for
encouraging me, and listening to me.

This journey for me is almost complete. It’s time to celebrate... bring on the
champagne I say. Cheers!
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The future’s in the air
I can feel it everywhere
Blowing in the wind of change.

(Klaus Meine, Scorpions, “The Wind of Change” lyrics)
Turnings Teachers on to ICT: Acknowledging the Place of Cognitive and Affective Constructs in ICT-Related Professional Learning

Foreword

Genesis

Eighteen years ago, an inexperienced education graduate entered the grounds of a prestigious independent Brisbane school. Armed with a briefcase full of lessons that had “worked” during her final practicum, a heart full of enthusiasm, and excitement mingled with trepidation, she entered the world of teaching.

Her days soon marched to the beat familiar to teachers; routine regulated by the sound of bells signaling the end of a lesson, the march of feet moving on to the next class, the lunch-time duty, planning, teaching, assessment, and marking. Initially, all this was familiar but unfamiliar. Teaching duties had been experienced during practicum sessions, but this time she did it alone and this time, it was for the long haul. There was no supervising teacher to run to for support – instead, at 21, she was head of her own subject department. There was no relief in sight, three of four weary weeks down the track. This was a “real” job, 40+ hours a week of real responsibility. “Tough, but not impossible,” she thought.

She worked hard, harder than she ever had, putting in “overtime”, ensuring everything was just right. Secretly modeling herself on John Keating, the inspirational teacher in Robin Williams’ movie, Dead Poets’ Society, she strove to create amazing learning opportunities for “her kids”. It was the perfectionist in her head (and John Keating) that drove her to do it and her students rose to her challenges, which only served to perpetuate the cycle.

And while to observers she appeared “capable” and “in control”, she walked the long corridors carrying her books and a dreadful secret... she could not make the editing suite, the tool of her subject’s trade, work. Hours buried away in the bowels of the editing suite.
suites, reading instruction manuals, re-patching cables, reconfiguring settings were all in vain. No matter what she tried, it always ended the same way. Frustration, anger, embarrassment coursed through her veins. The machine just wouldn’t work the way it was supposed to... that bloody machine...

After a hiatus of ten years, she returned to the classroom a more confident and worldly person. However, the classroom she came back to WAS different. During her absence from teaching, computers had become a normal part of the classroom furniture and the Internet had forged its way into homes and schools, replacing books and encyclopedia as the new referencing norm. Mobile phones had also become a ubiquitous accessory in the school bags of students. The students WERE different too. They seemed more sophisticated, they knew about technologies she hadn’t even heard of and they used it with fervour to access information, keep in touch with friends, establish new friendships, and to let the world know what they were doing. They were blogging, skyping, texting, SMS-ing, Facebooking, and more in a new language she didn’t speak... and here she was trying to teach them in the same way she had done, ten years before. Somehow, that just didn’t seem right to her. She realised she needed to “catch-up” fast or what was happening in her classroom would be irrelevant to her students. “Yes,” she thought. Teaching DOES have to be different too but the question of how to change filled her with dread.
The preceding narrative serves to contextualise some of the events that have transpired in my life and which have shaped this inquiry. Clandinin and Connelly (2000) stated “our research interests come out of our own narratives of experience, and shape our narrative inquiry plotlines” (p. 121). The research process I have been engaged in has allowed me to reflect on my life experiences. In doing so I have come to understand many things about myself but in particular I have made many connections between past experiences and how they have shaped my professional practice. Clandinin and Connelly’s claim is certainly true of this inquiry.

Diamond (2008) argued it is prudent to situate any research within a personal framework or narrative that contextualises the reasons for wanting to conduct the study. Many of my life experiences have led me to undertake this journey and they will be revealed in the pages that follow. However, Diamond’s sentiments also support the reflexivity encouraged of action researchers. I see explicating my personal journey and growth during this inquiry as inextricable to my fellow participants’ broader narratives of growth and change.

Qualitative research involves making meaning of lived experience. Questions of how to best present this research morally, ethically, and practically abounded during the time I spent working on it. Czarniawska (2004) suggested “actions acquire meaning by gaining a place in a narrative of life” (p. 5). Clandinin and Connelly (2000) and Niemi, Heikkinen and Kannas (2010) argued it is through narrative that we come to make sense of experience. This is very true for this inquiry. For researchers, the narrative turn associated with postmodernism “has opened up the possibility of explicitly framing and realising their research in terms of it both being, and using, narrative” (Sikes & Gale, 2006, para. 2). Adopting a “thesis-as-story converges with life-as-story” (Lander, 2000, p. 149) approach has allowed me to share the lived experiences of the participants in this inquiry within the broader context of the narrative of the emerging inquiry. While the traditional components of a thesis are
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retained, I have used creative license and woven our narratives, vignettes, and excerpts from my reflective diary into it. I have attempted to assist my reader negotiate the transitions between academic thesis and narrative, vignette, and reflective journal by differentiating fonts and using icons to identify the text and the speaker as our thesis story unfolds.

Icon legend

The icons below help to locate my narratives of personal experience and their sources within the larger unfolding story of our inquiry and this thesis.

The Research Narrative. Throughout this thesis, stories unfold about how events, people, and decisions shaped the inquiry. Reflection and reflexivity were instrumental in forming the research narrative. Traveling on a journey is frequently the metaphor employed by doctoral students to describe the way their work has unfolded. For me, the journey metaphor is very real. A frequent and self-confessed travel addict, I see many commonalities between the two. Moreover, many of my reflections on the doctoral journey have been written while in transit so I see it as most apt!

Vignettes. During my time as a teacher, professional learning facilitator, and teacher educator, I have observed and been privy to many situations involving teachers and technology. While these observations do not constitute data, I believe they add another dimension to our inquiry.

Personal learning journal. During this inquiry, I frequently wrote my thoughts and feelings down. It was cathartic to do so. It is difficult to describe the process because it was not systematic and formal, and therefore there is no one coherent file or book. Instead my responses would often occur when I least expected them to, like when I was riding my horse! Invariably, when this occurred, I would scramble to find anything that could be written on
and jot down whatever it was that had arisen out of my subconscious. I have included some of these responses throughout my thesis because I believe they add another dimension to my narrative of personal change.
A few weeks ago I was asked to email some jpeg files to a teacher for her to show her class. Equipped with an interactive whiteboard and five desktop computers in her classroom, she had several technological options for sharing them but she did not use them. Instead she opted to print out the pictures and hold them up for the students to see. I admit to being shocked by this. Then just yesterday, my 11-year-old daughter sent me a text. Nothing remarkable in that except that she did not have access to a mobile phone. When I checked the telephone number she had sent the message from, I discovered she had in fact, been able to SMS me using our home telephone line.

***

These two vignettes serve to highlight the potential technology has for changing the way we live, the way we communicate, and the way we work. The potential and power of any new innovation however, is not inherent in the technology itself but in the hands of the user. People decide if, when, and how new technologies will be assimilated into their lives. There are potentially many interpretations of why the teacher in the first vignette opted to print out the pictures I sent her instead of using the interactive whiteboard. She might have wanted a tactile experience for her students, it might have been quicker and easier for her to print the pictures or she might have been experiencing technical problems which prevented her from using the interactive whiteboard or computer. It is also possible that, like me, she simply acted in old and familiar ways; unaware of the possibilities and potential new technologies afford us. The point is, my own experience made me realise that if we don’t know that technology can be used in a particular way to achieve something, then we will not use it and realise its full potential. The final interpretation I offer on the first vignette is based on
evidence that many teachers fear technology (Kimber, Pillay, & Richards, 2002). Like many of her peers from around the world, this teacher may not have used the technology available to her because she feared it.

Socio-cultural context for the inquiry

This teacher’s actions serve to reinforce the evidence that suggests many educators are reluctant to embrace the potential afforded by digital technologies (Ertmer & Ottenbreit-Leftwich, 2010; Groff & Mouza, 2008; Levin & Wadmany, 2008; Pegg, Reading, & Williams, 2007; Sutherland, Robertson, & John, 2009; Voogt, 2008) despite the proliferation of information and communication technologies (ICT) in contemporary life (Somekh, 2007).

ICT is an umbrella term that encompasses information and communication devices such as computers, interactive whiteboards, mobile phones, Smart phones, iPads, televisions, digital cameras, and the software that enables these devices to operate. The permeation of ICT through all levels of society has changed the way we work, conduct business, socialise, and entertain ourselves and has contributed to the globalised marketplace. We can expect to see further shifts in the way we live as new technologies emerge. Evidence suggests that while embracing these changes has been a challenge for the “digital immigrants” (Prensky, 2001, p. 1) in society, Generation Y, “the digital natives” currently in our schools prefer to receive their education with input from technology-based sources (Prensky, 2001, p. 1). This preference requires education systems to align their practices to accommodate these technological shifts.

Governments across the world have responded to this technological shift by creating policies that speak of the significance of ICT to contemporary life and the need for education to respond to these changes and equip students with the skills necessary to function in the knowledge age. Despite these mandates and agendas, evidence suggests that unlike the business sphere, educational institutions are lagging in their adoption of new technologies.
The potential ICT offers educators has not been realised resulting in 21st century classrooms that appear largely unchanged from previous generations (Ertmer & Ottenbreit-Leftwich, 2010). Research suggests teachers have been unable to transition to new ways of teaching and learning with technology and this has translated to low levels of ICT integration in the classroom (Ertmer, 2005; Jamieson-Proctor, Burnett, Finger, & Watson, 2006; Leung et al., 2005). McNamara, Jones and McLean (2007) stated “in general teachers continue to see ever-improving technological functionality as merely ‘yet another add-on’” (p. 139). Accepting this evidence, Ramsey’s (2000) observation that ICT was “one of the most significant challenges confronting teachers’ education, teachers and schools” (p. 68) appears still to be very relevant and therefore encourages researchers and professional learning facilitators to remedy the problem.

A complex web of often-interdependent barriers impede teachers’ transition to ICT (Khe Foon Hew & Brush, 2007). These barriers have been conceptualised in the literature as external or internal (Ertmer, 1999). External barriers include: access to resources (Anderson et al., 2006; Mumtaz, 2000; Pelgrum, 2001; Zhao, Pugh, Sheldon, & Byers, 2002;), time (Cuban, 2001; Mumtaz, 2000), school as institution (Lawson & Comber, 1999; Waggoner, 1994), and technical support (Lai, Trewen & Pratt, 2002; Rogers, 2000). However, in schools where these external conditions support integration, there are cases where teachers’ integration is still low (Blackberry, 2012). This suggests the internal barriers, conceptualised as teachers’ attitudes and beliefs (Ertmer, 2005; Hermans, Tondeur, Valcke, & Van Braak, 2006; Windschitl & Sahl, 2002) and teachers’ ICT knowledge and skills (Hughes, 2005; Lim, Teo, Wong, Rhine, Chai, & Divaharan, 2003; Snoeyink & Ertmer, 2001/2) are a powerful influence that impede change and subsequently affect teachers’ ICT-related practices (Groff and Mouza, 2008). Senge’s (1992) seminal work argued that if mental models (attitudes, beliefs and assumptions) can impede learning, it is possible that they can also accelerate learning. He noted “the inertia of deeply entrenched (mental) models can overwhelm even the best systemic insights” (1992, p. 6).
Others have questioned the efficacy of ICT-related professional development initiatives (Ferdig, 1998; Guskey, 1985, 1986, 2002; Richardson & Placier, 2001). Despite an array of teacher professional development over the past 20 years, these efforts “have not empowered teachers to have the confidence and skills necessary for them to transform their pedagogy…” (Jamieson-Proctor & Finger, 2008, n.p). One of the reasons for this is that professional development remains largely transmissive-style workshops focused on skill adoption and ‘re-tooling’ (Jamieson-Proctor & Finger, 2008; John, 2002; Meredyth, Russell, Blackwood, & Wise, 1999). This type of professional development neglects the multidimensional nature of change including the explicit acknowledgement of teachers’ attitudes and beliefs that is considered essential by Ertmer (2000, 2005), Ertmer and Ottenbreit-Leftwich (2010), Guskey (2002), Loveless (1995), and Phelps, Graham and Kerr (2004). Consequently, there are only a few ICT-related professional learning programs for teachers that consider teachers’ attitudes and beliefs documented in the literature (McNamara, Jones, & McLean, 2007; Phelps et al., 2004; Reading, 2010).

The preceding commentary clearly identifies a range of barriers that are held responsible for the current low level of ICT integration. The multidimensionality and interconnectedness of many of these barriers suggest the problem needs to be addressed from a holistic perspective; that is, both internal and external barriers need to be explicitly addressed in order to maximise the integration of ICT in our schools. However, ultimately the final decision to integrate ICT rests with individual teachers. Change to their ICT practices is dependent upon changes in their attitudes, beliefs, values, and confidence to support life-long learning and the ability to adjust to changing technologies.
Nine years ago the realisation that my ICT skills were lacking was confronting. During my absence from the educational sector, there had been an explosion of new technologies into the marketplace. Many classrooms were equipped with computers on my return to teaching and the worldwide web and Internet were increasing in popularity. I knew I needed to update my skills but how to was the question. I just never seemed to have enough time and to be really honest, deep down inside me I just could not believe that these changes would be sustained. I puzzled over what sort of person might search a web address for information, rather than just pick up the phone and ask the person on the end of the line. And so it was that my thinking justified my inability to find time to learn about these emerging technologies. If I didn’t perceive the need strongly enough then I didn’t have to do anything.

The next year I was asked to work with some teachers at a new secondary school to establish the subject of Film and Television. This had been my predominant teaching area before I left teaching to pursue a career as a broadcast journalist. My time working in radio and television had allowed me to witness first hand the change over from analogue to digital. I worked with a team of highly skilled and consummate professionals who had to adapt from linear to non-linear editing using computers and software programs rather than an editing machine. They accepted these changes without question. It was their job to get the news stories edited before the evening news went to air. It was at their peril if the job wasn’t done in a timely manner. I recall some of the news editors even welcoming the changes as they understood some of the benefits the new technology would bring them.

Returning to teach Film and Television at a time when there were significant technical changes afoot in my subject area meant I was strongly obliged to update
my technical knowledge. The thought of looking incompetent in front of my teaching colleagues and students drove me to spend vast amounts of time experimenting with the new equipment and steadily I acquired the new skills I needed, all the while battling feelings of incompetence, anxiety, and frustration.

My updated skills led me to being asked to present professional development workshops for teachers at other schools. I recall being struck by the number of teachers who expressed disinterest and reluctance to use the new technologies in their teaching. The level of apathy seemed great despite some of the teachers sitting in the workshop and texting on their mobile phones. This was when I began to reflect on the ways I had experienced change, not just the physical and social implications of change, but the cognitive and affective changes too.

One of my children’s teachers, Deb, was aware of my teaching background and one day she asked me to help her develop her media skills. She recognised a need to develop her technology skills and practices but she confessed she felt anxious by what she perceived to be her incompetence in this area. This was a light-bulb moment for me. Suddenly someone else was expressing the same feelings I had experienced when I recognised I needed to and began updating my technical knowledge. I was overwhelmed by the thought that if two of us thought and felt similarly about acquiring new ICT-related skills, it was likely there were more teachers out there who felt the same way. Maybe it wasn’t teachers being apathetic, but perhaps their disinterest was a smokescreen to hide something else.

Coincidently, at the time Deb asked me for help, I was entertaining the thought of starting a PhD. Her revelations of how she felt propelled me to start considering studying teachers’ attitudes and beliefs about ICT. Although I didn’t realise it at the time, this journey had begun. The birth of my fourth child however, meant now was not the right time to pursue this!
In the ensuing two years and totally unrelated to this inquiry, I periodically worked with Deb and her classes. Together we developed some ICT skills. However, I was concerned that whenever I walked in, I took over and Deb retreated. I recognised Deb was learning some skills vicariously but I was not challenging her to learn in an authentic or personally meaningful way. Her negative perceptions of her capabilities with ICT intrigued and concerned me and I was fascinated to hear her beliefs about the role of ICT in the early years. In late 2008, I retreated for some time to immerse myself in consulting the literature about constructs like attitudes, beliefs, perception, motivation, and of course, professional development.

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Genesis Part 1 and 2 serve to locate the beginnings of this inquiry in my life narrative and therefore, its significance to me on a personal level. It was something of a revelation when I realised Deb’s ways of thinking and approaches to using ICT were not too dissimilar to the ways I had thought and worked with technology years before. I began to consider the possibility that it was our thinking, our attitudes, and beliefs that played a role in our use, or more accurately, our limited use, of ICT in the classroom. A whole range of questions emerged for me including: what are teachers’ attitudes and beliefs about ICT for teaching and learning? What evidence is there to support the idea that our beliefs impact our ICT-related practices? And, if the evidence does indicate a connection between beliefs and practice, how is this accounted for in ICT-related professional learning?

Scriven (1969) argued research should respond to pressing educational and social needs and this compelled me to probe beyond my personal experience and look to the literature on the subject for answers to the questions I posed. If I was to meet one of the criteria on which a doctorate is assessed, that of contribution to knowledge, I needed to
consult the research already conducted in this field and ascertain whether these questions had already been answered. I also needed to identify where the gaps in knowledge existed.

**Significance of this inquiry**

The widespread and significant impact that ICT has made in contemporary society has already been established in the socio-cultural context for this inquiry. A case for low qualitative and quantitative uses of ICT has also been made and is further supported by a body of literature testifying to a link between teachers’ attitudes and beliefs and their low levels of ICT use. Clearly, low levels of ICT use in education systems that are charged with preparing students to live and work in a world that has embraced technology is unacceptable. Teachers have, by and large, failed to heed government mandates, education authority directives, and ICT-related professional development initiatives designed to effect more widespread and quality usage. A wide range of empirical evidence indicates that present policies and initiatives are failing our school children. Now is the time to find some solutions to these problems.

Greater examination of current ICT-related professional development activities is needed. Mishra and Koehler (2006) developed a framework, Technological Pedagogical Content Knowledge (TPACK) of the knowledge teachers require for technology integration in their teaching. They suggested that good teaching demands an understanding of how technology relates to pedagogy and content. Koehler (2011) suggested:

A teacher capable of negotiating these relationships represents a form of expertise different from, and greater than, the knowledge of a disciplinary expert (say a mathematician or a historian), a technology expert (a computer scientist) and a pedagogical expert (an experienced educator). (n.p)

If the veracity of Koehler’s claim is accepted, teachers’ development of TPACK should be given a high priority in teachers’ professional development. Mishra and Koehler
(2006) suggested it might be achieved by adopting a Learning by Design approach and Harris & Hofer (2006; 2009) suggested using Learning Activity Types however, empirical evidence about how to develop this knowledge base is scant hence Koehler’s (2011) website plea for more approaches to be published about developing TPACK.

The role of teachers’ beliefs has already been identified as being of interest to me personally. I have also identified empirical evidence that supports the idea that teachers’ beliefs play a powerful role in the way they use ICT. My inquiry attempts to fill some gaps in the literature by unpacking and documenting what these specific attitudes and beliefs are and how they function to prevent teachers changing their practice. Furthermore, accepting the association among attitudes, beliefs, and practice that will be argued in Chapter 2, there is a need to understand if and how professional learning can challenge firmly held beliefs - and to align them more closely to support the adoption of new technologies. If professional learning that explicitly addresses attitudes and beliefs can support conceptual change, it is likely teachers will be better situated for ongoing exploration and use of new technologies as they emerge.

Zhao, Pugh, Sheldon, and Byers (2002) lamented that despite a preponderance of survey studies examining issues influencing teachers’ uses of technology “these types of studies tend to neglect the messy process through which teachers struggle to negotiate a foreign and potentially disruptive innovation into their familiar environment” (p. 483). The data gathered during this inquiry have explicited that “messy process” from an emic perspective and consequently generate new knowledge about how teachers think, feel, and act during the change process. “Accurate insights are needed into teachers’ beliefs regarding the use of ICT in their classrooms, and a deeper understanding of the complexity involved in teachers’ learning to teach with ICT” (Levin & Wadmany, 2008, p. 235).
Purpose of the inquiry

Initially, the overarching personal purpose of this inquiry was to act reflectively upon the situation created from a teacher’s call for help and my response in supporting her to develop ICT skills and competencies with a view to integrating ICT into her classroom. As this call for help evolved into my doctoral thesis, I became cognisant of the need to make a contribution to knowledge. The inquiry as it developed has presented me with the opportunity to investigate explicitly the relationship between the teacher participants’ attitudes and beliefs and our practices with ICT. It also presented an opportunity to examine whether our thinking could be changed and if so, what supported the change. Thus, the research purpose of the inquiry became focused on answering the following questions:

- What were our mental lives about ICT at the beginning of the inquiry and how did our mental lives impact upon the process of acquiring new knowledge about ICT?
- What impact do our mental lives have on our adoption of TPACK and constructivist pedagogies?
- What features of action research facilitate the identification of teachers’ mental lives and contribute to their development of TPACK?

My fellow companions on this journey

I have attempted to introduce myself to readers of this work in Genesis Parts 1 and 2. It would be remiss of me at this point not to introduce my colleagues who agreed to participate in this journey with me. Although some did not make it to the end of the inquiry, their contributions along the way enriched the journey and ultimately this thesis. Without a willingness to be transparent about their thoughts and feelings, deeply personal insights into the ICT-related change process for teachers might still be absent in the literature. Following is a brief commentary on the participants designed merely to orientate the reader rather than to
All of the participants are teachers in schools in the state of Queensland. Two of my colleagues felt strongly that their Christian names be used in this thesis, while the other two did not wish to be identified. Out of concern and respect for their wishes and to preserve anonymity, I have omitted details from these commentaries that might identify them. Any masking of personal information has not been intended to pervert the data.

**Co-participant 1 – Deb.** Deb has been teaching for 12 years in an independent (private) single sex school in Brisbane, the capital city of Queensland. Prior to this position she taught at a co-educational school. She has also worked as a journalist and librarian. Deb accompanied me on this journey from its earliest days.

**Co-participant 2 – Anne.** Anne is an educator with 40+ years of experience working with children in early childhood settings. She works in a single unit community kindergarten in Brisbane with children aged between three and five years.

**Co-participant 3 – Cathy.** At the time of her participation in this inquiry, Cathy was teaching a lower primary class in an independent school in Brisbane. She was a frequent user of ICT for teaching purposes and encouraged her students to use the new interactive whiteboard in her classroom. Cathy could be described as ‘an early adopter’ of new technologies. She was cognisant of the support her partner, a computer programmer, provided her when she could not solve technical problems for herself. Cathy’s participation in this inquiry lasted for the duration of the observations. She also participated in the first professional learning meeting I ran and came with Deb and me to an externally run ICT conference for teachers. Her participation ended when she moved to a class at a higher year
level - and soon after left the school on maternity leave.

**Co-participant 4 – Alice.** Alice was also the teacher of a lower primary class in an independent Brisbane school. Unlike Cathy however, she rarely used technology for teaching because she confessed to not knowing much about it and being afraid of it. Alice also left the inquiry before its completion, having participated in the observation phase and two professional learning meetings. She gave a lack of time and health reasons for opting out of participation in the action cycles.

**Thesis overview**

The preceding pages have served to inform you of my reasons for conducting this inquiry and its significance to me. I have then located these personal reasons within a social-cultural context that supports its significance in a broader sense. The pages ahead are an account of my doctoral journey. It seeks to tell the story of my fellow travelers and me, our actions, our thoughts and feelings, the issues that we encountered along the way, the decisions that we made, and their outcomes. Each of the following chapters endeavours to locate the itinerary for the journey by mapping the theoretical terrain.

**Chapter 2: Destination unknown**

The literature functioned as a traveling companion in this inquiry allowing me to survey the landscape of empirical evidence about the problem and possible solutions. This chapter relates and critiques relevant literature surrounding four aspects that I considered as impinging upon teachers’ uses of ICT. Firstly, I have examined ICT in education from a socio-cultural perspective. This section begins with a brief overview of the problem of low and infrequent ICT use and current thinking about the problem from an international perspective. The problem is then examined from an Australian and Queensland-based view.
considered and are followed by discussion about the current types of professional learning used to upskill teachers. In this section I also highlight the efficacy of the professional learning trends and identify a range of features that improve learning outcomes. In the final section I offer a theorised perspective of beliefs and conclude with specific consideration of the role and function of teachers’ beliefs about ICT and professional learning for change.

Chapter 3: Mapping the journey

The theoretical location for this inquiry and the methodological approaches that underpin the study are outlined in this chapter and a justification made for their selection. Finally, I outline the specific procedures that I used to gather and analyse the data.

Chapter 4: Narratives of computers, change, camaraderie and champagne

Our narratives of change are told in this chapter. There are six narratives in total; three tell Deb’s stories of change and were written by me using data transcripts, one is Deb’s personal narrative of change, the fifth is an account of Anne’s story and the final narrative tells my story as novice action researcher and the lessons I have learnt.

Chapter 5: Flying high

In this chapter I attempt to discuss the data in light of the inquiry questions. I also present a model for ICT professional learning, ‘Turning Teachers on to ICT’. I identify and discuss each of the components of the model and the implications of this model for teachers’ professional learning.

Chapter 6: Are we there yet?

In the final chapter of this thesis I synthesise the journey we have undertaken and consider the road ahead.
TURNING TEACHERS ON TO ICT: ACKNOWLEDGING THE PLACE OF COGNITIVE AND AFFECTIVE CONSTRUCTS IN ICT-RELATED PROFESSIONAL LEARNING
Chapter 2: Destination Unknown

My decision to shift this inquiry from a personal one to a doctoral research inquiry necessitated reading the literature surrounding the issue of teachers’ ICT use to gain a broader perspective of the problem, to locate research that has already tried to address the problem, and to establish how my inquiry might contribute new knowledge to the field. I discovered that many theories have been advanced for the limited impact information and communication technologies have had on teaching and learning. In this chapter I will focus on four major concepts evidenced in the literature that are linked to teachers’ underuse of ICT in classrooms. These concepts are: the socio-cultural context of ICT and schools, teachers’ beliefs, professional development, and change management. The current state of knowledge drawn from literature in the fields of cognitive and educational psychology, sociology, and professional learning has been selected to inform this study. Discussion of these concepts is situated in the digital era in which we now live and therefore an examination of the educational policy environment in Australia and recent conceptions of best practice in teaching is also necessary. This chapter is not merely a review of current literature. It also endeavours to identify problems with current practices and seeks to demonstrate the need for such an inquiry. It may be seen as “getting a panoramic view of the landscape” (Denscombe, 2003, p. 10) and serves to relate the study to the larger, ongoing dialogue in the literature about a topic, filling in the gaps and extending prior studies (Marshall & Rossman, 1989).

This chapter has been organised into four sections: the first part overviews ICT and its place in the digital age with specific focus on Australian educational policy and the educational setting. The second considers the notion of change within educational organisations and is followed by an overview of traditional and reforming models of professional learning. Specific elements that support teacher change are identified. Finally, the fourth section offers a theoretical framework for the study with an examination of theories of conceptual change.
TURNING TEACHERS ON TO ICT: ACKNOWLEDGING THE PLACE OF COGNITIVE AND AFFECTIVE CONSTRUCTS IN ICT-RELATED PROFESSIONAL LEARNING
Part 1: Mapping the terrain:
The socio-cultural context of ICT in education

Living in Australia in the Digital Age

The New London Group (1996) proposed the beginning of the 21st century would be characterised by change in almost every facet of a person’s life. As we move into the second decade of the new century, new technologies continue to emerge and impact upon our social and cultural landscape. In retrospect, The New London Group’s projections of the future have proved correct in the Australian context. According to the Australian Bureau of Statistics (2012) a majority of Australians have embraced new technologies and we are continuously adapting the way we conduct business, entertain ourselves, and communicate with others according to the technologies we are able to access. In Australia, a Joint Ministerial Statement on Information and Communication Technologies in Australian Education and Training (2008-2011) indicated ICT is now recognised as “integral to contemporary society” (n.p) and this is, in part, reflected by the billions of dollars the Australian government is injecting into ICT infrastructure in an attempt to increase access to and strengthen the use of these new technologies.

The Australian Government has responded to the changing digital landscape by creating a range of policies and strategies that mandate the integration of ICT into Australian schools to prepare students for new times with new literacies (Priestly, 2002). Supporting this mandate, the Digital Education Revolution policy (2008) articulated a range of government initiatives that “aims to contribute sustainable and meaningful change to teaching and learning in Australian schools that will prepare students for further education, training and to live and work in a digital world” (n.p). Amongst these initiatives are: a new Australian Curriculum in which the need for ICT to support teaching and learning is explicitly identified, funding for the National Broadband Network (NBN) which promises to deliver high speed
broadband connections to schools, the National Secondary School Computer Fund (the Fund) which aims to provide students in years 9 to 12 with new computers and other ICT equipment and professional learning for teachers under the ICT Initiative Fund.

**Australian education policy in the Digital Age**

Over the last 20 years, a range of national policies has articulated “an official discourse in support of a vision for ICT to be embedded in our schools” (Jordan 2011, p. 417). The centrality of ICT to successful learning in schools is reflected in The Melbourne Declaration on Educational Goals for Young Australians (2008). The latest installment of this vision is perhaps best encapsulated in the new National Curriculum documents currently being rolled out for teachers of Prep to year 10. Replacing individual State and Territory curricula, the new document explicitly directs teachers to create classrooms in which students can use ICT to learn and share their new understandings. Jordan (2011) observed that while “current learning in schools is not explicitly described as ‘lacking’ or ‘in need of repair’” (p. 422), both the Digital Education Revolution and Australian Curriculum documents assert the use of ICT results in better learning. She noted that educational researchers have challenged such a utopian view of technology. “Despite positive opinions being offered by proponents of ICT there are limited documented profound improvements across the curriculum on the areas of learning or teaching” (Pegg, Reading, & Williams, 2007, p. 161). It is perfectly legitimate therefore to suggest classroom teachers may also question the worth of ICT.

**ICT infrastructure in Australian schools**

“After many years of sustained effort to provide ICT infrastructure in schools, Australia now appears among the forefront of countries in terms of the quantity of ICT resources provided and the expanse of internet connectivity” (Pegg et al., 2007, p. 20). Under the Digital Education Revolution policy (2008), the Commonwealth Government is currently
funding a range of infrastructure to achieve the rhetoric and equality for teachers and students. Funding has been directed at the deployment of high-speed broadband connections to schools and the provision of computers and other ICT equipment to students in years 9 to 12 under the National Secondary School Computer Fund (2011). The current rollout of infrastructure however, should not be equated with equal access to ICT in schools, or homes for that matter, for all Australian students. Evidence suggests there is enormous disparity amongst schools in terms of accessibility to bandwidth and speed of Internet services. Furthermore, student to computer ratios is roughly 1:5 nationally but highly variable and dependent upon the level of school (primary, secondary, or colleges) (DER Strategic Plan, 2008) and location.

Australia is not alone in improving access to technology. Evidence suggests there is a trend towards improved infrastructure and ICT access for students around the globe (Jamieson-Proctor & Finger, 2008). Clearly, however, there is still a long way to go before all students in all countries have comparable access.

The Commonwealth Government’s Digital Education Review policy (2008) is supported by Australian State and Territory Education Departments. The landscape of education in Queensland is of significance to this inquiry owing to this inquiry being located in this State.

The Queensland educational landscape

Prior to the release of the Digital Education Revolution policy, Education Queensland committed to developing a “Smart State” in which information and communications technology (ICT) was seen as “the bedrock of 21st century schools...” (Department of Education, Training and Employment Queensland, 2012). The Queensland Government recognises ICT as the basis for creating, using, and sharing knowledge and
consequently schools need to ‘retool and re-equip’ themselves with digital resources, and online communication and collaboration tools to facilitate such change. The importance of ICT professional development has been recognised for some time in Australia and more broadly as a key to helping teachers develop proficiency with ICT (Bowe & Pierson, 2009; Mishra & Koehler, 2006; Phelps, Graham, & Kerr, 2004). Over the last decade, Education Queensland has developed a number of professional development initiatives including the Smart Classrooms Professional Development Framework (2012). The current Smart Classrooms policy frames ICT professional development as an important facilitator of ICT curriculum integration (Department of Education, Training and Employment Queensland, 2012). Educational bodies in other Australian states and around the world have enacted similar initiatives.

Regardless of these types of initiatives, there is general consensus that the mere provision of hardware, software, and connectivity does not guarantee ICT use in classrooms (BECTA, 2004; Ming et al., 2010; Tot as cited in Buda, 2010). Furthermore, a study by Tondeur, van Braak, and Valcke (2006) found government-imposed ICT competencies do not automatically result in changes in classroom practices. Similarly, attendance at ICT-related professional development does not guarantee teachers will use technology in their classrooms. Torok argued “change, besides infrastructural potential, depends greatly on the adaptability of the individuals, their willingness, motivation, and activity that are not exclusively generated through the change in the environment’s technological level (as cited in Buda, 2010, p. 134). Buda (2010) supported Torok’s argument when he suggested “the spread of technology in the environment is but for nothing, it is primarily the attitudes, willingness, and activity of teachers that cause changes” (p. 1).

Very clever technology indeed!

Jordan (2011) in her analysis of the last three national ICT and education policies
identified a determinist view of technology. Subsequently the official discourse links ICT integration to “driving welcomed change” (p. 419) and “enhancing, transforming and revolutionising learning” (p. 421). These types of representations assume there is an inherent capacity in the technology to enhance, transform, and revolutionise learning. For example, instead of asking students to present a hand written story, a teacher might ask students to use the computer and type up the story. Clearly technology is being integrated but it is questionable as to whether the computer-mediated approach has enhanced, transformed or revolutionised the learning process. “The myth of omnipotent teaching and learning technologies [must be] challenged” (Jordan, 2011, p. 422). Technology is a tool and therefore it is not inherently capable of making changes. Rather it has the potential to change teaching and learning but only if, how and when teachers decide they want change in their classrooms. If teachers accept the change message, the literature suggests there are two distinctly different ways they might use ICT in the classroom: integration and transformation.

Using ICT: integration or transformation?

The utopian state as presented in the Digital Education Revolution policy documents is for teachers to effectively integrate ICT to enhance teaching and learning. However, other literature identifies the capacity of ICT to transform teaching and learning. Are the terms interchangeable or do they mean different things?

Lloyd (2006) claimed it is difficult to find a consistently applied definition of integration while Fluck (2003) noted ICT integration involved embedding ICT into the learning activities and teaching strategies to achieve curriculum objectives and learning outcomes. More recently, Finger, Jamieson-Proctor and Watson (2007) proposed ICT integration might be “viewed as the seamless combination of ICT-based elements with the other elements of the curriculum” (p. 8). Bate (2010) noted integration of ICT into classroom practices “can incorporate a broad range of activities from those designed to encourage
students to consume knowledge, to those designed to develop students’ abilities to produce their own knowledge” (p. 1042). If these conceptualisations of integration are correct, it would seem that ICT is simply another tool that teachers can add to their existing repertoire to achieve the same results as before ICT was integrated. Furthermore, the evidence of low rates of use suggest we are a long way from achieving ICT integration.

The transformative potential of ICT has also been recognised in the literature. Transformation views ICT as crucial to broader curricula reforms which will change not only how students learn but also where, when, why and what they learn. Instead of merely being a tool, the concept of transformation empowers ICT with a potential to change the way students learn but also what teachers do.

**New conceptions of effective teaching and learning**

The transformative potential of ICT has been connected with an expectation teachers teach “*with* ICT, rather than teaching *about* ICT” (Finger et al., 2007, p. 94). Such a shift in emphasis is complex and requires teachers to align their classroom practices with new standards and reconceptualisations of effective teaching, learning, learning environments, pedagogy (Finger et al., 2007). Leung (2004) summed up the multi-dimensionality of the task when he stated these new times demand the use of new technologies and new models of teaching which favour student-centredness, problem-orientation, collaborative-learning, and situated learning. Ertmer and Ottenbreit-Leftwich (2010) stated teachers must understand how to use technology to facilitate meaningful learning, which they define as “that which enables student to construct deep and connected knowledge, which can be applied to real situations” (p. 223). The development of authentic tasks and encouraging students’ critical thinking, collaboration, and creativity are paramount (Kilpatrick, Swafford & Findell, 2001).

Accepting this conceptualisation of transformation, it would seem to be the richer of the two approaches to ICT use. It is curious then that the Australian Government, in its
Digital Education Revolution strategy has advocated the approach with less potential for changing the way classrooms operate and students learn. It is possible too, that in advocating integration, it is merely seen as a precursor to transformation. Regardless of the discourse and language of policy documents, at present, the decision to integrate or transform rests with the individual teacher and irrespective of which choice they make, an education system that advocates teaching and learning with ICT will require teachers to acquire new knowledge and skills (Finger et al., 2007). Traditionally, teachers have acquired new skills and knowledge through participation in professional development. Professional development for ICT integration will be considered further in section two of the literature review.

Evidence of resistance and under-utilisation of ICT

It appears there has been an expectation by some that ICT would revolutionise the classroom and transform teaching and learning, yet evidence shows educators have not widely embraced new technologies and their potential to transform learning has largely remained untapped. In 2001, Cuban painted a picture of teachers and classrooms unchanged from previous generations. Almost ten years on, Ertmer and Ottenbreit-Leftwich (2010) noted that ICT had still not widely impacted upon the teaching profession, unlike in other professions. There is an international consensus that “few teachers take full advantage of the significant opportunities [ICT] present” (Bate & Maor, 2008). This is a position supported by others (Bate, 2010; Buda, 2010; Groff & Mouza, 2008; Levin & Wadmany, 2008; Ming et al., 2010). In Australia “the context for the PICTL study acknowledged that the use of ICT in schools was neither widespread nor sophisticated” (Pegg et al., 2007, p. 100).

Clarification of “low levels of use

Under-utilisation is synonymous in the literature with low levels of ICT-use. The term ‘low levels of use’ is somewhat confusing as in some contexts it refers to the frequency with which ICT is used (Freebody, Reimann, & Tiu, 2008). In other contexts, low levels of
use refers to the way technology is used for teaching and learning (Khe Foon Hew & Brush, 2007). In this sense, ‘low level use’ is equated with teacher-centred, behaviouristic, rigidly scheduled teaching content, and examination-driven teaching (Becker, 1994; Leung, 2004). It may been seen in the classroom as students completing drill and practice tasks, typing up narratives using a word processing program without consideration of the functionality of the program or an interactive whiteboard being used as a projection screen. In essence, the potential and functionality of the technology is ignored. Ertmer (2005) noted this type of use dominates classrooms but argued that while low-level use may simply preclude high-level use, teachers, and what makes them use computers needs to be studied.

Specific evidence about the extent and frequency of use of ICT in classrooms is both scarce and divided. Ainley, Banks, and Flemming (2002) concluded a comprehensive picture of what is happening in Australian schools is elusive because every teacher is unique and schools are complex environments. This may account for why there are limited data available. However, the current lack of statistics covering the areas of ICT skills and ICT in education is not new. In 2005, the International Telecommunication Union noted this as a major gap in Australia’s statistical spectrum; a shortcoming that was also been recognised by the Australian Bureau of Statistics (2004) and MCEETYA’s (2003) ICT in Schools Taskforce. It is imperative that more research be conducted in this area if we are to gain a better understanding of the ways and frequency with which Australian teachers are integrating ICT.

Frequency of use

A plethora of studies over the past three decades both in Australia and overseas indicated there has not been a wide shift to ICT use by teachers (Becker, 2000; BECTA, 2004; Conlon, 2003; Cox, Preston, & Cox, 1999; Cuban, 1986, 2000, 2001; Downes, Arthur, & Beecher, 2001; Ertmer, 2005; Jamieson-Proctor, Burnett, Finger, & Watson, 2006; Lawson & Comber, 1999; Leung et al., 2005; Marcinkiewicz, 1993; Marcinkiewicz & Welliver,

One international study that produced statistical data was the Second Information Technology in Education Study (Anderson et al., 2006) investigation into maths and science teachers’ use of ICT across 22 countries but excluding Australia. The Second Information Technology in Education Study (SITES) found that, although ICT and the Internet were available in almost all schools surveyed, only 50% of teachers reported having used ICT with their students. However, there was significant variation on this item among the participating national systems with reported usage ranging from below 20% of teachers to over 80% (Anderson et al., 2006). This indicates quantitative use of ICT for teaching and learning varies significantly from country to country. This finding is supported by Kotrlik and Redmann (2009) who concluded that while teachers tended to use technology for planning and administrative purposes, this did not translate into its use for teaching and learning.

In contrast to the overwhelming evidence of low quantitative use, Barron, Kemker, Harmes, and Kalaydjian (2003) reported teachers’ use of technology had in fact increased in the United States. Ertmer (2005) suggested this might be the result of increased access to technology. She also argued it takes time for teachers to transform their practices and that the reported low frequency uses of ICT may be part of the integration process and simply preclude greater use. Research conducted by Marcinkiewicz (1993) and Sandholtz, Ringstaff, and Dwyer (1997) found it takes five to six years for teachers to become competent in constructivist uses of ICT.
Evidence of low frequency of use in Australia

The most recent study of Australian teachers’ frequency of ICT use available at the time of writing was conducted by the Western Australian Department of Education (2010). This study reported that only 18% of teachers are regularly integrating ICT (weekly to daily basis). The remaining 82% reported using ICT from weekly to once a term. However, more than 95% of teachers reported having used the basic suite of ICT applications (word processing, internet, email, and file navigation). This finding appears to be an improvement on Lundin’s (2002) finding that it was unlikely that more than fifty percent of Australian teachers had a basic standard of computer skills. Bate and Maor (2008) suggested however, that teachers with high levels of ICT skill do not necessarily use ICT in their classrooms, a finding that quashes the argument of those who suggest younger, digitally savvy teachers will naturally incline towards its use for teaching and learning purposes (see The Digital Divide later in this section for more details). Supporting the Western Australian study, a survey of teachers’ use of The Learning Federation’s online resources also reported low rates of use (Freebody, Reimann, & Tiu, 2008). As a result of the Partnerships in ICT Learning (PICTL) study (2007), Pegg et al. (2007) concluded “more teachers need to incorporate the use of ICT into their classrooms” (p. 117). Thus, it can be concluded that despite ever-increasing access to ICT infrastructure and resources, low rates of use are not confined to a particular continent and that they are considered to be problematic globally.

Depth of use

In addition to the research focused on frequency of use, some research has focused on teachers’ practices with ICT. This evidence suggests that the qualitative nature of use is also low (BECTA 2003a; Cox et al., 1999; Cuban, 1986, 2001; Fishman, Marx, Blumenfeld, Krajcik, & Soloway, 2004; Marcinkiewicz, 1993; Marcinkiewicz & Welliver, 1993; Sheingold & Hadley, 1990). Meredyth, Russell, Blackwood, Thomas, and Wise (1999) observed that while many teachers have developed some basic ICT proficiencies “they
may not be extending them in ways that are likely to fundamentally change the ways they teach, or in ways that will enable the use of computers as other than relatively low-level educational tools (p. 336). This view is supported by Ertmer (2005), Ertmer and Ottenbreit-Leftwich (2010), and Zhao and Bryant (2006). Ertmer (2005) maintained teachers’ use is still predominantly oriented to low-level tasks like Internet research and word processing. Russell, Bebell, O’Dwyer, and O’Connor (2003) found that while teachers use computers several times a week for planning, they may use them for instructional purposes only a few times each year. This was largely supported by Kotrlik and Redmann (2009). Others suggest there is widespread reluctance amongst teachers “to move beyond tokenistic use” (Auld et al., 2008, p. 40). Thus, there is evidence of disparity between the transformative potential ICT affords teaching and learning and the reality of how it is being used in classrooms. This disparity appears to be global (Becta, 2005; Ertmer, 2005).

In synthesising the literature focused on the extent and uses of ICT, it may be concluded that despite educational policy mandating its use and considerable investment by schools in ICT resources, a majority of teachers has not harnessed the potential offered by ICT to create transformative, authentic, constructivist learning environments and remain skeptical of its value in the classroom (Pegg et al., 2007). A range of barriers is identified at work in preventing teachers from successfully integrating technology into the classroom.

**Barriers to ICT use**

A significant body of literature has identified complex and often interrelated barriers and challenges that contribute to teachers’ inability to effectively integrate ICT. Khe Foon Hew and Brush’s (2007) review of empirical studies found 123 external and internal barriers that played a role in the low utilisation of ICT. Groff and Mouza (2008) have subsumed the barriers into six categories. The external barriers are those teachers are thought to have little control over or ability to manipulate: legislation and technology. They argued
individual teachers have some control over the remaining issues: district/school-level culture and organisation, teacher variables, project types, and student issues. Whether individual teachers do in fact have the ability to manipulate these cultural, organisational, and social issues is open to debate and to some extent, is dependent upon the situated context of their work. Moreover, the ability of teachers to manipulate and control such issues hinges on their knowledge of ICT, self-esteem, self-efficacy, confidence, and motivation to do so.

The potential barriers

Legislative/technology barriers. Internationally the rationales for most schools to integrate ICT emphasise three themes: (a) using technology to address challenges in teaching and learning, (b) using technology to foster changes in the content and quality of teaching and learning, and (c) using technology to prepare students for an increasingly technological world (McMillan-Culp, Honey, & Mandinach, 2005). These visions may not align with individual teachers’ world-views, particularly in instances where they perceive their current practice to be effective or the visions do not align with the practices espoused by their school. Hofer (2006, p. 90) suggested this might lead to ‘cognitive dissonance,’ a feeling of discomfort that results when a person holds two conflicting beliefs. Furthermore, there is currently little reliable evidence to support claims that using technology improves learning outcomes for students (Groff & Mouza, 2008) and how it improves learning (Jamieson-Proctor & Finger, 2008). Absent or conflicting evidence may lead to teachers opting for the status quo and not changing their practice. Finally, few policies clearly identify the ways in which these themes can be achieved or explicitly state goals to guide practice.

District/school level culture and organisation. The literature notes the critical role district and school leaders play in shaping a culture and context to support ICT integration. The culture of the school and district leaders and their beliefs and expectations about ICT may translate into pressure either to use or not to use ICT. “The hierarchical structure of the
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educational working environment- reinforced by teachers’ belief that ‘somebody else knows better’, a perception constructed on the authoritarian knowledge of their education and models of training – restricts their pedagogical autonomy” (Koutselini, 2008, p. 46-7). McKenzie (2003) also suggested that given the enormous capital invested in technology, it is not surprising that leaders are often more focused on frequency as opposed to the quality of use.

District and school leaders can also negatively impact teachers’ endeavours to integrate ICT because they:

- do not explicitly state a vision for ICT integration and how it will be supported (Anderson et al., 2006; Fox & Henri, 2005; Lawson & Comber, 1999).
- do not provide sufficient time for teachers to plan, make, and reflect on changes, (Clark, 2006; Cox, Preston, & Cox, 2000; Cuban et al., 2001; O’Mahony, 2003).
- have unrealistic expectations of how quickly teachers will change their practice (Groff & Mouza, 2008).
- do not adequately resource their schools with hardware, software, and connectivity (Pegg et al., 2007; Sandholtz, Ringstaff, & Dwyer, 1997; Zhao, Pugh, Sheldon, & Byers, 2002). This was rejected by Voogt and Pelgrum (2005) who claimed the gap between the potential ICT has to offer and the reality of the way it is being used is not due to a lack of resources or access to technology but rather the incompatibility of policy goals and teachers’ goals.
- do not create an environment of ongoing, collegial support, mentoring (Hardy, 1998; Morris, 2002; Sherry, Billig, Tavalin, & Gibson, 2000; Zhao et al, 2002).
- do not provide sufficient technical support (Cuban et al., 2001; Lai, Trewen, & Pratt, 2002; Rogers, 2000; Yelland, 2005).
- do not provide sufficient professional learning opportunities (Earle, 2002; Weikart & Marrapodi, 1999).
• do not create inequitable access to computer labs (Sandholtz, Ringstaff, & Dwyer, 1997; Zhao, Pugh, & Byers, 2002).

• expect certain practices, for example assessment to conform to subject cultures expectations (Anderson et al., 2006; Butzin, 2004; Fox & Henri, 2005; Goodson & Mangan, 1995).

Teacher variables. The individual teacher factors that are considered potential barriers to integration are also referred to in the literature as internal, individual or second order barriers (Becta, 2004) or personological variables (Rogers, 2000). The ‘digital divide’ (Prensky, 2001), gender, age or teachers’ internalised, and often hidden attitudes, beliefs, and assumptions are all suggested as factors that affect teachers’ ICT use.

Project types. Integration can be more difficult if the plan to use technology is too far removed from current school, subject culture, content, and individual teacher practices. Zhao et al. (2002) referred to this as the distance of the technology integration project to the current norm and suggested the greater the distance, the more likely the project will fail. Similarly Zhao et al. (2002) suggested dependence upon people and resources outside of the classroom can also decrease the likelihood of success with a plan.

Teachers need to account for the students they teach when planning ICT integration. Student barriers may pertain to: their background, attitudes, and beliefs and their ICT knowledge and skills. Each of these factors may impact upon successful outcomes.

The digital divide. A generational factor has been suggested by some researchers as the reason why many educators struggle to use ICT in their classrooms. Prensky (2001) argued the classroom of 2010 is characterised by a “digital divide” that is, substantially, a generational issue. “The single biggest problem facing education today is that our digital
immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speaks an entirely new language” (p. 2).

However, other research has discovered recent graduate teachers, many of whom were ‘digital natives’ (Prensky, 2001), also reported low levels of use, although it was hypothesised this was possibly because their training had not supported its use (Haydn & Barton, 2007). Interestingly, an Australian study conducted by Bate (2010) found recent teacher graduates also struggled to use ICT in student-centred ways. This is despite the fact that they had undertaken “targeted learning that deals with ICT skills and pedagogy as part of their undergraduate studies” (Steketee, 2005) and were competent users of ICT (Bate & Maor, 2008). This evidence suggests those who claim younger teachers and explicit training in ICT pedagogies will reverse the low integration trend, may in fact be wrong. The assumption that increasing the skill level of teachers will translate into increased ICT usage, irrespective of whether they are digital natives or digital immigrants, is also questionable.

**Gender.** There is conflicting data in the literature with respect to whether the gender of teachers impacts their use of technology. Some studies indicated gender plays a part in teachers’ use of ICT. Research conducted by Kay (2006) and Wozney, Venkatesh, and Abrami (2006) found male teachers used computers more than their female counterparts for teaching and learning. A study of 929 teachers in Queensland conducted by Jamieson-Proctor, Burnett, Finger, and Watson (2006) concluded that females were integrating ICT into their teaching less frequently than their male counterparts. These findings contrast distinctly with research conducted by Norris, Sullivan, Poirot, and Soloway (2003) and Teo (2006) who found that gender was not a factor in ICT integration.

**Age.** A survey conducted by Gorder (2008) concluded age was not a significant factor in ICT integration. Rather she found that there was greater integration amongst high
school teachers (years 9-12) than their primary school teacher (K-8) counterparts. Waugh (2004) concluded technology adoption decreased as teachers’ age increased. A Taiwanese study conducted by Hung and Hsu (2007) found that while teachers with approximately a decade of teaching experience used technology more than their younger or older counterparts, this group held less “positive” attitudes to technology.

**Teachers’ knowledge and skills.** Teachers’ knowledge and skills including technical, pedagogical, and classroom management knowledge and skills are reported as factors impinging their use of ICT (Hughes, 2005; Lim et al., 2003; Snoeyink & Ertmer, 2001/2). Teachers wishing to pursue ICT integration may need to challenge and extend their repertoire of existing knowledge and skills. Mishra and Koehler (2006) argued transformative ICT-use requires teachers to develop Technological, Pedagogical, and Content Knowledge (TPACK). According to this model, successful ICT use results from simultaneous consideration of technology, pedagogy, and content. However, as Hervey (2010) observed, TPACK does “not automatically develop when teachers simply drop a digital tool into their lesson plans” and thus they need to consider, “the inherent instructional value and goals of technology use in a specific learning/literacy activity” (n.p). Harrison et al. (2002) suggested teachers might need more support to address pedagogies that engage students in learner-centred experiences. Exactly what these needs are and how teachers might develop TPACK are not well documented and require further investigation but there is a definite suggestion that many ICT-related professional development initiatives are not addressing these factors.

**Time.** Time is a recurring theme in the literature surrounding ICT integration although there are different ways it is conceptualised. Firstly, the length of time it takes for change in teachers’ practice to occur is identified (Ertmer, 2005; Pierson & Borthwick, 2008). Research suggests developing ICT knowledge and pedagogy needs to occur over a sustained period of time (Auld et al., 2008; Phelps & Graham, 2008) Hence, Sheingold, and Hadley
(1990) suggested it takes teachers at least five years to master ICT and incorporate it into their regular practice while Ertmer (2005) suggested ICT integration may be a precursor to deeper, transformative levels of ICT-use which occur after a period of time.

Secondly, teachers frequently report they lacked time or were not given sufficient time to develop ICT knowledge (Bate, 2010; BECTA, 2004; Bredeson, 2000; Fabry & Higgs, 1997). Pegg et al. (2007) reported inadequate time for teachers to plan and implement change. However, the PICTL study concluded that where barriers to learning occurred, the provision of sufficient time enabled many of these obstacles to be overcome.

**Teachers’ attitudes and beliefs.** Somekh (1996) suggested ICT use was not just a question of experience with or interest in ICT, but also the wider and differing discourses concerning education which teachers held and which they brought to the issue of introducing new technology. Kagan (1992) claimed teachers’ beliefs are “at the very heart of teaching” (p. 85). Various studies have concluded teachers’ attitudes and beliefs towards the technology and/or their attitudes and beliefs about teaching and learning and pedagogy affect their use of ICT (Ertmer, 2005; Hermans, et al., 2006; Windschitl & Sahl, 2002). If teachers are to integrate ICT successfully, it is imperative that they develop a positive attitude towards computers and feel comfortable using them for instructional purposes (Rakes & Casey, 2002).

Rather that functioning as discrete barriers, Khe Foon Hew and Brush (2007) concluded many of the barriers teachers face are connected. For example, “teachers’ attitudes and beliefs toward using technology are thought to be affected by their knowledge and skills, and vice versa” (p. 232). This synergistic relationship suggests any professional development initiative must focus on both the both the skill-set and the mind-set of the teacher whilst being cognisant of the range of possible contextual factors that impinge upon their work.
Part 2: The Change Challenge

The need for change

As discussed, the low levels and frequency of ICT-use by teachers suggests the current provision of resources and professional development may not be enabling teachers to meet the instructional demands placed on them by policy to facilitate generational learning of and through ICT. Ramsey’s (2000) observation that ICT was “one of the most significant challenges now confronting teacher education, teachers and schools” (p. 68) in New South Wales has continued to be reiterated both nationally (Pearson, 2003, Phelps et al., 2004; Ramsey, 2000) and internationally (Berson, 1996; Reynolds & Morgan, 2001; U.S. Department of Education, 2004; Yildirim, 2000; Yildirim & Kiraz, 1999).

The challenge for governments and educators alike is to reduce the digital divide and make schools relevant for digital natives. This requires educators to not only learn how to use ICT but also to learn how to teach with ICT. “It is time to shift our mindsets away from the notion that technology provides a supplemental teaching tool and assume, as with other professions, that technology is essential to successful performance outcomes (for example, student learning)” (Ertmer & Ottenbreit-Leftwich, 2010, p. 222).

Change in educational settings

Fullan (2007) suggested educational change depends on “what teachers do and think— it is as simple and as complex as that” (p. 129). Senge (2000) concluded effecting change in educational settings is more difficult than in the business sphere because schools continue to function with an Industrial Age mentality that supports a deficit model which assumes notions of conformity. The ways schools are managed and students learn is predicated on the Industrial Age model that valued compartmentalising roles and a hierarchical system of management and power. In this system students ‘learn’ information that is considered
important by the hierarchy by assimilating what they are told. Such methods are considered the norm despite being steeped in archaic practices that are irrelevant for a society in which lifelong learning is considered a necessity. Understanding the structure and functioning of educational institutions however, allows us to begin considering the difficulties individual teachers might confront if and when they are to embrace a different way of working.

Teachers need support to change practice and beliefs

The multidimensional nature of educational change has been recognised (Bate, 2010; Fullan & Stiegelbauer, 1991; Koehler & Mishra, 2008; Koutselini, 2008). “Change, beside infrastructural potential, depends greatly on the adaptability of the individuals, their willingness, motivation, and activity that are not exclusively generated through the change in the environment’s technological level” (Torok as cited in Buda, 2008, p. 45). Wood, Morar, and Mostert (2007) argued ‘engaging an institution in a transformation process require a very serious commitment from all the role players” (p. 68). This suggests teacher change hinges on the support and understanding of all those individuals who interact with teachers. A complex and layered web of interdependent factors has been identified and needs to be addressed if teachers are to adopt ICT using best practices. Rittel and Weber (1973) first recognised the complexity of teaching and learning with new technologies and called it a ‘wicked problem’.

Teaching is perceived to be in a constant state of change as new ideas and technologies are disseminated (Borko, Mayfield, Marion, Flexer, & Cumbro, 1997; Richardson & Placier, 2001). Given the rapid and continual evolution of digital technologies, it is conceivable change will be ongoing because teachers “have to be knowledgeable about technological changes and to exercise deliberative and creative thinking in regard to the growing repertoire of pedagogies and tools for learning” (Laferriere, Lamon, & Chan, 2006, p. 76). In Australia, this is exemplified in the current move towards the National Curriculum and ongoing expectations for teachers to use ICT skills and pedagogies to support inquiry-based learning.
To fully realise the potential of ICT and use it in constructivist ways, many teachers need to acquire new forms of knowledge, skills (Pearson, 2002), behaviour (Fullan & Stiegelbauer, 1991), thoughts (Koutselini, 2008), attitudes, and beliefs (Bowe & Pierson, 2009; Buehl & Fives, 2009). Teacher change is “dependent on the continual transformation of a teacher’s knowledge and skills” and is understood as necessary to the vitality and effectiveness of the profession (Queensland College of Teachers, 2008, n.p).

While internationally, government rhetoric supports changes that underpin ICT use, individuals’ attempts at change must be further supported by suitable professional development. At systemic and school levels, a culture of innovation and inquiry needs to be enacted, as opposed to simply espoused, across the spectrum from school leaders to teaching peers.

Professional development activities are generally held to be the best way for teachers to acquire these new skills and knowledge that in turn are thought to generate change. Part 3 of this chapter identifies and discusses the merits of various contemporary professional development practices. It then looks to successful ICT-related professional learning initiatives and identifies the characteristics of those opportunities that enhance outcomes for participants.
Part 3: Turning Teachers On

Current professional learning initiatives in Australia

The importance of ICT professional development has been recognised for some time in both Australian and international studies as a key factor in helping teachers acquire new knowledge and skills including developing proficiency with ICT (Phelps, Graham, & Kerr, 2004). Australian teachers are expected to participate in compulsory professional learning opportunities aimed at maintaining currency of knowledge and skills. A range of State and Commonwealth funded professional development initiatives aimed at supporting teachers to develop and embed innovative ICT-use has been in place for over two decades. However, the low qualitative and quantitative rates of use identified in Part 1 of this chapter support Mills and Tincher’s (2003) claim that changing teachers’ practice is proving a slow and complex task.

Most recently the Australian Government has established the ICT Innovation Fund (ICTIF) that supports the outsourcing of ICT-related professional learning for teachers and school leaders by making funds available to organisations and consortia interested in providing training. Four projects aimed at helping teachers and school leaders to better use ICT in the classroom have recently been launched. Two of these projects are relevant to practicing teachers. The ICT in Everyday Learning: Teacher Online Toolkit is an online “pedagogy-centred ICT professional learning” resource. The second initiative called ‘Pathways for learning anywhere anytime; a network for educators’ (PLANE) is web-based and directed at teachers in the state of New South Wales. It offers online professional learning and peer coaching by accredited Microsoft Peer coaches in a virtual world.

Many large-scale professional development initiatives such as these two initiatives have focused on skill acquisition and have been unable to raise the low levels of ICT use
(Condie et al., 2005; Ofsted, 2004c, McCarney, 2004). Thus the efficacy of such approaches must be scrutinised. They may be merely little more than traditional forms of professional development thinly disguised behind the tool of dissemination.

Moreover, establishing a professional learning initiative using the very tool many teachers are already reluctant to use seems in itself an anachronism. There is evidence to suggest mature-age teachers may be reticent to use online technologies, in part because of their unfamiliarity with technology-mediated communication (Pegg et al., 2007) while participants involved in the PICTL study reported that although they valued the opportunity to use online networking tools, the disadvantages outweighed the advantages. Given the issues surrounding infrastructure and resources in schools identified previously, the disadvantages are clear. “The deep educational potential of online environments has not yet been demonstrated in enough schools for it to be an acceptable learning tool or professional tool” (Pegg et al., 2007, p. 108). This argument is supported further as the following examination of successful professional development for change strategies illustrates.

**Professional development aims for change**

Professional development activity is widely accepted as an effective means of effecting change and as such it is positioned as an important pillar for the successful integration and sustainability of ICT in education (Culp, Honey, & Mandinach, 2003). However, research conducted into the efficacy of professional development programs consistently conclude many are ineffective in bringing about change in teacher practice. Guskey (1986) attributed the ineffectual nature of much professional development to misunderstandings about the process of change for teachers. Other research indicates many educational reforms have failed because they did not influence the beliefs of the teachers (Cohen & Ball, 1990; Elmore, 1987).
Defining professional development

The notion of change underpins many statements about professional development. Franke, Carpenter, Fennema, and Behrend (1998) stated professional development for teachers should provide the basis for continued growth and result in self-sustaining and generative change. Viewed from this position, motivation, both extrinsic (in the form of the professional development activities), and intrinsic (in terms of the individual’s enthusiasm for such activity) are essential. In addition, the implication is the learning activities are not an endpoint in itself, but rather provide the springboard from which teachers can explore other possibilities for change as self-directed and life-long learners. Change is therefore perceived to be a process that occurs over time. This notion of temporality is another common feature of professional development statements. Fullan and Stiegelbauer (1991) stated professional development is “the sum total of formal and informal learning experiences throughout one’s career from pre-service teacher education to retirement” (p. 326-327). Guskey and Huberman (1995) supported this continuous learning notion while Danielson (1995) conceived it as an ongoing process that is never finished.

Connecting professional development to changes in attitudes

Some definitions of professional development specifically identify teachers’ attitudes and beliefs are areas requiring change. For Guskey (2002), professional development programs are “systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs and in the learning outcomes of students” (p. 381). Like Guskey, Killion (2002) connected student improvements to changes in teachers’ practices and attitudes, but she added a third factor, increased content knowledge. Donnelly and O’Farrell (2006) stated professional learning involves changes in attitudes, values, and beliefs that develop confidence for ongoing learning. Hargreaves and Fullan (1992) noted the profound effect professional development may have on participants suggesting it “…involves more than changing teachers’ behaviour… it also involves changing the person the teacher is” (p. 7). Recently, the Australian
Institute for Teaching and School Leadership (AITSL) released a draft of the Australian Charter for the Professional Learning of Teachers and School Leaders. In part it stated, “professional learning encompasses all activities and experiences that support teachers and school leaders to improve practice, enhance confidence, and increase efficacy, as well as those that challenge existing beliefs, attitudes and understandings” (AITSL, 2011, p. 4).

Professional development or professional learning?

The literature surrounding teacher professional development is voluminous. Numerous terms are used interchangeably in ICT-related policies and the literature including: ‘professional development’ (Ertmer, 2005; Fullan, 1999; Laferriere, Lamon, & Chan, 2006; Stark, 2006), ‘professional learning’ (Lieberman, 1995); ‘staff development’ (McCarney, 2004) ‘teacher training’, and ‘continuing professional development’ (McCarney, 2004; Queensland College of Teachers, 2008), and ‘professional learning’ (AITSL, 2011). I will deliberately use the term ‘professional learning’ throughout this thesis as it is my intention to convey the constructivist nature of acquiring new knowledge and skills. Viewed from a social-constructivist framework, learning is active and involves authentic problems in real situations in collaboration with peers. Emphasis is on the “social, distributed and collective nature of learning” (Laferriere et al., 2006). However, where authors have used the term ‘professional development’, I will respect their choice of language and employ their terminology.

Before I could plan any professional learning experiences that might bring about changes in our beliefs and subsequently our practices with ICT, it was necessary for me to review the literature reporting successful and unsuccessful activities and models for change.

Models of professional development

In education, professional learning activities include specific and targeted training
courses and “a wide variety of other on and off the job activities” (DfEE, 2001, p. 3). These activities may be formalised, prescribed, and externally driven or they may be less formal, “just in time” (Bowe & Pierson, 2008) and internally motivated and driven. Harris (2007) identified six models of professional development:

1. Group training which often involves demonstrations or facilitator-led, hands-on activities (in-service courses or workshops (McCarney, 2004).
2. Individualised learning (post graduate study) (McCarney, 2004).
3. Collaborative observation and analysis (peer support) (McCarney, 2004),
   mentoring (Ertmer et al., 2005; Davis, Preston, & Sahin, 2007; Pegg et al., 2007; Zhao & Bryant, 2006), and critical friends (McNiff, 2002; Pegg et al., 2007; Zuber-Skerritt, 2001).
4. Action research requiring systematic data collection and analysis (Fletcher, 2005; McNiff, 2002; Stark, 2006; Zuber-Skerritt, 2001).

The accessibility, structure, content, and mode of delivery of these models is predicated on philosophical underpinnings as to the nature of learning and change. Two quite distinct approaches can be identified: one that might be described as traditional and the other as reforming (Smith, Hofer, Gillespie, Solomon, & Row 2003).

**Traditional models of professional learning**

A knowledge-transmission approach (Laferriere et al., 2006) that seeks to develop participants’ knowledge and competencies underpins traditional models of professional learning. The foundations of this approach to professional development can be located in
the Industrial Age mentality that still exists in education as identified by Senge (2000). It clearly operates from a deficit perspective. Often this type of professional activity takes the form of a workshop or conference conducted during school, after school or in school holiday time and it is usually facilitated by an expert from outside the school. Emphasis is placed on the acquisition of new skills and there is little differentiation in content or presentation to account for participants’ existing knowledge or skills. Knowles (1973) suggested traditional professional development treats teachers as passive receivers of knowledge delivered by an “expert” who is often an outsider. Tafel and Bertani (2008) called this the “working on” model and reported a professional development mentality that is characterised by “…training them, herding them into small rooms to learn on demand, viewing them as having deficits, and providing them with generic skills that are disconnected from their real needs and the needs of their students” (p. 21). Watson (2001) stated most Australian teacher professional development is “predicated on this retooling intention” (p. 181).

Cardno and Piggot-Irvine (1996), Ferdig (1998), Guskey (1985; 1986; 2002), Richardson (1992), and Richardson and Placier (2001) noted the ineffectual nature of most transmissive style programs. Various reasons are cited for this failure. Overwhelmingly, the literature reported the majority of professional learning has focused on skill and knowledge development (Cardno & Piggot-Irvine, 1996; Guskey, 2002; Richardson, 1990; Zhao & Bryant, 2006) with little consideration given to the transference of this knowledge and skill into the workplace. It appears professional development facilitators have assumed that teachers who acquire ICT skills will return back to their classrooms and teach using these new skills. However, numerous studies have found teachers are incapable of transferring newly acquired skills into classroom practices or they are unable to sustain its use in any meaningful way (Freebody, Reimann, & Tiu, 2008). When new skills are learnt, they are frequently not implemented back in the classroom because the equipment and software used away from the school is different to what is available in the classroom and this makes
it difficult for teachers to replicate what they have learnt (Guskey, 2002; Richardson, 1990; Zhao & Bryant, 2006). Transmissive forms of professional learning fail to consider the various factors that are considered barriers to ICT integration described in Part 1 of this review. In particular, they fail to account for the situated nature of many of barriers teacher face in their schools.

Another criticism of the transmissive model is that there has been too much focus on “skill and content development to the detriment of pedagogy” according to McCarney (2004, p. 70), who found teachers in his study rated pedagogic knowledge and skills most highly but stated it was addressed the least. It is now widely understood teachers’ pedagogical understandings of ICT need to be explicitly addressed if ICT is to be effectively integrated in classroom practices (Fullan, 1982; Goldenberg & Gallimore, 1991; Guskey, 2002; Huberman, 2001; Mishra & Koehler, 2006; Pelgrum & Plomp; 1996). Addressing pedagogical implications allows teachers to understand “ICT capability is more about approaches to ways of working an learning rather than the development of a set of skills” (Loveless, 1995, p. xii).

Melczarek (2000) noted the deep focus on skill acquisition in transmissive style programs is highly inadequate in the context of rapidly changing technology. Such a focus does not give participants the skills to transfer their knowledge to new technologies or situations. Loveless (1995) argued there is more to ICT than merely developing a set of skills. ICT related professional learning needs to be situated in the context of rapid technological change, and it is for this reason that competency based training is inadequate (Phelps, Ellis, & Hase, 2001). “Dropping computers into classrooms and dipping teachers in technology training courses or workshops” does not work (Hoffman, 1996, p. 43).

A final criticism of transmissive styles of training is that they frequently neglect to recognise the individuality of the participants and rarely involve them in planning the training
so it is relevant to their needs. This results in a “one size fits all” (Bredeson, 2000, p. 70) mentality as it is assumed as a starting point that teachers all possess the same knowledge, skills, attitudes, and beliefs about ICT. “Teachers participate in competency-based training programs, which promote the idea that the skills and competencies they have acquired can be applied repeatedly and effectively via routine techniques and methods in all classrooms independently of the real and differentiated needs of individual students” (Koutselini, 2008, p. 35). Teachers and their students are de-personalised and teaching becomes more about having a measurable set of skills and techniques. Furthermore, this approach assumes all teachers need ‘filling up’ with the same knowledge and skills. As a result, there is a risk the learning experiences will not be appropriate or relevant to individual teachers (McCarney, 2004; Tafel & Bertani, 1992).

Timperley and Alton-Lee (2008) suggested professional learning providers frame-up the kinds of learning opportunities according to what they believe the purpose of education to be. “Many professional development approaches appear to be based on the teacher-as-good-employee view in that they have assumed teachers can learn and implement what they need to know in relatively short bursts of delivered knowledge from those with superior expertise” (Timperley & Alton-Lee, 2008, p. 339). Consequently, the prior life experiences and prior knowledge of participants fails to be acknowledged and assumptions are made about what they need to know, the context of their work, and their personal epistemologies. The risk in overlooking the content and process of professional learning is that it is irrelevant and meaningless for the participants.

**Professional learning for change**

In contrast to the knowledge-transmission approach, a reforming or learner-centred approach to professional learning has been shown to effect change in teachers’ practices and is driven by a philosophical orientation about the purpose of professional development as being about teachers changing rather than just adopting new techniques (Hofer et al., 2003).
Evidence suggests professional learning experiences that are grounded in adult learning theory (Knowles, 1973; Kegan, 1982) and therefore consider the unique needs of adults learners are more successful than the transmissive approach. A social constructivist philosophy underpins adult learning theory and, as such, emphasis is placed on learning as active, authentic, and collaborative (Laferriere et al., 2006). The learner-centred framework also values the “social, distributed, and collective nature of learning” (Laferriere et al., 2006, p. 77). Viewed from this framework, effective professional development will focus on deep learning and transferability of skills enabling teachers to develop lifelong learning strategies (Hoffman, 1996). Laferriere et al. (2006) argued deep teacher learning comes from “an ecology that grounds teachers’ learning experience in their own practice, experience, and culture (community)” (p. 78). Thus, some consideration of teachers’ attitudes and beliefs is necessary.

In synthesising the literature thus far it can be argued that a more holistic approach to professional learning is required; one that acknowledges teachers as adult learners who bring with them to the learning experience a body of knowledge, a skill set, attitudes, and beliefs and the socio-cultural context of their work.

**Professional learning and changing beliefs**

Findings on the impact of professional learning on teachers’ attitudes and beliefs vary widely. Three distinct arguments emerge. There is evidence supporting the idea that technology training leads to positive changes in teachers’ attitudes and beliefs toward technology and its integration within the curriculum (Berson, 1996; Dupagne & Krendl, 1992; Reynolds & Morgan, 2001; Yildirim, 2000; Yildirim & Kiraz, 1999). Other research suggested ongoing professional and personal learning experiences are catalysts to change teacher attitudes to ICT and professional knowledge (Wood & Bennett, 2000). Lawson and Comber (1999) Hoffman (1996), and Kirkman (2000) demonstrated professional learning can
increase teacher motivation and attitude. The third argument advanced by Guskey (1986) in his Model of Teacher Change is teachers’ attitudes change as a result of witnessing changes in student learning outcomes, not as a result of the professional learning. “The crucial point is that it is not the professional development per se, but the experience of successful implementation that changes teachers’ attitudes and beliefs. They believe it works because they have seen it work, and that experience shapes their attitudes and beliefs” (Guskey, 1986, p. 383). In reference to management training, Robinson (1986) argued that if training program facilitators hope to influence the thinking and actions of the participants, they need to:

- examine critically the utility, applicability, and ethics of the implicit theories of course participants as well as invite similar examination of the theories they themselves advocate. Given that course members’ theories are largely implicit, their examination must proceed by progressive uncovering of the assumptions that inform their discussion and critique the material of the course” (p. 26).
I contend this is just as relevant for teachers undertaking ICT professional learning.

**Features of successful professional learning for change**

The very essence of learner-centred models of professional learning is the needs of the teacher(s) involved. Many learner-centred models of professional learning are referenced in the literature, however, the content, structure, pace, and mode of delivery varies to meet the needs of the participants. It is therefore prudent to identify characteristics of successful learning experiences while being cognisant of the fact that these are not necessarily relevant to all professional learning situations. The literature paints a clear picture of the characteristics of professional learning that are likely to lead to sustained and generative changes in teachers’ practices.
Drawing on adult learning theory

Much of the literature on professional learning for change suggests the experiences should be designed with adult learners in mind. Consequently consideration of adult learning theory (Knowles, 1973; Kegan, 1982) is necessary.

Adult learning theory is predicated on the notion of working with adults rather than on them. From this perspective, the learner is not an empty vessel waiting to be filled with knowledge but rather brings to the learning opportunity their own life experiences and knowledge. According to Knowles (1973) and Knowles, Swanson, and Holton (2005), adult learners want their experiences, knowledge, and skills to be respected. In addition, learning that is firmly centred on individual needs and allows for personal choice are highly valued (Kegan, 1982). A tension arises here. In the present Australian context, girded by national testing and the publication of school performance indicators much professional learning is driven not by individual teachers needs but by improving student learning. It therefore focuses on what teachers need to know and do in order to ensure students success and perhaps explains the tendency for school leaders to direct what teachers will learn.

If we do not consider the individuals, their “story”, their “path”, their “journey” and our role in this adult development process then we are doomed to continue or, worse yet, revert back to the working on model characterised by “depersonalised activities that reflect a generic ‘one size fits all’ perspective” where “the leader knows best and denigrates previous experiences and knowledge” of the adult learners.

(Tafel & Bertani, 1992, p. 44)

Understanding change

Guskey (2002) argued change is a difficult and gradual process for teachers and they must understand the reasons for change. Timperley and Alton-Lee (2008) suggested professional development for teachers should be clearly focused on the needs of students and
valued student outcomes. This implicates the professional learning facilitator to understand the process of change and the difficulties teachers experience during the change process. Such understanding enables the facilitator to account for these difficulties in the planning process.

Various conceptualisations of the change process in relation to ICT adoption are identified in the literature. The Instructional Transformation Model (Welliver, 1989), the Implementation Transformation Model (Finger et al. 2007) and the Reforming Model (Watson, 2001) each identify five stages teachers progress through on their journey to transformational implementation. Watson’s model is preferred as it incorporates metacognitive practices of reflection and evaluation. It addresses critical stages in the development of teacher skills:

1. Orientation – characterised by the teacher considering ways ICT may be integrated into the teaching and learning taking into account the technology available, school policy and expectations and curriculum requirements.

2. Adoption – characterised by the teacher adapting their teaching practice to incorporate ICT.

3. Evaluation – adoption is followed by an evaluation of what has been implemented and the strengths and weaknesses of those practices.

4. Innovation – Teachers develop and initiate new practices as a result of evaluation.

5. Institutionalisation – development of strategies to ensure new practices are sustained.

Watson (2001) observed “each of these stages requires different approaches to professional development including allowing time for reflection, the acquisition of basic skills, providing specific training, discussion, the consideration of alternative practices and the redesign of adopted practices” (p. 182).
While the stages may be useful in identifying teachers’ competency levels, each of the models is essentially ‘cold’ in nature. That is, the stages assume the process of change is linear. Furthermore, the models are considered to be ‘cold’ because they neglect to account for variations in individual teachers’ affective responses to ICT and change.

Huberman (1992, 1995) suggested the change process is probably more cyclical than linear. Teachers’ practices can only be described in terms of the stages, and must seemingly fall discretely into a stage. Valuable information about the process of change for individuals is lost as the rich, thick descriptions, and narratives of individual experience are rarely heard. Rather than being concerned about identifying the stage at which a teacher is working at, it might be more productive for stakeholders in teacher professional learning initiatives to be cognisant of a range of factors that impinge upon the change process.

**Barriers to ICT integration**

The literature identified a range of barriers which are thought to prevent or impinge upon the change process.

**Time.** Both school leaders and facilitators need to understand significant amounts of time and effort are required for teachers to acquire ICT knowledge, skills and pedagogical approaches (Barbuto, Swaminathan, Trawick-Smith, & Wright, 2003; Ertmer, 2005; Glennon & Melmed, 2000; Guskey 2002; Preston, Cox, & Cox, 2000). Otto (2008) in his research on introducing e-portfolios found it took teachers in his school more than two years to be comfortable with ICT.

**Attitudes and beliefs.** There is a general consensus that teachers’ attitudes and beliefs impact their teaching practice. Guskey (2002) and Phelps, Graham, and Kerr (2004) argued for explicit acknowledgement of the connection between attitudes, beliefs and practice
in professional learning. In addition, Guskey (2002) indicated knowledge needed to be explicitly addressed too. There are some examples of professional learning initiatives in the literature that report consideration of teachers’ beliefs (Pegg et al., 2007). Difficulties occur when teachers’ beliefs about the change and the need for change do not align with what they are being asked to do (Guskey, 2002). Senge (1992) suggested the process of adoption fails because the new ideas are at such a variance with mental models held by the individual. “New insights fail to get put into practice because they conflict with deeply held internal images of how the world works, images that limit us to familiar ways of thinking and acting” (Senge, 1990, p. 174). Furthermore, beliefs about ICT, its place in education, and its efficacy in teaching and learning outcomes for students may act as potential barriers to ICT adoption. Given the influential nature of beliefs upon behaviour. Tafel and Bertani (2008) argued knowing participants’ beliefs can help guide facilitators through the change process more appropriately and respectfully.

**Feelings.** Tafel and Bertani (2008) suggested that while some teachers will respond well and be motivated to learn and adopt new technologies and pedagogies, others will struggle with anxiety “or mask their concern through disinterest, distraction or inattention” (p. 21). She noted that identifying how participants feel about the challenges that lie ahead can be helpful in guiding the learning process and allow the facilitator to be respectful of their needs and feelings.

**Collaboration.** Close collaboration between teachers, peers, and professional learning facilitators rather than working in isolation has been found to facilitate the change process (Guskey, 2002; Laferriere et al., 2006; Preston, Cox, & Cox, 2000). Fullan and Stiegelbauer (1991) argued a collaborative culture is a critical factor in supporting the change process. Working with peers enables cross fertilisation of ideas, professional conversations, and support (Guskey, 2002), and peer mentoring supports integration
(Zhao & Bryant, 2006). Collaboration may be local, face-to-face communities of practice or virtual, through computer-networked communities (Laferriere et al., 2006) allowing for distributed cognition beyond physical and time constraints. Zhao and Frank (2003) argued teachers are more influenced in their technology-use by their peers than by large-scale professional development.

**Ongoing support.** Provision of regular feedback (Guskey, 2002), encouragement during the change process (Daloz, 1999), and follow-up support (Guskey, 2002; Williams, Coles, Wilson, Richardson, & Tuson, 2000) after the professional learning is completed are important components for sustaining participation. Preston et al. (2000) also recommended technical support. The absence of support following many professional learning experiences is problematic (MacDonald, 2008).

**Authentic learning.** Acknowledging teachers’ needs (Baylor & Ritchie, 2002; Chandra-Handa, 2001; Cuttance, 2001; Figg, 2000; Gibson, Oberg, & Pelz, 1999; Gross, Truesdale, & Bielec, 2000) and giving these needs a voice so they can be incorporated into the professional learning is important in creating authentic learning experiences. Incorporating teachers’ previous knowledge and experience (Marcinkiewicz, 1993; Tsitouridou, 1999) is also considered essential. Successful professional learning employed strategies that empower learners to continue to learn computer skills throughout life, develop self-efficacy (Rea, Hoger, & Rooney, 1999; Ropp, 1997; 1998) and adopt a learning approach that is experiential (Guskey, 2002), and self-directed (Phelps et al., 2004). Edmondson (2003) reported using a ‘play’- based approach that allowed participants to develop their own understandings and process of discovery. Watson’s (2001) ‘let them struggle’ approach, Guskey’s (2002) ‘support and pressure’ or Daloz’s (1999) ‘issue a challenge’ ensure “teachers.... take responsibility for their own learning and investigation as part of their professionalism” (McCarney, 2004, p. 66).
Situated learning/context bound learning. Evidence suggests learning is most effective when it occurs in the environment in which the resultant learning is to be implemented. Ham et al. (2002) claimed effective learning is situated and contextualised. For technology integration this means learning must be related to the participants’ existing knowledge and skill set, what the participant perceives to be important for both themselves and their students and the physical structures, cultures, and resources of their everyday work environment. Koutselini (2008) referred to this as context-bound learning. Zhao and Frank (2003) identified additional benefits of situated learning suggesting teachers were heavily influenced and supported informally by their peers in acquiring technology skills. They also concluded peer-group pressure functioned as a challenge in school-based initiatives.

Critical reflection. Teachers need regular feedback both for themselves and on their students’ progress. Critical reflection (Rich & Hannafin, 2009) and self-examination (King, 2002) allow practitioners to evaluate their current knowledge, and skills. The importance of critical and ongoing personal reflection aimed at developing and strengthening practice is a significant feature of more recent professional development policies (Queensland College of Teachers, 2008; DfEE, 2001). It also enables teachers to find evidence for what has worked in terms of student learning and progress. Ertmer and Newby (1996) noted reflection and evaluation were key factors some learners drew upon to facilitate their own learning. They noted ‘expert learners’ were able to “use the knowledge they have gained of themselves as learners, of task requirements, and of specific strategy use to deliberately select, control, and monitor strategies needed to achieve desired learning goals” (Ertmer & Newby, 1996, p. 1). They claimed that metacognition facilitates such capacity. Conversely novice learners were rarely able to achieve this. Such an approach means the individual can reflect on their knowledge and skills and subsequently plan and implement appropriate strategies to move to the next stage of his/her learning. Phelps, Graham, and Kerr (2004) proposed a metacognitive approach to professional development because it “empowers learners to become more independent in their approach to learning with, and about, computers in the future” (p. 481).
Metacognition. “Metacognition refers to knowledge concerning one’s own cognitive process, and active monitoring and consequent regulation of these processes in pursuit of goals or objectives” (Flavell, 1976; Flavell, Miller, & Miller, 1993). Biggs (1985) argued metacognition involves learners’ awareness of their learning and control over their strategy, selection, and deployment. “The metalearner is one who is aware of their motives, task demands and personal cognitive resources and exert control over strategies used (Biggs, 1998, p. 127). Borkowski, Carr, Relinger, and Pressley (1990) stated:

...metacognitive theory is particularly suited for understanding more about the interface of motivation, attitudes and cognition. The argument is based on a view that strategy-based actions directly influence self-concept, attitudes about learning, and attributional beliefs about personal control. In turn, these personal-motivational states determine the course of new strategy acquisition and, more importantly, the likelihood of strategy transfer and the quality of self-understanding about the nature and function of mental processes. (p. 54)

Paris and Winograd (1990) found a metacognitive approach transfers the responsibility for monitoring learning from the teacher to the learner (in this case, the teacher). It also fosters “positive self perceptions, affect and motivation among learners” (Phelps et al., 2004, n.p). Rather than viewing affect as an outcome of metacognition, Efklides (2005) contended metacognitive experiences are a facet of metacognition and that metacognitive feelings have both a cognitive and affective role to play in learning. Efklides (2005) noted the dual role of metacognition. “It forms a representation of cognition based on monitoring processes; and (b) exerts control on cognition based on the representation of cognition” (p. 4). The monitoring function manifests itself as metacognitive knowledge and metacognitive experiences (Flavell, 1979) while metacognitive skills manifest as control functions. Metacognitive experiences comprise metacognitive feelings and judgments, and these are understood to be key factors in learning.
Respectful relationships. Knowles (1973) suggested that adult learners need to be treated with respect. They have life experiences, knowledge, and skills they bring to professional learning that must be acknowledged and respected. Smith et al. (2003) equated respect with participants feeling safe and supported in the learning environment.

Theoretical models for ICT professional learning

In addition to a large range of strategies for increasing teacher integration of ICT, a number of theoretical models to describe the development levels of teachers in learning to teach with ICT are evidenced in the literature. These models include: Stages of Concern (Sandholtz, Ringstaff, & Dwyer, 1997), the Concerns-Based Adoption Model (Hall & Hord, 2001), Diffusion of Innovations (Rogers, 2003), and Knowledge, Attitude, Skill, Aspiration, and Behaviour (KASAB) (Killion & NSDC, 2002). Each of these models acknowledges that moving towards ICT integration is a process that takes time and can be used by professional learning facilitators to identify the skill and comfort level of individual teachers as they move towards ICT competency. The problem with these models is they are conceived around labelling and categorising and as such, teachers’ knowledge, attitudes, and behaviour are subjected to being pigeonholed and misrepresented. I suggest labelling a teacher as a “laggard” (Rogers, 2003), ‘resister’ or ‘saboteur’ (Creighton, 2003) is unhelpful, judgmental, embarrassing, and demeaning.

Examples of successful ICT professional learning initiatives

It was about five years ago when I began to undertake a review of the literature identifying successful examples of professional learning for ICT integration. While there were many papers that recognised elements of professional learning that were critical to successful outcomes, there were few cases based on empirical evidence. This gap has begun to close with empirical studies now cited in the literature (Pegg et al., 2007; Phelps & Graham, 2008; Bradshaw et al., 2012).
Most recently, Bradshaw et al. (2012) reported the success of ‘Vital’, a continuous professional development program for teachers in England. Based on the first phase of implementation that totaled 21 months, the program which views effective ICT CPD as grounded in action research (Selwood & Twining, 2006), has developed with reference to desirable aspects of professional learning identified in current literature. A mix of face-to-face and online learning and support “builds on existing communities of teachers and providers of CPD alongside practitioners’ use of, and innovation with, technologies for teaching and learning with and through ICT (Bradshaw et al., 2012, p. 75). The authors assessed the efficacy of the program using a mixed method approach. Quantitatively speaking, increasing numbers of Vital website users and visits to the site have been equated with “the success of the program” (Bradshaw et al., 2012, p. 81). Informal interviews with participants, questionnaires, and evaluations formed the qualitative data set. Respondents indicated web resources were of practical use, they shared what they had learned with peers and they were encouraged to try out new strategies in their classrooms. In tandem, these results are encouraging but it remains to be seen whether any sustainable change results.

The graphic representation of the Vital model is problematic. (See page 80 for the graphic representation). While the program acknowledges “teacher learning/knowledge acquisition and the change process as being dependant on an interwoven mix of factors, including teacher, school, and policy-level contexts and characteristics” (Murchan, Loxley, & Johnson, 2009, p. 455), the model fails to account for this. This is a weakness that needs to be addressed in any further development. In addition to the absence of the situated nature of teachers’ professional learning, the model also fails to acknowledge the sources of professional learning.
Figure 1. Vital model of professional learning.
Within the Australian context, Phelps and Graham’s (2008) work revolved around implementing a whole-school metacognitive approach to ICT professional development. Their action research was conducted in 16 Australian schools with “highly diverse ICT contexts” (Phelps & Graham, 2008, p. 5) and spanned three years. Their research was grounded in literature that recommended addressing personal, professional, and institutional changes that could be supported by a range of strategies including reflection, professional discussion, collegiality, trust, and encouragement to take risks.

Phelps and Graham (2008) evaluated their professional learning strategies as having had a positive impact on both the culture of schools and ICT use by teachers. They noted that while a metacognitive approach can be successfully implemented across whole schools, the research also highlighted the situated nature of teacher learning and change and thus “it cannot guarantee outcomes in all schools. Much relies on school leadership, the school culture, and the personal capabilities of those in the schools implementing the process” (p. 16). Pegg et al., (2007) reported on the Partnerships in ICT Learning Study (PICTL) that also had an Australian focus. This study involved eight small-scale professional development projects, each of which was conducted in an Australian State of Territory. An action research methodology was adopted for all projects and was realised through partnership arrangements between project leaders, universities, teacher educators, in-service teachers, and pre-service teachers. While each project differed in terms of its goals, curriculum framework (each State and Territory in Australia had their own curriculum at this time) and focus, there were common elements shared across the projects. Most notably the professional learning framework adopted by the project leaders was premised on action research cycles. The framework comprised five phases: core learning, collaborative planning, developing the curriculum unit plan, implementation, and reflection. Furthermore there was explicit identification of participants’ beliefs about ICT and pedagogy and adopted an inclusive partnership approach to conversations and reflection. The authors concluded “the context in
which the model is placed will be critical to its success in creating successful partnerships to produce effective and sustainable professional learning for our educators and innovative changes in the use of ICT in our schools” (p. 6).

**Action research supports teacher change**

Each of these three examples used an action research methodology. In doing so they shared common threads that underpin adult learning theory (Knowles, 1973) and are considered essential to successful professional learning for ICT integration. Collaboration, explicit consideration of teachers’ beliefs, reflection, and authentic learning underpin each of them. While these types of research support the idea that teacher-centred professional learning programs can indeed improve ICT integration, they also highlight the situated, context-bound nature of teachers’ work and the ways this can impinge upon change. We have not only assumed schools and school leaders have the capacity to understand the nature of the changes demanded of teachers but that they are able to support and manage this change process. While these studies demonstrate teacher change is possible using an action research approach, with some fine-tuning, these models could also afford other stakeholders in the change equation such as school leaders the opportunity to support and manage change more effectively.

Action research works “on real problems in complex and dynamic situations where the social processes of learning about these situations is inextricably linked with the acts of changing those situations” (Perry & Zuber-Skerritt, 1992, p. 18). Koutselini’s work concluded action research is “an effective method for producing an emancipatory change in attitudes and practice of both researchers and teachers” (2008, p. 47). “Action research is considered the most appropriate context for teachers’ attitudinal change, since it enables teachers to act and judge their actions during actual teaching and not only in retrospect” (Koutselini, 2008, p. 35).
It is on this basis I argue a holistic approach to professional learning is needed. That is, one that includes all of these aspects but also considers the location and climate of the culture in which the change is to occur. Action research is arguably the most suited methodology to achieve this.
TURNING TEACHERS ON TO ICT: ACKNOWLEDGING THE PLACE OF COGNITIVE AND AFFECTIVE CONSTRUCTS IN ICT-RELATED PROFESSIONAL LEARNING
Part 4: Changing the Channel

Parts 2 and 3 of this chapter have argued the centrality of teachers’ attitudes and beliefs in the change process. Attitude/belief-behaviour research offers some evidence that may prove useful in the design and implementation of professional development aimed at changing practice. It is therefore prudent to conceptualise the belief construct, identify pertinent theories that seek to understand the nature of beliefs, how they are learned, how they may be measured, and how they might be changed. Part 4 provides a conceptual and theoretical framework for understanding the role of attitudes and beliefs in teachers’ work and ways in which they may be modified or changed.

Teachers’ beliefs and change

An education system that embraces new technologies presents a myriad of possibilities, options, dilemmas, and challenges for teachers but ultimately the extent to which new technologies will be integrated or adopted hinges on teachers’ decisions about, “if, when and how this can be done” (Bate, 2010, p. 1042) and subsequently their ability to change their practice (Culp, Honey, & Mandinach, 2003; Haydon & Barton, 2007; Somekh, 2008; Watson, 2001). “Educational change depends on what teachers do and think” (Koutselini, 2008, p. 31).

“Teachers are key players in changing the educational world, and in particular the learning and teaching processes in their own classrooms” (Levin & Wadmany, 2008, p. 234). Thus, it might be argued that teachers’ thinking and self-determination about ICT is a more powerful predictor of their preparedness to change, rather than policy mandates. Accepting this position implicates those concerned with raising qualitative and quantitative uses of ICT to listen to and consider teachers’ thinking as an essential part of the professional learning for change equation. Failure to appreciate teachers’ mental lives has undermined many efforts of reform (Senge, 1992).
The attitudes and beliefs teachers hold may, in part, hold the answer to this resistance to change. There is a significant body of literature that supports the link between teachers’ attitudes, beliefs, and change (Ertmer & Ottenbreit-Leftwich, 2010; Phelps, Phelps & Graham, 2008; Graham, & Kerr, 2004). Luke argued that in the process of acquiring new knowledge and skills, firmly held attitudes and beliefs may be challenged and cause unavoidable dissonance as teachers who grew up and were trained in earlier times try to forecast and prepare themselves and others for future times (as cited in BECTA, 2004). This may be lead to a rejection of the change. In the context of ICT use in classrooms, teachers’ beliefs can be conceptualised as their like or dislike of the technology (Ertmer, 2005; Khe Foon Hew & Brush, 2007; Windschitl & Sahl, 2002) and may be linked to their educational or personal beliefs about the nature of teaching and learning (Ertmer, 2005).

On the other hand, Dawes (2000) rejected the idea that teachers resist change because of their personal beliefs, instead arguing teachers make informed decision based on their professional knowledge of programs and materials they are asked or required to use. Whilst Dawes’ view supports the teacher as professional decision-maker, it neglects to address the situated nature of education and policy and technological imperatives placed on teachers to change their practice.

**Teachers’ beliefs about ICT**

There is a voluminous body of literature asserting the link between teachers’ beliefs and their ICT practices. Becker (2001) and Dede (2000) argued teachers’ uses of computers in the classroom cannot be fully understood without some consideration of their educational beliefs. Others argued beliefs “are the best indicators of the decisions individuals make throughout their lives” (Bandura, 1986; Dewey, 1933; Nisbett & Ross, 1980; Rokeach, 1968). Loveless (1995) stated “it is not possible to consider the use of IT (sic) in classrooms without reflecting upon one’s beliefs about learning and teaching” (p. xii). This sentiment was echoed
by Mumtaz (2000) who suggested “teachers’ beliefs about teaching and learning with ICT are central to integration” (p. 319). Teachers’ beliefs have therefore been recognised as a significant factor in the under-utilisation and low level uses of ICT (Phelps et al., 2004).

**Understanding attitudes, beliefs and knowledge**

They travel in disguise and often under an alias – attitudes, values, judgments, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertoires of understanding, and social strategy, to name but a few that can be found in the literature. (Pajares, 1992, p. 309)

The literature on attitudes, beliefs, and knowledge highlights a proliferation and lack of consistency in the terminology used (Clandinin & Connelly, 1987; Kagan, 1990; Pajares, 1992). Woolfolk-Hoy et al. (2006) noted attitude and beliefs are treated in the literature as generally overlapping constructs while Mason (2002, p. 301) observed the terms ‘knowledge and beliefs’ are often used interchangeably. Pajares (1992) labeled teacher beliefs a “messy construct,” noting that “the difficulty in studying teachers’ beliefs has been caused by definitional problems, poor conceptualizations, and differing understandings of beliefs and belief structures” (p. 307). Marland (1987) noted this lack of consistency causes confusion and impedes productive dialogue. Kagan (1992a) observed the term teacher belief is not used consistently with some researchers referring instead to teachers’ ‘principles of practice, ‘personal epistemologies’, ‘perspectives’, ‘practical knowledge’ or ‘orientations’ (p. 66). What can be taken from this is the need to clearly conceptualise what is meant by attitudes, beliefs, and knowledge for the purpose of this investigation. As such it is prudent to offer a theorised epistemological view of what constitutes belief. The theoretical position for this study is based in work on social constructionism. The following section offers a working definition of the concepts and seeks to explore theories of attitude/belief formation and revision according to this tradition.
Characteristics of attitudes

Breckler and Wiggins (1992) conceptualised attitudes as “mental and neural representations, organised through experience, exerting a directive or dynamic influence on behaviour” (p. 407). Eagly and Chaiken (1993) defined attitude as “a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour” (p. 1). Allport (1935) defined it as “a mental or neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related” (p. 810) while Rokeach (1968) described it as “an organisation of beliefs” (p. 112).

For the purposes of this study and drawing on the literature, the term “attitude” is defined as “an individual’s disposition to respond favourably or unfavourably to an object, person, institution, or event” (Ajzen, 1988, p. 4) or to any other discriminable aspect of the individual’s world. This definition is favoured over others because of its evaluative nature and because the attitude need not necessarily be expressed (as in Eagly and Chaiken’s definition), but rather exists as an individual’s disposition to respond. According to Chein, who also uses the term disposition in his conception of attitude, whereas the former definition implies the use of language, disposition to evaluate does not need to be verbalised (as cited in Fishbein, 1967). This conception allows for a response attitude to either be overt or covert, verbalised or non-verbal or a combination of both thereby allowing attitudes to be a part of teachers’ mental lives.

Characteristics of beliefs

Beliefs can be conceptualised as “the building blocks of attitudes” (Mason, 2002, p. 302). Ajzen and Fishbein (1975) defined a belief as a mental representation of the information someone holds about an object, or a “person’s understanding of himself and his environment” (p. 131). For Calderhead (1996), beliefs generally refer to “suppositions, commitments,
and ideologies (p. 715) while Rokeach (1972) defined belief as “any simple proposition, conscious or unconscious, inferred from what a person says or does, capable of being preceded by the phrase “I believe that…” (p. 113). Mason (2002) and Nespor (1987) noted beliefs are “of a more affective and evaluative nature than knowledge” (as cited in Pajares, 1992, p. 309). They are “subjective, personal and value-laden and “idiosyncratic truths that are not proven, but to which one is strongly attached” (Mason, 2002, p. 302). Given these distinctions, researchers have concluded that beliefs are far more influential than knowledge in determining how individuals organise and define tasks and problems (Ermer, 2005; Griffin & Ohlsson, 2001; Kagan, 1992; Nespor, 1987; Pajares, 1992) This, then, makes them stronger predictors of behaviour.

Characteristics of knowledge

Nisbett and Ross (1980) viewed generic knowledge as a dual structure comprising a cognitive component and a belief component. Others have made clear distinctions between teacher knowledge and teacher beliefs (Calderhead, 1996; Kane, Sandretto, & Heath, 2002).

Beliefs have already been considered. The literature generally considers knowledge to be factual and verifiable (Alexander & Dochy, 1995) and “is usually intended in a more rigorous way” (Mason, 2002, p. 302). Fenstermacher (1994) concluded knowledge has a higher epistemological status than beliefs because it is supported by evidence. Teacher knowledge may be defined as the “factual propositions and the understanding that inform skilful action” (Calderhead, 1996, p. 715). Fensternmacher (1994) noted knowledge is supported by evidence. Knowledge also tends to be without an affective or evaluative component (Dole & Sinatra, 1994).

The intersection of teachers’ beliefs, knowledge and feelings

Mason (2002) observed the terms knowledge and beliefs are often used interchangeably, with no difference in meaning. The confusion probably arises because
beliefs are sometimes formed by what we know based on what we have directly experienced. For example, a teacher who has technical problems with ICT may develop the belief that technology is unreliable. The teacher knows this because they have experienced it. It is personal knowledge. Thus, Pajares (1992) argued beliefs can be seen as a type of knowledge.

For the purpose of this research, clear distinctions are drawn between beliefs, feelings, and knowledge. Based on Calderhead’s definition, the position taken in this paper is that beliefs are evaluative and affective in nature while teacher knowledge is conceived as being information that is verifiable “factual propositions and understandings” (Calderhead, 1996, p. 715). Beijaard (1998) stated teacher beliefs are “the individual conceptions about desirable ways of teaching and conceptions about how students come to learn” (as cited in Hermans, Tondeur, van Braak, & Valcke, 2008, p. 1500). Richardson (2003) suggested these beliefs are part of an individual’s personal belief system. Figure 2. on page 91 represents the cognitive and affective components of attitudes and beliefs.

**Mental representations**

Beliefs, feelings, and knowledge exist largely in tacit form. Beliefs are “psychologically held understandings, premises, or propositions felt to be true” (Richardson, 1996, p.106). From a psychological perspective, Roeser, Peck, and Nasir (2006) argued humans “have more than one way of constructing mental representations of their physical and social worlds...” (p. 395). This dualistic perspective was initially postulated by Freud who argued humans have two modes of psychological functioning; a ‘primary process’ mode characterised by emotion, unconscious drives and iconic imagery, and a ‘secondary process’ mode characterised by reason, conscious thoughts, and symbolic language (as cited in Chandra, 1976). Goleman (1995, 2003) and Metcalfe and Mischel (1999) suggested the former mode functioned as a “hot” or fast information processing and behaviour regulator while the secondary process mode was thought to mediate slower and ‘cool’ modes
Figure 2. The cognitive and affective components of attitudes and beliefs.

of processing and regulation. These two modes are frequently referred to as cognitive and affective representations respectively. Figure 3. on page 92 depicts the relationship between cognition and affect. Attitudes and beliefs are linked to both constructs, as they are understood to have both a knowledge, and feeling component.

Senge (1994) argued mental models “are the images, assumptions and stories which we carry in our minds of ourselves, other people, institutions, and every aspect of the world” (p. 235). Thus our mental models determine what we see and shape how we act even though they may be flawed in some way. These mental models are usually tacit, existing below the level of awareness and so they are often untested and remain unexamined. “They are generally invisible to us - until will look for them” (Senge, 1994, p. 236). Senge, Roberts, Ross, Smith, and Kleiner (1994) claimed working with mental models “offers the highest leverage for change” (p. 239).
Mental lives of teachers

These cognitive and affective representations can be conceived as forming a part of “teachers’ mental lives” (Woolfolk-Hoy et al., 2006, p. 715) because they often remain tacit, unspoken internalised thoughts and are often covert and difficult to evaluate. At other times, these constructs can manifest themselves physically through actions or words. It is hypothesised that these components are weighted according to past experiences, the influence of others and a range of other variables (Bronfenbrenner, 1979).

There is a range of cognitive and affective constructs that may form teachers’ mental lives. Studies have found these constructs affect the way teachers use ICT and include:

- attitudes (Ahmad, 2000; Rogers, 2000; Snoeyink & Ertmer, 2001; Woolfolk-Hoy et al., 2006).
• beliefs (BECTA, 2004; Gregoire, 2003; Ham et al., 2002; Woolfolk-Hoy et al., 2006).
• perceptions (BECTA, 2004; Cox et al., 1999; Rogers, 2000; Walberg, 1977; Woolfolk-Hoy et al., 2006).
• intentions (Walberg, 1977).
• implicit theories, cognitions, reasoning, images, and metaphors (Woolfolk-Hoy et al., 2006).
• confidence (Becta, 2003a, 2004; Jamieson-Proctor et al., 2006; John, 2002).
• self-efficacy (Christensen & Knezek, 2006; Ertmer & Ottenbreit-Leftwich, 2010; Hakverdi, Gucum, & Hunkar, 2007; Kao & Tsai, 2009; Paraskeva, Bouta, & Papagianni, 2008).
• self esteem (Daniels, 2008; Hadley & Sheingold, 1993; Ham et al., 2002).
• anxiety or fear (BECTA, 2003a; Cuban, 1986, 2001; Marcinkiewicz, 1993; Marcinkiewicz & Welliver, 1993; Sheingold & Hadley, 1990).

Links between beliefs and practice

Research on teachers’ beliefs is not new (Pajares, 1992). Empirical evidence has established the significance of beliefs for understanding teachers’ behaviour (Calderhead, 1996; Kane, Sandretto, & Heath, 2002; Pajares, 1992) particularly in science and mathematics teaching. Others argue a link has been established between teachers’ beliefs and their use of technology in the classroom (Lawton & Gerschner, 1982; Violato, Mariniz, & Hunter, 1989; Mumtaz, 2000; Cuban, 1993). A study by Hermans et al. (2008) found teachers’ beliefs were as important as teachers’ computer experience, general computer attitudes, and gender to the resistance or receptiveness of ICT integration. A study by Haney, Lumpe, Czerniak, and Egan (2002) found teachers’ beliefs determined technology use in five of the six teachers observed. Judson (2006) and Roehrig, Kruse, and Kern (2007) found teachers with traditional beliefs use technology in low level ways while teachers with more constructivist beliefs implement more student-centred or ‘high level’ technology uses.
Hermans et al. (2008) found “traditional beliefs had a negative impact on integrated use of computers” (p. 1499).

Theories of beliefs

Rokeach (1968) proposed a tripartite model of beliefs consisting of a cognitive component (knowledge), an affective component (emotion), and a behavioural component (action). Beliefs can be conceptualised as particles. When there are many particles linked to an object or situation, they join to form a nucleus or attitude. Pajares (1992) also noted “beliefs can become values or the evaluative, comparative and judgmental functions of beliefs” (p. 314).

Attitude/belief formation

Constructivist conceptions of attitude that address belief formation and function can provide a framework for understanding how attitudes develop and how beliefs may affect behaviour. This framework potentially offers the structure to analyse and understand how teachers’ attitudes impact on their use of ICT and for this reason is the favoured theoretical approach.

Bronfenbrenner’s (1979) bio-ecological systems theory positions the individual in “several nested ecosystems”. Interactions and experiences within the immediate and larger societal environment of an individual affect belief formation and revision. These interactions and experiences begin in childhood and continue through one’s life. According to Bronfenbrenner’s theory, an individual’s development is associated with his/her interactions within the environment. At the heart of the theory is the individual. The individual is engaged in, and affected by four external or environmental levels: the microsystem, the mesosystem, the exosystem, and the macrosystem. Drawing on this framework, teachers’ use of ICT can be understood to be influenced not only by internal barriers but also by these environmental or external factors. Pajares (1992) noted “theorists
generally agree that beliefs are created through a process of enculturation and social construction” (p. 316) through education and schooling.

The views and beliefs that teachers hold and use in relation to the content they teach (the paradigm) and the system of ideas and procedures they hold and use in relation to the content they teach (the pedagogy) are influenced by a number of variables that include beliefs about subject matter and subject traditions, as well as a variety of personal theories and related pedagogical styles (John & LaVelle, 2004).

Pajares (1992) observed “humans have beliefs about everything” (p. 315) and “all teachers hold beliefs, however defined and labelled, about their work, their students their subject matter, and their roles and responsibilities…” (p. 314). Teachers bring to the job their personal experiences (Bullough & Pinnegar, 2001; De Vries & Beijaard, 1999), beliefs (Pajares, 1992), and professional knowledge (Richardson, 1996) that have been nested in and therefore influenced by the four ecosystems in Bronfenbrenner’s model. Pajares (1992) therefore, urged researchers make distinctions between teachers’ broad general belief systems and their educational beliefs. Furthermore, he recommended the educational beliefs be very specific, for example, educational beliefs about ICT use.

Attitudes are thought to become entrenched and highly resistant to change (Ertmer, 2002; Lasley, 1980). Nisbett and Ross (1980) found evidence to suggest beliefs persist despite them no longer being accurate representations of reality. Furthermore, they found beliefs generally don’t alter, even when existing beliefs are inaccurate.

Teacher beliefs

Teachers’ attitudes and beliefs are two constructs identified as forming a part of teachers’ mental lives (Woolfolk-Hoy et al., 2006) and linked to decisions about ICT use (BECTA 2004c; Cowie & Jones, 2005; Cuban, 1999; Glover & Miller, 2001b; Hermans et al.,
It has been argued beliefs can be conceptualised as having cognitive, affective, and personal knowledge components. Consequently, the term teachers’ mental lives is appropriate as it is inclusive of the three components. It will be operationalised to refer to teachers’ attitudes, beliefs, and personal knowledge. Watson (2006) argued the role beliefs play in the adoption of ICT has major implications for the professional development of teachers.

**Conceptual change models**

The integration of new information into memory and the subsequent restructuring of existing knowledge representations is known as conceptual change or conceptual change learning (Vosniadou, 1999). In the 1980’s and early 1990’s, research on conceptual change was limited to what Pintrich, Marx, and Boyle (1993) termed cold conceptual change. Festinger’s cognitive dissonance theory and Posner, Strike, Hewson, and Gertzog’s (1982) conceptual change model focused on the influence of cognitive factors in conceptual change (Sinatra, 2005; Gregoire, 2003) and were therefore regarded as ‘cold’ models by Pintrich, Mark, and Boyle (1993) who favoured a ‘hot’ model of conceptual change.

Pintrich, Marx, and Boyle (1993) highlighted the need to go beyond conceptual change and to consider the self and ecosystem within which one operates. “We take the constructivist position that the process of conceptual change is influenced by personal, motivational, social, and historical processes, thereby advocating a hot model of individual conceptual change” (p.170). Thus, research has moved beyond cold conceptual change to a hot model that addresses affect, motivation, and intentionality (Bereiter & Scardamalia, 1989; Gregoire, 2003; Sinatra & Pintrich, 2003; Vosniadou, 1999). Sinatra (2005) stated these factors influence and sometimes determines whether change occurs.

Two “hot” models of conceptual change that address motivational, affective and situational issues are the Cognitive Reconstruction of Knowledge Model (CRKM) (Dole
& Sinatra, 1998) and the Cognitive-Affective Model of Conceptual Change (CAMCC) (Gregoire, 2003). Both are founded on dual process theories that argue there are two routes to conceptual change: a central route (cognitive processing) and a peripheral route (heuristically driven, affective responses) (Gregoire, 2003).

Dole and Sinatra’s (1998) Cognitive Reconstruction of Knowledge Model (CRKM) posit both cognitive processing and affective components are necessary for belief revision. The model predicts that if a learner is able to understand the new information and they are motivated to process that information because of their interest in the topic, personal needs or characteristics they “...are more likely to revise their knowledge representations” (Murphy & Mason, 2006, p. 310).

Gregoire (2003) criticised the CRKM because it doesn’t specify the conditions necessary for change and fails to account for how fears and other factors may affect the reception of the change message. Her Cognitive Affective Model of Conceptual Change (CAMCC) explains why teachers’ beliefs are resistant to change and provides a conceptual framework for scaffolding opportunities to support belief change. The CAMCC argues there are a range of mediating factors affecting the receptiveness of belief change including affect, teacher self-efficacy, motivation, reflection, appraisal, and teachers’ epistemological beliefs. Furthermore, the model acknowledges a teacher’s pre-existing beliefs, prior knowledge, and teaching experiences may affect levels of motivation’ and perception of the need and opportunity to learn. Figure 4. on page 98 shows the CAMCC model.

Key factors in promoting conceptual change

Motivation. Personal motivation and perceived needs as opposed to external factors are seen as the most influential cause of change (Borko & Putnam, 1995; Richardson, 1990). Dole and Sinatra (1998) argued learners should be active but also intentional in deliberately pursuing the goal of knowledge revision. Fullan and Stiegelbauer (1991) claimed the
Figure 4. Gregoire’s cognitive affective model of conceptual change.
impact of professional development is dependent upon a combination of ‘motivation’ and ‘opportunity’ to learn. In an action research study by Kankaanranta (2002), the importance of teacher motivation was noted. Teachers need “to have enthusiasm and a willingness to experiment with new ICT capabilities” (Kankaanranta & Kangassalo, 2003, p. 201). Gregoire (2003) explained motivational factors such as teachers’ fear and confidence levels affect receptiveness to a given message which they argue is why teachers’ subject-matter beliefs are resistant to change.

**Intentionality.** Murphy and Mason (2006) and Ajzen (1988) argued learners should be active but also intentional in deliberately pursuing the goal of knowledge revision. Teachers’ attitudes and beliefs also influence what they themselves learn from education and training programs and the didactic practices they make use of in their classrooms (Clark & Peterson, 1986; Fang, 1996; Pajares, 1992; Zeichner, Tabachnick, & Densmore, 1987).

**Capacity.** The capacity or ability of the teacher to implement change is dependent upon many external factors that have been identified previously as potential barriers. These factors include: time, knowledge, resources, peer or subject culture support, institutional support. All these variables are hypothesized as determinants of whether teachers accept or reject messages of change (Gregoire, 2003).

**Affect.** Gregoire (2003) argued affect in combination with other factors, work to drive or reject change. Fear can also operate at a pedagogical level and is generated by feelings of loss or reduction in control over learning and monitoring progress (Crawford, 1999; Cox et al., 1999; Eraut, 1991; Handy & Aitken, 1986; Russell & Bradley, 1997). For those teachers whose personal construct of a teacher is ‘the sage on the stage’ and ‘font of all knowledge’, fear stems from concern about their own professional appearance. Acknowledging the difficulties associated with changing practice and integrating new
technology and knowledge into their field could result in a ‘loss of face’ and ‘embarrassment’ (Ritchie & Wilburg, 1994).

**Appraisal.** Gregoire’s (2003) model suggested a learner’s ability to appraise or evaluate the change message and their feelings about change, including self-efficacy beliefs, is significant. Positive judgments are more likely to support conceptual change. Appraisal is not limited to the change message. In addition, teachers must receive feedback and assistance in their efforts to change. McNiff (2002) argued critical friends and validation groups are necessary so all steps in the change process can be discussed and critically evaluated.

**Metacognition.** Dole and Sinatra’s CRKM model also suggests that deep metacognitive processing, elaborate strategies and substantive reflection are essential for enduring conceptual change. A metacognitive approach was also favoured by Esson, Johnson, and Vinson (2002) and Phelps et al. (2004). Paris and Winograd (1990) indicated the benefits of this approach lie in self monitoring, autonomy, and regulation of learning and “in promoting positive self perceptions, affect, and motivation among learners” (Phelps et al., 2004, p. 52). Self-regulation is the process whereby “students activate and sustain cognition, behaviours and affects, which are systematically oriented toward attainment of their goals (Schunk & Zimmerman, 1994, p. 309). This enables teachers “to identify, articulate and pursue personally relevant goals” (Phelps, Graham, and Kerr, 2004, p. 56). Figure 5. on page 101 shows the addition of metacognition to the mental lives construct.

Dole and Sinatra (1998) noted that temporary changes in conceptions may occur in instances where classroom or situational pressures exist but where the learners’ cognitive engagement is low it is likely they will revert to the original representation. Gregoire (2003) noted long lasting belief change is unlikely. Both models help us understand that change is a process “in which the interaction between emotions, appraisals, motivational aspects and cognition can be both facilitative and inhibitory” (Murphy & Mason, 2006, p. 311).
According to Ertmer (2005) even when a teacher has knowledge about a given entity, they are free to accept or reject it as being true or false. Gregoire (2003) argued the CAMCC provides a way for teachers to process change in a systematic manner which gives change facilitators a better chance of changing teachers’ beliefs.

**Understanding teachers’ mental lives is the key to change**

Many educational psychologists have acknowledged the powerful link between teachers’ beliefs and practices and concluded understanding them is paramount and the key to changing practices. Understanding the belief structures of teachers, “...is essential to improving their professional preparation and teaching practices” (Pajares, 1992, p. 307) while Clark and Peterson (1986) warned “teachers’ belief systems can be ignored only at the innovator’s peril” (p. 291). In addition to the individual, Tearle (2003) extended the focus advocating an exploration of mindsets, assumptions, beliefs, and values of organisations.

As noted by Pajares (1992) “attention to the beliefs of teachers... can inform educational practice in ways that prevailing research agendas have not and cannot”

*Figure 5.* The metacognitive component within the mental lives construct.
Furthermore, “when [beliefs] are clearly conceptualised, when their key assumptions are examined, when precise meanings are consistently understood and when specific belief constructs are properly assessed, they can be the single most important construct in educational research” (p. 329). Although Guskey (1986) argued it is not clear whether beliefs precede or follow practice, what is clear is that we cannot expect to change one without considering the other. As Pintrich et al., (1990) stated, beliefs will prove to be the most valuable psychological construct to teacher education while Fenstermacher (1979) concluded beliefs can be the single most important construct in educational research.

Given the powerful connection between beliefs and practice, it is surprising the role of beliefs is often neglected or misunderstood in many types of professional development (Phelps et al., 2004). Thus, if the goal is to increase teachers’ uses of technology, some examination of how their ICT beliefs influence their practice must be made and vice versa. Once identified, the challenge becomes one of discovering whether it is possible to alter teachers’ beliefs and identify the most effective ways to challenge these beliefs.

It has been argued internal barriers such as teachers’ beliefs are a contributing factor in the low levels and low frequency of ICT-use reported. Addressing extrinsic factors such as providing infrastructure alone is insufficient to change teachers’ “habitual teaching and learning practices,” (Ming et al., 2010, p. 18) or for that matter their attitudes, beliefs, and affect. The motivational and psychological issues in relation to prompting lasting changes in teachers’ attitudes and behaviours in relation to ICT need to be considered” (Ming et al., 2010, p.14). Senge (1992) suggested managing and altering mental models “promises to be a major breakthrough for building learning organizations” (p. 174). It is therefore necessary to provide teachers with the “pedagogical, social, cultural, and emotional support that will enable them to fully integrate ICT into their teaching...” (Ming et al., 2010, p. 6). A holistic approach to professional learning is needed.
CHAPTER 3: Mapping the Journey

For many hours, when I wasn’t working on my research, I was conducting research of another kind. I was planning an extended European holiday for my family: my husband, my four children (aged eleven, nine, five, and three), my parents, and me! Drawing up the itinerary was relatively easy but making it a reality was not. Firstly, language barriers had to be overcome and then safe payment methods had to be negotiated. Secondly, the logistical nightmare of booking suitable flights, train travel, hire cars, and self-contained accommodation for a large party was exacerbated by the fact that we were travelling with young children and consequently needed to factor their needs into our schedule.

Many of my friends said I was crazy to be undertaking such a trip, but staying true to a vow my husband and I made prior to starting a family (it went something along the lines of, “children won’t stop us from doing anything!”) we set out full of excitement and wonder. It wasn’t long before the twinkle in my eye dulled thanks to an inoperable in-flight entertainment system in Miss Three’s seat. Needless to say, the twenty-two hours to London seemed like an eternity. The malfunctioning electronics were really just the start of a series of less than desirable occurrences. My best laid plans were thwarted by heavy snowfalls, Eurostar malfunctions that resulted in grandparents not being with us to celebrate Christmas, checking out of our London accommodation a day early and landing in Paris with no-where to stay, and our three girls contracting Rotavirus, and spraying trains, taxis and hotel rooms with a seemingly bottomless pit of vomit. Paris was a blur of cleaning up, getting medical assistance and tears. Hardly romantic!

I look back now upon that trip with fond memories. It has become a deeply significant metaphor for the journey I have undertaken in researching this topic. I have learnt plans (both holiday and research!) must be flexible and they should act as a guide only.
At times, unexpected hurdles prevented our research plans from being carried out, whilst at other times, our plans looked nothing like they did at the start. Instead they evolved and changed, as they needed to so that they reflected the needs of my co-researchers and my own needs.

Contextualising my research itinerary

My purpose in this chapter is to explain and justify the design used in this study. Far from being a straightforward process, the design of this study evolved in response to circumstances and events as they occurred so while I was always adamant this inquiry would be qualitative, decisions about other aspects of the process waxed and waned frequently.

Denscombe (2003) urged researchers to make their choices explicit. Zuber-Skerritt (2010, p. 5) noted “it is the inquirer’s philosophical assumptions that mainly determine which methods s/he will choose, especially when the inquirer is conscious of his or her epistemological framework.” My ‘world view’ (Cresswell, 1994), in addition to my concern for the process and the final outcomes of the inquiry, are reflected in the stories of my research choices, questions, and decisions about the selection of the inquiry framework and methods.

Just as I spent a great deal of time mapping out our holiday itinerary, so too did I immerse myself in reading about research paradigms, methods, and data-gathering techniques in an attempt to decide which approaches might best serve the interests of my inquiry. Zuber-Skerrit (2010) and Cresswell’s (1994) arguments in the preceding paragraph support what I attempt to do in this chapter. That is, I strive to locate the narrative of the genesis of this inquiry and its subsequent route within the framework of my personal and professional lives. What follows in this chapter is Genesis Part 3, a story that continues to map the personal evolution of this research inquiry. This is followed by my reading and interpretation of the
theoretical underpinnings upon which the action and data collection were based, the emerging research cycles, a discussion of how the data were analysed and the experimentation and development of the data-reporting method.

Genesis Part 3

Reflexively examining my first year of teaching

As I read the literature offering theories for teachers’ avoidance of ICT, I was surprised to see a connection made between teachers’ low levels of use and their fear of technology. What was there to fear? I found myself probing the depths of my memory, trying to recall how I had felt during my first year as a Film and Television teacher. As I reminisced, long forgotten (and denied) emotions surfaced. I recalled feeling sick to the pit of my stomach. The realisation that I had inherited an editing suite that was not set up to work properly made me want to vomit. Here I was, a new graduate, employed by a prestigious Brisbane independent school, and I had no clue about how to go about fixing the problem. I could not possibly admit to my colleagues, not to mention my students that I didn’t know what to do! So what did I do? I AVOIDED the editing suite! I avoided teaching content that required USING the editing suite, and I maintained a masque of CONTROL. Then I didn’t feel quite as STUPID.

In reconnecting with my past feelings and actions, I felt I could, at some level, understand why maybe many teachers with whom I had come into contact were avoiding using technology in their classrooms. The temporal and spatial distance between my experiences as a first year teacher and now permitted this deep and transparent introspection. I had nothing to lose and no face to save. Instead, these realisations compelled me to pursue answers for and on behalf of teachers everywhere who submit themselves to self-deprecation.
Exploring the issue a little further

In the ensuing year and prior to enrolling in the PhD, I worked informally with Deb and her students. In consultation with Deb, I planned a small unit of work to introduce her Preparatory students to the “language” of film and script writing. I facilitated these lessons and although Deb observed the lessons and actively participated in many of them, she did not seek a facilitatory role. The following year, Deb identified some talented English students and was keen for them to develop their language skills in new ways. We decided they should make a DVD for incoming Preparatory students and called the project *A Day in the Life of Prep*. Despite Deb saying she wanted to learn more ICT skills, the reality was there was little opportunity for her to do this. She still needed to work with other students and I was cognisant of the fact that whenever I walked in, I took on the DVD facilitating role while Deb worked with other students. When time permitted, Deb would come and watch what we were doing and at the end of each lesson, I was careful to communicate with her what the students had achieved. Despite this, I was frustrated. Deb was the one who needed to develop her skills in making a DVD. I realised I needed to structure what we were doing in another way to give her the time and space to develop these skills. I also realised I was not challenging her to learn in an authentic way. In addition, throughout the semester, during our conversations, Deb frequently communicated negative perceptions of her capabilities with ICT. These both intrigued and concerned me. She also articulated, and I was fascinated to hear, her strong beliefs about the role of ICT in the early years. She believed her role as a Preparatory teacher was to teach basic literacy, numeracy and writing concepts and that computers were secondary to the program. At the completion of the *A Day in the Life of Prep* DVD, I retreated for some time to immerse myself in reading about constructs like attitudes, beliefs, perception, motivation, and of course, professional development.
Synthesising the issue

The preceding narrative serves to further contextualise the series of events that transpired which initially shaped this inquiry. Clandinin and Connelly (2000) stated, “our research interests come out of our own narratives of experience and shape our narrative inquiry plotlines” (p. 121). This is certainly true of this inquiry. My intentions in this work have been closely aligned to its genesis. First and foremost, my primary objective was to help my co-researchers develop their ICT skills and practices. In addition, a focus on the connection between the role of teachers’ mental lives and their ICT use was fuelled by my reading of and fascination with the belief construct and its documented links to teachers’ ICT practices (Calderhead, 1996; Clark & Petersen, 1986; Kane, Sandretto, & Heath, 2002; Pajares, 1992). My reading of the literature, which spoke of teachers’ negative belief constructs and fears impacting their use of ICT, connected with my personal experiences and observations of teachers. However, I was unable to find literature that adequately accounted for these constructs. Describing teachers’ attitudes and beliefs about ICT as ‘negative’ or claiming teachers ‘fear’ technology was too superficial and did nothing to provide me with clues as to how I might address these as a professional development facilitator. Therefore, my main objective for this inquiry was to identify our specific ‘mental lives’ constructs and describe the relationship between these and their effect on our use of ICT over time. My aim was to study simultaneously our conceptual change and use of ICT in the classroom as we developed ICT skills, and pedagogies through a series of action research cycles. To achieve this, I needed to engage the participants in professional learning experiences that aimed at developing their ICT skills and pedagogies and observe and document our lived experiences over time.

The following questions guided this study:

- What were our mental lives about ICT at the beginning of the inquiry and how did our mental lives impact upon the process of acquiring new knowledge about ICT?
• What impact do our mental lives have on our adoption of TPACK and constructivist pedagogies?
• What features of action research facilitate the identification of teachers’ mental lives and contribute to them modifying or changing their ICT practices?

However, as the study had an interpretivist basis, it was understood the study must “emerge, develop and unfold” (Lincoln & Guba, 1985, p. 225) and therefore the fluidity of these questions and the emergence of other questions was understood.

Clarification of key terms

In the process of reading and formulating how I would design this inquiry, I was struck (and somewhat confused by) the variations in the use of the terms ‘paradigm’, ‘methodology’, and ‘methods’ in the literature. My understanding and subsequent use of these terms have been informed by conversations with my supervisors. For the purposes of this inquiry, a paradigm is understood to be “a basic set of beliefs that guides action” (Guba, 1990, p. 17). For Zuber-Skerrit (2010) it is “the philosophical orientation that underlies and informs methodology” (p. 3). Guba and Lincoln (1985) differentiated between method and methodology. They suggested the method is the technique used to acquire data while the methodology is the purpose for using the method. Piggot-Irvine and Bartlett (2008) suggested methodology be understood as “approaches that fall within paradigms” (p. 27) and that each methodology employs methods to gather data.

Mapping the research design process

Walsh, Tobin, and Graue’s (1991) admonition that “as researchers, we have measured people, but we have not listened to them” (p. 465) troubled me. Research in the literature about the relationship between teachers’ beliefs and practices is largely etic. I did not wish my co-researchers in this inquiry to be positioned as objects to be studied (in the positivist sense). While I felt statistics could account for certain trends, they were
incapable of addressing the what, why, and how questions that puzzled me. I was interested in uncovering an emic perspective and in doing so advancing knowledge about teachers’ mental lives, albeit situated and personal knowledge. Moreover, I recognised that the decision to conduct this inquiry was partly grounded in my own experiences of developing transformative ICT skills. It is my strongly held conviction that I could neither morally or ethically separate nor hide my own learning experiences from my co-researchers, supervisors or readers of this thesis. My stories and mental lives, along with the other participants’ stories and mental lives, formed part of the data and therefore, are a part of the larger story to be told. Recognising that the richly woven tapestries of our lives are unique and at times, personal and private, my over-riding concern was to value our collective knowledge, understandings and experiences and to allow each of our voices to be heard. I wanted our lived experiences and mental lives to be voiced and heard and my co-participants, in agreeing to participate in this inquiry, also supported this ideal.

Out of concern and respect for my co-researchers’ knowledge, understandings and professionalism, I also felt strongly about the process of the inquiry. While the inquiry was important to me in terms of generating new data, it was equally important for my co-researchers to develop new understandings and practices using ICT in their classrooms. After all, this was the reason they became involved in the inquiry. It was therefore essential that our unique reasons for participation were understood and acted upon.

**Dual methodological approach**

Guided by Patton’s (1990) concern for methodological appropriateness, a qualitative dual methodological approach was used to facilitate in-depth description and understanding. Denzin and Lincoln noted that a multi-method approach reflects “an attempt to secure an in-depth understanding of the phenomena in question” and “a strategy that adds rigor, breadth, complexity, richness, and depth to any inquiry” (2003, p. 8). In this inquiry two
methodologies have been drawn upon because of the unique ways they support eliciting an emic account of our mental lives as we adopt transformational ICT practices and pedagogy. As such, the research approach and process has been ‘personalised’ (Van Maanen, 1983, p. 249).

Both action research (AR) and narrative inquiry (NI) can be understood to be methodologies and methods. Action research was adopted as the vehicle through which change, professional learning, and reflection on our practice could take place. Koutselini (2008) stated it allows teachers to “carefully examine their own feelings and thoughts that underlie their actions [and] aims to empower all participants by developing their awareness of all obstructive elements within a particular context as well as the personal constraints that prevent real change” (p. 30). Thus, at a methodological level, it was capable of addressing both the internal and external factors that impede ICT integration that were discussed in Chapter 2 and so it had the capacity to support answering my first two ‘what is going on here’ questions: what are our mental lives about ICT and the process of acquiring new knowledge about ICT? and what impact do our mental lives have on our adoption of new ICT skills and constructivist pedagogies?

In terms of methodology, action research cycles guided the professional learning (Zuber-Skerritt, 2001). The constructivist, interpretivist, and non-positivist (Cardno & Piggot-Irvine, 1996) principles underpinning action research supported an approach to the teaching and learning that was personally relevant and meaningful to the participants and permitted their understandings of the problem to be given prominence. This meant it was constantly being reviewed and renegotiated to fit with participants’ needs. Action research is characterised by experiential learning cycles (Kolb, 1984) in which new knowledge is acquired through observations, questioning, and reflection. It was the vehicle through which our change and reflection on our practice were facilitated not just about ICT but also about
curriculum, teaching, and learning, and our role as teachers. “Reflective thinking on context-bound actions leads to meaningful change in mental structures and in the understanding of self and others” (Koutselini, 2008, p. 30). The reflective nature of action research offered a potential means for me to learn about how our mental lives impact our use of ICT and what features of the approach supported the modification or change in our mental lives thus it supported the third inquiry question: what features of action research facilitate the identification of teachers’ mental lives and contribute to them modifying or changing?

Narrative inquiry as a methodology allowed us to explore in-depth stories of our lived experiences and to reflect upon the impact these experiences had in shaping our mental lives. It permitted exploration of, “an educational problem by understanding the experiences of individuals” (Cresswell, 2005, p. 477) and allowed each of us a voice that supported my world-view of the possibility of our subjective and multiple realities. From the outset, it was important that I understood my own and the other participants’ lived experiences from our own unique points of view. In collecting and telling our stories, I hoped we might come to some new self-understandings about ourselves as reflexive practitioners and learners. Certain assumptions are implicit in both these approaches and are discussed in the following section.

**Assumptions underpinning this research**

An interpretivist/constructivist philosophy underpins this study. The decision to locate it within a constructivist paradigm was a consequence of my personal worldview. Lincoln and Guba (1985) argued “...a paradigm reflects a researcher’s understanding of the nature of existence...” (Sobh & Perry, 2006, p. 1194). It is the “basic belief system or worldview that guides the investigator” (Guba & Lincoln, 1994, p. 105). Viewed from this position, the social world, which is ever changing, is constructed and interpreted by people (Williamson, 2006). The logic of interpretivism is grounded in understanding the “social world of the actor being investigated, their construction of reality, their way of
conceptualizing and giving meaning to their social world, their tacit knowledge” (Blaikie, 2000, p. 25). It is grounded in “the aim of understanding experience as nearly as possible as its participants feel it or live it” (Sherman & Webb, 1988, p. 7) and draws on qualitative methods to elicit thick descriptions of the phenomenon being studied (Geertz, 1973; Denzin, 1978).

**Ontological assumptions**

Constructivism is concerned with the meanings and experiences of human beings. From this perspective, statistics, and patterns cannot be understood on their own. Rather, understanding is developed through accounts that the actors provide (Blaikie, 2000; Stringer, 2008). This emic approach is relativist; it rejects the idea there is a single social reality in favour of multiple and changing realities based on individual experience (Cresswell, 1994; Blaikie, 2000; Guba, 1990) and which exist only in people’s minds (Guba, 1990). It is best suited to answering ‘what is going on here?’ and ‘why is this happening?’

Wood et al. (2007) highlighted the need for action researchers to make “an ontological commitment to improving their practice” (p.70). Thus my ontological aim was focused on self-transformation in an effort to work together with my co-researchers in their professional landscapes to nurture sustainable change with respect to their ICT practice.

**Epistemological assumptions**

Guba and Lincoln (1998, p. 94) noted the need to minimise the “distance” or “objective separateness” between the researcher and those being researched. The duality of my roles as researcher and research participant means I cannot separate myself from the other teachers in the study. We are “fused into a single (monistic) entity” (Guba, 1990. p. 27). My interactions and close collaboration in their classroom settings over several years means we are well acquainted with each other and I have become an “insider” (Cresswell, 1998, p. 75).
Thus, this inquiry aimed to produce research with teachers and not on teachers. Consequently, the findings of this study are a creation of the process of interaction between the participants. They are necessarily subjective, given I have set myself the task as the researcher to discover our realities that exist as a part of our minds.

Axiological issues

Schwandt (1994) identified concerns related to the constructivist paradigm. They were the “perdurable problem of criteria and objectivity, the lack of critical purchase, the problem of inquirer authority and privilege and the confusion of psychological and epistemological claims” (p. 130). Action research has been dismissed as a soft option by many scholars from the positivist paradigm (Brooker & Macpherson, 1999). Indeed, early on in the design process an academic at a research forum suggested to me action research was “dodgy” (Metcalf, personal communication, 2009). I recall being shell-shocked. However, I was encouraged by my supervisor at the time, Dr Margaret Fletcher, to persist with the method and have since come to realise the post-positivist paradigm was not only compatible with my own world-view, but that it is consistent with the aims of this inquiry.

The criticisms of Schwandt (1994), Metcalf (2009) and Brooker and Macpherson (1999) do not acknowledge the ontological assumption of interpretivism which rejects the idea that there is one single reality in favour of the notion there may be multiple and changing realities (Blaikie, 2000). While action research and narrative inquiry may be criticised because the findings may not be generalisable, these methodologies support relativist principles that favour the idea there may be multiple and changing social realities rather than the notion of there being one truth. Blaikie (2000) argued, “social reality has no independent existence apart from the ‘knowledge’ of it held by the social actors who produce and reproduce it” (p. 120). Our mental lives, personal experiences, and ways of knowing are unique to us. They deserve to be re-lived in a holistic way that honours who we are and what
we have to say, in the settings we work, at a given point in our lives. As human beings we are not to be reduced to numbers and tables of data that speak only of the researcher’s interests. We have voices and they must be heard. We do not purport to be representative of other teachers, although it is possible other teachers will identify with some of our situations and what we have to say. It is, therefore, understood that the emic knowledge and understandings generated from this inquiry will be limited in their transferability in terms of both time and space. The findings of this study are therefore unapologetically discrete and not necessarily transferable to others. However, this does not invalidate the research. “It is the rigour, rather than the size of the project, or its purpose, by which the research should be judged” (Denscombe 2003, p. 81). Action research and narrative inquiry must be assessed according to the values of the inquiry methods (McNiff, Lomax, & Whitehead, 2003). Zuber-Skerritt and Fletcher (2007) noted action research should:

...meet traditional research requirements of high standards, quality and an original contribution to knowledge in the field. But as well they need to demonstrate the requirements of AR, such as explaining and justifying the action research paradigm (plural ways of knowing), appropriated methodologies, their choice and use of qualitative research methods, different standards of ethics and values, and evidence of learning, reflection, and a contribution to knowledge in both theory and practice. (p. 414)

Establishing rigour and validity

Lincoln and Guba (1985) provided a set of criteria for establishing validity in naturalistic inquiries that is contingent on trustworthiness. Trustworthiness can be established by attaining credibility, transferability, dependability, and confirmability.

Credibility and trustworthiness. “The methodological rigour of a piece of research dictates directly the ‘credibility’ of its evidence (Levin, 1994) or the ‘trustworthiness’ (Jaeger & Bond, 1996) of the research findings, and associated conclusions. Dick (1999) argued
because of its participatory nature, action research is likely to be regarded as credible and trustworthy by its participants. Dick (1999) and Johnson (1997) claimed other sources of rigour include:

- use of multiple methods
- multiple source of information used to triangulate and corroborate findings
- multiple processes of data collection and analysis
- factual accuracy of accounts as reported

**Dependability and confirmability.** Clandinin and Connelly (2000) noted there is an inherent danger in retelling stories because in the retelling we can construct a less-than-adequate story. They urged narrative inquirers to “honour our field texts as Dewey called it a “miseducative experience” (p. 85). Honouring the field text requires prolonged engagement in the research sites, rigorous note taking, persistent observation, triangulation of sources, participant debriefing, referential adequacy, and member checks (Clandinin & Connelly, 2000; Johnson, 1997).

Other qualitative researchers suggest a variety of ways of honouring the field text. Levin and O’Donnell (1999) argued the importance of supporting evidence. Stringer (2008) noted in qualitative inquiries, the participatory process might serve to strengthen the validity through constant checking and reflection, refinement, and clarification. Johnson (1997) suggested obtaining feedback from co-researchers as a strategy for ensuring dependability. Stringer (2008) also argued, “where participants are able to construct ways of describing and interpreting events that enable them to take effective action in the issue they have investigated, they demonstrate the validity of the research” (p. 51). Pajares (1992) supported the use of self-reports claiming belief inventories cannot account for the individual nuances and vast number of situations and beliefs that exist. He argued reasonable inferences about teachers’ beliefs require “assessments of what individuals say, intend and do” (p. 327) or
the espoused and enacted beliefs (Arygris & Schön, 1974). Therefore verbal expressions, predispositions to action, and teaching behaviours must also be included in the observations. Clandinin and Connelly (2000) supported this call for self-reporting when they argued that differences between what is espoused and what is enacted cannot be understood without understanding the narrative history of the teacher. Action or inaction doesn’t mean much until the narrative history of the teachers’ mental life is understood (Clandinin & Connelly, 2000). Triangulation of data will help to corroborate findings and “not to do so calls into question the validity of the findings and the value of the study” (Pajares, 1992, p. 327). Stringer (2008) suggested an inquiry audit should be conducted and made available to participants and readers of the research to make the research process transparent. The sources of rigour have been attended to in this research design as evidenced in Table 1. on page 117.

Responding to credibility and dependability

A range of strategies was employed during this inquiry in an attempt to ensure the credibility and dependability of the work. Although it was not the original intent, the inquiry became a longitudinal study of Deb and Anne. Deb and I collaborated for a period of two and a half years while for Anne and I, the time spent working together was about one and a half years. Prolonged time working with Deb and Anne enabled me to track changes in their use of ICT and their mental lives. During the reconnaissance phase, as I was observing the participants’ ICT use, rigorous note taking was employed. These were then given to my co-researchers to verify for accuracy. However, as I became a participant-observer, detailed note-taking was not possible and after the technical failure of an iPod, I used a Smartpen to record verbal exchanges. Wherever possible, these recordings were annotated with my observations of events, physical movement, and gestures. The digital recordings were then downloaded from the Smartpen onto my computer for transcription. Owing to the length of these transcripts, the verification of content was delayed until specific content was used in the construction of the narratives. Debriefing occurred at the end of every session. During
Methodology  | Sources | Data collection/analysis | Dependability/confirmability
--- | --- | --- | ---
Action Research | Observation – note taking | Deb | Prolonged engagement with Deb and Anne
Participant observation – note taking and recorded using iPod & Smartpen | Anne | Member checks of conversations and transcripts (evidence)
Conversation (face-to-face, phone) | Cathy | Self-authored reports
Feedback | Anna | Stories verified/edited by participants for accuracy
Narrative inquiry | Reflection | Gina | Email (evidence)
Semi-formal interview | Email | Telling Stories
Self-reported narratives | Collaborative writing

*Table 1.* Shows the ways rigour has been accounted for in this inquiry.

This time my co-researcher and I were able to exchange ideas and observations, reflect on our actions and as a result, project what needed to happen next.

It has already been noted action research and narrative inquiry are limited to a specific social setting and time frame which allows for the generation of rich descriptions which may not be representative or be able to be generalised (Denscombe, 2003). The very nature of the methodologies I have used means there may be bias on my part or my co-researchers during observations, reporting on conversations or the reporting of data (Denscombe, 2003). What I have attended to as the researcher and as the selector of events represented, has been shaped by my interests and research questions, how I entered the field, and my relationships with my co-researchers. Again it was understood our values and
perceptions would form part of the fabric of this study. Foregrounding some aspects of the research and the research process may have the effect of making other aspects less visible or invisible. However, the participatory nature of action research values involvement of all participants in all stages of the research. In effect, this works as a checking and balancing system, reducing the likelihood of my personal biases being reported.

Methodological assumptions

Methodologically, my aim was to identify hermeneutically the mental lives that exist amongst us and dialectically to consider, compare, and contrast them. My aim in using this methodology was to foster communication amongst participants leading to “one (or a few constructions) on which there is substantial consensus” (Guba, 1990, p. 27).

The research methods

“I advocate a paradigm of choices. A paradigm of choices rejects methodological orthodoxy in favour of methodological appropriateness as the primary criterion for judging methodological quality” (Patton, 1990, p. 8). Drawing on Patton’s advice, I have used two research methods in the design of this project: action research (AR) and narrative inquiry (NI). I selected them because they align with my own world-view and the constructivist ontology and epistemology outlined previously. “It is the inquirer’s philosophical assumptions that mainly determine which methods s/he will choose, especially when the inquirer is conscious of his or her epistemological framework” (Zuber-Skerritt, 2001, p. 4). In addition, the research methods were able to uniquely support the aims of this inquiry. The following section is not meant to be an exhaustive account of the methodologies but rather seeks to identify qualities of each that I considered most salient to this inquiry.

Action research approach

“To design an action research project is not easy” (Koutselini, 2008, p. 34). I now totally understand what Koutselini meant by this statement. Right from the outset there were
tensions between my own research agenda and the emancipation of my co-researchers. It has already been noted that this inquiry had its genesis in my own experiences of learning to use ICT and in teachers asking for help to develop their ICT practice and pedagogy. I found myself constantly trying to find a balance between the duality of my role as researcher and my role as facilitator and mentor. As a way of working through this tension, metaphorically speaking, I needed to adopt two quite distinct hats and clearly delineate these two roles and their purposes within the inquiry.

Essentially a change in their ICT practices was at the heart of my co-researchers’ requests. My first role in the inquiry was that of facilitator/mentor. My purpose was to facilitate the emancipation of my co-researchers with respect to their mental lives related to and use of ICT. Dick (2000) noted that while action research is a participatory process between, clients, and informants, it is often facilitated by a critical friend who acts as a mentor and provides an outsider’s perspective. Dick (1999) also noted the dual aims of action research; action (that is, change) and research (that is, understanding). For Bartlett and Piggot-Irvine (2008) “action and research are intended to go to the heart of improvement” (p. 17).

My second role in the inquiry was that of researcher and more precisely a novice action researcher and doctoral candidate. Wearing this hat meant there were academic expectations and demands that I needed to meet. However, my role as researcher could not be separated from my life experience. Wood et al. (2007) noted that in addition to its focus on situations, action research also focuses on personal experiences and thus “all research questions stem from an ‘insider’ point of view (p. 69). The stories of Genesis I related in Chapters 1 and 2 were very much a part of me as a researcher and fashioned my interest in teachers’ mental lives hence my decision as researcher to document the process of change in our ICT practice including the change in our mental lives. Action research as a methodology was able to facilitate both and therefore seemed to me to be an obvious choice to frame the inquiry.
A third role that I did not initially anticipate was that of reflexive practitioner. As I increasingly wore this hat as the inquiry progressed, I came to understand not only our mental lives and ICT-related practices we employed during the time of this inquiry but I also came to understand how my own life narratives have shaped my mental lives and how over time, these have in turn shaped my ICT practices.

**Are we ‘doing’ action research?**

Given it is an adaptable and evolving methodology that is capable of responding to different applications and changing circumstances, a precise definition of action research is somewhat difficult to arrive at (Bartlett & Piggot-Irvine, 2008; Zuber-Skerritt & Fletcher, 2007). Dick noted the “growing multiplicity of terms for action-research-like processes” (2004, p. 16). The literature is peppered with variations in name including: action research (Piggot-Irvine & Bartlett, 2008; Stringer, 1996), participatory action research (PAR) (McIntyre, 2008), emancipatory action research (Torres & Moraes, 2006) and action learning and action research (Zuber-Skerritt, 2002, 2010; Fletcher, 2005). As noted by Cardno (2003) “action research has grown to mean so many things to so many people that its meaning and function need to be reinterpreted at every point as the ideas are applied to a particular context” (p.5). Such variation suggests it is necessary for me to frame-up the meanings and function of the methodology as it has been interpreted and understood within this research context.

**Action learning or action research?**

Zuber-Skerritt (2002, 2010) used the term “action learning action research” (ALAR) to make clear the distinction between the learning/change aspect of the approach and the research aspect which may not always be explicit. This distinction helped me further separate the dual aims and my different roles within the inquiry. Action research was the core of the methodology in this inquiry, and it had a dual purpose. It simultaneously provided the framework for the professional learning to facilitate the change process for my co-
researchers, and enabled me to gather data relevant to answering the research questions as the process of change was occurring. Much of its power lay in the principles it embraces; namely collaborative, authentic learning with ongoing support and critical reflection. These principles are at the core of professional learning for change strategies discussed in Chapter 2.

Given the clear distinction in my own mind between the emancipatory learning and change aim and the research aim, the term action learning will be used to refer to the cycles of learning while the term action research will be used in reference to this inquiry and in particular its research aims. Instead of offering a single definition of ALAR, I believe it is prudent to identify the values and mechanics of this approach. This discussion is flavoured with insights into my mental lives and with reference to the literature on professional learning, personal justifications for selecting it as the methodology of choice.

**Action research as a methodology**

From the outset, Deb, Anne, Alice, Cathy, and I recognised we needed to learn more about transformational ICT-use and its application in our classrooms. For some of us, attendance at seminars and workshops had heightened our awareness of the possibilities ICT afforded us but they had not been effective in enabling us to use the technology with our classes. Other participants were largely unaware of the possibilities but cognisant that they should know what was possible in the realms of ICT. Put simply, we shared a common problem and needed to find a solution. The acquisition of new knowledge leading to changes in our ICT-related practice underpinned this inquiry. The practical nature of our problem and the inherent notion that some form of change was going to need to be effected if the problem was to be solved, permitted consideration of action research as the methodology of choice because it has been noted by many for its capacity to solve problems (Bargal, 2008; Denscombe, 2003; Fletcher, 2005). Reason and Bradbury (2008) stated action research is:

A participatory, democratic process concerned with developing practical knowing
in the pursuit of worthwhile human purposes, grounded in a participatory worldview that we believe is emerging at this historical moment. It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities. (p. 1)

There are several values that underpin action research that I believed would support our need for holistic professional learning. These features were:

**Professional learning for change**

Action research can be understood as a form of professional learning (Zuber-Skerritt, 2001). It aims at “improving practices by or in cooperation with practitioners” (Tesch, 1990, p. 50). Dick (2001) suggested change that is seen as valued and good underpin the approach. Rather than large-scale change however, action research is concerned with change on a much smaller, micro level (Denscombe, 2003). Somekh (2008) noted many action research studies are conducted by individual teachers into their own practice within their classroom and as such are necessarily small scale.

**In situ model for authentic learning**

While many models of action research exist in terms of the sequence of activity and graphic representation, the classic cycles of plan, act, observe, and reflect (Lewin, 1946) offered us a framework to plan for the changes we perceived were needed. It was the vehicle through which we could plan, shape and reshape relevant, timely ICT-related professional development (Denscombe, 2003; Zuber-Skerritt, 1992). The graphic representation of this model initially used for this inquiry was proposed by Zuber-Skerritt (2001). See Figure 6. (p.123).
The literature review noted many traditional forms of professional development require teachers to leave their classrooms. This is incongruous with empirical evidence suggesting the most effective professional learning takes place in teachers’ own classrooms/schools. One of the significant benefits of action research is that it could occur in situ and therefore generated learning in authentic contexts (Chalmers & Keown, 2006b; Chandra-Handa, 2001; Cuttance, 2001). The ‘personalisation of the learning’ was also extended beyond the physical location to account for individual co-researchers’ personal interests, needs, students, and so on. Recognising my co-researchers and I come from different teaching backgrounds and understanding that personal experience is unique, I considered the capacity and flexibility of action research to respond to the needs of each of the co-researchers as a significant strength. Bell (2000), Stringer (2008), and Noffke and Somekh (2008) noted as an approach, action research is attractive to educators because it is a means of facilitating change that is “teacher-centred, needs-based and outcome oriented” (Fletcher, 2005. P. 16).

**Participatory nature of action research**

For McCutcheon and Jung (1990) “action research is a systematic form of inquiry that is collective, collaborative, self-reflective, critical, and undertaken by the participants of
the inquiry” (p. 148). The collaborative or participatory nature of action research positions all the participants, researcher included, as equals who must be involved in every stage of the research process (Grundy & Kemmis, 1988). My world-view supports the ideal that as humans we are all equals and this is the reason I have chosen to refer to the participants as co-researchers. Thus, ‘power’ was not in my hands as the researcher but rested with us all. This allowed me to be constructed in my co-researchers’ mental lives as an insider and as one of them as opposed to being an outside expert coming to tell them how they should be working with ICT.

Proponents of this approach have recognised numerous benefits of the participatory process. Niesz (2007) found involving teachers in the research, design and implementation of the professional development gave teachers a voice. Action research has an “abiding respect for people’s knowledge and for their ability to understand and address the issues confronting them and their communities” (Brydon-Miller, Greenwood, & Maguire, 2003, p. 14). “One of the most important contributions of action research as a methodology for building understanding of change and development is its unique access to insider knowledge” (Somekh, 2008, p. 7). Such perspectives support non-positivist assumptions and the possibility of the existence of teachers’ multiple realities and perspectives. This aligned well with my epistemological view that as researchers we should research with our co-researchers rather than on our co-researchers and further supported my aim of presenting an emic account of teachers’ ICT-related change. Furthermore, the sense of ownership and control participants have that is generated by the participatory approach may also act as a motivational force, further supporting their participation in cycles of change.

Strong empirical evidence linking metacognitive processes to improvements in teachers’ ICT practices was presented in Chapter 2 (Phelps et al., 2004). Action research advocates systematic (Denscombe, 2003) “critical and self-critical reflection” (Zuber-
Skerritt, 2001, p. 19) on experience and action. Like metacognition, reflection is “an active and deliberate cognitive process” (Fletcher, 2005, p. 20). During the action cycles reflection draws participants to consider not just what actions have taken place, but why and how things happened in relation to what happened. Fletcher (2005) suggested:

Critical reflection involves analysing your interpretations of events in a way that challenges those taken-for-granted understandings and looks for alternative explanations... it is a tool that stops you from repeating the same mistakes, from travelling the same road, from maintaining the status quo. (p. 21)

During the years I worked as a professional development facilitator, I frequently asked teachers why they didn’t use ICT. “It’s too hard”, “I don’t know what to do” and “I don’t have time” were frequently the answers I received. These reasons were easy enough to trot out but it always seemed to me like they were a cop out. Somehow I felt these people weren’t being completely honest with themselves so how could they possibly be honest with me, a stranger?

Again, critical reflection and self-critical reflection so valued in the action research approach seemed to offer an avenue for us to become more introspective and transparent about considering the why and how questions related to our practice. Though regular reflection we could turn the spotlight on ourselves to examine our ICT practices (what we were doing), mental lives (why we acted in certain ways) and to monitor the changes we made (how things happened). Pegg et al. (2007) noted, “the deepest learning occurs with facilitated reflection” (p. 132). Senge (1992) advocated skills of reflection and inquiry to challenge the, “‘leaps of abstraction” (p.8) we as humans make.

Self-critical reflection also afforded me the opportunity to be reflexive and to continuously consider my own assumptions and mental lives and how these have shaped my
practice as a novice researcher, my interpretations of data, and the generation of knowledge. The high regard in which reflexivity is held by action researchers encouraged me to seek ways of weaving my reflexive accounts into both this thesis and the narratives of change in Chapter 4. Somekh (2008) noted the accepted practice of writing action research in the first person singular as a reflexive account that incorporates a critique of the research process with the generation of knowledge. She stated:

Action research generates knowledge about the interrelationship between human behaviour and sociocultural situations rather than generalisable truths, and it is important that it be reported in a form that includes narrative accounts and rich description as well as analysis and interpretation so that readers can make comparisons with their own situations. (Somekh, 2008, p. 5)

This section has identified the most salient features of action research in relation to the aims of this inquiry and the literature surrounding ICT-professional development for teachers. The following section now considers the second methodology used in this inquiry: narrative inquiry.

Narrative inquiry

*Initial ideas about the methodological approaches best suited to understanding teachers’ use of ICT have altered as the ebb and flow of the research process has moved along. Action research was, from the outset, an obvious choice. The cyclical nature and process of understanding fit perfectly with the professional development objectives of the inquiry. The decision to use narrative inquiry is perhaps a more interesting arrival story. Having written up some field notes, I took them to my supervisor, Margaret Fletcher, who read them and indicated, stylistically they read narratively. She suggested investigating narrative inquiry as a method. My reflective journal notes: “Hmmmm, so there is a name*
given to what I am doing.” (Personal journal, 17 September, 2009). I eagerly sought references and began immersing myself in the works of Clandinin and Connelly. I felt I had arrived “home”...

My co-researchers and I came to this inquiry with unique perspectives and beliefs that have been shaped by our life experiences. It was one of my aims to understand how these experiences had influenced our beliefs about teaching and learning with ICT. Clandinin and Connelly (1988, p. 22) stated that it is important to acknowledge the role the ‘past’ has played when collecting data in the ‘present’. Narrative inquiry was chosen as a supporting methodology for its capacity to help identify and understand first person accounts of experience that were perceived by the participants as significant factors or events that impacted their present use of ICT. The stories we generated from our past added to the emerging data set of thick descriptions and recorded conversations I gathered during the planning, acting, observing, and reflecting cycles.

Features of narrative inquiry (NI)

“One of the starting points for narrative inquiry is the researcher’s own narrative of experience, the researcher’s autobiography. This task of composing our own narratives of experience is central to narrative inquiry,” (Clandinin & Connelly, 2000, p. 70). As I have already discussed, my narratives of experience were central to many of the decisions I have taken with respect to this inquiry. Narrative inquiry as both a methodology and method permitted me to position myself as the inquirer looking in on the experience but equally, to acknowledge my part in the experience itself as well. I am, therefore, a part of the parade I study (Clandinin & Connelly, 2000). Such reflexivity is also a notion central to action research. Clandinin and Connelly’s (2000) argument therefore further supported my decision to include my stories (Genesis Parts 1, 2 and 3) and excerpts from my personal learning journal as an integral and important aspect of this inquiry.
While I am inherently a part of this inquiry and as such it is important to justify my reasons for using narrative inquiry, I must also consider the objectives of the inquiry. Guided by Cresswell (2005), to draw on narrative inquiry as a method without consideration of the questions I seek to answer would be folly. A part of planning the research inquiry is to not only define the questions to be answered, but also to settle on suitable methodology and methods that were able to help me find the answers to the questions I posed.

Narrative inquiry as a research methodology approaches “exploring an educational problem by understanding the experiences of individuals” (Cresswell, 2005, p. 477) and “…understanding individual history or past experiences and how they contribute to present and future experiences” (ibid, p. 479). We understood we had two problems. Firstly we had the educational problem of learning transformational ICT practices within the context of rapidly changing technologies. Secondly, we recognised our thinking, our beliefs and our feelings (conceptualised as our mental lives in Chapter 2) might be affecting our ability to change, and therefore, they were also a problem. If Cresswell’s assertions were right, sharing our stories created the potential for us to understand and make sense not only of our own lives but the lives of others too (Czarniawska, 2004, p. 5).

Metaphorically, the narrative inquiry space is framed by four dimensions: inward action, outward action, temporality, and place (Clandinin & Connelly, 2000, p. 50). I envisioned these dimensions might enable each of us to frame our current mental-life status by looking for clues in our past and present that have helped us shape them. In addition, the methodology also values looking to the future and in doing so it offered the potential to support the action research process, particularly the participants’ planning and identification of goals.

Narrative inquiry has been criticised for being too reliant on inward action and self-reports, however, I see narrative inquiry as offering a way of understanding the life
experiences that contribute to the decision making about performing an action or behaviour. Clandinin and Connelly (2000) suggest outward action may be seen as a narrative sign in narrative thinking. Accordingly, the visible actions of a teacher are a physical expression of the teachers’ inward action or mental life. For me there are striking similarities between this theory and Ajzen and Fishbein’s (1980) Theory of Reasoned Action. They argued that an individual’s actions or behaviour are determined by their attitude to the behaviour and the person’s perceptions of the social pressure to perform (or not) the action. However, without listening to people’s narratives and inward action or mental lives, we cannot hope to understand why a teacher may avoid using ICT. “Action or inaction doesn’t mean much until the narrative history of the teachers’ use of ICT is brought to bear on the inaction” (Clandinin & Connelly, 2000, p. 31).

Accepting the position that behaviours are expressions of an individual’s stories within a particular context at a particular time, it becomes important to consider the characters who were living the stories, the characters who are telling the stories, the times at which the stories were lived, the times stories were told, the place in which the story is lived and told (Clandinin & Connelly, 2000). If as professional learning facilitators we neglect to try to understand the narrative history of teachers, the significance or meaning of their action or inaction (the sign) remains unknown to us. This is not to suggest such endeavours are infallible. There is always the possibility there may be multiple interpretations of action or inaction. Other ways of explaining things are possible (Clandinin & Connelly, 2000, p. 31).

Moving from methodological theory to practice

As a novice researcher, I had to rely on my reading of action research and narrative inquiry to gain some theoretical understanding of how they could support this inquiry and its aims.
Moving from theory to practice was a new and daunting experience for me. Reading 'how to do action research' manuals didn't qualify me for the experience I was embarking on. I felt vulnerable and more than a little scared.

In the ensuing pages I share the way in which I interpreted the methodologies and moved them from theory into practice in the field. What follows constitutes our narrative of the evolution of theory to practice.

Entering the field

Reconnaissance. Before commencing the data collection phase in earnest, I decided to conduct a reconnaissance of the teachers’ existing ICT practices, pedagogies and the contexts within which they occurred (Stringer, 2008). I slowly immersed myself into their classrooms and observed the way they used ICT.

Initially I hand wrote observations in a field journal. I found this a frustrating process as comments took time to write. In the interest of accuracy I wanted to capture these comments verbatim but my inability to scribe quickly meant many comments had to be paraphrased. I set about experimenting with technologies that might make this aspect of data collection easier. Having recently acquired an iPod, I got a microphone for it and experimented recording conversations at home and downloading them onto my computer for transcription. The quality of the sound was excellent and the device was unobtrusive, so I felt it was unlikely it would exacerbate any nervousness of the part of my co-researchers. I took the iPod into the classroom and used it to record observations, in addition to making notes.

As I reflected on these classroom observations, I became aware that the teachers were expressing many beliefs and feelings about ICT to me. I interpreted many of these comments as ‘negative.’ They seemed to be questioning the role of ICT and its relevance in
their teaching and learning programs. Each teacher also expressed feeling incompetent with technology and in Amy’s case, she said she disliked it and it made her feel like, “I’ve come off the ark.” I was intrigued by what had transpired in my co-researchers’ lives and had led to these comments.

At this point, I retreated from the classroom environment. The reconnaissance had made me realise I needed to pursue reading the literature on attitudes and beliefs and to consider ways of capturing the data beyond classroom observation. I perceived there was more to Amy’s “I’ve come off the ark” comment. Perhaps there were things that had happened to her that made her feel this way. Classroom observations alone were not going to help me fill in these gaps and without this information understanding her reluctance to use ICT would be impossible. I was also acutely aware of the need to triangulate the data. The paraphrased notes I had written and the iPod recordings I had made during observation periods had been sufficient to capture the essence of the teachers’ beliefs and feelings about ICT but now I felt the need to interview my co-researchers and probe for the reasons why they held these beliefs and feelings. However, further reflection made me wary of using this method of data collection. I felt it might be too easy for the teachers to tell me what they thought I wanted to hear. Clandinin and Connelly’s (2000) writing about understanding external action by understanding inward action resonated with me and gave me conviction to pursue lines of questioning about why my co-researchers thought and felt the way they did.

Later, I met with my co-researchers individually and we established a list of software they wanted to learn how to use and skills they wanted to master. We prioritised these and they became a working wish-list.
Changes and Disaster. And now we are four... In the very early days of this inquiry, I had decided to establish a specific focus on the beliefs early childhood teachers held about ICT because I had identified a gap in the literature in this area. In late 2008, this plan had to be aborted as Cathy was moved from teaching a year 2 class up to teaching a year 6 class and Deb moved from Prep to year 4. Initially I was devastated. My contribution to knowledge was in jeopardy! Where could I find another gap?

I am pleased to say the understanding conversation and sound advice received from my supervisor at that time, Margaret Fletcher, allowed me to resume focus and concentrate my energy on what I could control rather than what I could not. The focus of the inquiry would no longer lie in early childhood. A new gap could be found! I went away satisfied and confident in Margaret’s convictions but within a matter of days my world was rocked again, this time by technical problems.

Friday 28 November, 2008. As tears well up in my eyes and the frustration and despair wash over me, I deeply sympathise and competely understand why many of my colleagues avoid, or try to avoid, wherever possible, working with technology.

I have just lost a conversation recorded on my iPod. Not any conversation, a focused and incredibly important one. You see this conversation was to have been my data for my research. The complete despair is fuelled by this having happened not once, but twice. The frustration I am feeling now is also exacerbated by the fact that a DVD my little Preppy students have made this term won’t burn.

They say timing is everything. Yes it is! Especially when the DVD has to be ready for the incoming Prep class in four days from now. If it’s not ready the whole reason for making it will be gone. The students are to present their DVD on the big screen (the interactive whiteboard) on Tuesday.
And so it is that I empathise with my peers. As my tale of woe shows, it is not only the technically challenged who struggle with technology. The technology itself can be a beast and despite your best efforts, it cannot be tamed. Optical drivers do fail, systems crash and data can be lost for unexplained reasons. That lesson must be learned, and the earlier it is, the less heartache (maybe?).

Back to the Field: Professional development workshops

I re-entered the field in 2009 to conduct some technical skills workshops. PowerPoint had emerged from our conversations last year as the software three of the participants most wanted to learn. In consultation with my co-researchers I planned a workshop for one afternoon after school. Cathy didn’t attend as she was already conversant with PowerPoint. I agonised over how to structure the workshop as my reflection shows.

...There were many contributing factors to the facilitator-centred approach but when I paused to consider which had been the most significant, it was the fact that the teachers were familiar with traditional forms of professional development and this seemed the most sensible if I was trying to create some kind of comfortable environment for them. I didn’t want them to feel vulnerable about their lack of knowledge and about the approach taken.

The teacher-centred approach resonated with me too. It is the approach that I was trained in and while I have moved on from that to teach with a more constructivist pedagogy, the teacher-centred approach provided me with more control over what we cover in these sessions. There is a sense of security knowing at the end of the session that certain things that I see as important to the realisation of this research and that the professional development sessions are not wasted from my point of view. This perspective contrasts with
the constructivist approach and I know that I have to let go and not drive the project in the direction I wish it to go. This is after all emancipatory action research. The teachers are in the driver’s seat and I am the navigator, advising the route to travel, offering encouragement along the route and ensuring the journey ends with some inroads made in their quest to develop ICT proficiency...

Afterwards I reflected on the session....

What the hell am I doing and who do I think I am? I feel like an intruder stepping into the lives of my co-researchers. I feel so much tension. Here I am trying to make my research theirs. Yes, we have the same aim to develop transformational uses of ICT but I can’t see how my research agenda can align with their agenda. While they all say they want to participate, I am hesitant to believe them. I feel they think this is really all about me and not about them at all...

Again I retreated to read some action research projects and discover ways I could make this work.

...and five became four... Oh God. My mind is in overdrive... Cognition. Cognition. Cognition. I’m losing all my participants. Am I going to have anyone left? How many people do I actually have to have? Is it going to be seen as valid if I only have three participants? Is it me? Affect. Affect. Affect. I am feeling sick, worried and out of control. Somebody help me please...

Unexpectedly, Cathy announced she was pregnant and would be unable to continue participating in the inquiry. I was very disappointed because Cathy was what I
considered to be an early adopter of technology. She was always very eager to experiment and find new ways of using technology in her classroom. I had perceived she would be instrumental in supporting Deb and Anna in particular, because they were all from the same school.

Back to the field again

I returned to the field with a new approach. I suggested we learn to use technology during the teaching day, rather than it being an add-on at the end of the day. Reflecting on my co-participants comments about their lack of time and my dislike of putting them under any more time pressures led me to this line of thinking. They were all very pleased and happy to work with this suggestion. At my request, Deb and Anne identified when they wanted to begin the action cycles but Anna seemed to ignore my requests. Finally, the email I had suspected would arrive actually did...

On 20/10/2009, at 3:35 PM, Anna wrote:

Hi Gina,

I hope you had a relaxing break. Our ISQ presentation is over thank goodness; however, the work for reports is staring to mount up. I have also re-injured my knee and have quite a few physio appointments coming up over the next few weeks after school.

Taking all of this into account, I think I might pull some hair out if I take on board anything else at the moment.

I am really sorry but I am going to have to pass on involvement this term. I would be happy to participate at the beginning of next year but understand that you probably need the data
and observations in the near future. If it helps at all, I would be happy to answer any questions via email rather than in a face-to-face setting. I understand that this may not suit you and your time frame.

Let me know if you would still like me to help out in this less direct way.

Thanks,
Anna

This is the email I have, in some peverse way been waiting for. Although Anna has always said she wanted to be involved because she really needs to learn more about ICT, her actions have never quite matched her words. There is always something else... an excuse... slow responses, needing to leave early, too busy etc.

My mind is taken back to our last workshop session. Anna was the one who had to leave early because she had a long standing engagement (not mentioned when we were establishing a meeting time). I think it is also curious that she was the one who took the ethical clearance form, read it, queried who the teacher was I had referred to on the first page (I think she thought it was her when in fact I was referring to myself) and then didn't sign the sheet and return it despite being asked countless times.

I had emailed my co-researchers with the potential dates for observations (something Anna admitted to being very self conscious about) but there is no mention of that in this latest email. I am hopeful that the offer to keep the door open next year is genuine but I fear it is another means of delaying or avoidance. Time will tell.
Time did tell... and with that four became three.

At this point our stories of change diverge. Deb, Anne and I were now “the survivors”. Given Anne and Deb worked in different schools and we had agreed the professional learning should occur in their classrooms and respond to their individual settings, I awaited them to signal it was the ‘right time’ to enter.

**Third time lucky: back to the field again**

Deb signalled it was the right time to begin working together. She was now half way through her first year of teaching a year 4 class and felt she was keeping her head above water sufficiently to begin working with me. Our collaboration began in earnest during the mid-year holiday break. Using the classic action research cycles we started by planning the next term of work. Much of our action is recounted in the narratives that constitute our data in Chapter 4. Here I wish to elucidate the significant steps we undertook. Using the four classic moments identified by Lewin (1946) we sequentially worked through each of the stages beginning with planning. The planning phase signified an intention to undertake action and in this cycle, the planning did account for our action. Observation of our practice necessitated us to really see what was happening rather than merely looking and there was a definite advantage in having both of us do this because we saw different things happening and when we discussed these, they were a revelation to the other person. The reflection stage although depicted graphically as the last step, was in fact for us a continual process through all the stages and allowed us to be self-critical and examine our planning and our actions during the entire cycle, rather than just at the end. ‘In the moment’ reflection while often disjointed, fragmented, and quick in its articulation, allowed for the sentiment to be held in our short-term memory and revisited at a later stage when we had time to form a more cohesive thought. In addition to self-examination, reflection allowed us to view our actions within the ecology of the
school setting and examine those environmental structures and systems that we perceived as impacting on our planning and action.

I have attempted to represent our actions and feelings in each of these stages during Cycle 1 in Figure 7. on page 139. While the table format is incapable of representing the cyclical and reflexive nature of the process we undertook, it provides readers with an understanding of our main actions and feelings.

Reflection at the end of Cycle 1 enabled Deb to see how successful the changes she had made had been. She was cognisant that the students were more motivated and self-reliant while for her, the changes in pedagogy resulted in her feeling less anxious because she realised she didn’t need to know everything and instruct students in order for them to be learning. She was also cognisant of having more time to observe the students learn and work collaboratively with them, rather than constantly giving instructions. The success Deb perceived Cycle 1 to be engendered ‘good’ feelings that acted as a motivation for her to continue working with me and to make changes to her practice. Subsequent to Cycle 1, Deb and I collaborated on three more cycles.

Overviews of the actions and feelings we experienced during these cycles form part of the data and have been included at the end of Chapter 4.

Data Collection Methods

A feature of action research and narrative inquiry is that neither is prescriptive in terms of the data collection methods. The researcher can draw upon a variety of techniques. This responds to Patton’s (1990) call for methodological appropriateness. Methods of inquiry can be uniquely created by a researcher to answer the questions that they pose. Clough (2002) noted, “these methods are created in the presence and service of quite particular contexts
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Figure 7. Action Research Cycle 1 – Deb and Gina.
of moral and political need” (p. 5). An overarching concern for methodological rigour (dependability and credibility), and presenting an emic perspective, supported by rich, thick descriptions, contributed to my decision to adopt a multi-method approach.

Action research and narrative inquiry use language to reflect on what is experienced and to describe or to represent what is lived for others. Understanding of our lived stories and mental lives evolved through collecting the stories of our experiences using a number of methods. Our social reality and mental lives were discovered “from the accounts that the social actors provided” (Blaikie, 2000, p. 119). While research methods afford the opportunity to collect data in the here and now, and from the past utilising documents, transcripts, and other artefacts, it is unlikely the lived experiences that have shaped our practice and mental lives are documented in any data form other than language or mental representations. These accounts were made explicit during our conversations. Figure 8. (see p. 141) shows the data collection methods I used during the cycles of action.

**Conversation and reflection.** Conversations arose naturally as we worked together through the action research cycles. At times, they were informal exchanges and remarks, often prompted by an event, observation or occurrence during the course of our work. At other times, conversations were more formal, in the sense that we set specific time aside to reflect on our practice and to plan and discuss our actions, and our thinking. Conversations were not limited to face-to-face meetings either. Aware of the need for teachers to often get quick responses, I encouraged my co-researchers to call me on the phone and email. Deb and I even used Facebook. As the facilitator of our learning journey, I wanted to infuse as many opportunities for learning with and through digital technology as possible, hence the use of these applications. Reflection was central to many of our conversations. At times, we reflected spontaneously and naturally, “I remember when...” On other occasions, I challenged or questioned statements or comments made by my co-researchers in an
Figure 8. Data collection methods during the ALAR cycles.
attempt to elicit spontaneous responses from them, “Why do you think that?” At these times our metacognitive abilities were challenged as we tried to establish links between our experiences, beliefs, and practices with ICT. Both action research and narrative inquiry value reflexivity as a means of learning and personal growth... “in the construction of narratives of experience, there is a reflexive relationship between living a life story, telling a life story, retelling a life story, and reliving a life story” (Clandinin & Connelly, 2000, p. 71). Schön’s notion of the importance of reflective practice, that is, how someone can lead a life and then reflect on it to combine living with self-criticism and growth is important here (as cited in Clandinin & Connelly, 2000, p. 82). Informal conversations were recorded in my learning journal as soon as possible after the exchange. More formal conversations were recorded using a Smartpen, with additional notes made on the Smart paper. The audio recordings were then downloaded onto my computer ready to be transcribed. Notes were kept in my Smart paper journal, and where relevant, reflected upon in my learning journal. Transcripts were made available to participants to verify accuracy.

Semi-structured interview. Conversation (unstructured interview) and semi-structured interviews, “offers researchers opportunities to explore attitudes, beliefs, knowledge, values, and the understanding of participants contributing to the action research project (Fletcher, Zuber-Skerritt, Piggot-Irvine, & Bartlett, 2008, p. 56). Conversations need to begin with very broad, open-ended questions to illicit personal responses from a range of perspectives (ibid, 2008). Semi-structured questions were used to focus my co-researchers thinking on beliefs about ICT and their feelings about the action learning cycles. As noted by Fletcher et al. (2008) probing was an important facet of the semi-structured interview. Probing helped to challenge our beliefs and elicit responses and the thinking behind the response.
Observations, conversations, and stories were largely recorded using a Smartpen. This method of data gathering allowed me to notate expressions, and actions that occurred simultaneously with the conversation. Following the recording, the sound files from the Smartpen were downloaded onto my computer, and I was able to transcribe verbatim what was said. Co-researchers then verified the transcripts as being accurate records of experience.

At times, our conversations would turn from ICT-related content to the personal, social or political. Out of respect for my co-researchers, I consciously decided to treat those conversations as “off the record”, a method of maintaining confidentiality I used when working as a journalist in relation to matters that may be of a sensitive nature and negatively impact the teller should the content be divulged. I opted to omit these conversations from the transcripts. The transcripts were then imported into NVIVO 9 software. Bell (2011) cautioned about the ethical implications of forming friendships with co-researchers and suggested “resolving such dilemmas puts the narrative researcher in a struggle between the responsibility to the participant and the responsibility to academia” (p. 578). For me there was no such struggle. My interest lay in my co-participants and their actions, feelings, and beliefs, not the actions, feelings, and beliefs of others.

Reflective journals. Initially I provided my co-researchers with a notebook and a USB stick and encouraged them to write a reflective journal of their experiences in the format they felt most comfortable with. My attempts at getting Deb and Amy to write reflections were met with consternation and consequently, they did not write in them regularly. I asked Deb one day how her reflections were going and she said she found it time-consuming and she also worried that she was inclined to write what she thought I wanted to hear rather than what she really thought. This worried me. I went away from this exchange pondering what to do.
I am feeling very concerned about Deb’s comments today. I really don’t want to be getting what she thinks I want to hear. I really want to hear what she really thinks! She also mentioned the time factor. I know teachers are time poor and I really don’t want my co-researchers to see participation in this inquiry as another burden on their time (although we both know it will be to some degree). I have also realised as I write this reflection how I have imposed my wishes on my co-researchers. Oh my goodness! I am appalled. This is not action research! Where was the consultation??

The next time I saw Deb I apologised for having imposed the reflective journal on her and suggested an alternative might be to instead reflect during conversations, and record these reflections. I noted this approach might also have a time-saving factor. She readily agreed to this, and commented how she thought her responses would be much less contrived and more spontaneous. Consequently, whenever we met our conversations were peppered with reflection. After working in the classroom with students, we also set aside time to sit on the comfy couches and reflect on the process.

**Participant observation and field texts.** The inquiry began with a reconnaissance phase. During this phase I observed my co-researchers’ existing practice and pedagogy with ICT and wrote detailed field notes. At other times I was a participant in the classroom activities, supporting the teacher by helping students complete their tasks. A Smart-pen facilitated data collection in classrooms as it was simultaneously able to record conversations as I wrote notations about what was happening in the classes.

Clandinin and Connelly (1994) stated field texts are “... created by the participants and researchers to represent aspects of the field experience” (p. 419). Therefore, data collected using the other methods discussed can be validly used in the creation of field texts.
Clandinin and Connelly (2000) also noted field texts should “slide back and forth between records of the experience under study and records of oneself as researcher experiencing the experience” (p. 87). Such an approach emphasises the importance of reflexivity, a key value also underpinning action research (Fletcher, 2005; Zuber-Skerritt, 1996; Stringer, 2008).

“Reflection may be seen as an active and deliberate cognitive process, involving sequences of interconnected ideas, which take account of underlying beliefs and knowledge... Reflection involves self-evaluation and attempts to account for why and how things happened as a consequence of actions taken” (Fletcher, 2005, p. 20).

**Personal learning journal.** Zuber-Skerritt stated action learning “offers us a method of raising our learning from the unconscious to the more conscious through techniques of questioning that probe and illuminate what many of us often assume or ignore about our own prefiguring of what we learn. This conscious use of the learning process can make tacit knowledge more explicit” (2002, p. 118).

At the very first meeting I had with my first supervisor, Dr Margaret Fletcher, I was urged to keep a journal of my thoughts and actions. Consequently, I created a personal learning journal for the purpose of recording insights, events, the questions I posed myself and critiques of my action. At times, the journal entries were recorded on a computer, while at other times, particularly when I was away from my desk and I had an insight, I wrote them on paper, in books and on one occasion, on a serviette! To an outsider it may appear random, disorganised, incoherent and at times even illegible. Regardless of how and where my reflections and self-questioning were recorded, my journal is a working document that represents my thinking at certain moments in time during the course of this inquiry and it did indeed allow for my tacit knowledge to be made more explicit.
Reflexivity is a key component of good action research. In this inquiry I continually endeavoured to examine and explain how I influenced the research process (Ayres, 2008). Reflexivity allowed me to develop a heightened awareness of how my knowledge (both tacit and explicit), attitudes, beliefs, assumptions and feelings determined my actions and impacted the way in which this inquiry unfolded. The journal excerpts I have used throughout this thesis are my attempt at sharing my reflexive understandings with my reader.

Periodically when we met, Margaret would remind me of the journal’s importance. I am thankful for that advice for I now realise that taking the time to look back on my action, to critically reflect on it and commit those thoughts to writing can only serve to strengthen my learning as an early career researcher, facilitator and ICT user. The journal contents have also been invaluable as a reference point while writing this thesis.

Transcribing data

Once the data had been gathered I spent a considerable amount of time transcribing and collating it. People urged me, and I was tempted, to outsource this slow and laborious task but I felt a deep urge to resist such temptation.

I was having a whinge to a fellow doctoral student today about how long it’s taking to transcribe the data. She said she had outsourced this job to a professional and gave me some contact details. On one level I am so tempted to offload the job to someone else, who will be a damned side quicker than I am but something is stopping me from making the call. I think it’s the knowledge that someone else can embellish or misconstrue the conversation and the intended meaning will be lost. I was there. I know when we were being funny, when we were being sarcastic and when we were serious but simply listening to voice recordings and typing them up does not necessarily mean the right tone and meaning will be conveyed. I think I have a sense of responsibility to ensure the transcripts are written with integrity and as much accuracy about our literal and implied meanings as possible.
Data analysis

Once our conversations were transcribed and collated with other data, I set about analysing it using thematic analysis. Thematic analysis is “a method for identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail” (Braun & Clarke, 2006, p. 79). Boyatzis (1998) suggested thematic analysis also interprets various aspects of the topic of inquiry. Thematic analysis was selected as the method of choice because it is compatible with constructionist paradigms, is flexible, and “can potentially provide a rich and detailed, yet complex, account of the data” (Braun & Clarke, 2006, p. 78). Some researchers (Attride-Stirling, 2001; Boyatzis, 1998; Tuckett, 2005) have noted an absence of agreement about what thematic analysis actually is and how it is done. It is for this reason I will make explicit how I proceeded with analysing the data and my assumptions that informed the analysis.

Analysing the data thematically

Braun and Clarke (2006) proposed conducting thematic analysis following six steps. As a novice researcher, I found applying these phases to my data particularly useful. Following is an account of the six steps and the decisions I made at these points in the analysis.

Step one – Familiarisation with the data. Despite having collected all the data myself, it was necessary to familiarise myself with it. As the data was predominantly verbal, it needed to be transcribed into written form. As I have noted in my journal, although I found this labour intensive, frustrating, and at times, even boring (also noted by Riessman, 1993), I persisted based on an understanding that in the process of transcribing, I was in some way reliving past experiences. At this point, the question of rigour was addressed by ensuring a verbatim account of all verbal, and occasionally non-verbal, exchanges. The only exceptions to this were in instances where our discussions digressed to topics of a personal
and/or irrelevant nature. Braun and Clarke (2006) noted the importance of the transcript retaining “the information you need, from the verbal account, and in a way which is ‘true’ to its original nature (e.g., punctuation added can alter meaning of data)” (p.17). Therefore, the identification of the speaker and verbal and non-verbal exchanges such as pauses, ums, sighs, and so on are present in the transcripts. Each line of the transcript was numbered and time codes were regularly inserted to assist with locating data on the original recordings.

During the lengthy process of data transcription, I was able to re-live interactions. I was immersed in the data and as I transcribed, codes often became obvious and I would annotate them for future reference. Generating codes at this stage were based on my “impressionistic understandings of what is being described in the experiences, spoken words, interactions, problems, and issues expressed by participants” (Corbin & Strauss, 2008, p. 51)

**Step 2 – Generating initial codes.** During this step I examined the transcripts for semantic and latent content that was of interest to me in light of the research questions I initially posed. Text such as transcribed conversations and interviews can be seen as a “window into experience” (Denzin & Lincoln, 2003, p. 290). Not wishing to place preconceived ideas on the data, I opted for an inductive approach to coding (Miles & Huberman, 1994) whereby I immersed myself in the transcripts and identified emerging themes or concepts. Operating at a semantic level, I identified themes directly from what has been said or written. As concepts were identified, a folder was created and conceptually relevant chunks of data: words, phrases, sentences, and paragraphs, were copied to these folders. Such an approach allowed me to retain the integrity of each participant’s spoken or written words, thereby ensuring rich and thick description (Geertz, 1973). The software also allowed me to track and annotate ideas, change, and other important critical incidents in the process.
I then moved beyond the semantic level of analysis to the latent level and examined the data “for underlying ideas, assumptions, and conceptualisations – and ideologies” (Braun & Clarke, 2006, p. 84). Building codes in this way is in essence the “grounded’ approach advocated by Glaser and Strauss (1967). In this inquiry the model was generated dialectically as I moved from data generation, data analysis, and theory in a recursive way. Therefore, the themes that resulted from this analysis are not mere descriptions but have already been theorised and according to Burr (1995) this is consistent within a constructionist framework. As noted by Braun and Clarke (2006), thematic analysis conducted within a constructionist framework “... seeks to theorise the socio-cultural contexts and structural conditions that enable the individual accounts that are provided” (p. 85). After these codes were generated, I consulted with my co-researchers and together we examined and refined the codes. Table 2 on page 150 represents the semantic and latent codes identified in the data.

**Step 3 – Searching for themes.** At this point the codes were analysed and similar codes were assigned to a possible thematic category.

**Step 4 – Reviewing themes.** The initial themes were refined according to Patton’s (1990) criterion of internal homogeneity and external heterogeneity. Data assigned to a thematic category was reviewed for coherency. The thematic categories were also reviewed to ensure they accurately represented the data coded to them. This process was iterative and was the resulting themes were then verified with participants.

**Step 5 – Defining and naming themes.** A description for each thematic category was written, clearly identifying the “scope and content” (Braun & Clarke, 2006, p. 92) of the theme. The final names for these categories were also assigned. Thus the concepts that emerged, “are not added only as a final gloss or justification; they are not thrown over the
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<table>
<thead>
<tr>
<th>Semantic codes</th>
<th>Latent codes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time</strong></td>
<td><strong>Stressors</strong></td>
</tr>
<tr>
<td>• “I don’t have time”/ ‘busyness’</td>
<td>Technological – equipment not working, accessibility, ratio of computers to students, safety</td>
</tr>
<tr>
<td>• Learning ICT is time consuming</td>
<td></td>
</tr>
<tr>
<td>• Using ICT is time consuming</td>
<td><strong>Pedagogical</strong> – how to change, teacher versus student centred, finding balance, covering topics adequately</td>
</tr>
<tr>
<td>• Using ICT can waste time</td>
<td>Change – where and how to begin, what to change</td>
</tr>
<tr>
<td><strong>Professionalism</strong> – priorities, independence/freedom, assessment, make learning fun and relevant, student achievement, appearance – “not whingeing”</td>
<td>Beliefs – students’ capabilities, what is a teacher, what teachers do, assessment, about learning</td>
</tr>
<tr>
<td><strong>School culture</strong> – leadership, understanding, support (moral and technical), validation</td>
<td><strong>Feelings</strong> – fear, emotion, tension, pride, confidence nervousness, empathy, motivation, excitement, frustration</td>
</tr>
<tr>
<td><strong>Professional learning</strong> – sharing, feedback, accountability, opportunity, validation, problem solving, agency</td>
<td><strong>Thoughts</strong> – uncertainty (“how do I...?”) governing practice</td>
</tr>
</tbody>
</table>

Table 2. Semantic and latent themes identified from the data set.

work as a final garnish. They are drawn on repeatedly as ideas are formulated, tried out, modified, rejected and polished” (Coffey & Atkinson, 1996, p.158). I treated these concepts as windows that upon opening, could offer insights into our experiences and track our quest towards changing our ICT practices.
Seeing the data through conceptual windows

Two conceptual windows, ‘ways of working’ and ‘mental lives’ were generated from the data and allowed us to see how our cognition and affect impacted upon our actions. Each window contained a subset of concepts, or ways of understanding the change over time. The windows for viewing and understanding the data from this inquiry are represented in Table 3. on page 152. These conceptual windows allowed vast amounts of raw data to be reduced to that which was pertinent to the inquiry’s questions. It also dictated much of the content of the final report that in this case is a series of narratives.

Ways of working

I developed the subset of concepts for Ways of Working window from what the literature identified as key areas in which changes must occur if teachers are to use ICT in a sustainable way. Mishra and Koehler’s (2006) TPACK model argued teachers need to make changes to technology skills, pedagogical approach, teaching content, and personal and professional knowledge if they are to use ICT in transformational ways. Time (Wood & Bennett, 2000; Smith et al., 2003; Lim & Khine, 2006), collaboration (Zammit, 1992; Schrum, 1999; Hunter, 2001), and the school environment (Lim & Khine, 2006; Mumtaz, 2000; Bate, 2010) were three additional concepts noted in the literature review as instrumental drivers of change.

Mental lives

The subset of concepts for the Mental Lives window are the cognitive, affective and knowledge components that remain largely invisible to observers and that I argued for in Chapter 2. Gregoire (2003) and Ajzen and Fishbein (1975) and others have theorised human action as resulting from an interplay of cognition, affect and personal knowledge. Accepting this position, explicating our mental lives and simultaneously examining our practices offered us the opportunity to understand why we acted the way we did. Furthermore, where we
Conceptual windows

<table>
<thead>
<tr>
<th>Ways of working</th>
<th>Mental lives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge – personal, professional, content, pedagogy and technology</td>
<td>Attitudes</td>
</tr>
<tr>
<td>Content</td>
<td>Beliefs</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>Feelings</td>
</tr>
<tr>
<td>Technology</td>
<td>Thoughts</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Motivation – intrinsic, extrinsic</td>
</tr>
<tr>
<td>Time</td>
<td></td>
</tr>
<tr>
<td>School culture - resources, peers/leaders, stakeholders (students/parents)</td>
<td></td>
</tr>
</tbody>
</table>

*Table 3.* Conceptual widows used for analysing the data.

perceived our mental lives were incompatible with transformative technology use, we were able to begin challenging them.

Moving from raw data to narrative

22 September, 2011. 38,000 feet above sea level, flying south from Hamilton Island to Brisbane. I have just spent the most relaxing week of my life on beautiful Hamilton Island, on the Great Barrier Reef. Azure waters meet the cobalt skies with the odd trace of fluffy fairy-floss clouds. Whales, dolphins, and dugong revel in their aquatic paradise, splashing, and breaching. I have fought and hauled up three Red Emperor from the dark oily depths of the Reef, and tasted the revered flesh seasoned with garlic, ginger, and soy...
How to best capture the essence of experience upon returning home is now something I ponder. My photographs, videos, and diary entries can help to convey special moments, and places visited, but they are poor substitutes for the lived experience. They do little to convey the tastes, sights, sounds, smells, interactions, conversations, and feelings I had for those who weren't on the holiday.

Like my post holiday experience, I have wrestled with how best to document and describe the changes in our practice and mental lives that occurred during this inquiry. The purpose of this section of the chapter is to explain the process involved in creating the method of reporting it. Miles and Huberman (1994) stated “data collection is inescapably a selective process...” (p. 55). So too is the reporting of data. It is, therefore, necessary to make transparent my decisions about what data to include and how the data should be presented to best convey our experiences.

Considerations in reporting the data

In this section I have sought to convey the influences that led me to present the data as a narrative and to recreate the process, and considerations we worked through in writing the narrative.

Key methodological and epistemological principles at the heart of action research and narrative inquiry were at the forefront of my thinking while I was experimenting with writing up the data, and subsequently underpin my decision to present our journey as a narrative using a series of diarised vignettes. These principles included: inclusivity (Stringer, 2008), polyvocality (Thody, 2006), reflection/interpretation (Stringer, 1996), temporality (Connelly & Cladnin, 1992; Bell, 2011), reflexivity (Niemi, Heikkinen, & Kannas, 2010), relational turn (Clandinin & Connelly, 2000), collaboration (Piggott-Irvine, 2006; Zuber-Skerritt, 2012), and constant reinterpretation (Bell, 2011).
**Concern for inclusivity.** My concern for my co-researchers’ inclusivity extended beyond negotiation of the action research cycles (plan/act/reflect/re-implement) to my co-researchers co-authoring our narratives, writing about, and publishing our work and presenting our new understandings at conferences and workshops. Both action research and narrative inquiry position participants in an inquiry as co-researchers. Positioned in this way, I treated my participants as co-researchers, as opposed to objects of study. I treated Deb and Anne as my peers and hoped that together we might be able to learn from each other and support each other in our quest for change. Their perceived needs were central to the design of the action research cycles. It seemed logical and reasonable to me that their views and interpretations of our lived experience should also be central in the reporting of the data. Thus, I felt that to deny them a part in decisions about what to include/omit and how the data should be presented would be to deny them emancipation, a fundamental epistemological principle of action research (Zuber-Skerritt, 2009).

**Concern for polyvocality or multiple voices.** Niemi et al. (2010) stated ‘voice’ is a common metaphor used in both action and narrative research. Guba and Lincoln (2005) argued ‘voice’ means different things to different researchers. “The question of voice is not only about how the author expresses his/her voice, but it is also concerned with which data are included and which data are excluded, whose voices are chosen to be represented and whose voices are chosen not to be represented” (Fontana & Frey, 2005, p.). Maguire (2006) and Patton (2002) claimed ‘voice’ is connected also to ways of knowing, and as opposed to silence.

Co-authoring our narratives and interpretive comments enabled all participants’ voices to be heard in the multifarious ways outlined above. Bakhtin (1981) termed the portrayal of multiple voices, ‘heteroglossic’ (as cited in Coulter and Smith, 2009). Such an approach is consistent with qualitative research that seeks to convey polyvocality or the multiple voices of participants and researcher (Thody, 2006). The narrative has been
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predominantly written using conversations directly transcribed from the Smartpen recordings. Aware of the way meanings can alter by selecting particular words, I wanted the exact words we spoke at any given time to form the majority of the narrative. I did not wish to put words into my co-researchers’ mouths. Working in this way addressed issues of authenticity, plausibility (Bell, 2011), and fidelity and believability (Blumenfield-Jones, 1995); all are criteria upon which narrative inquiry is assessed.

In the co-authoring process, my co-researchers were able to influence decisions about what data were reported, and how they interpreted and reinterpreted them. My co-researchers’ input into writing the interpretive comments was particularly important as it helped to eliminate my misassumptions about their experiences. “If we share our interpretations with our participants prior to a definitive fixing of the text, we can reduce cultural misinterpretation” (Bell, 2011, p. 577). Their perceptions about the importance of foregrounding certain data over others offered insights into the change process as they encountered it.

My voice was equally important in the reporting of the data. Zuber-Skerritt (2009) spoke of “personal narrative in the conversational style of interview” (p. 5). This approach enables action researchers to make their own experience a topic of investigation in its own right. This resonated with me as I have consistently sought to reflect upon my role in the action research process and as a novice researcher with a view to improving my own practice. In addition, as a novice researcher, I turned the spotlight on myself. I operated metacognitively to facilitate self-awareness of the control I had in the inquiry process, and to question my practice, motives, and beliefs. I also asked my co-researchers to critique my actions in an attempt to increase rigour. My insights into the inquiry process, the learning, and personal and professional development from the perspective of a novice researcher, presented another dimension of change in this inquiry and therefore are included in the narrative and vignettes. To omit “my data” as a report of my reflections, my actions, my thoughts, my
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conversations from the final representation of our journey would be self-effacing, unethical, and skew the final view. As Gubrium and Holstein (2009) pointed out “the theme and content of the story cannot be divorced from its interactional development and the ongoing construction of meaningful contexts” (p. 107).

Coulter and Smith (2009) argued that it is useful to explicate the use of, “literary elements and devices common to nonfiction and fiction texts …[in] the construction of narratives as representations of research studies” (p. 577). The vignettes ‘hang together’ using the literary convention of a narrator. The narrator is me, and therefore the narrative is told from my point of view, allowing a reader to see and hear “through [my] sensibilities and emotions” (Coulter & Smith, 2009, p.579). Assuming the role of narrator placed me in a position of privilege. While I was writing the narrative, I had the power to determine who had agency to tell the story. The point of view adopted here is one of omniscience; for example, providing general descriptions of time and place in order to structure the plot line and make it intelligible for the reader. Barone (2000), Goodson (1996), and Nespor and Barber (1995) all advised researchers to address this position of privilege in their work. My first response to this was to ensure that Deb and Anne read drafts of the narrative and reconsidered it in terms of their life experiences. Where changes were made, we collaborated on them. My second response was to co-author the interpretive comments, and to clearly indicate for the reader whose interpretation of events they are reading. This effectively prevented me from assuming what Deb and Anne might have been thinking or feeling. Co-authoring acted as a checkpoint.

In telling our story, the narrative shifts from third to first person. First-person voice “is true to the spirit of ALAR” (Zuber-Skerritt, 2009, p. 7). I have used a pastiche (Ely, 2007) of song lyrics, diary entries and poems that I have written or which were meaningful to me on occasions during the research journey. First person has also been used at times in the interpretive comment by all three of us. At times, in the narrative, tenses have been altered, or occasional words have been added, using parentheses, to clarify meaning for the
audience. The names of teachers, other school staff and students not involved in the research have also been altered to protect their identity. After some deliberation, Deb decided she felt comfortable with her real name being used.

**Concern for reflection/interpretation.** Stringer noted the centrality of reflection to the action research process, and stated it involves people thinking, reflecting and or theorising about their own practice, behaviours and situations (2008, p. 11). Interpretation involves clarification of meanings and in doing so making the problem understandable to others in ways explained by Denzin (1989) as “interpreting, knowing, and comprehending the meaning that is felt, intended, and expressed by another. “ (p. 120). In considering that, “the researcher must provide the opportunity... for participants to understand their own experiences in terms that make sense to them” (Stringer, 1996, p. 81) a hermeneutic approach adopted by participants facilitates their uncovering mutually-acceptable accounts to explain situations. Both action research and narrative inquiry value reflexivity as a means of learning and personal growth... “in the construction of narratives of experience, there is a reflexive relationship between living a life story, telling a life story, retelling a life story, and reliving a life story” (Clandinin & Connelly, 2000, p. 71).

**Concern for reflexivity.** Reflexive practice is at the heart of action learning action research (ALAR). In this inquiry it was operationalised as the bridge between me as the researcher, and the participants, co-constructing our understandings of our lived experiences through various ways of viewing the world (i.e., culture, age, gender, class, social status, education, family, political praxis, language, and values (Cortazzi & Jin, 2009; Etherington, 2009; Patton, 2002; Trahar 2009). During the action research cycles themselves, my co-researchers and I spent many hours analysing and discussing our actions, and when necessary collaboratively designing new responses to further strengthen our practices.
**Concern for temporality.** This inquiry was concerned with documenting changes in our beliefs about ICT, our knowledge and use of ICT, and our pedagogical practices using ICT for teaching and learning. Therefore, snapshots of our journey are inadequate in showing our changes over time. Temporal shifts are made transparent as the narrative evolves.

**Concern for reinterpretation.** “The recognition that our interpretation of events shifts over time is critical to all narrative inquiry” (Bell, 2011, p. 575). Temporality allowed us to revisit our experiences and reinterpret them in light of our more recent experiences. In the process, we identified and articulated new understandings of ourselves, new beliefs, and could see the progress we had made in our quest to be more proficient users of information and communication technologies (ICT).

**Concern for the relational turn.** Accepting narrative inquiry is relational, and narrative inquirers become fully immersed in the lives of their participants, it was important for the narrative to reflect the change in my relationships with my co-researchers. The changing dynamic of our relationships from my entry into the field, through to exiting the field and beyond had to be documented for reasons of authenticity, plausibility, and fidelity.

As I pondered how I should write up the data, I recalled meeting and listening to Jean Clandinin. Her data, “Stories from the Field” of disadvantaged youth somehow came alive and were real to me in her telling. The socio-cultural landscape and temporality were inherent parts of the stories she told and I realised without them, any attempt at understanding on the part of her listeners was thwarted. Elements of a narrative were required to make explicit our experiences: plot, setting, participants, atmosphere, conflict, and point of view. While I recognised the importance of the socio-cultural landscape to our experiences, I felt narrative could also be the vehicle through which I could make our mental lives transparent.
Post Modernism and narrative

Post-modern ideology supports notions of pluralism, multiple interpretation, and liberation. Such a position supported my decisions to include first person accounts, and interpretive comment. Influenced by the writings of Derrida (1976), I was also encouraged to seek a way of reporting the data that minimised my power as the researcher to impose my own perceptions, and interpretations, and to offer opportunities for my co-researchers to interpret our experiences. Huyssens (1986) was also critical of writers who presume to speak for others and argued all people “have a right to speak for themselves, in their own voices, and to have those voices accepted as authentic and legitimate” (as cited in Stringer, 1996, p. 154). Similarly, Habermas (1979) argued for the emancipation of individuals by encouraging the use of the vernacular “pluralistic, organic strategies for development, the authenticity of “other worlds” and “other voices”, local creation of texts, techniques and practices, production of knowledge through open discourses and restructuring of relations of authority” (as cited in Stringer, 1996, p. 156). I recognised similar philosophical underpinnings in the action research approach to collecting data. These philosophers now advocated an emancipatory, participant-centred approach to reporting the data. One way I could achieve this was in my co-researchers participating in the writing process and telling their story. Again, it appeared to me that working using a narrative style would enable me to address my concerns for inclusivity, polyvocality, reflexivity, temporality, reflection, reinterpretation, and the relational turn.

My reading of narrative methods appeared to support my concern for the aforementioned methodological principles. I was initially drawn to this method because of my love for stories. Story has played a very important part in my life. I reflected on this and wrote about it in my journal as follows:
As the light fades on another day and dusk paints the sky in streaks of brilliant orange, pink, and lilac, I sit in my pink cotton pyjamas, pillow propped to support my head and upper back eagerly awaiting the moment when it will begin and words will paint pictures in my head of adventures and places unknown, of characters intriguing and frightening, experiences to be experienced albeit vicariously... The story begins...” Once upon a time”...and immediately I am transported to a land under the sea, where beautiful mermaids swim, golden hair swirling around their finely drawn features... I clearly recall the moment in Grade 3 when my teacher, Mrs Crowley, having read us a story (I don’t remember which story it was) announced stories were in fact narratives. “What a grown–up word” I remember thinking.

As a teenager I ran and I read. When my eyes weren’t firmly fixed on the finishing line ahead, they were hidden behind the cover of a book. As my thoughts turned to careers, the idea of working with stories, my love of reading shaped my path. To study literature, drama, and journalism were to me, the ultimate. Teaching was merely the vehicle through which I could work with stories and hopefully impart my love of stories. I recall being genuinely shocked in my first teaching practicum. There were these Grade 7 children (boys in the main) who hated reading.

My digression from teaching into the world of television journalism can, perhaps, be best explained by my love of stories and the art of storytelling. Television journalism offered the ultimate opportunity for me to marry voice with pictures and sound – and to do it well was such a thrilling, delicious experience. I feel at home working with narrative.

Reflecting on my decision to use narrative inquiry, distant and “long forgotten” memories of experiences lived have been fore-grounded in my mind. I recall these
experiences, “the stories people live” (Clandinin & Connelly, 2000, p.xxvi) not as isolated words, but in narrative form. The stories that unfold in my mind are like watching a movie, pictures of people and places, actions and words spoken, and sounds heard merge together as I re-story (Cresswell, 2005) the experiences I have lived. As I choose to re-story these memories in written form, it is again narrative that conveys my lived experience. As Clandinin and Connelly (2000) suggested narrative was an ideal tool to makes sense of experience (Personal Journal, 2 November, 2009).

The preceding narrative hints at some of the personal reasons why I have chosen narrative inquiry to guide the research and the reporting of it. Superficially, at least, I think I am instinctively drawn to the narrative line of inquiry; put simply, I love stories. The narrative form appeals to my journalistic and creative sensibilities. Events I have experienced come alive again through their retelling and are able to be known by others. In the reflection undertaken to construct them, I come to learn more about myself. I have come to understand the fundamental importance of story in my life. Clandinin and Connelly’s argument, “... if we understand the world narratively, as we do, then it makes sense to study the world narratively” (2000, p.17) resonated with me.

The place of narrative in action research and narrative inquiry

McNiff, Lomax, and Whitehead (1996) identified story as a way of representing action research. Niemi, Heikkinen, and Kannas (2010) stated action research cycles are inherently narrative in form and that the description of an action research project has “all the Aristotelian elements of a story: the beginning, the middle, and the end, and the description of the social action that can be represented through a plot” (p. 138). An action researcher, therefore, seeks to “produce descriptive accounts that convey accurate insights into, and understandings of the impact of events in people’s lives” (Stringer, 2008, p. 124), including my own. Action research reports describe events from the viewpoint of participant
stakeholders, and in the telling new understandings of their situation may emerge.

In both action research and narrative inquiry there is a freedom to explore non-conventional, “academic” methods of reporting like narrative accounts, biographies and autobiographies (Stringer, 2008).

Clandinin and Connelly (2000) and Wilson (2009) suggested talking about our mental lives and collecting the stories of how our mental lives are shaped may help us make sense of our experiences. “Experience is what we study and we study it narratively because narrative thinking is a key form of experience and a key way of writing and thinking about it” (Clandinin & Connelly, 2000, p.18). Pajares (1992) also noted the use of metaphor, biography, and narrative held promise in understanding the mental lives of teachers.

Adopting a metacognitive approach, as discussed in Chapter 2, to our professional learning has challenged us to think about our mental lives, and to challenge them whilst pursuing our ICT goals.

**Presenting the data as a narrative construction**

People use narrative to understand their own lives and the lives of others and give them meaning. “Actions acquire meaning by gaining a place in a narrative of life” (Czarniawska, 2004, p.5). Clandinin and Connelly (2000) and Niemi et al. (2010) argued it is through narrative that we come to makes sense of experience and that narrative is “the best way of representing experience and understanding experience. Experience is what we study, and we study it narratively because narrative thinking is a key form of experience and a key way of writing and thinking about it” (Clandinin & Connelly, 2000, p. 18). We use language to reflect on what is experienced, and in shaping language into narrative we can describe or represent what is lived for others (Cresswell, 2005, p. 479). Miles and Huberman (1994) claimed “words, especially organised into incidents or stories, have a concrete, vivid, meaningful flavour that often proves far more convincing to a reader – another researcher, a policymaker, a practitioner – than pages of summarised numbers” (p. 1).
Vignettes

Documenting our growth and change over time necessitated working with data gathered over a four year period and from a range of different locations, hence notions of temporality and context were important elements of the story. Miles and Huberman (1994) observed that during data analysis the qualitative researcher often has more data than required and that “pockets” of rich, representative data, spread over time and space can be documented using vignettes. Zeller (1991) suggested qualitative studies do not report data, they report “scenes” which track researchers’ interactions over time with participants in their surroundings.

Miles and Huberman (1994) stated vignettes are “a focused description of a series of events taken to be representative, typical, or emblematic” (p. 81) to the inquiry case. Erickson (1986) viewed a vignette as “a vivid portrayal of the conduct of an event of everyday life, in which the sights and sounds of what was being said and done are described.” (p. 149). Merryfield (1990) experimented with a ‘narrative scene’ or a constructed’ form of a vignette. It was written towards the end of the study, after findings had been largely worked out and verified by participants. Miles and Huberman (1994) noted that when published with clear explanation of the rules of construction, the narrative scene is “a potentially useful integrative device for reconstructing and communicating key phenomena -and interpretations of them- in the case” (p. 82). Merryfield (1990) cautioned “in constructing scenes and dialogues the researcher literally puts words into people’s mouths based not only on the raw data but also on the study’s major findings” (p. 23). As has been previously discussed, in a bid to counteract this problem, we used a collaborative approach to write our narrative and wherever possible transcribed conversations were used to tell the story. Miles and Huberman (1994) warned this requires a relationship of trust, non-judgement, and honesty. Our aim was to produce something free of defensiveness or self-serving.
Erickson (1986) stated “even the most richly detailed vignette is a reduced account, clearer than life... it does not represent the original event itself, for this is impossible... [It] is an abstraction; an analytic caricature (of a friendly sort)... that highlights the author’s interpretive perspective” (p. 150). To reduce the risk of misleading readers, he advised the use of multiple vignettes and accompanying commentary.

**The process of creating the vignettes**

The vignettes were woven together from the transcripts. There is minimal narration on my part – meaning minimal interpretation and interference with the data. Initially I used the windows that I had identified in the data to guide the construction of the vignettes. Using the dates from the transcripts, I was able to construct the vignettes to incorporate temporality, situation, and context (Clandinin & Connelly, 2000). I was drawn back to the ALAR cycle of plan, act, reflect, change, and re-enact. Initially, sections of conversations from the transcripts that related to the concepts were chosen by me to document the changes to our ways of working and our mental lives. These were structured into a narrative sequence. At times these conversations stand alone while at other times it has been necessary to narrate events in order to give relevant background information to allow the reader greater understanding of time, place, and context. Simultaneously while collecting the data, I was keeping a journal to document my thoughts, feelings, and actions during the process. The entries I made were a combination of my own reflections, images, poems, and lyrics from songs that were familiar to me, and resonated with me at the time. Entries from this journal form a pastiche (Ely, 2007).

Once these drafts were written, the participants, and I read, and reworked them. This ‘restoring’ (Clandinin & Connelly, 2000) allowed my co-researchers to edit and alter my reconstructions according to their own versions of reality. The ‘restoring’ process continued until we were satisfied the vignettes represented our experiences of the inquiry process landscape.
Developing the interpretive comment

I was concerned that my interpretation of the data could be seen as biased and this compelled me to make the interpretive decisions I made as transparent as possible for my co-participants and readers of this thesis. Initially, I had planned to use my voice in the interpretive comment. At a meeting with my supervisors, as she read through my interpretive comments, Margaret said, “be careful about using “she seemed and I think”. Thinking is very different to knowing so I suggest you rephrase your bubbles” (Fletcher, 2011, personal conversation). I came away and pondered, settling on co-authoring the interpretive comments too. In writing these comments, I wanted to make it clear for the reader that they were not part of the narrative but a part of the reflexive process we have come to embrace during this inquiry. These interpretive comments represented our re-storied understandings of our lived experience; they were us speaking to our retrospective actions, thoughts, and feelings.

The collaborative process of reading and writing the narratives and interpretive comments supported eliciting our unseen inward action (Clandinin & Connelly, 2000). Frequently as we read through the narrative, we would stop to make comments about what we were thinking or how we were feeling at that point in time. This process supported us in developing understandings of our mental lives and allowed our metacognitive processes to be made explicit. Perhaps the most surprising outcome from this process however, was that through storying, re-storying, and interpreting we were able to verbalise our ideals and envision future scenarios. This projection of ourselves in the future self-fuelled our motivation and further action research cycles.
TURNING TEACHERS ON TO ICT: ACKNOWLEDGING THE PLACE
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PROFESSIONAL LEARNING
Chapter 4: Narratives of Narratives of Computers, Change, Camaraderie and Champagne

Now I’ve learned the hard way, that some poems don’t rhyme, and some stories don’t have a clear beginning, middle and end. Life is about not knowing, having to change, taking the moment and making the best of it, without knowing what’s going to happen next. Delicious ambiguity.

Gilda Radner – actress, comedian, writer (1946-1989)

Like Radner, I too have learned the hard way. Trying to condense and write our narratives of change in a way that honours our lived experience has proved more difficult than I could have ever possibly imagined. A never-ending menu of choices greeted me whenever I sat down to write. Ultimately the decisions I made with respect to the narratives met three criteria. Firstly, they had to convey aspects of our mental lives. Secondly, because I wanted minimal narration, they had to stand alone as transcribed conversations. Finally, they had to represent aspects of changes in our mental lives and practice over time.

As we read and re-read the narratives, we found ourselves commentating on and clarifying what had transpired. In the process we also came to realise that there were times when we assumed things or felt a certain way that had not been clear at the time. As we reflexively developed these new understandings, I felt strongly that these insights were part of our story and that they added a new dimension to the unfolding narrative. How to combine them with our conversations was something I pondered for some time. Cognisant of the lengthy means of reporting the data in narrative form, I designed a system that helped to tell our story using icons, avatars, speech bubbles, and colour. I believe the benefit of using iconography and colour is a reduction in verbosity and a visual means of representing the data. Cartoon style speech bubbles allowed me to provide both narration and interpretive...
comment. In addition, we used them to provide our reader with insights into our mental lives, how we accounted for our actions, thoughts, and feelings. Hence, the narrative appears on the left-hand side of the document while the right side features the interpretive comment. Avatars and coloured speech bubbles cue the reader as to who is speaking.

I was also concerned with making the interpretation of the data as transparent as possible. For this reason, I highlighted speech with a colour to signify how I had coded the speech. The colour orange was used to represent the concept of mental lives in the model that shows the relationship between personal knowledge, cognition & affect to the mental life concept (See page 169). As with this model, green highlights the text that is indicative of our actions or behaviour. For example,

**Deb:** Well [laughing] ...I’m not sure. Um (thinking) I don’t know, I really... It’s going to be very trial and error for me this time.

The speech bubbles regularly have text boxes inserted underneath them to draw attention to the conceptual window into which I coded the data. Again, these text boxes are colour-coded orange and green to signify whether the conceptual window related to our mental lives or ways of working (behaviour).

Figure 9. Avatars for Deb, Anne and Gina.
Figure 10. The mental lives and ways of working concepts connect to the interpretation of data.

During our action cycles, events occurred that were highly significant in terms of the change process. These ‘critical incidents’ (Tripp, 1993):

are not at all dramatic or obvious: they are mostly straightforward accounts of very commonplace events that occur in routine professional practice which are critical in the sense that they are indicative of underlying trends, motives and structures. (p. 24)

Our critical incidents are highlighted with a light-bulb.

Figure 11. Critical incident light-bulb.

Now for our narratives of change.
Deb’s Journey

A tale of Change, Computers, Camaraderie and Champagne...
Cycle 1 June – August 2010

2 July 2010

It is mid year and school holiday time. Deb and I are sitting in her classroom collaboratively planning work for term 3. It is the first time we have come together to work and we are united by a common aim; that of developing our ICT knowledge and skills to transform our teaching practice. We focus our efforts on History, a subject being trialled as part of the new Australian Curriculum. As we read through the curriculum documents we learn teachers are being encouraged to work in a cross-curricular manner by incorporating other Key Learning Areas (KLA’s) and digital technologies into the teaching of History.

Gina: Well that’s good, it’s there and it’s explicit (referring to ICT being taught in an integrated way with content as opposed to being taught in an isolated, skill based way).

Deb: Alright we need to make ICT the core of what we are doing. I think in terms of if we’re going to change, we might as well change in a big way. So what do we do?

Guided by the curriculum, we proceed with planning the content to be covered and then turn our thoughts to issues of pedagogy and technology.
Right from the start, the change process was authentic, personalised and collaborative. Articulating and negotiating the planning process together gave us both ownership and control over content and process that in turn may have enhanced our commitment to change (Piggot-Irvine & Bartlett, 2008). Mishra and Koehler’s (2006) TPACK model provided a clearly articulated model upon which we could pin the process.

**Agents of change – collaboration**

The reform message that advocates ICT integration is clearly presented in the trial document and implicates teachers to change their practice.

**Influence – external force factor**

At this point I thought I would be planning and Gina would be teaching the ICT skills. Gina hadn’t communicated this clearly and I made an assumption based on how we worked on a Prep DVD in 2006.

**Thoughts – uncertainty about the inquiry**

I thought Deb had accepted the trial document's change message and has implicated herself in this. Instead, she was thinking she was happy to make changes if I taught the skills! Her uncertainty about how and where to begin the process of change may have prevented her from initiating change without the support of a mentor.

**Stressor – uncertainty about how to proceed**

**Agent of change – collaboration**

**Thoughts – assumptions**

**Influence – external force factor**
Gina: So then how are you going to develop all this in terms of your pedagogical...?

Deb: Well [laughing]... I’m not sure. Um (thinking) I don’t know, I really... It’s going to be very trial and error for me this time. It’s going to be making some moves because it has been a long time since I taught in this way and this is my first time this year - having the freedom kind of thing, not being handed [what to do by another teacher]... I think what we do, as I said when we were doing that Beatrix Potter stuff, I just... it was... we were all doing the same thing, like we had to write one as a class and now you’re [the students] all going to write one yourself (laughing) and I kind of think aaaagh (indicating frustration). Like...

Gina: We’re not all the same? Why do we all have to do the same you know?

Deb: Yeah. I mean they [the students] need to venture in to learn, not stay with their strengths. They need to sort of venture in but they should have a certain amount of choice I think (Transcript 25).
Honesty resulted from our respectful working relationship.

Agents of change – collaboration

Although uncertain about how to change her pedagogy, Deb understands it will change. Her uncertainty is partly a reflection of the changes she has experienced in teaching three different year levels in three years and having to teach imposed units of work.

Stressor – uncertainty

Pedagogical knowledge

Despite my uncertainty about pedagogy, I knew there had to be a better way and I had to find it. There was no use in complaining. I could have left things the same pedagogically. It would have been easier but so frustrating for me. Another driving force for me was I needed to inspire and interest the students. That’s partly selfish. I want to know I made a difference because I was there so the motivation was internal. It wasn’t external motivation from the kids.

Thoughts Intuition Feelings Intrinsic

Mentoring involves asking questions in order to clarify mental lives. Questioning also elicits more in depth responses because it challenges the mentoree to deeply reflect on the issue being discussed.

Agent of change – mentoring

I like to write so I think some of my beliefs are based on my own learning and being a mother but as a teachers I need to respond to kids’ different needs. I learnt about different styles of learning at University when I was studying to be a teacher but we always make kids write. Many kids learn differently and that’s the challenge – to find different ways.
Retrospectively Deb also is critical of a research unit she inherited last term because it did not scaffold students’ use of search engines to gather information.

Deb: See it would be really good to have some of those activities [retrieving straightforward information from the internet] set aside so that when [students] finish what [they’re] on they go and grab it and be working in that, although if it involves computer use, it’s no use...

Gina: That’s the hard thing yeah although do you... can they use the interactive whiteboard?

Deb: [Thinking] Well they can but they don’t. I mean they... They haven’t had the need to. I mean usually when they’ve used it we’ve done it as a whole class. I haven’t had anyone just work by themselves because again it takes away one of the computers. But we could do some of that during the computer lesson time as well... I do wonder if we can borrow...

Gina: Some laptops?

Deb: Yeah (Transcript 25).

With content and pedagogy now taking shape, we turn our attention to ways in which the students might present their work.
Here Deb linked the external force factor with the identification of a personal need for change.

Agent of change – intrinsic motivation

Critical reflection facilitated recognition of students’ weaknesses and identification of possible ways of strengthening these to be included in future plans.

Stressor – resources

Agent of change – critical reflection

An inability to access resources is frequently cited in the literature as a reason why teachers avoid integrating ICT. Initially Deb perceives the lack of access as an insurmountable obstacle. However, mentoring allowed her to see possibilities for solving the dilemma.

Stressors – uncertainty, pedagogical knowledge and thoughts

Agent of change – mentoring

Deb could have accepted or rejected the challenge to find a resolution. Firstly she accepts my idea and then proposes her own – students accessing laptops. Retrospectively this was a critical moment in the inquiry.

Thoughts

Agent of change – collaboration and intrinsic motivation

Deb realises her pedagogical options will expand if students have access to adequate resourcing.

Thoughts
Gina: And some could do an animation.

Deb: Yeeeeees.

Gina: A very simple animation.

Deb: How long would that take though? See this is something that’s going to be at the beginning of the [term] we can’t spend a lot of time on it. Of course, you know they’re [the students] all going to choose an animation if you suggest that because they don’t understand the work that’s involved in it (ironic giggle). We’re going to have to manage this because I know if you say computer and animation they’re all going to want to do it.
Posing animation as a means for students to share their learning directly implicates Deb to acknowledge it as a possibility.

Agent of change – intrinsic motivation

My apprehension was based on my beliefs about how long the animation would take to do and the fact that we knew nothing about how to do it.

Beliefs about time and technological knowledge

Unsupported, Deb’s apprehension (stress/threat appraisal) could have resulted in avoidance. It is a critical moment. Deb’s apprehension contrasts with what she espoused earlier about changing in a big way.

Thoughts about time Beliefs about students Agent of change – collaboration

Time (or a perceived lack of time) becomes an issue as it is often used as a means of justifying why computer integration does not occur more widely. However, Deb’s concern about a lack of time contrasts with her belief that the students will be excited and motivated about doing animation. These two issues were elements she had earlier identified as missing from the “failed” units of work.

Thoughts and feelings Agent of change – collaboration

I was thinking of myself here. I needed to feel confident it was going to work and be worth the effort – not just for the kids’ fun and motivation. The I realised I wasn’t doing this alone and that two people are better than one.
In a bid to alleviate Deb’s anxiety, I show her some simple animations created in PowerPoint by students of a similar age. As we watch these we talk about how to create simple animation in PowerPoint, about the technical requirements and software needed. One of the difficulties Deb recognises is she only has five computers in her classroom. Pedagogically we approach this by planning to get the students working on different tasks at different times.

Deb: Ok then that sounds good... um so you’ll be working with the computer side?

Gina: No I want you to do that.

Deb: Oh bloody hell. Oooohh. [Deb is semi-laughing]. Ok back to scratch. We’re changing all of this now. Written work all round ok? Oooohhh.

Gina: It will be fine and I’ll be here holding your hand.

Deb: No you’ll be busy doing your work won’t you?

Gina: No, no, no. That’s where it’s good though because you can do it, between two of you, you can do it. And I’m no expert in this either...
Posing animation as a means for students to share their learning directly implicates Deb to acknowledge it as a possibility.

Thoughts Feelings

I think having addressed these issues, seen what’s possible and discussed resourcing issues allows Deb to see it is realistic.

Agent of change- collaboration

Cognisant of getting Deb to be hands on, I make my expectations clear. Deb’s response is a clear indication of her affect.

Thoughts

Agent of change – mentoring

I was thinking the buck stopped with Gina. I was also thinking that I would have to make this really good now because Gina expected it would be. I don’t like ti let people down. I think this is why I didn’t tell her always what I was doing, because if I did, I felt she would expect it to be done next time I saw her.

Thoughts

Agent of change – collaboration, honesty and trust

I thought admitting I wasn’t an expert would afford Deb some comfort and provide her with a role model.

Thoughts
Deb: So is it going to work?

Gina: Absolutely it will work.

Deb: Alright. Shame we don’t have a laptop for each of them. I wonder if there are laptops they can borrow? Oh and we’ve got the new computer lab now too so we’ve got a computer lesson once a week (Transcript 25).

We agree the computer lab lesson will be used to introduce all students to animating concepts using PowerPoint.

Gina: That’s the perfect opportunity for you to actually do the scaffolding of this is how we do an animation.

Deb: Ah yes and how would I be doing that?

Gina: Because we’re going to be doing one together first. Were going to make one.
At this point I really didn’t believe Gina didn’t have much more of a clue than I did. I felt under pressure because I was thinking Gina will be watching and judging me. I really thought at this stage that she knew how to do everything.

Thoughts

Deb’s reaction here is fuelled by her uncertainty about how much technology she needs to know. This uncertainty results in feelings of pressure and anxiety. Deb could also have appraised the lack of computers as an additional threat. Again her realisation that laptops could make a difference pedagogically is a critical moment.

Thoughts and feelings
Stressor – uncertainty

A big leap of faith! I felt the need here to be definitive and for Deb to see I was totally confident in the students being able to create the animation. In light of Deb’s mental constructs at the time, my assumptions here were not valid and she drew no comfort from my confession of not being an expert.

Intuition

I still wasn’t so sure. Especially because we only had 5 computers in the class and computer lab access once a week.

Stressor – uncertainty

Mentoring also involved placing expectations on the mentoree. Learning by experience is authentic and more powerful. It also allowed Deb to confront her fear with the support of my presence and help.

Again, uncertainty about how to begin is clear. Guidance and support from the mentor are essential in easing anxiety and uncertainty.
Deb: We need another week of holidays now!

Gina: It won’t take us that long (Transcript 25). I’ve accidently deleted the one I’d done but in ten minutes I’d made five slides and it is simple. You can make it as simple or as tricky as you want to. I imagine it will take us an hour tops to have a play around but look even if we don’t get to it...

Deb: Otherwise we can do it one afternoon during the first week?

Gina: Yeah.

A little later in the planning session...

Gina: What’s worrying you most about the animation?

Deb: Nothing just that I don’t know how to do it.

Gina: How to do it, yep.

Deb: And I don’t want... time. I just want to be... how many times have I stood in front of this thing (indicating the interactive whiteboard) and gone, “look at... oh it’s not working. Hmmm, sorry students.” Waste of time.
At this stage I really believed the process would be lengthy.

Beliefs

Stressor – uncertainty

Prior experience allowed me to say it wouldn’t take us too long and I also knew from experience that she didn’t need to know everything. I was thinking Deb just needed to be familiar with some of the features of PowerPoint. I felt confident that the students would run with it.

Thoughts – time

Belief – needs to know it all

…and I was thinking I needed to know it all and that was going to take up lots of my time.

With Deb’s commitment to proceed came the opportunity to play with the software. The context for play was specific, authentic and meaningful.

Agent of change – authentic play

There is inconsistency in what Deb says here indicating some internal conflict may be present.

A perceived lack of time and the unreliability of technology function as additional stressors.

Stressor – uncertainty, time, technological knowledge
Despite her apprehension about the students creating an animated PowerPoint and her concern about a lack of time, Deb expresses a belief in her capability to conquer the things she sees as barriers.

Deb: Oh look ever since the start of this year I’ve had to learn the portal and I’ve done the year group reports... done spreadsheets and God knows.

Gina: Yeah you get thrown in at the deep end.

Deb: Yeah.

Gina: And you’re laughing (Transcript 25).

The following week, when school had resumed we met after school for an hour in Deb’s classroom. My aim was to allow Deb to play with PowerPoint, to explore its possibilities for animation using the software in unstructured and undemanding ways initially. As the session progressed, I set a few challenges and together we tried to solve them. First we experimented with the drawing tool and then importing images from the web and photos stored on the computer. One of the images was a face so we then played with the drawing and animation features and created tears that ran down the cheek on the face. We covered a lot of ground in the hour and working collaboratively to solve problems was both fun and reassuring. However, the time was not nearly enough for
Self-belief is a powerful aspect of our mental lives. Here Deb expresses self-efficacy beliefs that are based on prior experience of having to learn other new things. Self-efficacy acts as an additional motivational agent in supporting the change.

Beliefs – self efficacy

Agent of change – motivation

Feeling – capable

I felt I could do it because I’ve had to learn other things.

Thinking


After the disastrous last workshop, I was very conscious this time to make the learning opportunity authentic, problem-based and learner-centred. The fun generated enjoyment and motivation.

This time the structure was very different to the first time. There was no end product expected which meant there was no need for performance. I preferred working one-on-one, I didn’t feel pressured. I realised at this point that Gina really didn’t know some things and this made me feel much better. If she didn’t know either I thought she wasn’t in a position to judge me. I felt relieved.

Feeling – capable

Agent of change – one on one collaboration
either of us to be confident users of the software and this meant going into class the next day without being totally confident and in control of the content that needed to be learnt by the students.

15 July 2010
First computer lab session. Deb is guiding the students through finding and opening PowerPoint.

**Deb:** Alright so now we are going to have a little bit of practice with [PowerPoint]. Now you might be able to teach me some things about PowerPoint because last time I used PowerPoint was a long time ago and they’ve actually upgraded it since I last used it. So I might be getting some learning off you as well. You might know some things I don’t know so together we’re going to come up with as much as we can know and do about PowerPoint. The first thing we need to know is how to find it. Who knows how to find PowerPoint (Students raise their hands). Alright, tell me how you would find PowerPoint Lucy?

*As Deb’s knowledge of the software's features wane, she moves from explicit teaching to facilitating student learning by posing questions. As the students increase their understanding of the animation features within PowerPoint Deb observes to me...*
Playing with the software allowed Deb to learn by experience and problem-based learning. The collaborative benefits included: comraderie and allowing Deb to see I was a learner too and not an expert. **Collaboration – comraderie & we are all learners**

I felt comfortable knowing how to guide the students to where PowerPoint was and how to open it up. **Feelings – not being judged**

Deb’s initial confidence was obvious. I felt the play session had achieved my intended aim of making her feel more comfortable. **Agent of change – collaboration**

In Deb’s mind confessing to the students might lower their expectations of her.

I felt better saying this because then I wasn’t being judged.
Deb: [comment to Gina] You can really overdo the animation can’t you? I think you also have to address that issue of that it has to suit its purpose.

Gina: Absolutely.

Deb: You know because you can get a bit carried away can’t you? [addressing students] Have a little experiment with what you want it to look like. Oh my goodness, I’ve just seen someone do something amazing (the student has moved her text onto an angle). Have a look at what Rita’s just done with her title. You did it too? Have a look at this. Wooooh. How did you do that?

So you may decide that as nice as that slanted writing is (referring to student’s work) it may not be what you want. You may play with it for a while and then put it back as a straight heading. Now I’m seeing some students put backgrounds behind it. They haven’t got white colour behind their title. How did you do that girls?

*The computer lab session ends and the students move back to their classroom. Deb uses the time following the lab session to get the students to reflect upon their understanding of computers, their place in the world and the students’ own computer skills. She gets them to talk about what they learnt in the computer lab session and says:*
Although unplanned, Deb adjusts easily to the pace and demands of the students. Her observations of their capacity to work independently begin to provide her with evidence about how much technology she really does need to know and pedagogical approaches.

Agent of change – observation & play

Deb changes her pedagogy from explicit instruction to rely more on student collaboration and peer tutoring. Again her observation of students provides her with new understandings.

Agent of change – observation & play

I was relieved once they were in to the program to say, “go find out.”

Feelings- relief at student independence

Deb has new evidence that students are capable of independent learning even at this young age.

Agent of change – authentic learning, observation & questioning

Change in pedagogy – student-centred
Deb: Part of what Gina is doing with us is observing us learning, not just you learning but me learning as well and I learnt a lot from you all today... apart from the technical things, one thing I learnt was that you people seem not to be scared to have a go and mess around and play with it and discover how things work. I heard a few people say they didn’t know how to do things but I noticed they didn’t give up like they sometimes do in maths. They actually admitted they didn’t know how to do it and straight away they went to find out how to do it.

*After class we reflect on the lesson.*

Deb: Well that was interesting. I liked... Well the session [in the computer lab] was great and that whole discussion (with the students abut their knowledge of computers), see that’s what I mean about time getting away from you too because it is so interesting. So that for me was really interesting. And I thought it was really telling that for the one that the thing they struggle with in their writing is the very thing the computer can save them with.
Deb used a metacognitive approach with her students to illicit new understandings of their learning. Again she modeled this on what we have done during our conversations. Deb’s preparedness to admit she learned how to do things from the students reflects the way she has embraced the collaborative, inquiry-based classroom environment she has created. Observation also allows Deb to make connections with other curriculum areas.

The students learnt more and much more quickly than I had expected. Suddenly the time factor diminished because they achieved a lot quickly.

New knowledge of student capacity and time
Agent of change – observation & reflection

It was “interesting” because the students were more capable that Deb had first thought.

Reflection allowed me to see the way students approached solving problems differently when technology was involved. I no longer felt the pressure to explicitly teach the skills. I realised I don’t have to do this. If the students do it, I don’t have to know this and so the pressure is gone.

Feelings – pressure released as knowledge of student capacity
Agent of change – reflection supports student-centred pedagogy

The student-centred pedagogy really allowed the students to become independent and find solutions to their problems.

New knowledge supports change in practice
Agent of change – observation of student-centred pedagogy
Gina: I really liked the way you scaffolded it. To start off with everyone was doing the same thing to start off with, and then they just kind of started taking over and then peers were helping other peers. That worked really well because that took the pressure off you having to be there with an answer. Next session it would be really good for you to structure them some little challenges rather than letting them play unguided. Get them to create a little stick man and get them to animate him so he walks across the screen or something.

Deb: Can you do that?

Gina: Yeah.

Deb: Ok, yeah you’re right. I need to structure some lessons, so ok put your title in, go to the next page, put in a background, get a picture and insert it….maybe I could tell them a simple story and they have to start telling the story through animation?

Gina: Yes excellent. I really liked the way you were alluding to the fact that there are lots of effects that you can choose to use in PowerPoint but that you wouldn’t use them all, they have to be appropriate for the text you are designing.

Deb: Now I’ve seen them in action too I reckon I can up the ante a little bit. It’s obvious they know, they cotton on to this pretty easily.
My positive feedback is intended to provide positive affect and to guide Deb as to the next step...

Agent of change – feedback

Deb is prepared to admit what is unknown to her. She no longer feels a sense of apprehension.

Agent of change – honesty

Deb begins to contextualise the learning.

Agent of change – observation, mentoring & authentic learning

I realised I don’t have to do this. If the students do it, I don’t have to know this and so the pressure is gone. No pressure is a good feeling.

Feelings – no pressure support change in practice

Agent of change – student independence & capacity
Deb and I regularly sat on the comfy couches in her classroom immediately after a lesson where she has used ICT to reflect upon what has occurred. On this occasion however, she is keen to share with me some discoveries she and a student have made in my absence. She is very excited as we sit down.

Gina: Yes so tell me what happened?

Deb: Lisa said she was finished and so I said, “Ok show us what you’ve done” and she put it up and I said, “well it’s all good except you know the whole point of the PowerPoint is you know (animation)” and then she started talking about the swing. I said, “well you need some sound in there” and she said, “well I could try and make the swing squeak or something” and then because... she was reading her story to the class and as she did it and I said, “ah how could you incorporate that” and she said, “well I could record my voice but I don’t know how to do it”. So it was so exciting. She just sat there and we clicked on everything we could think of and we found a testing thing where you test for a voice level... couldn’t get it to work. She thought she was recording it. It was saying it was. Seconds were going by but nothing happened. Then we worked out she had actually plugged the headphones in incorrectly so that’s why we were getting no sound. So we just, you know, we were trying everything, trying things out, starting again, you know and then we got the sound check up and it actually worked and we were so excited. So she read the story and it was too soft so... we were leaping around. Like she knows, like we had just won something and every child came
Observation of students’ capabilities is powerful in changing our choices. Deb acquired new knowledge about students’ capabilities that challenge her original beliefs about their capabilities and how much she needed to know. Deb’s positive appraisal of the students’ abilities is a powerful agent of change as these new understandings allow her to stop thinking she needs to know everything. This new knowledge also functions to change Deb’s pedagogy.

The feeling of being under pressure to know things is gone.

Feelings – old uncomfortable feelings are replaced with more comfortable ones

I was so proud of our discoveries and couldn’t wait to share them with Gina.

Feeling – positive affect fuels motivation
Agents of change – Collaboration & feedback

I was thinking this is so good, this was such a great learning experience. Here Deb systematically processed student engagement and motivation positively. Problem based learning resulted in a growing awareness of being self-sufficient. There was no need for Deb to instruct students, thereby releasing the “need to know” pressure she experienced previously.

I realised we are self-sufficient. I don’t have to know it all.

Belief – new belief in being capable & self-sufficient
running from everywhere and now they all want a go which is fine... and Lisa’s done a great job showing the others how to do it... but it was all very fun and I went home (giggling) thinking this is all going to work out after all. I was so excited.

Gina: Didn’t you think it would?

Deb: Um I didn’t think it would be that easy...

29 August, 2010

*We formally reflect on the process of creating animations using PowerPoint.*

Deb: So I was nervous about the time (it would take) and the fact that they’d be asking me things I couldn’t answer. I’m not nervous now.

Gina: That’s great. How do you think your confidence is? Has it changed?

Deb: My confidence in the girls? I just didn’t know where that was. I had no idea what they could or couldn’t do with regard to this. I’m amazed at how they sit and persevere and figure things out and you’ll see that more in some girls. Like I’ve still got a couple that will just go, “I don’t know how to do it” and they won’t even try,
I began to see the kids as helpers and that they were doing the job I thought you were going to do!

Deb reveals here for the first time why she was nervous but she also makes the change in her feelings explicit.

I started to think this is going to be a lot easier than I had initially thought. Now I realise 20 heads are better than 1 for problem solving.

Success brings with it positive affect and self-efficacy that are motivational and increase the likelihood of Deb using this pedagogy again. Her shift in thinking becomes obvious and relates to the affect.

Thoughts Feelings
Intrinsic motivation

Agents of change –
Peer collaboration & mentoring
Student motivation & celebration

Thoughts – act as a stressor

Agents of change – mentoring & challenging through observation, & reflection

Feelings
Thoughts
they’ll just run off and ask somebody before they’ve even given it a go. And my confidence in me doing this sort of stuff…I think I don’t need the confidence I thought I needed because the students are here to help me (laughs) so I don’t have to be the expert on it to figure it out. If you’d seen Lisa and leaping around the room the other day it was like we’d just discovered oil. I realised I didn’t need to know it in the beginning, you can just figure it out and that’s what I’m asking them to do so that’s what I should be doing too…I’m already thinking beyond PowerPoint now (both of us laugh). I actually think this is not good enough for what we can do. We need to look at some other…but then it comes back – the fear because at lest these students have had experience with PowerPoint. That was one thing but if I bring in a totally new program that none of us know they’re going to be looking at me too so I’m really hoping that I get something out of this conference. Little bits and pieces I can use.

Our conversation continues about other interesting software programs we have seen. I mention Prezi, a presentation program I saw at the Australian Computers in Education Conference in Melbourne earlier in the year.

Deb: You could really take six months off work and explore all that sort of stuff. It’s the trying to keep up with everything else so...

Gina: Yep and that’s where I think you hit the nail on the head when you said it’s going to be good for me if we take one thing and we learn that and feel good about that and then we move on. Because, like there’s so much out there and it does come back to the time factor-you just can’t do it all.
Again, Deb clearly articulates here how her thinking has changed. The stressors, “how much do I need to know?” and “what are the students capable of?” are no longer significant.

**Stressor – uncertainty is replaced with knowledge**

A new technological stressor emerges – “is what I am doing any good?” and with it, again, fear of the unknown.

**Thoughts**

**Feelings**

Listening to and acknowledging the mentoree’s thoughts and feelings is a key element of successful mentoring.

**Agent of change- listening and acknowledging thoughts and feelings**
Towards the end of our conversation Deb mentions she has a staff review form to complete for a meeting next week. She reads aloud some of the questions on the form to me...

Deb: How have you responded professionally to meet these challenges? So I can put in there my frustrations with technology that doesn’t work?!

She goes on to demonstrate what has been happening with her school laptop. The cursor moves around the screen randomly.

Deb: That’s what happens with this computer. I touch it and that’s what it does.

And then it goes like that!

Gina: Oh that’s weird!

Deb: And it would be shooting off and doing things by itself….but one of the questions (on the staff review form) it does ask is what’s been the best piece of professional …. [Reading from the form] What’s been the most professional, beneficial learning experience that you’ve attended this year? I think I’ll have to say well I haven’t attended it yet but I’m hoping (laughing) it’s going to be the whiteboard thing... (conference).

Gina: In terms of working with a more inquiry bases approach... so letting the students find out for themselves. How’s that been?
Malfunctioning computers is another facet of ICT integration teachers find very frustrating.

Feelings – frustration & uncertainty “why isn’t it working?” Time

Deb doesn’t not perceive our work to be professional development. This indicates more work may need to be done to get teachers and school leaders to accept action research as a valid form of professional learning.

Thoughts
Deb: Um, that’s been, um, that’s been good (laughs). It’s come out of necessity because I couldn’t answer their questions. But it fits very well with the history that I’m doing because that’s inquiry based so they’ve had to come up with things they want to find out about and every time they’ve asked me a question about something, I say, “well that could be right but I don’t know (laughs), we’ll have to see” kind of thing (giggles) so that’s, that’s probably been harder for me to do in the history side of things than this (referring to the animation) because I’m going whoa, I don’t know (laughs). But with the History side of things as well, sometimes I want to answer their questions. I think no. I still haven’t got my head around what to cover, what I know I have to cover when and still allow them to um...

Gina: ... explore what they want to explore?

Deb: ... what they want to do, although I think you’ve got to be a spin doctor and you know somebody said, “I want to know what sort of beds they slept in” and I said, “oh yeah, that’s a very narrow question”…and I said, “I want to know about their houses and maybe we could just put that under one heading about did they have houses and did they have beds and furniture” and you know stuff like that. So you can usually find a way to answer that...

But I don’t know how I get everybody to know a little bit about everything when I’m letting them go off and do their own thing. I think there’s no point in just becoming an expert on housing or government and another thing I don’t want them to do is sit there and listen to 15 presentations because they don’t learn... so this is where the animation type thing is good because they’re all keen to watch it – animation. It’s just that extra element you know?
Deb’s pedagogy has changed because she couldn’t answer students’ questions. Instead of explicitly instructing students, she uses questions and comments to guide learning. She is also happy to admit she doesn’t know...

Knowledge – don’t need to know it all
Feelings – more comfortable
Agent of change – not having the answers.
Necessity

Deb is cognisant that pedagogical change is hard as we often revert back to old and familiar practices.

I saw a level of motivation and excitement in the students I hadn’t seen before. My aim to motivate them was fulfilled and there was more learning going on than I’d seen in a long time.

Moving from teacher to student-centred problem-based learning raises unanswerable questions that cause cognitive dissonance.

Stressor – uncertainty

Deb expresses a tension about finding the balance between covering the curriculum requirements and fully embracing a constructivist, student-centred form of inquiry.

Stressor – uncertainty
Moving forward

Cycle 2 August – November 2010

Deb: Last term I was really frustrated about the way my students seemed to lack any sort of engagement with the topic. They had to research an invention of some sort, a topic imposed on them by the other year level teacher and which I quite frankly thought was goddam awful boring and I watched them go through the process of spending countless hours on the internet and copying great chunks of information and producing something which in the end wasn’t really their work... that they didn’t really understand (Transcript 2).

Gina had [previously] mentioned something about a WebQuest and I’d never heard the term before, like many terms that are coming up now and I had no idea what it was and ignored it for a little while. [When] I decided that I should...give SOSE the flick and start looking at History…this is where I revisited the possibility of doing a WebQuest because I had to write a whole new unit of work anyway….My original idea was to actually just look for some WebQuests that were out there and use those (Transcript 2).
Moving to a new year level (externally driven change) provided Deb with a need to learn more about ICT.

Thoughts – I need to know how to...

Influence – external force factor

I thought the topic was boring because it was irrelevant to the students’ lives. Telling them to “go away and research an intention” is plain boring. But I felt a lack of confidence about what was happening and the authority I needed to teach the year 4 curriculum.

Thoughts, Feelings

Cognitive dissonance as thoughts and feelings do not align

Deb’s observations of the students’ work, together with their lack of comprehension provided evidence for her that the pedagogy was problematic. Although frustrated, Deb does not implicate herself to make changes because she didn’t think she was in a position to do so.

Thoughts – new found confidence

Knowledge – of curriculum, students and pedagogy that was working

Agent of change-freedom to change

I ignored it because I had no need at the time. But change didn’t worry me at this point because I had developed confidence in the curriculum, I knew the students well and I knew what was working and I had the freedom to make changes without stepping on anyone’s toes. I perceived change positively.

Change had to occur at the right time. The right time presented itself when the other year level teacher left. Deb now had opportunity. Deb investigated WebQuests and saw they had the potential to become “the better way.”

New ideas need to be introduced at the right time. The teacher needs to be implicated in investigating the idea because they perceive there is a need.

Influence – external force factor
“I’ve tried to find websites. A lot of them, even though you type in “for children” or whatever, they’re still... I know that the students’ level of comprehension is not there. When we get to the actual stories there’s lots, that’s fine. It’s the information. The actual content knowledge about the culture and everything which is going to be a lot harder and I don’t want to fall into the trap of [saying] “go away and research about something”... so I’ve had a look at a WebQuest. I’ve never seen one before and I actually expected something a bit better actually.

*Her critique of the WebQuest leads us to collaboratively looking at some other examples and analysing them. The potential is clear.*

“But again I don’t want to stand up and lecture these students. I don’t want to stand up and say, “this is what I found out” but then, you know it’s going to be a hard thing to get across to a year 4 level because I think you’ve got to have a full understanding of the issues. It’s no use doing it piecemeal. So it’s got to be a full understanding but at their level so I’m going to write worksheets, comprehension type worksheets they can access.

September 2010

*I walk into Deb’s office and am greeted with a broad smile.*

**Deb:** Have a look at this. (She is referring to a WebQuest she has created). I’ve started off with really simple tasks and the tasks are green or blue. They need to
Experience provided that knowledge.

Difficulty finding age appropriate websites could have been negatively appraised. However, Deb was so strongly implicated in making changes that she persevered.

Thoughts – finding suitable content is hard. Need to stay with student-centred pedagogy

Influence – investigate WebQuest

Deb’s conviction about not wanting to lecture the students is clear here, as is her belief about what the students need to know.

Thoughts – uncertainty about content and pedagogy

I thought school was boring for the students but I had a belief it could be different. This was potentially the way it could happen. Initially I wasn’t sure if I could make it fun but now I know I can. I was shocked about it being fun!

Thoughts & beliefs – drive Deb to experiment with a WebQuest

New practice affords the opportunity to confirm thoughts & beliefs

I think the WebQuest might be the solution to all the problems I expressed about the last unit of work. I am not sure about the planning though. Do I have too much? I’m not sure how the students will manage the process but I hoped they’d do as well as I thought they would.
complete all the blue tasks and some of the green tasks. In the process of making this I’ve found some more child-friendly sites and I’ve hyperlinked and then I’ve even done Youtube.

So I think it’s done. It’s way longer than it’s meant to be and it’s a bit different to the ones I’ve seen so I think I’ve pushed the limit….and isn’t it funny because this is very involved and yet I’m still hesitant to publish it because I think, “is it good enough?”

**Gina:** Well I think it looks fantastic and I love the way you’ve layered the tasks so there’s something on there for everyone and it’s giving them plenty of choice. That concern you had about getting the content covered, well you’ve managed that...

**Deb:** Yeah I’m pleased. I haven’t taken the easy way out in terms of I haven’t just said here’s some websites, go look at them. I really layered those tasks and scaffolded it for them. They still have to read and they still have to interpret and they’re not allowed to copy but yeah I think I’ve... but there’s still, I don’t know. I don’t want to publish it on the website (laughing).

**Gina:** Until you know that it’s good?

**Deb:** *Yeah* (laughing).

**Gina:** So how are you going to know that?
In designing the WebQuest independently of me, Deb has demonstrated initiative, self-efficacy and a belief in its merits. She learnt how to hyperlink and imbed youtube clips. She also encountered and successfully negotiated technical, pedagogical and content issues resulting in increased levels of autonomy and self-efficacy.

Deb expresses concern about whether the WebQuest is good enough because she has structured hers differently from ones she has seen. Thoughts – “is it good enough?”

Our conversation allows Deb to recognise she has adapted the WebQuest concept for her own purpose. Her question, “is it good enough?” reflects her feelings of uncertainty about the fact that it is different to the other WebQuests she looked at (and discounted as not good enough). Her wariness in publishing the WebQuest may also reflect her unease at opening up her work to public scrutiny. Influence – conversation

Now I don’t care but because it was a new thing, at the time I wanted it to be good. If I published it, I knew it would be accessible to others and open to scrutiny. Now I realise it was tailored to my class, so what they think really isn’t relevant. An anyway, I can change it. It’s not set in stone. Thoughts – “I don’t care”. Student & context focused

Despite the WebQuest working in theory, Deb is still unsure if it is good enough because she hasn’t put it to the test with the students yet. Thoughts – success is equated to student outcomes
Deb: How will I know that it’s good?

Gina: Yeah.

Deb: By how well the kids do at it.

*In Cycle 1 Deb had concluded she did not need to know everything about the software if she used it as a tool for students to show their learning and to communicate their learning with others. However, in this cycle, Deb’s pedagogical use of the WebQuest as a tool to facilitate learning required her to become an accomplished user of the tool and adept in the functionality of the software.*

Deb: ...on Sunday I sat there all day on the computer just thinking where do I begin with this and I was so busy reading and learning myself... and I thought I haven’t planned yet what I’m going to do. I want to do this and I want to do that and I was chopping and changing and I sort of thought you know if I left... I should have written it before I knew anything about it (Laugh) that’s what I was thinking because then I could have made this structured thing that would have looked like a plan! And then I was so carried away with reading and learning myself then I got all confused thinking so then which of this do I want the girls to learn, what do I think is important for them to learn and given that the History curriculum is not that detailed I don’t know... but now I have a clearer picture... the History teacher came over and did an introduction to History. I thought, “yeah I’ve got to pin it all around this, what
I was excited about my learning and creating a good Webquest. I felt I had mastered a new skill. The true test though of how good it is will be when the students do it as well as I hope they will.

Deb is clear about the criteria upon which she will evaluate the WebQuest.

There is a need for Deb to develop proficiency in the software tools they select to create learning sequences. This contrasts with software they select for the students to use to create and present their work.

I was so confused because the subject is new and I didn’t have any prior knowledge of experience of teaching the content.

The question/stressor “where do I begin?” emerges here and is possibly exacerbated by Deb working independently for the first time in the action cycles. The psychological support gained from working collaboratively is motivational and promotes self-confidence.

Seeking clarification from an experienced History teacher gave Deb confidence in how to proceed. She realised the inquiry process was just as important as the content.
we are learning, how do we gather the information and really does it matter what we’re learning. It’s really more about this is what historians do. If they want to know something this is how they go about it so let’s pose some questions and then we’ll know where to go once we’ve got the questions there so... Again it becomes the [students] making up... the students are writing the curriculum kind of thing (giggles) because they’re saying what they want to know. Now they’ll need some guidance you know with getting content covered but I’m surprised with the sorts of things they came up with and I thought yeah remember when they were asking did they have schools and I was thinking there’s education, did they have houses... You know so it can come out in other ways. And I was oh sorry... yep I was thinking, “Oh God can I ring Gina? I need to talk to someone about this.”

Gina: Oh absolutely.

Deb: And I thought no, no.

Gina: Absolutely.

Deb: You’ve got to do this.

Gina: Absolutely, no absolutely. I see the collaboration as being a two-way thing. I’m getting so much from you it’s only fair that that’s reciprocated so absolutely. And I’m just thinking [about] that planning. Would you have felt it to have been more
A curriculum that advocates student-centred learning is a new phenomena for Deb and initially she struggled with finding a balance between allowing the students to guide the inquiry and covering required content.

In the end, Deb’s self-efficacy and perseverance won over and she opted to work independently.

<table>
<thead>
<tr>
<th>Thoughts – do it by myself</th>
<th>Agent of change – motivation</th>
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Metacognition about my role as mentor gave rise to thoughts about actions like “am I supporting her adequately?” Sometimes I needed to clarify if I was supporting Deb sufficiently to assist her with the change process.

<table>
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<tr>
<th>Thoughts – uncertainty “am I supporting you adequately?”</th>
<th>Agent of change – reflection &amp; peer feedback</th>
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productive if we’d done it together or were you just kind of feeling... unsure because you hadn’t done...

Deb: I thought that until I realised you’ve got no idea either – you know what I mean?

Gina: But?

Deb: Then I thought...

Gina: Are two heads better than one?

Deb: (nodding yes).

We return to looking at the WebQuest.

Gina: Why don’t you want to put the criteria on there?

Deb: Because I want it up [available for the students to access].

Gina: Because you just want to get it going?
As the mentor I needed to challenge Deb’s thinking by asking her questions. This allowed her to reflect on her decisions and the reasons for making those decisions.

Agent of change – metacognition
Deb: I want to get it going today. I just thought well I don’t know what…that’s the other thing, I didn’t know if I can add to this because I want to get them, they want to start on it today but there might be some things I have [to add to it later]... Oh the other thing I want to show you. This is the other thing I can’t get to work and I need to (pause). See normally there’s process one on everyone else’s it’s just one little short thing but because I’ve had to... and it comes up with this alert and I click on it and nothing happens. I think it was kind of saying be careful. I was waiting for it to say you’ve gone over the [word] limit, it’s too big [the file] or something.

Gina: But it hasn’t?

Deb: But I don’t know why it’s... What it’s there for and I can’t find any... Ok this is what I’m trying to do and it just, I don’t know why it’s doing this. I want them to answer the worksheets so in the end to get around it I said collect it off your teacher...

Gina: That’s the one that won’t hyperlink?...

*A little later Deb can’t find the file she has been trying to hyperlink.*

Deb: I know but where is it?

Gina: Go back, go back. It’s saved it as a Web 3. And go up to file open.
Collaborative problem solving is evident here. This is exactly how Deb is now wanting her students to learn.

Deb’s need to get the students working on the WebQuest exacerbated her anxiety over not being able to solve technical issues.

Stressor – time, technical issues

Agent of change – collaboration
Deb: Where?

Gina: Oh hang on, it’s in Web 3. So it should... ok just close that one down... oh so that’s all of it at...

Deb: Coding?

Gina: Yeah coding so open in Web 3.

Deb: [giggling and worried] Hang on. I just have to go back and see if it’s still in the thing now...

Gina: Well you’ve exported it.

Deb: Okay... I want to... see I’m afraid you’re going to... go back there. Oh it’s still there.

Gina: It’s still there [giggles].

Deb: God you had me sweating there for a minute! [Both laughing] And see now I’m thinking if I’d done this in PowerPoint or something...
I was feeling anxious here. I was worried that after putting so much time and effort in, I was going to lose my work.
**GINA:** Yeah. It would have been easier definitely to have done it in PowerPoint but it’s good you’ve gone through this process and once you do it the second time it will be easier. It will be because everything is just a steep learning curve this time... (Transcript 12).

*Later as we are trouble-shooting...*

**DEB:** It hasn’t got that [file name] in front of it.

**GINA:** No.

**DEB:** And it doesn’t say zip after it either.

**GINA:** No.

**DEB:** See this is where you need someone from IT to be able to come right now and tell you because they said, “Oh email me a link and I’ll...” Yeah and I haven’t got time to wait for you I’m sorry [ironic laugh]. See I want the [students] to start it.

*Together we continue to endeavour to solve the issue of saving a zipped file.*
Solving technical problems is time consuming and frustrating. Being able to call upon an IT expert to solve technical issues and answer questions might help to alleviate teachers’ anxiety and help them save time.

Feeling – uncertainty & tension

Working in PowerPoint would have provided a degree of security for Deb as she was not familiar with the program. However, it would also have been limiting.
Gina: This is weird.

Deb: I know but I face this sort of thing all the time and I just give up (laughing)
I just think...

Gina: It’s definitely a different Flash, so when... see I don’t know PCs that well.

Deb: See I wonder if I need to get one of the (IT) guys?

*With persistence and patience the problem was solved.*

Gina: We’ve got it.

Deb: *You did it* [saved the file] *twice?*

Gina: [nodding] Into the downloads.

Deb: And did it open?

Gina: I haven’t opened it yet. I’m waiting for you [giggling].

Deb: Because you love to watch me [smiling].
Too many technical issues make teachers want to give up trying. They would rather put their time to better use.

Frustration – time delays & technical issues

Deb perceived an IT person might be able to solve the problem more quickly.
Gina: I definitely love to watch you!! (Transcript 12).

Ongoing metacognitive reflection during this cycle enabled our thinking to be verbalised. We were able to articulate the merits and cons of working in a student-centred way. Several pedagogical trends emerged including: greater one-on-one and small group teaching, greater student autonomy, independence and motivation and more productive time management for both Deb and her students.

Deb: The thing I liked about it [the WebQuest] was it was the terms work and it allowed me to go around and you know, do all that and there was no standing in front of the class blah, blah, blah (giggles)... and... and it put responsibility onto them and they all had to you know [step up] so that’s what I loved most about it.

Gina: Did you feel comfortable doing it that way? Like was that just a natural progression for you to step back and let them go for it? Like that?

Deb: Yeah and I’d do it every term. I could do subjects like that. Like even venture into doing some maths that way and things like that but the thing is yeah I can’t because I don’t have the computer time for doing maths and that sort of stuff so um... To me it was so much better because like now I’m still planning as I go...
The new way of working is evaluated positively because Deb feels less pressure and stress. She is now able to effectively assist students’ learning individually instead of simply managing the learning environment.

Deb realises the potential for working in this way across the curriculum but equally understands current computer access will it support the new pedagogy.
It was a hell of a lot of work (giggles) at the beginning and you have to do it once so you can kind of get an idea but that there was no planning to do for the rest of the term, then it was all about the kids. It was nothing to do with me anymore...

At first the thought crossed my mind that I wasn’t actually teaching them. I knew they were learning so that wasn’t an issue but I did, in my own head, I thought, “God that’s a bit easy” in that I felt like I hadn’t worked hard enough. I did all of the hard work at the beginning and then I was, “Oooh it’s a bit easy now. I can just sit back because I’ve given them the tools to do it.” The WebQuest was everything tied up in a neat little package and that allowed me to go around and help the students.

I just love not having the kids in my face every five minutes and feeling frustrated. I think the whole up-side of it is that changing pedagogy in terms of your teaching in class becomes much more focused on individuals or small groups needs as opposed to blah to the whole class, which is relevant to a couple of [students] but may be completely over the heads of some and completely below [others]. It put responsibility onto them. I think I always tried to give the students some input but sometimes the teacher in you would just take over you know? It’s easier to do when you’ve got a class all at the same level but when you’ve got this student there and... I thought it would be hard to do it with them and keep everyone going [working at different levels on the WebQuest] but now I’ve had time to sit with [student’s name] who struggles with writing. I would rarely in a while class situation have time to do that.
When I was getting those shocking results from the other SOSE thing [I stopped and] I thought, but it’s not their fault. It’s me. What support did I give them? I said go away and research an invention and tell me about it. Why? Who cares? Where’s the relevance to their lives? I was getting so frustrated but who should I be cross at? Not them. Me! What support did I give them? I didn’t give them any. I’d go, “Oh yeah here’s some good websites, so read that” and you know it wasn’t clear. I always remember this quote: “If you don’t like the answers, ask better questions” and I think that’s true. That’s what we should bear in mind. If they’re not giving you what you want, perhaps you haven’t asked for it in the right way.

I was quite surprised at how well it worked as a first thing. You know considering that was the first one I had ever done. I think I spent a lot of time going through and finding the right sort of information. I just love not having the kids in my face every five minutes and feeling frustrated. The students responded so positively to doing a WebQuest. I originally thought it might just be the novelty of using the computers but I tell you what, after seven weeks the novelty of using computers has worn off so something else must have been keeping them motivated and on task.

Today I must admit I’m very excited. I did not expect to have some students where they’re at today. And they’re excited and you know that’s the best thing is that they’re loving it. Before the students seemed to lack any sort of engagement with the topic. I watched them go through the process of spending countless hours on
Reflection on practice and pedagogy clarifies why Deb was feeling so frustrated.

Agent of change – reflection
the internet and copying great chunks of information in and producing something which in
then end really wasn’t their work and when I’d sit with each child and ask them, you know
tell me about this. They had no idea what they had written. Now they’ll come to me and
ask me something and if I’m busy I’ll say go and ask somebody else to help you so they’ve
become more self reliant and more reliant on other people.

It’s not a matter of time. It’s a matter of value for time, like what you get out of it. What I got
out of it was worth the investment of time. I don’t care whether it took more time to plan the
WebQuest and use the software tool. I don’t know that actually did take more time than what
it usually takes me to plan but I don’t care even if it did because the outcomes were ten times
better than what I got the time before when the students had to research inventions. That was
just hideous. That unit was imposed on me so I didn’t have any planning to do so that in itself
saved me time but it was abysmal.
Deb no longer considers time to be a stressor. She now equates expenditure of time with value.
If it’s not broken, why isn’t it working?

Cycle 3 – January 2011

Malfunctioning computers plagued Deb during the time I worked with her. The beginning of the 2011 academic year saw the introduction of the laptop for every student initiative. Despite promises of the technology functioning properly from the outset, Deb was cognisant of many IT issues in the past, particularly at the start of the year. Although she would have liked to begin the year with another WebQuest, she opted to minimise her reliance on ICT. Her initial excitement about having a laptop for every student is tempered by the frustration she feels about a lack of communication, wasting time and malfunctioning equipment.

Deb: There are not a lot of pros at the moment. I mean I’m enjoying it [having laptops] and isn’t it funny you know they promised us they’d be up and running from day one. Yeah well that was never going to happen because we got the old computers. We had to wait until school and they all had to be reimaged... so it was like the end of week two before we got them. I knew just before everyone brought them back from the senior school started that we weren’t getting them because I asked the question of [Principal’s name] which is why I didn’t go ahead with planning the WebQuest.

Because I knew that the computers weren’t going to be [ready at the start of the year] I booked into the computer lab. My two new students couldn’t log on so I emailed the help desk saying that my two new students haven’t got their log on and they said, “all new students have been added.” So I email back. I said, “well my students can’t get on.
Past experience informs Deb’s decision to begin the year without relying on ICT. It prompts her to seek clarification for the start of the year.

**Prior knowledge prevents ICT use**  **Agent of change – questioning**

Internal dissonance is strong as what Deb would like to do (a WebQuest) conflicts with what she believes is realistic. Internal dissonance created by the computers not working properly conflicts with her enjoyment and understanding of their potential once they are all working properly.

**Feelings – frustration**

The synergy of Deb’s cognition, mental lives and affect drive her to implement a back-up plan. Her enthusiasm for the new way of working drives her to seek help and when it’s not forthcoming she perseveres to get the right answers. She is no longer deterred but determined.

**Tacit knowledge & positive affect**  **Agent of change – back-up plan & persistence**
I waited several days for that ticket to [be responded to] and then, “oh yeah we changed the passwords this year. Normally it’s ABC123, this year it’s 123ABC.” They never told anyone! [but] they told me so I fixed it for my kids. As late as last week, other teachers said, “did you know they changed the passwords?” I said, “yeah I found out in the first week.” Wouldn’t you think when they realised that they had forgotten to [communicate about the change to passwords, the would send an email out to everyone]... how’s that?... were they thinking we would? Because I didn’t know that anyone else didn’t know. But you would think they would send out a general email saying, “We forgot to mention...” So it took individual teachers sending help tickets, clogging up the system.

**Gina:** What a waste of time.

**Deb:** [Name of another teacher] sent some of her students over [to IT]. She was sick of it. So in the middle of her class she said, “it’s gone too far,” so she sent two girls over [to IT] and she got into so much trouble.

**Gina:** From? IT?

**Deb:** (Nodding). [They said] “We can’t have people walking in here because...” and I see their point. They’re trying to get people to put their request through [the help desk]... [Name of another teacher] sent an email, “if someone does not come... no-one has been over so she sent this email that said, “If someone does not come over here and fix the computer...” She had put in something like four tickets. I am going to kill
Deb realises a lack of communication leads to time wasting which results in frustration. She also realises she is not alone. Other teachers are also frustrated.

**Cognition – lack of communication**
- Other teachers inconvenienced
- Feelings – frustration

Time delays are critical for all teachers and cause anxiety and frustration.

When frustration and desperation is communicated, action occurs although Deb perceives the ignored calls for help and time delay are wrong.
somebody!” And she said someone came over that day! (laughing). It shouldn’t come to that but...

**Gina:** That’s the frustration though that needs to be understood by them when you’re trying to teach and you can’t do your core business.

**Deb:** And I understand their frustration too. They’ve got a million others [teachers] at them. But that’s how it’s going to be if it doesn’t work. We’ve got to find a way of making it work. It’s no use us sitting on one side of the fence bagging them and them saying, “we don’t understand...”

**Gina:** That’s right and that’s where the whole action research cycle thing can be so valuable in terms of problem solving...

**Deb:** But the interesting thing is this year I’ve joined the technology committee thing. I said, “every teacher, at the start of every year, we all have these (IT) issues and the IT department are flat strap. Now we’ve got an entire school with every student with a laptop.” How are they going to start to support that? So anyway I said, “look I had an issue with my mouse, I had a cursor that was jumping around the screen.” Now I had that problem last year and it was doing it again, just going nuts. It was opening and closing things up. I couldn’t even control it to send an email to say this is the problem I’m having. Anyway so I said,” I know that things like that don’t require [too much time]. I just want someone to say try this and try that because you know I turned it off, turned in on.” So I said, “Could there be like a site where we can all go to ask questions, where people having the same problems can go? You know maybe we don’t need to
Deb is empathetic but perceives changes to the current system are needed. She implicates herself in this.

Feelings – empathy & frustration
Agent of change implication of self

Deb seeks ways to advocate change and nominates to join the technology committee.

Agent of change – motivation to find a solution

Deb indentifies problems and offers solutions that might alleviate the strain on the Help Desk saving both them and teachers time.
send a ticket through because you’ve got to send a ticket through and it can be days before [someone gets back to you] and when you’re in a classroom situation you want it fixed” so anyway... even getting a straight answer for that... the IT guy said, “well yeah I suppose we could” but nobody said, “ok we’ll do it.” Anyway there’s [another] meeting Friday and they’ve sent out a thing sort of with a focus that said come with an idea to share, come with a proposal of something you would like implemented if money was not an issue.

What’s something reasonable that I... ?

Gina: Ok well you were talking last year about being the advocate like being the ICT advocate for the primary school so what would it be that would help the junior school? Would it be like an IT help desk that was able to respond really quickly and say look this is going to take longer to fix or I can help you out pretty well over the phone, would it be that kind of accessibility?

Deb: Yeah now that’s what I’d like from my... and I’m sure a lot of teachers would because you know... [name] still hasn’t got a workable whiteboard in her room. It’s been sitting there for 6 months and no one has ever connected it or whatever. Now she’s got the interactive whiteboard but she hasn’t got the software, the start-up software stuff on her laptop and you know lots of stuff like that and you just think you feel like you’re the idiot [as opposed to the IT people] that is constantly asking for things and I feel like even when I send an email, they’re saying, “Oh her again” but you know I don’t think they would because I’m just one person and they’re probably getting this from everyone... Then we got a message from [head of IT] who said, “thank you for all your
Questioning & collaboration help to identify possible & worthwhile proposals.

Thoughts – geared to problem-solving, not self

Agent of change – communication space

Deb eventually identified the need for and proposed to take on the role of ICT advocate as part of her senior teacher duties. Her proposal was never even acknowledged by school leaders.

Deb relates how commonsense things are being missed by the IT department. The constancy of asking for things to be done or resolved makes the teachers feel incompetent and stupid.

Deb doesn’t want to seem like a whinger but she evaluates what is happening as “not good enough”.
understanding. Understand we are under a lot of pressure and we’re trying hard to get everything done.” Yeah we understand that but it’s not good enough. Like that needs to be fixed. Something’s not right if we have to wait weeks to get our items addressed. The thing is we are a relatively small school. So why can big corporations have internet, interfaced networks and you know it’s pretty seamless. I mean is it that the system is not capable of doing what it needs to do on a day to day basis, does it need a big upgrade and they’re just kind of fixing the problems, patching things up or is it that there are other issues that are, you know is it a manning, staffing issue in terms of how they’re working, solving the problems and their capacity to solve the problems that’s the issue. How do you raise things like that though? They get a bit defensive. [Name of the Head of IT] will say you know we are putting... you know they make it sound like there are so many more important things, bigger things to deal with than your cursor that won’t behave itself. But that’s my point. We shouldn’t even be, there should be somewhere else that little problems can go to and someone can fix them.

Gina: What I reckon is the way to go and I’m using the action research framework here, is we need to put a plan together of all of the issues from the top so that’s going to mean not only your perspective but, if you’re positioning yourself as the ICT advocate for the primary school, you need to go around to each of the staff members and go what are your issues with ICT? We’ve got the laptops now, what are your issues, which ones? Prioritise them. We need them to come together and put those on paper and then we need to think through some potential ways that those things can be solved so then you can go to the next meeting with an agenda of these are the high priority, these are the medium priorities and these are the low priority. And I think it needs to be done
Deb compares the situation with other businesses as she tries to reconcile the problem in her own mind.

**Agent of change – reflection**

Mentoring and communication allow Deb to see that action research can be implemented by Deb to help her solve her own problems.

**Agent of change – communication space**
in such a way that you’re presenting it in terms of a way that they can understand when you
are in a classroom, you’re teaching and you’re relying on that equipment to be functioning
and that if it doesn’t function you can’t do anything... the techies just don’t understand the
day to day needs of teachers and we don’t probably understand a lot of their day to day issues
so I think the idea is that through the action research model you’re allowing for your side to
be put across and it’s not confronting.

Deb: Yeah I don’t want to seem like I’m a whinger.

Gina: Yeah it’s not a confronting thing. This is a communication process that we are all in
this together and let’s try and sort this out so you need to hear the issues that the staff in the
primary school are facing and then we need to hear your issues and then we’ve got some
ideas already of how we might solve them but they can come together and work through
those...and then you are going with something concrete.

Deb: Yeah.

Gina: And that isn’t an attack on them or their professionalism... but it’s setting the train
in motion and being like what we’ve been doing, trialling something, evaluating it, does it
work? Throw out what doesn’t work, let’s try something else, let’s see if that works and so
it’s that process until it starts to gel a bit more.
Again, Deb says she doesn’t want to seem like a whinger.
Deb: I need to go in [to the next meeting] and say I think this is a great suggestion that we come up with a proposal however, it’s too good an idea just to throw at us like that I need to, I’d like to come more fully prepared. And if I find it too frustrating I reckon I’m just going to say forget about that committee because if we’re just there to talk. I just have this feeling that I get in there and get really passionate about things and then I’m seen as the stirrer because I get so frustrated. I just want my computers working.

*With that Deb leaves her classroom to collect some printing from the printer in an adjacent office. On returning:*

Deb: See this... (nothing has printed). Yeah time. Yep (giggles) I press print and nothing...

*Armed with resolve to speak up about the malfunctioning computers, Deb goes to the IT meeting the following day. Here she recounts what transpired...*

Deb: The head of IT started going on and I listened to that and I’m looking around thinking is anyone else going to comment because you could see a few people sort of rolling their eyes, like yeah nothing works, but no-one was going to say it. And I thought I’ve got to say it so I said, “you know that’s really great what you’ve done, it’s really great what we can look forward to” but I said, “from a classroom teacher’s point of view every time you have this wonderful idea it creates all these problems. Even one of the LOTE teachers had a little comment about they plan lessons on computers. So that sort of thing [is raised] and he starts being defensive.
Again Deb is concerned what she proposed might be misconstrued as “rocking the boat”.

Thoughts – “I don’t want to be seen as the stirrer”  
Feelings – frustration  
Agent of change – implication of self & speaking up

Yet another technical issues confronts Deb and wastes her time.

Feelings – frustration
I said, “you understand your thing and we understand our thing” and I said, “we feel like we’re always complaining to you and you probably feel like we’re always complaining to you.” I said, “it needn’t be like this. Let’s work together. Let’s find a solution. Let’s come up with a solution kind of thing” and then the others started to speak up and I said to someone afterwards, “I was a bit strong you know” and they said, “no you just said what the rest of us are thinking which is one of the problems.”

_In March computer issues are still unresolved. Deb vents to me._

**Deb:** [Last Wednesday] I had a shit of a day. It was good though... I had 19 kids, I had 17 computers, 11 not working and you should see the email (she walks into her office to show me). I’ll show you. [Reading email] Ok... I am trying to stay calm and patient, but honestly, this is doing our heads in. I’ll just try to explain it by way of an example. Just now, in one 45 minute lesson in which we tried to use a simple site which the school has a subscription to (Ziptales), I had 11 computers out of 17 that had all sorts of issues ranging from STILL being in Chinese, to not being able to login at all (gets as far as the Welcome screen and goes no further), not being able to get onto the internet (Says it would/could not connect, non-response to keys once in the site, computers freezing. The entire lesson went down the tube, as have two other lessons is far this week (and it is only Wednesday). We are trying to embrace technology, we plan lessons which are dependent upon the computers working but the amount of time being wasted on trying to solve issues in lesson time is getting ridiculous.
My advocacy was fuelled by my frustration. I can see a better way for things to work now.

Malfunctioning computers could have been appraised negatively but instead Deb used the problem to demonstrated to IT what was happening.

Thoughts – "this is ridiculous"
I’ve had enough

Agent of change – clear, open communication
The students from senior school come over here and go to run something and find out that a major piece of software is not loaded onto the primary school computers and they’re saying they tried to do some activity but their computer wouldn’t work and they are frustrated. They are falling behind in their work and now I am starting to have parents comment about the students work. Where possible, we just log off and try logging on again. When it won’t connect to the internet, I try to run trouble shooter to diagnose the problems and solve them but... we even just give up and go borrow a computer from another classroom. Of course, the time involved in trying all of the above options first, then logging in to another computer for the first time is considerable. If it just happened to the odd computer occasionally, it wouldn’t be an issue... but 11 computers out of 17 is a little hard to take. I don’t know where to go from here. Is there a solution? Is there a list of other options we should try before emailing the help desk?? I should mention, this issue is not just in my class…we are all experiencing the same thing in varying degrees...

 dentro de medianoche de enviar este correo, Deb recibió una respuesta.

La respuesta:

Hey Deb,

It is extremely disappointing to see that you are having so many problems across the school using the laptops... I would love to say we have the answers and how to fix them right now... but [at] this stage we are still in discovery mode to get the root cause fixed. Again, I am really sorry this is occurring it is not the outcome that anyone wants to see. Thanks for staying calm... we will get this fixed...
Deb tries to solve the issues herself.

Feelings – exasperation

Agents of change – self efficacy & motivation

Deb’s agency allows her to acts as an advocate here for other teachers.
Deb: [It’s] the first time I’ve ever got a decent response back from the IT department and only because I’d been into that meeting the day before.

The following week I had all these hassles with the computers. [It] was awful when none of them worked and I was losing my patience with the students. I was saying to them I cannot fix it you know and I was, you could see I was really frustrated today because I’ve done these activities and I was thinking they don’t need me speaking to them like this. You know they look to me to help them and I can’t help them and I’m getting cross. So at the end of the day I said to them look I’m really sorry. I said I want you to be able to have access. And I said I’m really sorry if I’ve been grumpy today and everyone of those students on the way out said don’t worry. It will be better tomorrow. So they’re understanding. And they knew it was not my fault kind of thing.

So I sent the head of IT an email. I got the nicest response I’ve ever had back from him and the very next day I had someone in my room looking at the computers and I said to the students, “Now I don’t normally pray for this but I’m hoping when you turn your computers on today that they don’t work so that we can show them they don’t work... It was classic. I just wanted to video it. I said, “ok students start your computers” and I just sat and watched. The students started, “Mrs, Mrs” and I said, “No, no, no I can’t help you. I said we’ve got someone from IT in here. Just put you hand up and let him know the problem.” Oh my God, he was like a chook with his head cut off. He was getting so frustrated and I felt sorry for him but I thought, “this is what we go through and at least [he] knows what he’s looking for. I don’t.” When computers don’t work I don’t know anything to do except log off and log on again, you know?
Deb appraises the response positively despite there being no solution because it was forthcoming in a timely manner, was respectful and empathetic.

Agent of change – communication & collaboration

Metacognition allows Deb to assess the impact of her cognition and affect on her students.

Agents of change – metacognition

Again the response from the IT department was positive and Deb in turn appraises it positively. This reinforces her action of speaking out.
you know? He was running around like crazy and then he sent this letter, this email to the entire primary school...

After spending half an hour in Deb’s class and seeing the problems you know we realise this is a major issue. We’re pretty sure it’s got something to do with the wireless connectivity and we’re going to have to look for a long-term solution.

**Deb:** It was the greatest thing I’ve seen, seeing an IT person in my classroom and none of the computers [working] and four of them he reckoned he’d fixed the problem. That day all the computers turned to Chinese (laughs). It was some program the Chinese LOTE teachers loaded on but somehow when they loaded it on, and this was IT’s mistake, when they loaded it on, it converted everyone’s computers. Instead of being a choice it went to default. They were supposed to send out a fix message to all the computers but as late as yesterday I still had one girl who had Chinese, but I now know how to fix it. And that’s what I said. **You come and show me and I can do it.** And he said there’s no need, there’s been a fix sent out from over there but obviously it didn’t work... Like I think he said it might have only gone to the computers that were on at the time. If your computer didn’t happen to be on at the time, it didn’t fix it. To see him saying, “Ok students. Alright don’t worry if it’s in Chinese. That’s something I can fix. Who can’t get on the internet?” And the students were just chafing at the bit.
From little things big things grow

Cycle 4 January – 2011

**Deb:** I’ve come a long way baby! That was so good, such a, a, um... you know now I can tick that off. The first one’s done, the hardest one’s done. I can’t believe I wasn’t more hung up about it but now it all just seems so natural, a progression and I realised when I was doing it, I’m just passionate about it and it’s not hard to talk about something you’re passionate about. The other part of this whole process for me is it’s taken away that fear that everyone knows more than me because I know that they don’t and I tonight was the expert about it but I’m not an expert by any means. I knew everyone else in the room knew less about WebQuests than I did and that was me not that long ago (Transcript 1).

*We are in a restaurant, champagne in our hands, celebrating the delivery of Deb’s first ICT-related professional learning workshop. It is remarkable considering three years ago she had written about ICT, “feeling a complete sense of loss of control about not being confident or competent about anything.”*

**Deb:** I used to, if I had a good idea, I didn’t want to share it because then someone else might use my good idea. And I didn’t talk about the things I did. Part of it was, well I went to all the trouble to think up this bright idea so don’t you go stealing it, and here I am tonight saying, “here’s my stuff, you take it, you copy it, you steal, do a Prezi” whereas once I would have thought, “oh I don’t want anyone to have that.” Now it’s like well you can have this because I’m moving on and anyway there’ll be something better I know tomorrow so yeah, yeah you can have this. I don’t have to cling to my one little thing that I know is really good and damn the rest of you. Now it’s like yeah, well have it cause I’m moving on. I’m going to be doing something different anyway.
This is just a moment in time, this is what I did then but you might look at it next week, next month, next year and you might laugh at it and go, “Oh my God, is that really what I did? I thought it was ok at the time!” Once upon a time I wouldn’t have admitted to what wasn’t so good in my teaching to other people. I’m a perfectionist. But this has really freed me up. I am ok about telling people that upon reflection this actually wasn’t so good and it worked ok at the time but next time I might change it and do something differently. You know there’s always tomorrow to do it better and better and finding another way and that’s actually quite liberating to go, “I don’t know, but I’m happy to go find out.” That’s what I’ve experienced with my students and more and more I’m saying that to them, “it’s no big deal if you don’t know, lets find a way to find out.” That’s the process I’m going through so if it’s good enough for me, it’s good enough for them. It’s about finding answers to things you need to know and if there aren’t black and white, yes/no answers, then it’s a matter of finding answers that you think are appropriate and that suit the situation or need and apart from history and a bit of science, really knowledge isn’t static is it? It’s continually changing.

Lots has changed for me. I really believe I’ve got something to teach. I realise also that technology is changing so quickly. Like when I was doing that PowerPoint thing with the students and I was thinking, “Oh God, I’ve never learnt how to do PowerPoint.” You saw me when the students were doing that stuff as part of science and they’d be saying, “how do I do such and such” and I’d go, “who remembers how to do blah, blah, blah? Ok good, you go and teach them what to do.” You know I used to think I had better go and learn that and now I think who cares? I’ll never learn PowerPoint now. I don’t ever need PowerPoint and so I need to let go of that stuff that I don’t need to learn. I now realise I don’t have to know everything. I just have to pick the things out that I need. You know what, tomorrow there’ll be 50 new things that’ll exist. It’s such a relief to know I don’t have to know it all. I can just exist and choose technology because there’s a need or it fits with the curriculum. That’s where technology isn’t inherently good or bad, it’s how you use it. It’s selecting technology to fit the
purpose that you have; not just finding a purpose for the technology.

An instance of Deb selecting technology to fit a specific purpose was her use of the Prezi software. Accepting the invitation to talk at the Queensland Society for Information Technology in Education (QSITE) workshop afforded Deb another authentic reason for exploring Prezi. It was a piece of software I had seen used at the Australian Council for Computers in Education (ACEC) conference in 2010 and I had returned and told her about it. At the time we looked at some Prezi presentations and although she identified it as something she would like to explore, she had no need at that point in time. Instead she logged it in her memory bank as something to explore at a later time. Over dinner she reflected on the delay:

Deb: I can’t believe I put Prezi off for so long... mind you I had no need... I can’t wait to teach the kids how to use it, although you can just imagine they’re all going to be spinning around with the effects for a while!

I was nearly going to email you on Sunday and say, “I’m doing a Prezi, and then I thought, “I’m going to save this as a surprise.” I nearly wasn’t going to tell you at all until tonight but I was bursting yesterday. I just had to show you and tell you. I was so excited I was even showing the cleaner, “oooh look at what I did!”

See I kept saying I didn’t have the time to investigate Prezi. “Oh if only I had the time to do a Prezi” and then I thought, “how long will it take? I’ve got to put together something anyway. Maybe time is just an excuse. If I didn’t have to do this then I would have filled my time doing something else.

Why am I doing all this? I’m doing it because I want to do it. I’m not here where I am because of the school. I’m where I am because of me and my students and what I’m doing
with you. Really it’s just me. I need a challenge. I want to keep interested in something so
here I am doing this stuff. I am where I am totally unrelated to the school because they’re not the ones who’ve encouraged me and given me the guidance. I’ve had to go out and do all that off my own back. I’m not in this for leadership positions or promotion. I have no aspirations to go into admin... I’m not doing it for any internal recognition around here [the school], the motivation is intrinsic.

And look to be honest, I know it’s because I’m in this situation (co-researching with you) that I am where I am now. If I had not done any of this with you and there was a time when I thought, there I go again, I just can’t say no to anything, thinking what time have I got to give this? Like I was happy to be a part of it but I just thought it’s another thing you know? And am I going to let Gina down and me down and then I realised I wouldn’t be. I know I wouldn’t be here right now if I hadn’t taken that on so it must have been the right time and the right circumstances. It’s an opportunity and I heard somewhere the other day opportunities don’t happen, you make them and I think that comes back to that needing to learn. Sometimes you don’t see there’s a need or you don’t see the need is great enough and then it’s put in front of you and you go, “oh well, I’m just going to do it.

I’ve learnt so much about myself... I like a personal challenge and I like being able to accomplish things that I’ve never done before but I’ve also got to have a reason to do it… there has to be a reason to take on the next challenge. And it’s reinvigorated my teaching. I’m passionate about the changes I’ve witnessed in the students’ learning and they’re engaged, motivated so it’s working for me on so many different levels.

I probably work a lot harder in my job than many people do but that’s because I want to, not because I have to. It’s because I’m excited. I’m feeling fresh about all this and there’s a purpose. I’m doing something good and that’s the difference... So now I’m keen to learn
some more things so I can share them. Isn’t that weird? Now I want to learn things just so I can share them! I’m not sure what I want to learn. I don’t know what’s out there but something will come up.
Deb’s narrative of change – To infinity, and beyond! (Buzz Lightyear, Toy Story 1995)

Well, it has certainly been a journey... not always smooth sailing and not without moments of doubt...but then the best destinations are always worth the effort of getting there and, when I look back on how far I’ve come, I can’t help feeling a real sense of privilege at the opportunity given to me.

The journey for me began when an interactive whiteboard was installed in my Prep classroom. It was there, big and shiny and new and I had no clue how to use it apart from as a projector screen for my computer. I innocently requested some assistance on how to use the whiteboard from our IT Department and was promptly issued with a rather large and wordy user guide full of technical specifications and installation guidelines. I guess I was not clear on what I was asking for...what I wanted was some guidance on how to use this IWB (for it certainly had many cool features) and someone to show me the potential of how I could use it with my class of 5 year olds. I investigated some online resources (thanks Google) and found a few fun games that required interaction with the board, but every now and then there would be a technical glitch and I’d have to abandon the activity. So gradually the big, shiny IWB became used less frequently for its interactivity and remained a large projector screen. To me it was a symbol of my inadequacies with new technology... it was a constant reminder that things were moving ahead faster than I could travel, a reminder that I had to fight for control and to prove that I could teach ‘the tried and true old-fashioned way’ without the gimmicks of technology. I was certainly not opposed to technology, but I felt I had to master it, behind the scenes, before using it in front of my students or getting them to use it. Every now and then I promised myself that, during the next school holidays, I would spend a day working out how to really use my IWB but, although much of my holiday time was spent doing planning, the IWB issue just never seemed to a priority.
Along came Gina with some vague (to me) talk about technology and teachers and some research she was doing. There was some initial discussion and background information all of which heightened my sensitivity to the fact that I was ‘out of my depth’ with this, but I had company (my colleagues felt the same) so I thought we would stumble along together and do enough to keep Gina happy (whatever that was).

Thankfully, several months passed and we had seen no further sign of Gina so we thought (and secretly hoped) that it had all fallen by the wayside and that we were off the hook. But, just when I thought I was safe, Gina appeared once more telling me she had rethought her initial ideas, had all the paperwork in place and was now ready to forge ahead, full-steam. Meanwhile, my other two colleagues had dropped out of the picture and I was left as the sole participant from my school. To be honest, I only agreed to continue with the ‘project’ because I felt a sense of responsibility to Gina; she seemed so keen and I felt badly about the other participants abandoning ship. I just saw it as one more thing I had to find time for but, I had agreed to do it so do it I would (as quickly as possible so I could go back to focussing on what I did well, teaching little people).

At this same time, I received news that I would be moving from Prep to teach Year four. This came totally out of left-field for me and just added to the pressures of time I was already feeling. Now, not only had I agreed to devote time to assist Gina, I also had to learn new curriculum and routines, work with a new teacher on my year level and generally get my head into a whole new space. To say I felt overwhelmed would be an understatement.

Gina gave me a term to settle in to my new classroom and then was anxious to begin her work with me. By now, I had learnt enough about my new year level to know that I was not happy with how things were done. I felt the units of work already in place were dated, and that the activities the students were asked to do held little value in terms of engaging
them or assisting them to become self-directed learners. To me, the students were simply
going through the motions; the hierarchy of academic ability had been set and everyone had
settled into their ‘boxes’ and so it would continue, it seemed, for years to come. I expressed
my frustrations to Gina. And, I have to say, just having someone I could do this with (without
causing any bad-blood between me and my colleagues who may well have been happy with
established ways), was a blessing in itself. Being able to talk it out gave me the clarity I
needed to know I could change things for myself and for my students. Gina and I threw a
few ideas out there and we decided to have the students create their own animated ‘family
difference story’ using PowerPoint. At this time, our access to computers in the senior school
computer lab was timetabled but at least it was a start. The students were excited to think
that their computer time could be used to actually work on other subjects, not just to practice
word processing and file management skills.

I had not used PowerPoint for many years... certainly it was not called for in the
six years I taught Prep... so you could say I was rather ‘rusty’ in this area. Not to fear
though; I had Gina who was going to come in and show my students all the ins and outs,
and I would be there learning it all along with them. How wrong was I? I still remember the
day Gina informed me that she knew no more about PowerPoint than I did. “Oh great”, I
thought, “so now she’s going to be watching me, judging me and recording my stumbles for
posterity.” But, thankfully, I was wrong yet again. This was probably the first of many “ah
ha!” moments I had along the way. After some initial (albeit brief) “play” with PowerPoint,
I launched into my first lesson with my students. I set them up with their computers, showed
them how to login to the program and then let them loose to explore. Along the way, I
challenged them to find ways to cause certain ‘things’ to happen, to animate pictures, to add
sound effects, insert backgrounds etc. The excitement and collaboration in the room during
this process was a sight to see; it was something I had always aimed for in my Year 4 class
but, until then, had not witnessed.
And so began my venture into teaching with technology. After seeing what my students were capable of producing, and their engagement and motivation in doing so, there was no turning back. With Gina as my sounding board, cheer squad and mentor, I began investigating other ways in which I could incorporate ICT’s into my classroom. I wrote my first WebQuest, set up E-pals communication between my class and two classes in the USA, and had my students create book-trailers using Photo Story 3 for Windows. Every time my students commenced a new learning experience with a particular website or software program, I was already hunting for the next one that we could explore. And all the while, having Gina checking in regularly, demonstrating a keen interest in what I was doing and questioning me, challenging me and encouraging me, was what held me accountable. It is one thing to hear of particular programs or websites and tell yourself that one day you will get around to exploring them in more details (when you had the time and when the stars and moon aligned with Jupiter), but quite another to actually tell someone else you will do it and then have that person check in with you in a week’s time to see how it went. That accountability was a key issue for me, particularly in the initial stages. Added to this, the process by which I was simply allowed to think out loud, to express my fears and concerns and to talk them through until they no longer served as road-blocks, was a great learning experience. I came to realise that I had nothing to fear from technology and that I was as capable as anyone else in playing with it and coming up with meaningful ways to use it to support my teaching and my students’ learning. In fact, rather than feel threatened by it, I found myself subscribing to online newsletters, forums and blogs in an effort to stay informed.

Before the year was up, Gina and I had attended an Interactive Teaching and Learning Conference and were both brimming with ideas about ways in which I could further utilise technology with my students. However, having only limited access to computers was frustrating, as was the seemingly ‘great divide’ between me as a teacher and the IT
department within my school. Obviously I saw every non-working computer as a major concern and something that impeded my teaching whereas, to the workers in IT, it was a minor concern that could wait.

With the end of the year approaching, I decided it was time for action and lobbied for a class set of laptops for my students for the following year. I had been asked to take on a 3/4 composite class and I used the ‘need to differentiate the curriculum to suit my new cohort of students’ as a platform for my proposal. I fully expected a straight out “no way” answer, but was encouraged by a “we’ll get back to you” instead. Long story short, by the commencement of the following year, the whole school at become a 1:1 laptop school. Now, there was absolutely no excuse for not fully integrating computers into my classroom.

The first year as a 1:1 laptop classroom was very exciting. Encouraged and excited by the way in which my students were engaged in learning at a whole new level, I ran a workshop for colleagues on WebQuests. Later that year, I presented the same workshop to the IWB Interactive Teaching and Learning Conference in Melbourne. Gina and I also co-authored several papers for online conferences and this opened up a whole new field of interest for me. Sharing my experiences with other educators was very rewarding and made me realise that there are many teachers on a journey, similar to my own, who may benefit from hearing my ‘story’. Through this process, I also learnt that I actually have a lot more knowledge and skill than I thought I had. The difference is, every time I learn something new, I move on to more things I have yet to learn. I used to feel that the vast wealth of information and resources out there was an insurmountable barrier that I could not even attempt to get my head around. Now I realise, no matter how much I learn, there will always be an infinite amount still to learn but I no longer feel threatened or insecure because of it... rather, I feel excited and energised by the fact that so much awaits me and my students. I am eager to be a part of it and I am equally as eager to ‘spread the joy’. I am now running
information sessions and workshops for my colleagues, not on HOW to use technology, but WHY we should use it.

Yes, I’ve come a long way in a short time and I cannot imagine what teaching would have been like for me if I hadn’t jumped in, boots and all, taken that leap of faith and made that shift in mindset. I’m guessing I would have been bored…very bored…and no doubt my students would have been bored also. I’ve gone from a teacher who was afraid of an IWB, to one whose classroom now utilises an online learning platform to manage my classroom, engage students and connect with students and teachers around the world. I know this is just the beginning of my journey and that my journey may take many detours and pit-stops, but I’ve learnt that the fun is in the unknown and the seizing of opportunities along the way rather than in packing well and being prepared for all possible emergencies.
Anne’s Journey

The Compass or the Clock?
TURNING TEACHERS ON TO ICT: ACKNOWLEDGING THE PLACE OF COGNITIVE AND AFFECTIVE CONSTRUCTS IN ICT-RELATED PROFESSIONAL LEARNING
The Compass or the Clock?

Cycle 1 November, 2009

What comes first, the compass or the clock? Before one can truly manage time (the clock), it is important to know where you are going, what your priorities and goals are, in which direction you are headed (the compass). Where you are headed is more important than how fast you are going. Rather than always focusing on what’s urgent, learn to focus on what is really important. – Source unknown

Tick, tock, tick. Few things in one’s professional life are worse than feeling like there is so much to do and so little time, yet this was Anne’s reality during the time we worked together. Tick, tock, tick. When I came into her working landscape, she was like Alice in the hall of mirrors; uncertain about which way to turn and what task to attend to next. Tick, tock, tick. She was in the midst of struggling to make sense of a new curriculum. Recent Federal legislative changes demanded adjustments be made to the structure and format of the working day. It also meant she would be teaching a younger cohort of children. Working in a community kindergarten meant money was an ever-present concern and then there were governance issues to be wrestled with. Tick, tock, tick, tick, tock. The very fact Anne welcomed me into her chaotic workspace, I believe, was a reflection of her dedication and passion for the art of teaching and lifelong learning.

Despite the tick tock of the clock ringing loudly in her ears, from our very first meeting, Anne’s compass was set. She had a clearly identified sense of purpose for our work with ICT and recognised that as a tool, ICT might afford her some ways of saving time. Whether the needle of compass set a straight course to follow or the tick tock of the clock would sound too loudly only time would tell.
Gina: Alright so what we might do is plot your... I guess your wish list for priorities or the things you want to do. Perhaps we’ll put them all down and then we’ll prioritise. So let’s just brainstorm all the things you would like to be able to do and the things that you would like to explore.

Anne: Ooooh [eyes widening at the thought]. Can I be functional about it?

Gina: Yes.

Anne: Probably the biggest thing I would like to do is get a better system of observing, planning and evaluating or writing up children’s developmental progress because I just feel none of it links or flows through smoothly, particularly learning circle and then all of these sort of issues that crop up, and mostly they’re practice but sometimes they’re you know, social issues as well. I’d like that to um, be more visual. Again since Building Waterfalls [curriculum document] and particularly since going onto computers. Um [thinking] I’d like, I’d like to be able to... um communicate the experiences within the program on a weekly basis or the reasons, or the outcomes from the experiences, not so much like a, a trip itinerary of what happens but just you know what some of the bigger issues were going on in the week to parents in a more user friendly, less, less literate way and safe... I’d like to, I’d like to, but I’m not sure my colleagues would like to, be able to talk about those things too without the need to have to go to meetings. We’ve got email list called a learning circle
While Anne’s compass pointed her in the direction of exploring the potential of ICT, she was uncertain about many things in her practice. This left her reflecting upon and questioning its validity and worth. She was also cognisant of time limitations.

Thoughts – frustration & uncertainty. “What do I change, how do I change & where is the time to make change?”
which we use and people around the state are asked to go onto the learning circle and then all of these sort of issues that crop up and mostly they’re practice but sometimes they’re you know, social issues as well. I’d like that to um, be more visual. Again it’s just emails at the moment. I mean people can attach photos and things at the moment but it’s not safe to do that so I don’t know if there’s a way to set up something there.

**Gina:** Mmmh.

**Anne:** In terms of children I’d like to do just things that I’ve done but haven’t been able to get the time to follow them like how many interesting things to have up, um what do you think of this? But do it in a way that doesn’t require a scribe. That might be auditory stuff. We do it at the moment and it’s about scribing and it’s too labour intensive. Um I’d like to have interested parents who have computer skills who might take on some of that. I’d like to involve the parents in the program and I’d like them to have some general ideas about what we’re trying to achieve but not saying this is what I’d like you to do.

**Gina:** Absolutely.

**Anne:** I’d like them to be able to play with their own knowledge and interests and with the children and see what comes out of it with parameters that just sort of reasonably and philosophically are aligned. Um... I’d love to be able to um get children to make moving pictures of the work that the do
Although some educators may not be aware of all the ICT possibilities, brainstorming what they would like to be able to do and setting priorities affords them a sense of ownership over our prospective actions and acts as a compass in providing a sense of direction in sifting the perspective and shaping it into action.

Anne is much clearer about what she would like to use ICT for. Again she is cognisant that doing so might be a time saving device.

Thoughts – ICT might rejuvenate existing tasks & save some time

Influence – time

Anne is much clearer about what she would like to use ICT for. Again she is cognisant that doing so might be a time saving device.

Thoughts – I’m not happy with my practice.

Agent of change – explicit recognition of the need to save time.

Changing times present challenges for educators as they leave the comfort and safety of the old and familiar for uncertain territory that brings with it many visible and unforeseen challenges. Anne recognises the time saving benefits that using ICT may bring but is also cognisant her colleagues might be reluctant to embrace change.

Stressor – uncertainty – will peers support change?

Agent of change – perception of time-saving benefits of using ICT.
particularly those boys that make something and want that, they either have a play going on in here or they want to create a visual but their play is physical but it could also be visual if we had the technology and we had the opportunity.

Gina: Yep, ok.

Anne: I saw it once done in the UK. Very simple things with Lego [inaudible] and they were like 3 year olds. Yeah.

Gina: Ok. That’s great.

Anne: See the camera, the camera we don’t really use the camera for anything else at the moment but documentation. Occasionally the children might show an interest in it and they’ll wander around with it but they don’t really use it for anything other than just taking pictures either. And then it could become a literacy experience following the printing of the pictures but it’s really boring. Um so that’s not being used to its fullest potential.

Gina: That first point you raised observing planning, developing developmental progress...

Anne: Yes.
Finding or making the time to read, research, reflect and follow-up with planning is very difficult for me at the moment.
Gina: Is that more, are you talking more about digitally creating portfolios or dimensions?

Anne: We can already create digital portfolios but I haven’t because I can’t, I can’t see how parents... See... I want, I want parents to be engaging with that document with their children in their space. We can’t, the reality of life is that parents don’t stay in the space for very long and I don’t know whether they don’t because then they don’t feel welcome to or they don’t see value in it or they’ve got other things that drive them. I suppose it’s a mixture of all of those things but the selling of the Waterfalls and digital documentation has always been um something that it’s done in the classroom and the children engage with it and interface with it in the classroom too. I can’t seem to create that reality and I don’t know why I’m not able to do it.

Gina: Okay.

Anne: My thoughts are the children’s portfolios at the moment take up more time than they should because it’s taking away from other things that we all need to be doing and they’re... not only by me but by Nerida as well and Anne to some degree too which is just unworkable. I tried this year to develop my programming digitally in the hope that I could pull off that document stuff to go into the children’s portfolios but it didn’t work very well because it was, they were too general and you didn’t want to put a folio filled with a whole lot of general bits and pieces about what your children are doing in the program because the thing about the portfolio is...
Anne is cognisant of missed learning opportunities. Recognition of her need to develop new pedagogy is evident in this reflection.
Gina: ...the individualisation?

Anne: Yeah um and I’m not even sure that they really meet that, you know the original ones we used to do by hand with just photos and just lots of observations in them. I think they were better for, as a means of knowing about your child’s kindergarten year. But you know to some degree this is what the classroom and so work that they’re doing they stick in. But I sort of would really, they’re now thinking that maybe the portfolio should really be the child’s book and that the child, we use it as a documentary process with the children... and it’s not pretty.

Gina: Mmmh.

Anne: It’s just what the children are, their record and we can write what they want us to write which then frees me up to say if we’re going to now have a developmental portfolio for the parents then they, I can upload some of that information that I think is critical for demonstrating that development but that I can talk to that digitally and I can write in a less formalised way... my thoughts and ideas around their development which ought to be coming from the planning because that’s what we’re noticing and evaluating so there must be a more time efficient system there to be able to do all of that better than we currently are but I don’t have enough perspective from this perspective. I know that parents say they love the portfolios but I’m not sure, and I’m not sure... it seems to me they might find a digital process easier as long as they can tap into it easily enough and is that just about coming in which is what we were doing, trying to get off the ground with the plans, you can come in with
There is a significant tension & dilemma for Anne here as what the curriculum espouses and the reality of what she can enact are incongruous.

Uncertainty & Frustration – “why can’t I make it work?”

Time-consuming nature of the task
a USB stick and upload or save stuff that you don’t have now and take it away and read it at your own leisure which seems infinitely more sensible to me but I’m a bit worried that without a hard copy they won’t do that and they won’t know...

**Gina:** It’s a dilemma isn’t it because I think no matter what you do it’s not going to suit everyone or be workable for everyone.

**Anne:** No.

**Gina:** It’s that majority.

**Anne:** Yeah.

**Gina:** I mean even with the good old newsletter, how many people look at it and go oh yeah first page and it gets put out and nobody reads it.

**Anne:** Yeah that’s right, that’s right.

**Gina:** So I think that’s always going to be the case and in some ways perhaps it’s better to run with what you feel is...
Through conversation, the complexity of Anne’s issues becomes clearer. There is a deep tension between the worth and use by the parents of the children’s hand created portfolios and the time and effort expended on creating them. Anne compares parents’ actions with what they espouse and finds they are incongruous.

Uncertainty & perceptions of time-wasting lead to frustration
Anne: But I don’t now think I need the weekly reflection and the newsletter. Do you as a parent? I write that weekly reflection and I know people don’t read it on a regular basis.

Gina: No.

Anne: I mean that’s immaterial. The opportunity is there if you chose to. I think I need to streamline that which is difficult for me to do because there’s too much in it but then to write again in the newsletter about what’s going on it just seems like a waste of energy when I could be putting that energy into something different but the pictures in that I think have the potential to tell more words but I don’t think they do in the published document because it’s grey scale [inaudible].

Gina: And that’s exactly what this website... what’s this website I was looking at this morning called? Frogblogspot. And that was one of the points this guy was making, my good old newsletter is effective enough but the pictures of the artwork and the children engaged in the processes of learning and all of this exciting stuff is reduced to grey, bland, boring when it can be alive, it can be moving you an actually hear them, it’s so much more exciting and yeah that was one of his primary reasons for getting rid of the old newsletter and going digital.

Anne: Mmmh. And see there are a lot of centres, they call them centres of excellence now but are [name] centres that are innovative circle learning and programs basically it surrounds
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the Reggio approach and they have these digital um reviews of the day or [inaudible] of the program running all the time and they’ve done um PowerPoint and there’s just, there’s the beautiful image and just a very brief statement which probably is all you know you need to have in terms outcomes you know what’s happening here you know they’re learning this and it’s beautifully visually supportive as well but the reality of parents reading that. We had that running with the program at the beginning of the year but very few people read it and I wonder how these people get their parents to read it because there parents are all parents all lining up to work because it’s mostly in childcare centres they’re doing it.

Gina: Yeah.

Anne: So that’s why I wanted them to be able to take it away. I thought if they’re not standing and reading it here. And they can’t stand and read it here because there’s one screen and they want to talk to people when they’re here that’s more important to them while they’re here so how do we get that information to them or do they even want it? We’re supposed to be delivering it. We see the value in it. We see its value but I’m not sure if... whether it’s... I do think those books mean an awful lot to the children but I don’t necessarily think they have, they need to be in that format to mean a lot the children and we could still have the book but not in quite the same, not as the portfolio. The portfolio could be something else. I’m not clear what. I’m sort of...
I am uncertain about what to look for in good ICT resources and which programs to introduce.

Uncertainty about resources

Observation of others’ practice can be a powerful agent of change.

Agent of change – Observation of others’ practice
Our conversation turns to inspiration versus practicality and reality...

Anne: I think there are people here in academia and there have been for some time and you go along and listen to them and I understand and yes I’m inspired and I think let’s get at it but...?

Gina: How do you do it?

Anne: You come back into your practice and...?

Gina: How do you do it and when the resourcing is you know? It’s all very well and good.

Anne: I’m still back almost ten years thinking about a workshop that I went to where they gave us a whole lot of information about where to put software and I can’t find the stuff and I can’t remember it so I know that it’s there I just don’t know where to go.

Gina: Yep, yep. Some of these sites have actually got good software lists.

Anne: Oh well that’s good.

Gina: Why don’t we start having a look at them and I think... I think that, you know your reference to making the learning circle more visual, the children not having a scribe
While generation of ideas might come from workshops, it is clear Anne would have benefitted from mentoring to implement what she was inspired to do but unsure how to achieve.

Uncertainty inhibits inspiration & thwarts change
that they are able to do something self sufficiently. I think we should have a look at um where are we, Voicethread. So if you want to punch in www.Voicethread.com

I think this is a beautiful...

Anne: www?

Gina: Yep, Voicethread.

Anne: Dot?

Gina: Dot com... now I think the beauty of this is that it can do lots of things and it I’ve had a bit of a quick play with it, it was easy and it’s one of the things where children potentially could have their photos have taken their photos put them into Voicethread and then they talk their story through.

Anne: Mmmmh.

Gina: They can narrate or whatever. For you I think potentially the sky is the limit in terms of there can be images that you’re talking to, there might be um you know some children playing and you could actually narrate well what’s going on here.

Anne: Yes.

Gina: As a um a device for communicating to parents.
Collaborative playtime with the software is important for understanding how it works but also pedagogically how it might be used to transform current practice.
Anne: Yeah.

Gina: This is what’s going on here [watching an example on the site]. So have a look at, just go down to what’s a Voicethread anyway and it’ll come up with a bit of a... a blurb about how it all works...

We watch and listen to the blurb...

Anne: Why have we lost [sound]?

Gina: Hmmm sound. It’s that one? Yeah.

Anne: It’s so clever.

Gina: It is isn’t it?

Anne: You could get kids to give their perspective.

Gina: Exactly. The family album though. I just think it’s gorgeous... I don’t know why we keep losing the sound...

Anne: And I’ve lost the little icon. I can’t see it.

It used to be there.
Playtime affords the time to discuss different ways the software might be used.

Agent of change – seeing new possibilities
Gina: I don’t know why it isn’t. Strange the way the sound keeps dropping out... [inaudible].

Anne: How influential is background noise. Do you know?

Gina: Um it would pick up, depending on how sensitive the mic is, the inbuilt mic is. Um or you could get an external mic. It would pick up a bit yep, yep.

Anne: Mmmh, I guess you could do it at quieter time. And would this computer have a mic. It’s got a mic?

Gina: It should have a... [taking a look] yes, it should go in there.

Anne: Yeah.

Gina: There’s your microphone... and that’s something too that I guess depending on um ah, you know how you perceive things like yeah we need to look at resourcing and ways of getting resources and perhaps you know that’s a matter of opening it up to parents, if they’ve got anything, old cameras lying around at home...

Anne: Mmmh.
ICT is interactive and provides interest and scope for lateral learning for many learners.
**Gina:** I don’t know... yeah you know that sort of thing like you don’t feel like yeah handing over the good centre camera in case it gets dropped or whatever. Yeah potentially putting in for some grants for that sort of equipment.

**Anne:** Yeah.

**Gina:** Or the community fundraising. And the good thing is that it’s getting cheaper and cheaper all the time. You know the technology is getting better but it’s also coming down in price. So that’s something that you think would...

**Anne:** I think so. I think it’s very exciting.

**Gina:** Yeah, I think it’s really... I like it because it was simple and I think in terms of young children...

**Anne:** Mmmh.

**Gina:** ...the potential is there. I mean sometimes things are very complicated...

**Anne:** Yeah.

**Gina:** ...and they’ve got to go through multiple steps.
Communication that I am not an expert in ICT is helpful in alleviating any tension Anne might be experiencing.

**Facilitator not expert – creates ease for participant**

Experiencing how software works also allows for some appreciation of the technical and physical requirements for use.

**Agent of change – consideration of physical and technical requirements.**

Asking questions and getting an immediate response aids in dealing with uncertainty.

**Agent of change – asking questions & receiving immediate answers.**
Anne: Yeah.

Gina: And I think with the amount of children the easier it is the less steps there are to go through then...

Anne: Yeah.

Gina: ...the more chance there is of success.

Anne: That’s right.

*Our playtime continues as we investigate Epals and Skype software and the possibilities for experimentation and inclusion in the program as vehicles for communicating with parents of children attending the kindergarten. As we do so Anne’s focus of conversation reverts back to her concerns about communication with parents:*

Anne: I mean information is so readily accessible these days and there’s so much more than you actually desire...

Gina: ...that people are so much more selective of what they choose to attend to.*
If Anne is to begin developing her practice and pedagogy with ICT, she needs to have access to a range of equipment that does not exist at present. Uncertainty about what is needed and how much it will cost.

As the potential of the software is realised, Anne’s motivation increases. Agent of change – positive affect increases motivation.
Anne: Yes that’s right.

Gina: I think you’re right. I know personally it’s information overload. Right prioritise.

Anne: Yeah, it’s made me just think even more about our newsletter. Like I look at Sherwood school newsletter, we get their school newsletter every week and it’s nothing other than a list of essentials. They’ve got a little bit, well they’ve got a little bit from the principal and a little bit from the acting principal but the rest of it’s just, short news um who’s won what awards, what’s coming up next week, stuff that you know is just... I don’t see that as a newsletter as opposed to just information sharing which you want people to have a copy of. And for us receiving it, ‘cause I think it’s useful for us to be you know receiving everybody’s newsletters so you get some sense of the school. I get no sense of the school from it but I keep reading it in the hope that you know? I do get a sense of students that have moved on from there and what they’re doing but that’s only personal interest and then I think see I send ours out to people too and I’m sure they just go [wry laughing] [inaudible] because they wouldn’t have time to read it! Um so you know and then parents you know they get all that blurb from me. I think it’s important to get the blurb from management because its communication of what’s being involved, decisions being made for them. But I’m sort of not so sure that they need my input into that newsletter when they’re getting information in relation to the program from reflections. And it’s just a waste. A waste of time. So for me to then sit for another hour or two writing stuff for the newsletter is doubling up on something and people don’t need that because they’ve also got the [inaudible], they could come and see, they could come
We are both unsure about the capacity of 3-5 year olds using ICT so it is necessary for us to develop new knowledge of their capabilities and interests in using it.
and talk to use if they chose to. They don’t choose to do any of that, then they probably don’t choose to know either so they’re only going to take the information they want or can and you can’t change that other than by making the information you provide more interesting. That’s, that’s only manageable by the nature of who you are or the resources you have at your disposal.

Gina: Absolutely. And sometimes let’s face it what you do is day to day grind stuff.

Anne: That’s right, that’s right.

Gina: It’s you know sometimes you can’t make things... interesting or interesting to everyone.

Anne: It’s back to that time too you know and it’s about who you are too. I’m a very verbose writer um which a limited audience enjoys. They probably read them because they’re interested in finding out what their children are doing but it’s a limited audience although people will say to me but we do read them. Oh but don’t stop because we do read them and I think well ok. You can’t be
A lack of time is an ongoing concern for me.

Stressor – time
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charged and I’ve gotta do something so I might as well do what I feel is warranted. Because I can’t easily shift and become something that other people want. Because that is who I am so I can only try and understand what they’re looking for and I, I do try to be... succeed [ironically laughing] but it never seems to... it never seems to be because it comes out of me. I just... that’s how I reflect and I write. And editing it... I come back... well I do try and edit it because I know it’s too much um... but it doesn’t... for me it’s ok because that’s how I then internalise what I need to know in order to move in, in my practice. It’s just a process that I go through but in terms of communication I think it’s compromised to a degree because only certain people want to read that, the content and only some people want to read, want to waste the time trying to... um... um... what do you do to chemicals to boil it down to its essence which is exactly what it is you’re trying to say. You know it’s I guess it’s hard for me to write... to have a document at the end and... go through that distilling process to get it there but I often frequently don’t have the time to distill it so I write it and then I do a quick edit, sort of rip stuff out or try and reword something a little bit better but I always spend twice as much time on it as I should and I wonder for what benefit. I think we have used it well in a sort of a narrow fashion. I think we have used it better but in a narrow fashion this year with emails. I think the email people have become a bit more confident of using email and communicating though email um but I sometimes wonder whether there’s so many disparate people in the organisation with different roles requiring communication that when you have everybody contributing to the newsletter, you’re only worrying once instead of worrying all the time. It doesn’t bother me. I just disregard the ones that come through that I think oh yeah that comes through from management. I don’t need to know that. I already know that and just disregard it you know but for a parent I suppose it’s a bit different.
Being able to converse and get opinions and feedback are valuable in formulating new action plans.

Agents of change – conversation & collaboration
Gina: Yeah.

Anne: But yeah. I suppose what doors you open, other issues crop up and you go through them and you decide which is the best way to go then. You can’t not go for fear of um having a problem. You have to go for the pleasure of discovering something potentially positive [slightly laughing]. Alright well that’s certainly given me something to play with. I’ve got homework I notice.

Gina: Now that’s just really following on from today but also what we’ve talked about over the last few months. Um all of this involves change and your perceived need to make changes. Um and I’m interested in what does that mean to you. I know we’ve talked about you know, very day to day issues like time and management issues of change and um the need for change. Who’s driving the change? Is it, this your perception of what’s needed? Is it your belief that um you need to keep apace with other things that are happening maybe in other centres that you’ve seen or heard etcetera? Is [name of kindergarten governing body] or government, bureaucracy, documentation, driving your need for change. So where, where does that need for change come from for you and it may be...

Anne: ...layers of all of that.

Gina: Yeah absolutely... so some time to reflect on that and what drives you to change? Like you’ve talked a lot today about um you know your thought processes in terms of well if we’re going to change, then the purpose behind it. Um obviously the relevance of the
change and the usefulness of the change so are they really driving factors or are there other things that come into that change equation that are perhaps more important or maybe are not as important but are still factors in terms of that drive.

Anne: Yeah. This looks very [inaudible].

Gina: Um. Well I think one of the things is if were able to look at what were doing and were understanding why were doing it; the purpose behind it and our intentions... then I think we understand... that reflection... what we want to get out of this. Is it for me? Is it because I think I have to tick a box for someone else and if it is I have to tick a box for someone else then is it really worth doing? I dunno. Maybe it is, maybe it’s not. I dunno. I think that’s kind of really interesting. What pushes us to actually...

Anne: Well certainly I think all of this curricula change of late, particularly since Waterfalls has propelled the need to review current decisions around um even you know technological use but also just your own programming and documentation style and we’ve changed it all and we’ve implemented all the things and I’m getting back to the point now where the circles come right round and I’m thinking I actually think I need to forget about everybody else telling me what I need to do and I need to start doing what’s relevant to this environment and to me and to the needs of the staff and then start articulating how that connects to [inaudible] rather than doing that... and being frustrated by the fact that I’m, I can’t then do...

Gina: Marry it to the environment you’re working in?
Conversation & reflection allow for a clearer focus which leads to some conclusions being made.

Agents of change – reflection & conversation
Anne: No. No. No. So that’s why I’m sort of looking at what we’re currently doing now and the thing is that if I throw all of that out and then decide what I want to put back in, that might be a more comfortable way to go and free up some time to actually devote to the day to day practice which I mean is what it’s supposed to be all about.

Gina: Yeah. Yeah. That’s an interesting perspective. Yeah I’d be interested to hear more of your reflections on how you flesh that out.

Anne: So will I because that process for me is how I get to the point of knowing what to do.
Despite curricula changes demanding change, Anne articulates a more powerful change agent for her is seeing the needs of the people within her immediate environment and responding to them.
Tentative steps

For Anne, finding the time to meet and plan after kindergarten was a huge struggle. I suggested that I select some software programs, load them onto the computer and begin working with the children. In this way Anne could at least begin to make observations about the children’s use of computers and together we could reflect on this. After several session where I worked with the children, I was keen to get Anne working with them at the computer. While she did so, I assumed her role and worked with other children. At the end of the session...

Gina: How did you find it working for you in terms of you able to observe them and...

Anne: I found it very difficult to disassociate because there were so many kids not connected today and I was worried for them.

Gina: Mmmh.

Anne: Um and I... you know the amount of attention at this stage that I need to devote to knowing how to learn, I found that hard.

I need to make time to learn so that I know what I am doing.

Anne’s concern for time is clearly evident here as it her strong reflective practice which she uses to make sense of experience and thus future practice.

Time – pressures & conflict are evident here

Agent of change – reflection on practice

Stressor – time
Anne: Whether I’d find that easier, I tend to be a controlling personality so I like to know what I’m doing.

Gina: Well and yeah, I just thought it might work for you in the sense of the time factor. If I can be... and they were... Like some of them were ok, some of them were gelling with me and others were like mmmh [indicating not really gelling].

Anne: Yes, yes.

Gina: So I mean hard... for them.

Anne: It is. It is a tricky thing to do...

Gina: And probably the time of year and stuff too.

Anne: Yeah, yeah.

Gina: It’s not helping but...

Anne: Yeah.
I was cognisant that it is difficult for many teachers to find the time to devote to professional learning. From a purely functional (and selfish) point of view, time was marching on too with respect to gathering the data for this thesis.

Aware of Anne’s time constraints, I hoped she would benefit from authentic playing and learning with the students as they worked. This approach was successful for Deb.
Gina: I just, I sort of thought I was thinking about well I wonder if that can work for you like that it just, and that it... you’re not just getting to use the software and experiment with it from an adult perspective.

Anne: Yes.

Gina: But you’re getting to see where their skills levels are at because I think that’s really important that...

Anne: Yes. The thing... do you notice with this age, I’ve found them spontaneously... and I’ve felt it’s because I didn’t know enough about the program, that they’ve just lost focus of what they’re trying to do and went into the fun of the ridiculous in the end.

Gina: No, but probably because I spent probably half an hour playing with it so I had a bit of an idea of what we could do so then I set them challenges... if you click here what’s going to happen? Can you... and then I’d set them a challenge. How do you think we might change the colour here? What’s going to happen if we click that? and to things that I wasn’t sure about that’s what I was saying. What happens if we... can we click that? Let’s find out what this does for us.

Anne: Yes. Mmmh.

Gina: So um... time to refocus...
I was also really keen for Anne to see the students working with the computers so her understanding of their capabilities expanded.

The younger students found it more difficult to work with me because they were not as familiar with me. Anne was aware of this and it was distracting.
Anne: When you... oh so you did that when they lost their own focus?

Gina: Yeah.

Anne: Is that the main...

Gina: Well I guess, I guess I was challenging as we went you know...

Anne: So it was more, there was more of a structure to it than that?

Gina: Possibly.

Anne: See without me knowing what was happening, I’m a learner... it’s up to the person that’s controlling it. And they were. Max thought it was hilariously funny that that expanded and then they were all just off. And because I couldn’t bring that back I didn’t really know what else to do.

Gina: Yep, yep.

Anne: And they were already focused and enthusiastic. But Max... he had more knowledge [than me] well maybe not more knowledge but was more confident um yeah and he was good for me.

Gina: Yep, yep. Um I’m just trying to think in those first couple of sessions I was challenging them to find out what, what was... what would do, what
Children are confident risk takers and willingly demonstrate the freedom to “have a go.”

Agent of change – observation

Observations of students’ behaviour and learning needs as they develop ICT skills requires discussion because we have little knowledge/experience of working with very young children and technology. Conversation around such matters reduces the likelihood of assumptions being made.

Agent of change – observation and reflection

Discussing pedagogical strategies and asking questions to clarify thoughts is useful in the absence of personal experience.

Agent of change – the communication space and questioning
clicking things would do but then like last session when... Harry and Atkin and Lorcan worked on theirs. They’d all observed each other and so then it was very much about challenging the artistic... as opposed to challenging... they all, they knew how to change colours and they knew how to cut and paste the pictures and so then I was saying well would you put a snowflake there or would you put it somewhere else, you know, challenging that. Positional, structural um those sorts of concepts... And would you have a black snowflake? You know those sorts of things um, but yeah early on setting those challenges was... and they were invariable open-ended.

Anne: Mmmhm.

Gina: Not... so it was discovery-based learning. Mmmhm.

Anne: Ok.

Gina: Yeah.

Anne: Well I’ll certainly... I haven’t got a moment I’m sorry to do these reflections. Just because I’m overwhelmed with portfolios and numerous other things...

While Anne has struggled to find the time to spend with me developing her technological and pedagogical knowledge, she has, nevertheless taken steps to integrate more technology use within the kindergarten curriculum. Although she purchased an iPad for her personal use, she has been playing with and
ICT can improve communication for children, their parents, and educators.

Agent of change – improved outcomes for stakeholders
I am a passionate early childhood teacher... one of the frequently labeled “dinosaur” varieties, now living, learning and teaching in a technological world. I graduated from the BKTC in 1971 and I have pursued a profession I have wanted to be involved in for the best part of 40 years. Truth is, I am more passionate NOW than I was THEN and I put my deep and abiding interest in early childhood education down to the many inspiring children and families I have worked alongside these past 40 years. For they have taught, inspired and provoked my thinking, my development and my personal life’s journey to a point where I now feel I have more to learn... than to teach.

I first became interested in ICT in the early 80’s when my partner said, “Let’s buy a computer!” and I said... famous last words...”Why? What could a computer POSSIBLY bring to our lives?”...I have never been too far away from some form of technology since that very first Amstrad came through the door... with floppy disks!

This is not to say I am a whiz with technology... more the Luddite me... but I do value the choices, and widening horizon and the opportunities technology has the power to bring to learning... and so my journey began.
I use... a computer, a laptop, an iPod... iPhone... and iPad, two different varieties of digital camera, a digital clock, a digitised dashboard, a microwave oven... in my life... none of them with complete understanding... yet they all seem to have brought more to my professional and personal life than existed there before.

In conversation with a group of children just last week I was faced with my continuing need to stretch technologically. When discussing clocks, I was reminded by a four year old child that my perspective of clocks was limited and required challenging because it did not recognise the digital timepiece. Rightly challenged, it is not that I do not live and breathe connected to the digital world... but as a young child my perspectives were shaped by different experiences and understandings and these take time to reshape and influence. To remain a current educator, one continually strives to recognise and provoke these challenges and confront “automatic pilot” responses, such as mine in this instance, to actively teach with integrity.

I first met Gina Blackberry when she enrolled one of her children at the kindergarten where I taught. It wasn’t long before we were having D & M’s about education and technology... and, many discussions later, she asked me if I would add our early childhood experiences with technology to her action research for her PhD thesis.

A strong interest to inform, review and evaluate my professional response to the meaningful inclusion of technology in the early childhood classroom so our partnership commenced. It was a curvaceous journey through two years of occasional deep conversations and classroom participation.

The project:
My own professional growth had led me to consider, wonder about, read and explore the growing relevance of ICT in early childhood classrooms over the span of my professional
career. Keen to find a strong foundation on which to rest the use of ICT in my classroom setting to achieve meaningful and credible learning outcomes for children, my relationship with Gina emerged. Have you ever believed in the adage, “People come into your life for a purpose?” Well, I hadn’t but I am beginning to shift my thinking. And on THIS premise, I rest the scope of my continuing professional development. To be willing to shift one’s thinking, through personal questioning, research and reflection, empowers unfolding growth and development and my ensuing conversations with Gina, as we shared conversations around children’s learning, technology and her own studies, began to provoke my thinking about the possibilities of technology as a valuable tool and process for education and for learning.

When Gina asked me to contribute to this action research project, I was excited. When we commenced the process, I was scared... scared of what I thought I couldn’t do and needed to be able to do to make the learning rich and interesting. My (natural) fear was also accompanied by an excitement that, here, I had a valuable opportunity to work alongside another professional... in my own classroom... someone who had the knowledge and the skills and from whom I and we, could learn. For I work with two other early childhood assistant teachers and so the use of ”we” is an intentional inclusion here because the teaching team at CSCK have strong professional relationships and our strong partnerships through teaching and learning provides meaningful interconnectedness for children and families. It was critically important for me that we all jump on board. And we did... but at very different levels of participation and knowledge. But the important outcome of our differing levels of participation became the truly critical reflection we engaged in as each shared evolving, honest and open debate. We didn’t always agree... but that didn’t matter because if gave rich fodder for reflection about what we all thought was meaningful. Our differences have guided and informed some very worthwhile professional discussions over the past few years.
The Mentoring Process:

Gina was a generous, resourceful and enthusiastic mentor. One who was willing to listen and was capable of extrapolating our differing capabilities, roles and responsibilities and our need for provocation. Gina led by example and was aware that each of us would engage as and where we were able, available and interested.

Gina attended the learning program on a number of valuable occasions. Her participation in the daily learning program was valuable for staff, the unfolding research project, the children and the program itself. She was quietly encouraging of it all, ready to incite interest and fuel its continuance. Her modelling provided staff with rich fodder for continuing contemplation from which emerged some shifts in practice and some increases in confidence working alongside children using technology as a tool for learning through social partnerships and cross fertilisation of imagination, creativity and communication.

The following notes aim to share our teaching team’s unfolding beliefs and perspectives about early childhood education, working with children and technology and the strengths and challenges of the project.

Our evolving core beliefs about ICT in early childhood classrooms and education:

- ICT is an integral part of life in the 20 century and beyond. As such, it must underpin educational experience.
- ICT adds scope to the range of tools that can shape learning.
- Educators need to find purpose and meaning in the use of educational tools.
- ICT has the capability to add scope to communication and educate in ways that differ from traditional educational tools and, for some students, in more meaningful and connected ways.
- A collaborative use of technology, in early childhood classrooms, has the
power to connect, to communicate, to motivate, to resonate and to empower learning, and relationships.

- Partnerships in learning can be reciprocal between students and students, students and families, students and their communities, teachers and students, teachers and families, teachers and their professional communities, teachers and their local communities.

**Observations and ongoing reflections:**

- Young children are naturally attracted to sensory learning tools.
- Expanding ICT functions can broaden the scope of young children’s learning and can quickly expand and shape their understanding because of its multi-sensory nature
- ICT must be regarded as one of the many tools for shaping learning. We need rich and balanced perspectives to live and to learn.
- ICT and its sensory impact can capture the complete and unrelenting attention of some children and needs external moderation to ensure a balanced engagement is practiced
- Children are open to new ways of learning and learning by discovering potential. They are not fearful of taking risks to learn. They open doorways to exploration and understanding for teachers... or at least that is my experience.

**Strengths**

- ICT enhances collaborative classroom learning processes where different opportunities, possibilities, strengths and skills co-habit.
- ICT can improve communication and learning outcomes for many children for whom traditional methods of learning limit potential – therefore they enhance educational and social inclusion
• ICT is interactive and provides interest and scope for lateral learning for many learners.
• New challenges willingly embraced free the spirit to learn. What you learn reflects who you are and each learner grows differently and can inform and enrich the group... child and staff alike.
• Learning in partnership with children. Children are confident risk takers and willingly demonstrate the freedom of “having and go”.

**Challenges**

• Being brave and confident to start
• Maintaining credible engagement with supported guidance
• Ensuring balanced and inclusive participation alongside “playfulness”.
• Making/finding time for ongoing reading, research, reflection and follow up planning.
• Making time for personal practice with ICT to discover its potential.
• Knowing what to look for in good ICT resources and programs to introduce.
• To some extent, cost.

**A reflective critique of the project:**

I was excited by the relationship Gina initiated. Her “presence” in the classroom and her additional availability to mentor staff as together, we engaged with technology, discussed and reflected on our observations and our shared learning, a unique and supportive mentoring approach. The process she enabled was reflective of overarching pedagogical practices of investigative learning and a valuing of children and teachers both mentoring each other to grow and learn. She provided rich access to professional readings to support our thinking and learning and modeled supportive mentoring of children enabling us to increase our confidence in our growing ICT knowledge. When she was not present, it remained
challenging to problem solve some of the issues that cropped up through the children’s investigations but this was more about balancing time available with time required /skills and knowledge on hand.

Ongoing professional development in various ICT learning programs and how to apply them imaginatively and creatively to classroom learning opportunities is the next phase of our development. Also critical, is to have reliable technology for use or to have quick access to ICT support when breakdown occurs. I found the time it took me to problem solve our technical issues a HUGE frustration to the process. TIME to play to learn balanced alongside time demanded to administer early childhood requirements and responsibilities continues to impact on our expanding growth and development... but perhaps my expectations influence my perspective here.

Changes flowing from the experience:

- Deeper understandings of and beliefs in the place technology can play in children’s learning experience.
- Increased willingness to add/use technology as a tool for learning in early childhood.
- Increased recognition of the importance of the social aspects of learning with technology.
- Reduction in anxiety experienced about how to apply available technology to the learning process.
Biography:

After graduating from the Brisbane Kindergarten Teachers college in December 1970, I accepted a teaching position at a Brisbane community kindergarten in the western suburbs where I “cut my teeth”, so to say, on the practice of teaching. After a lifetime of enjoying the company of children and seeking to teach the youngest cohort, I was finally on my way... and in an exciting environment. My first community was a C&K kindy. It was a double unit centre where I had the professional support a commencing teacher always seeks, a trusting management committee, perched to develop a positive learning environment for their children and with an emerging relationship with their local community. I revelled in my good fortune and thoroughly enjoyed the teaching experience. Two years past before I decided to test the waters of “directorship”. In 1973, I accepted a position at a single unit centre in the regional centre of Mackay that spanned another two year period in my professional career. This was an equally positive experience where I discovered the power of “community” and a lifelong interest in building educational relationships with children, families, communities and... my profession.

In 1976, after a two year working holiday abroad, where I did everything else BUT teach... I came back to Brisbane to a position at one of C&K’s branch centres in Brisbane’s inner city. This was the beginning of a much deeper and much richer teaching experience... a time where I discovered my purpose; my connection to children and where I grew into an early childhood teacher with passion (over pure enthusiasm) and commitment. I began to see increasing relevance in the teaching relationship. I explored The Arts as my lens for teaching
and studied further to add depth to my knowledge and skills, undertaking Informal action research to inform my daily practices and professional development.

An opportunity to work with C&K as an early childhood consultant to centre’s around Queensland came in two different stints over the following ten years and this professional position further increased my knowledge, commitment to teaching and to children and expanded my professional development. My role there was to work alongside other early childhood professionals and their management committees advising on all aspects of teaching and management in early childhood services. As well as offering strong leadership and support to the staff and management personnel in the 20 centres in scattered regions around Brisbane and Maryborough, it was also a time of deep professional reflection and development for me, personally, and, again, the shaping of my own professional beliefs and practices continued to evolve. During my professional development here, I was responsible for planning and leading professional development activities and conferences for early childhood teachers, which enabled me to further explore practice and theory more intentionally.

Finally, I have come to rest at Chelmer Station Community Kindy, where I have taught since 1997 and where my deepest growth and relationship to children, families and community continues to evolve. Through the work I am undertaking with the families and their local community to plan for the development of a re-locating single unit centre in a community richly saturated with community early childhood centres, I have developed further in my appreciation of the value of educational partnerships, community and culture and continue to reflect on and evolve deepening understandings of the purpose and the power of early childhood education in the lives of children, their teachers, their parents, their families, their communities... and life. My journey is not done and as my professional life continues to expand, I find the old adage to be true... the more you do, the more (you see) there is to do.
Gina’s Journey

Confessions of a Novice Researcher
Confessions of a novice action researcher

Three of my children now attend the school where I first began my teaching career. Returning to the school has allowed me to reconnect with many former colleagues. Walking around the school has provided impetus for my mind to wander down memory lane and I have recalled, relived and now re-story many events and experiences from my past. A period of 22 years has elapsed since I was a new graduate. I assumed the person I was then and the person I am today would be quite different but the opportunity I have had as this inquiry unfolded to reflect on how I have changed has led me to conclude the new graduate described in Genesis is in essence the same person, perhaps just a little different. There is contradiction here which this inquiry has brought to life for me and that I now seek to explain.

Just over three years ago I was accepted to begin studying for a Doctor of Philosophy in Education. I thought I was well prepared. I was travelling with a huge suitcase, packed with years of life and professional experience, confidence, good communication skills and equal measures of intelligence and questions. I had planned to undertake this journey 12 months before I enrolled so I had also equipped myself with a head full of reading, a vision, and an action plan to execute the vision. I set out on this research journey like any intrepid traveller; full of enthusiasm and excitement mixed with nervousness and uncertainty.

I began the inquiry by conducting a review of the literature related to my topic, followed by reading about the methodologies I suspected I might employ. I sat in self-imposed solitary confinement for months, immersed in reading books and journal articles and taking notes, emerging only to discuss my progress with my supervisors. I felt confident, sure-footed, and safe here.

Emerging from this safe haven to begin working with my co-participants and collecting data, I found myself feeling awkward and unsure of myself and what I was
doing. Reading about action research and narrative inquiry was one thing, but doing it was something quite different. There was no recipe to follow, just the classic action cycle to guide our work. I found this period very unsettling. I wasn’t sure who I was – teacher, researcher or both. How was I meant to wear two hats at once? And how could I call myself a researcher anyway? This was my first attempt at conducting ‘real’ research so surely what I was doing didn’t qualify me for such a lofty job title.

As I straddled the teacher/researcher chasm, the term imposter frequently came to my mind. I felt like an imposter every time I went into my co-participants classrooms. There can be no denying I was watching them and evaluating their practice. I did make value judgements about their use of technology even though I knew this was wrong and I should have been leaving my value-laden judgements at the door. My only claim to forgiveness is that I am human and if anyone has the answer to divorcing one’s own mental lives from any inquiry, please let me know!

So very early on in the reconnaissance phase, when one of my co-participants, Alice, halts me before going into her class and confesses her dislike of technology to me, I am neither sure what I should say or do. “I’m not sure how the lesson is going to go today. The interactive whiteboard pen wasn’t working yesterday. I’ve logged a call to the help desk but they haven’t come to fix it.” Anna sighs. “I hate computers. They make these weird noises and never seem to work properly.” She sighs again and hurries off to class. For a fleeting moment I feel angry and incredulous that there is an expression of learned helplessness. Then I feel guilty. I don’t think I should be feeling like this if I am espousing research with and not on my co-participants. I carry this around with me for some time trying to reconcile how to gather data and work with my co-participants without making assumptions and value judgements.
There is another element to the guilt that gradually dawns on my consciousness. Like Alice, I too had feelings of denial and just wanting to give up. “Perhaps if I don’t turn it on, the problem will just go away,” I hear myself thinking. And then I laugh and check myself. Who do I think I am kidding? Perhaps we are not dissimilar creatures after all. This realisation was a defining moment – this inquiry is not about them, it is not about me. It is about US.

Simultaneously, to feeling like a teacher imposter, I also felt like an academic imposter. Opportunities to tutor, work as a research assistant, attend professional learning workshops and conferences and, of course, engage in conversations with my supervisors, frequently left me in awe of the knowledge some people hold. Every time someone spoke of a theory or an academic I had not heard of, I felt incompetent. Why hadn’t I heard of this person or this theory? Was my reading inadequate? Had I not entered the right queries in my literature searches? Sometimes these thoughts of being inadequate even stretched to wondering why I had been accepted into the doctoral program. Maybe someone had made a mistake!

The academic imposter syndrome was severely challenged in the lead up to and during our first formal professional learning meeting in June 2009. I was cognisant of feeling particularly anxious about how to approach the meeting because I did not consider myself to be an expert in the field. I wrestled over whether to use a teacher-centred or learner-centred approach and finally settled on the former. There were several reasons why I adopted a teacher-centred approach. Firstly, it was the form the teachers were most familiar with. It therefore seemed the most sensible if I was trying to create a relaxed and comfortable environment for them. I didn’t want them to feel vulnerable about their lack of knowledge or the approach taken to the learning. I was also mindful of Anna’s loathing of technology and knew she would be operating way out of her comfort zone. The teacher-centred...
approach resonated with me too somewhat. It was the dominant approach during my teacher training and whilst I have subsequently moved away from that model and embraced a more constructivist approach, the teacher-centred approach provided me with more control over what was covered. There was a sense of security in knowing that at the end of the session we would have covered certain things that I saw as important to the realisation of this research and that the PD sessions were not “wasted” from my point of view.

Abominable sums up our first professional learning session together. I felt nervous and I perceived my co-researchers felt threatened and were defensive. I imposed activities on them (as opposed to finding out what they wanted/needed) to maintain some control over content and process but the learning context was far from authentic or relevant for them. For me there was a tension between making the learning authentic and maintaining control over the direction in which I wanted the research to go.

At the time I wrote:

I am feeling like a fake and a fraud. I am used to being the authority on a subject and being in control. In this I have little control and I am not the expert in anything I am doing. The reading I have done has provided me with some great background and insights but I feel like I am pretending and it’s not a good feeling. I feel like I need to hide away and spend some more time trying to figure out how to do this research. Despite lots of reading I am still very unsure of the process. There is a big difference between reading and doing! (Personal learning journal, August, 2009)

I retreated back to my solitary cocoon, content to read and substitute personal experience for a more vicarious one. I felt my ethical and moral compass was on shaky ground. This was further exacerbated by the news that one of my participants was
TURNING TEACHERS ON TO ICT: ACKNOWLEDGING THE PLACE OF COGNITIVE AND AFFECTIVE CONSTRUCTS IN ICT-RELATED PROFESSIONAL LEARNING

withdrawing her participation due to a medical condition. At the end of 2009, my already unsure sense of direction was further rocked by news that the remaining two participants would be moving up to teach different year levels. What I had planned to be an investigation focusing on early years’ teachers’ attitudes and beliefs had imploded and I ran to my then supervisor, Margaret, for comfort and support.

Reassured by Margaret that everything would be alright and this was not uncommon in action research, I proceeded to record a conversation I had arranged with the Prep teacher (Deb) before she was told she would be moving year levels. Then the unimaginable happened. In what felt like the ultimate blow, I lost the recorded conversation. For some inexplicable reason, despite practice recording sessions, the new iPod and microphone I had purchased solely for capturing data malfunctioned and deleted the recording. Feeling sick to the pit of my stomach, I raced to the Mac shop for help but it was to no avail. The technician had never seen the problem before and could not retrieve the data.

As tears well up in my eyes and the frustration, devastation and despair wash over me, I deeply sympathise and completely understand why many of my teaching colleagues avoid or try to avoid wherever possible, working with technology. I have just lost a conversation recorded on my iPod. Not any conversation but a focused and incredibly important one. This conversation was to have been data for my research. The complete despair is fuelled by this having happened not once but twice. And so it is that I empathise with my peers. As my tale of woe shows, it is not only the technologically challenged who struggle with technology. The technology itself can be a beast and despite your best efforts, sometimes it cannot be tamed. Optical drivers do fail, systems crash and data is lost for unexplained reasons. This is a lesson that must be learned by teachers, and the earlier it is, the less heartache (maybe!). (Personal learning journal November, 2009).
The beginning of the 2010 school year saw Deb move to a year 4 class. She was dealing with change on so many levels that I decided to stay away for the first half of the year and let the dust settle for her. I approached her just before the end of the second term and she agreed to begin participation the following term.

Leading up to the first action cycle with Deb, I reflected on the professional learning session I had led in 2009 and it made my stomach turn. My journal noted changes in my thinking and practice:

I realise I did so many things in that session that I would not do now! Standing and instructing my co-researchers in what to do and how to do it was just so wrong! The literature on successful professional learning points to the learning being timely, relevant, and constructivist; three criteria I did not meet. I imposed what to do, how to do it and some of the teachers saw PowerPoint as irrelevant to their needs (even though it was something Deb said she needed to revisit). As I turn my mind to planning the PowerPoint animation session with Deb, this time I know the learning will be timely and relevant to what she is doing. Now to approach it using constructivist principles... Realistically, I understand from experience that it is impossible to know everything about a given piece of software. I have come to the belief that it is better to operate from a position of knowing what the software can do and how this might be used in a teaching and learning environment; to realise its potential. I think it’s important to have time playing with the software to discover some of the things users might be able to achieve. From this platform, armed with some knowledge of the technology, it is possible to plan technology integration in the classroom. (Personal learning journal, July, 2010)

Metacognition has allowed me to see that uncertainty has characterised much of my thinking but that it has been practice and reflection on that practice that has allowed me
to replace uncertainty with new knowledge. If we don’t challenge our thinking, how can it change and develop?

Although at this point I felt more confident about my pedagogy, we were in the very early stages of developing the mentor/mentoree relationship and I had a heightened sense of awareness and responsibility about developing an honest, trusting and open relationship with Deb. In retrospect, I probably over-compensated, trying not to be too confronting or demanding. I secretly worried that if I expected too much, Deb might be scared off and I would lose another co-participant. I was in a constant state of self-analysis, critiquing my actions and trying to be the perfect facilitator!

Today I did something I’m not sure an action researcher is meant to do. Deb had just agreed to my suggestion that the students present their narratives as an animation. Then she said, “so you’ll be teaching the animation?” and I said, “No I want you to do that.” Now I am feeling really bad. I know that in placing that expectation on her, I have made her feel really uncomfortable and anxious. I tried to allay her fears by saying we would be working together but I’m not sure that worked. Placing this demand on her could have pushed her to a point where she decided she didn’t want to participate in the inquiry anymore. (Personal learning journal, October, 2009)

My fear was unfounded and Deb and I agreed to spend some time together playing with the software before the lesson. This time as my journal notes, I opted for a more constructivist pedagogy.

Drawing on my years of teaching Film and Television, I also believe it is really hard to teach technology to people using a lock step approach. Some people learn more quickly, while others are slower to master skills. Those at either end of the spectrum get frustrated
and then they’re lost. (How many times have I seen that happen at teacher PD?) Rather than teaching Deb how to animate using PowerPoint, I really want to act as a guide. After initially walking through the basic functioning (creating a new slide, backgrounds, colour, fonts, size etc.) and demonstrating how to import pictures from the internet, I think it will be important for us both to just play around and share what we have done and how we achieved it. I must say though I am nervous about it. The fluidity feels almost like I have no plan and that makes me feel a little anxious. I think I’m also feeling that way as I know a lot rides on the success (or failure) of what Deb and I are trying to do. (Personal learning journal, July 10)

As things began to work, my uncertainty tempered and gave way to feelings of relief. Much of this relief emanated from observing the students working independently and really engaging in problem-based learning. There was also a deep sense of relief mingled with excitement that Deb was opening herself up to the possibility of change and questioning her practice. I began to realise I had struck gold with Deb for here was a teacher who was really prepared to be critical of her practice, who was deeply metacognitive and who set the bar high both for her students and herself. Working with such a professional made me happy as I realised this was not only a meeting of like minds, but that our work was a powerful professional learning opportunity for me too. Our work meant that we deeply shared and understood the highs and lows of the change process.

I feel so happy and relieved that things went well today for Deb. She handled the facilitation by asking the students questions and setting challenges and they appeared to enjoy this. There was almost a competitive air in the room as Deb asked the students to find out how to do something. Working in this way allowed Deb and I to assist the students (where we could), to encourage students to share with other what they had done and how they had done it and it also gave us time to observe learning and vicariously learn how to do things too! I now feel more confident that this approach is going to work. (Personal learning journal, July 2010).
As Deb’s confidence grew so too did her independence. She began to create resources using ICT without my help, found new software, and joined online communities of practice. My role as facilitator began to shift accordingly to be more of a mentor and critical friend. However, a collaborative session to write a paper for the INet online conference made me realise I had assumed Deb’s confidence extended to sharing her new practice with others. I was wrong!

Today as we committed to writing about our experiences of integrating ICT into our practice, I was struck by a contrast in Deb’s confidence. The other day she was exuberant but today it was tempered. She questioned the legitimacy of writing about our experiences with PowerPoint because it is old software, however, I think our experiences are legitimate. Even so, putting our ideas out in the public domain is daunting as we are opening ourselves up to potential criticism. It is good to be working collaboratively as we can take it in turns to support each other through our crises of confidence. (Personal learning journal, October, 2010)

Our paper was published in the iNet educator online conference. A copy is also included in the appendices of this thesis. It was exciting to see our work published but it was even more thrilling to get such positive feedback and responses. We realised that in opening our practice up to public scrutiny, we were in fact enabling conversation, debate, and learning. It wasn’t a matter of how good our work was, or that it defined us. Rather, we were sharing our experience of change and a moment in time and context that could not be replicated by others but from which others might learn, adapt, and implement in their own ways. Sharing our learning created the opportunity for us to reflect on where we had been, where we were, and where we were going. We hoped our reflections would enable others to reflect upon their own practice and encourage some to take those first steps towards change.

Our increasing confidence enabled us to envision ourselves in conference presenter mode! Late in 2010 we wrote and submitted three abstracts for the 2011 IWB Net conference
in Melbourne. To our amazement and utter delight, each proposal was accepted which in turn fuelled our confidence and belief in what we were doing. Again our excitement at this external form of validation was mixed with anxiety as we recognised this time we will be opening ourselves up to scrutiny in person and not over the internet. Collaboratively we talk through our ideas for presentation content and form and set ourselves the task of learning to use Prezi instead of PowerPoint.

Again Deb has upped the ante! As we were setting up for her workshop presentation about WebQuests, she bursts out with the announcement that she has made a Prezi. All I could do was laugh. Sometimes she is like a dog with a bone. All I have to do is throw her an idea and she’s off with it and persists until the job is done. Again, I am in awe of the way in which she has embraced change. She now sees everything as an opportunity for learning and although managing time is still somewhat of an issue, it is no longer a primary concern. Time in and of itself is no longer the issue. Rather she concedes it is a matter of value for time. (Personal learning journal, March, 2011)

It was such an incredible feeling to share our learning with our peers from around Australia at the conference and for them to see its value. Both of us had so many positive comments about our presentations and the worth of what we had to say. For me, it really validated the research I am doing and drove me to keep going.

As I reflected back over my time working on this inquiry, I kept asking myself what have I learnt? What am I taking away with me from this process?

Firstly, I have learnt so much about myself. I have come to understand how past experience has shaped the person I am today. I see how events have shaped both my thoughts and feelings. Metacognition has allowed me to see that uncertainty has characterised much
of my thinking but that it has been practice and reflection on that practice that has allowed me to replace uncertainty with new knowledge. If we don’t challenge our thinking, how can it change and develop? I am more metacognitive now both in my personal and professional life because if I know why I think a particular way I can do something about it. Being more metacognitive has been an empowering experience!

Professionally, I have been enriched in ways words do not even begin to account for. Undertaking such an inquiry has afforded me the opportunity to hone obvious research, time management, and people skills. While I came to this inquiry positioned as a researcher and facilitator, I now understand what it means to function in these roles and the skills that are required to support someone through the change process. There is so much more to being a capable facilitator and researcher than I first realised! I have learnt too that so much of our practice as teachers hinges on our mental lives and this has caused me to start thinking about the implications of this for teacher education.

Personally, I have been very privileged to work with two very conscientious and passionate teachers. Deb’s perseverance and willingness to experiment and trial new ideas has been inspiring to me and made me want to be the best that I can be. Our collaboration was not only professionally fruitful. At some indefinable point during the process, our professional working relationship transcended into a friendship. Although the data collection for this inquiry ceased at the end of 2011, Deb and I are still in regular contact. We email, text, post Facebook messages and catch up for coffee or dinner to talk about our respective work with ICT, defer to each other for advice, share ideas, and solve problems.

Anne and I continue, when time permits, to have conversations about ways ICT can be used with young children in early childhood settings. In true emancipatory style, she seeks opportunities to engage parents and other educators in this conversation and so for us, the action cycles will continue.
Looking back over this journey, I see the paths we have travelled have not been that different. Each of us struggled with uncertainty. Our thoughts and feelings about ICT were powerful influences over our practice but we are proof that they can be challenged and changed. (Personal learning journal, September, 2012)
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CHAPTER 5: Flying High

Preparation for Landing

35,000 feet above ground level, en route to Singapore.

“Ladies and gentlemen, as we are expecting turbulence for the next ten to fifteen minutes the fasten seatbelt sign has been switched on. Could you please return to your seats and fasten your seatbelts. Cabin crew will be seated at this time and cabin service will therefore be temporarily suspended. Thank you.”

The announcement rouses my state of consciousness from restless dozing to fully alert. I am not an especially nervous flyer, but on this occasion I am flying without my children and, as the turbulence increases, so too does my anxiety. “Will this big metal bird actually survive being tossed about in the stratosphere and land safely?” It is a thought that gnaws away in the back of my mind until we do touch down safely.

Many times during this inquiry I have worried about whether I would succeed in navigating my research to a “safe landing”, my metaphor for a satisfactory conclusion. In essence, this chapter is the landing where I will discuss the data reported in Chapter 4 in light of the questions that guided this inquiry:

- What were our mental lives about ICT at the beginning of the inquiry and how did our mental lives impact upon the process of acquiring new knowledge about ICT?
- What impact do our mental lives have on our adoption of TPACK and constructivist pedagogies?
- What features of action research facilitate the identification of teachers’ mental lives and contribute to their development of TPACK?
Interpretation and discussion of the data are located within a social constructivist paradigm I have used in collecting and analysing them and in generating the various narratives. The value in using this framing is the enablement that stems from its rejection of the positivist, value-free espousals of traditional research (Cardno & Piggot-Irvine, 1996) and acknowledgement of the unique and varied perspectives of participants. Therefore, the arguments I have made are reflexive, multivocal and interpretive (Mason, 2002). In doing so, I do not purport to direct what will work in future situations, but aim to help the reader of this thesis to understand what worked in a particular context with particular individuals. Thus, findings emanating from this inquiry do “not supply rules for action but hypotheses for intelligent problem solving” (Auld et al., 2008, p. 41).

**What were our mental lives about ICT at the beginning of the inquiry and how did our mental lives impact upon the process of acquiring new knowledge about ICT?**

“Individuals live storied lives on storied landscapes” (Connelly & Clandinin, 1999) thus it was to be expected that Deb, Anne, and I would come to this inquiry with different experiences and mental lives about ICT. Generally speaking, our prior teaching experiences with ICT were qualitatively and quantitatively limited due to our anxieties about using technology together with our lack of knowledge about it. Furthermore, when we did use technology, we were plagued by technical difficulties. Thus, our prior experiences using ICT could be simplistically described as ‘negative’. These experiences played a powerful role in determining the decisions we made with respect to ICT use, its integration and indeed our very participation in this inquiry. However, despite the varied nature of our experiences we were all united from the outset by a common element in our mental lives: uncertainty.

In addition to being uncertain about ICT, there were many other factors in our mental lives about which we were uncertain. These included: how to use various types of hardware and software, our pedagogical opportunities and choices in relation to using ICT, the way the inquiry process would unfold, our expectations of each other, the amount of time
we would need to commit to the inquiry, and how our work environment might be affected by participation in the inquiry. In addition, we all experienced a sense of wariness and intrepidation at the notion of change itself.

Uncertainty as a feature of our mental lives

Uncertainty was a characteristic of all our mental lives but it was reflected quite differently in the ways we thought and felt. Cognitively, Deb’s uncertainty stemmed from assumptions she made about the ICT skills of other teachers and this translated into her thinking, “Everyone knows more than me” [Transcript 1]. She was also conscious of her inexperience using ICT and this resulted in her expressing statements like, “I don’t even know the stuff that’s out there” [Transcript 27] and “I’m so dumb” [Transcript 7]. This thinking led Deb to pose questions such as: “Am I the only one who doesn’t know about this?” [Transcript 27] and “Am I a slow learner?” [Transcript 19]. Being cognisant of her ICT ineptitude left Deb feeling hopeless, dejected, and vulnerable which resulted in comments like, “I’m just going to go back and study interior design, computer-aided design ware” [Transcript 27]. Posing these rhetorical questions and off the cuff remarks to ourselves and sometimes to each other was our way of conceiving the gaps in our knowledge and pitting this against what we believed to be the ‘norm’ where other teachers were doing amazing things or achieving more with ICT. “My learning curve is going to be so steep” [Transcript 27].

On the other hand, Anne was cognisant of being labeled a “dinosaur variety [teacher], now living, learning, and teaching in a technological world.” [Anne’s narrative] She was aware of her need to confront and challenge her practice technologically speaking and she professed an “interest to inform, review and evaluate my professional response to the meaningful inclusion of technology in the early childhood classroom” [Anne’s narrative]. However, she conceded affectively this left her feeling both scared and fearful but excited.
Sometimes we posed questions to each other like: “What do we do?” [Transcript 25] and statements like “I’m not sure” [Transcript 25]. Articulating our thinking allowed us to identify and share with each other what we didn’t know and this, in turn served as a first step in finding answers. Questioning was one of the first elements of our professional development model that supported the change process because in seeking and obtaining answers we had to form new knowledge. However, obtaining immediate answers was not always possible.

My developing knowledge of digital information and communication technologies and status as a novice action researcher meant there were various times during the cycles when both Deb and Anne posed questions to me for which I had no answers. Far from being detrimental to supporting change, these occasions were in fact a critical part of the success of the action research approach as both Deb and Anne were able to see that I didn’t have all the answers they were seeking. For Deb this helped to eliminate feelings of being less competent than me and of being judged by me which in turn led her to feel more comfortable about working with me. In instances where I was unable to answer a question, an authentic problem-based learning environment was established and subsequently we were able to investigate a real problem as the cause of our uncertainty and work to find its solution.

At other times our uncertainty resulted from our unfamiliarity with the action research process and our continually evolving working relationship. “Sometimes I feel like I’m wasting your time” [Transcript 20]. On occasions my communications with Deb were either unclear or misunderstood which resulted in questions like: “I’m not sure what you want me to do” [Transcript 9] which promoted the same action from us in seeking clarity about the confronting issues and planning for appropriate resolution. Or we had misgivings about the quality of our work when we compared it with others. On occasions when our work was different to what we had seen others do, we were uncertain about its worthiness and therefore whether we should share it with others “And isn’t it funny because mine’s very
involved but I’m still hesitant to publish it because I think is it good enough?”

[Transcript 12] and

D: I don’t want to publish it here.
G: Mmmh? Until you... know that it’s good?
D: Yeah [laughing] [Transcript 12].

What were we uncertain about?

My analysis of our data told the story of us having uncertainty in our mental lives in relation to the sets of knowledge we were trying to develop: technological, pedagogical, and content (Mishra & Kohler, 2006). Thematic analysis of the data generated from this inquiry also indicated there were other matters about which we were uncertain but that needed to be considered as a consequence of our intention to develop TPACK. Some of this uncertainty related to the educational settings in which we worked and in particular, to the school leaders, school culture, and significant others within the school setting. Another dimension of our uncertainty was generated by our decision to participate in this inquiry and emanated from our mental lives about change, the inquiry process, and the time commitment required.

This inquiry was concerned with identifying, documenting and, where possible, explaining reasons for our specific thoughts and feelings. In the following section I have attempted to describe these often implicit, tacit aspects of our mental lives in relation to developing our technological, pedagogical, and content knowledge (TPACK), our work environment, and the inquiry process itself.

Stressors

Items in our data such as technological dilemmas, pedagogical concerns, and content issues indicate we were uncertain about a range of matters. I have termed these matters ‘stressors’ because they functioned to raise our anxiety levels, or caused tension and frustration. I contend we thought about these stressors in unhelpful ways that in turn
generated unhelpful feelings. They combined with stressful force, either reducing our use of ICT, or preventing us from considering its use at all.

**Technological stressors.** Our technological stressors included:

- difficult computer access and inappropriate student-to-computer ratios [Transcript 25; Transcript 26; Transcript 8; Transcript 6; Transcript 10; Transcript 19].
- the unreliability of the hardware [Transcript 12; Transcript 3; Transcript 4; Transcript 26; Transcript 7; Transcript 8; Transcript 6; Transcript 10].
- unfamiliarity with software options and capabilities [Transcript 25; Transcript 26; Transcript 7].
- how to use hardware or software [Transcript 20; Transcript 17; Transcript 16; Transcript 12; Transcript 10].
- it might be used to make our work easier [Transcript 28].
- inability to locate age appropriate on-line resources [Transcript 20; Transcript 9].
- the slow response of ICT Help Desk staff when problems arose [Transcript 6; Transcript 9].

Our concerns about unreliable and often inaccessible technology, together with inadequate support add to the existing body of literature that claims external factors such as school and infrastructure may function to impede teachers’ use of ICT. Perhaps more interestingly, however, is the new understanding that teachers internalise these so-called external problems. In other words these issues become personal and internalised problems that we had to confront in order to facilitate our use of ICT. In relation to technology our mental lives were characterised by:

- believing we were “so far behind” technologically, that it would be hard to “catch-up” [Transcript 7; Transcript 26; Transcript 28].
- perceiving we had a lack of ICT skills [Deb: Transcript 26; Transcript 25; Transcript 28].
TURNING TEACHERS ON TO ICT: ACKNOWLEDGING THE PLACE OF COGNITIVE AND AFFECTIVE CONSTRUCTS IN ICT-RELATED PROFESSIONAL LEARNING

Transcript 24; Transcript 7; Diary Excerpt 1; Transcript 12].

- thinking it would take us a long time to learn the software programs [Transcript 2; Transcript 15; Transcript 19; Transcript 20; Transcript 26].
- feeling that we didn’t have time to learn about ICT [Transcript 26; Transcript 7; Transcript 9].
- worrying about being left alone to work out our problems [Transcript 19; Transcript 12; Transcript 11].

At first Deb was consumed by thinking about all the possible, “What if this happens” scenarios in an attempt to eliminate all the things that could go wrong. This initially heightened her anxiety levels but subsequently expanded her awareness of what she needed to successfully teach with ICT.

**Pedagogical stressors.** The other area of knowledge that Mishra and Koehler (2006) had advocated teachers acquire was pedagogical knowledge. Our data showed that attempting to do so had also acted as a stressor. We had perceived the need to change our pedagogy, but we did not know what needed to change or how to make the changes. We were stressed by this and internalised these stressors as:

- wondering how to transition from a largely teacher-centred pedagogy to one that was more student-centred [Transcript AE; Transcript 23; Transcript 25; Transcript 26] and documenting this [Transcript 20].
- questioning how ICT might support students’ learning [Transcript 25; Transcript 26].
- worrying about how the students would respond to learning using ICT. [Transcript 19; Transcript 25 Transcript 26].
- worrying about whether the students would be capable of using the technology and the degree of support they would require [Transcript 19; Transcript 23;
TURNING TEACHERS ON TO ICT: ACKNOWLEDGING THE PLACE OF COGNITIVE AND AFFECTIVE CONSTRUCTS IN ICT-RELATED PROFESSIONAL LEARNING

Transcript 25; Transcript 26].

- questioning whether what we were doing was any good [Transcript 14].
- All this wondering, worrying, and questioning made us feel nervous and apprehensive of the imminent changes [Transcript 7; Transcript 25; Transcript 26].

Content stressors. During the inquiry we discovered that adopting a technology-centred pedagogy sometimes required us to use of web resources. Three content stressors we associated with the use of web resources were:

- finding web resources that supported the curriculum and that were age-appropriate [Transcript 9; Transcript 12; Transcript 20].
- ensuring students are cyber-safe while accessing the internet or online software tools [Transcript 2; Transcript 26] and,
- responding to students' inappropriate use of web-based materials such as copying and pasting large chunks of text from web pages [Transcript 2; Transcript 25].

In addition to uncertainty about our knowledge of technology, pedagogy, and content, our data show we held strong and often unhelpful thoughts, and feelings about ourselves. These mental-life features of who we were and what we were doing were dynamic and pervasive, and functioned to prevent us from independently taking ICT-related risks and therefore attempting pedagogical or technological change.

Mental lives about ourselves

The data showed our mental lives about ICT were strongly focused on ourselves in relation to using it: specifically our lack of confidence in using ICT and what we perceived as the potentially negative impact that using it might have on us. We perceived each of these stressors as potential threats to our senses of self as capable teachers, our confidence, and competence. In addition, we were cognisant of the time commitment required of us to
make changes to our practice and this functioned as an additional threat to managing our already over-committed workloads. Our data show our mental lives about our ICT skills and capabilities were significant and in part responsible for our low rates of ICT integration. We all believed ourselves to be capable and highly skilled educators but perceived our ICT skills were weak or lacking - and this made us feel vulnerable and worried [Transcript 7; Transcript 25; Transcript 26]. It was this perception that functioned to prevent us initially from moving outside our comfort zones and staying there in turn prevented us from challenging our perceptions of ‘skilled’ and ‘capable’. In this place we felt safe and secure.

**Mental lives about time**

Initially time was a very important consideration for us. The general ‘busyness’ of our daily professional lives impacted each of us as we struggled with the conflicting demands on our time. Both Deb and Anne’s weekly ‘busyness’ included: contact teaching time with students, planning, preparation, marking, professional reading, and negotiating curriculum changes, attending to pastoral care issues, liaison with parents, and attendance at staff/subject/ and year level meetings. The constancy of this regime resulted in each feeling under pressure to find the time to fit it all in and this manifested itself in feelings of stress that were verbalised as, “Oh God I’m not sure I’ve got time” [Transcript 9]. When teachers are expected to undertake more work, such as professional learning, they may perceive this work to be a threat to their precious time. Identification of the significance of time for teachers makes Deb and Anne’s initially tentative agreements to participate in this inquiry both understandable and reasonable. Our findings support the literature that reports time as an external barrier to ICT integration (Mumtaz, 2000; Cuban, 2001).

What also emerged from the data was that time in fact formed a critical aspect of our mental lives which impacted our decisions about ICT professional learning opportunities and ICT use. It may be concluded from our early narratives that time is a precious
commodity for teachers and may function to prevent them from participation in professional learning initiatives; a type of currency that may be traded and adjusted as needs and circumstances prevail.

Teachers’ beliefs about professional learning being time consuming function as a significant internal barrier to their willingness to participate in ICT professional learning and classroom integration. This suggests that time, and more specifically the four key time-related constructs identified below, may be an important strategic consideration for professional learning facilitators and one that needs to be discussed very early on in action research projects.

Our participation in the ALAR cycles revealed four key time-related constructs about ICT in our mental lives.

1. “I don’t have time”
2. Learning about ICT is time consuming
3. Using ICT is time consuming
4. Using ICT can waste time.

**1. The “I don’t have time” construct.** The data consistently revealed narratives of our mental lives about time. The conflicting demands of teaching and the “busyness” of school days were frequent topics of conversation in this inquiry [Transcript 8; Transcript 19; Transcript 25; Transcript 26]. For Deb, trying to fit everything in to the day was a constant struggle. Her “busyness” was compounded by the fact that she was new to the year level and therefore much of her time was taken up familiarising herself with curricula and planning teaching content, resources, and time frames for completing units of work. Coupled with her general “busyness”, her perception that learning how to integrate ICT would be time consuming, led her to conclude that she did not really have the time to learn about ICT [Transcript 10; Transcript 19; Transcript 26].
Anne’s time dilemma was somewhat different. Her position as the sole teacher and director of a one-unit kindergarten, meant there was the constancy of working with students without relief and once the children had gone there was planning, writing reflections, and other general administrative duties to attend to. In both Deb and Anne’s cases, the regular day-to-day “busyness” of teaching resulted in them experiencing feelings of pressure and tension. Their coping mechanism was prioritising tasks out of necessity rather than personal interest or perceived need, thereby effectively eliminating learning about ICT.

In this inquiry both Deb and Anne perceived professional learning to mean more work for them and therefore it was a potential threat because it could impinge upon their already overburdened workloads. Both had expectations of having to spend copious amounts of their personal time learning ICT skills. Their mental lives in this regard can be attributed to their previous experiences of traditional forms of professional development which were premised on drill and skill activities and then necessitated them spending their personal time revisiting these in the context of their own schools, curricula, and pedagogy in an attempt to try to make them all fit. They were left to negotiate the messy process of change without support or help. Furthermore, school leaders never appeared to take an interest in whether they utilised the knowledge and skills gained from professional development workshops. In the absence of checks and balances, it was easier, less stressful, and less time consuming to maintain the status quo and continue on without making changes.

It is understandable then that when there is the suggestion of change and professional learning that may impinge upon an already unmanageable workload, teachers perceive it as another threat in terms of time and may avoid participation or not heed the change message.

2. The “Learning to use ICT is time consuming” construct. Compounding the “I don’t have time” construct found through the data was a “Learning to use ICT is
time consuming” construct. Deb’s perceptions of lack of time and her “busyness” were compounded by a belief that a) she needed to be competent in using the software before allowing students to use it, b) that learning to use the software would be time consuming, and c) that scaffolding and incorporating ICT into regular classroom practice would time consuming and that it would be a further drain on her time [Transcript 19; Transcript 20; Transcript 25; Transcript 26]. Her perceptions were based on previous experiences of attending ICT professional development type workshops. Despite having been given teacher release time to attend them, she had always found a need to spend additional time after this type of professional development to revisit content and practice using the software. She always did this in her own time. At the start of our time together, Deb had believed that she needed to spend time learning how to use software before explicitly teaching with it or about it. This was driven by a conviction that she needed to know how to use it before teaching it to the students. This belief necessitated us spending some time together playing with PowerPoint before she used the software with her students.

3. Using ICT is time consuming. The perception that ICT use is time consuming for both teacher and students was another recurrent theme in my data [Transcript 8; Transcript 19]. Even when Deb admitted to seeing the potential of ICT and was excited by the possibilities she was still worried, “about how’s this all going to work time-wise” [Transcript 9].

Teachers use of ICT. As we progressed through the AR cycles, Deb and I began to differentiate between software that we needed to be familiar with and “pedagogical software”, or software that we needed to know how to use to create WebQuests or use the IWB. Deb needed to spend more time developing proficiency with pedagogical software. As expected, this took time. Deb researched and created the WebQuest during school holiday time. Despite it using a template, she had encountered some problems with attaching documents and publishing it, and this had delayed her using it with students while she collaboratively solved the issues with me.
Students use of ICT. At the beginning of our work together, Deb expressed concerns about the time it would take students to create digital materials [Transcript 25]. Her perception was based on her knowledge of work that needed to be completed during the term and her lack of knowledge about students’ capabilities with ICT and animation processes. She concluded she needed to scaffold the learning using an explicit lock step instruction approach and that the students would take time to master the software before completing their task and this created an additional stress on her time management.

4. The “Using ICT can waste time” mental construct. Throughout the inquiry Deb commented upon her perceptions of how ICT can waste precious class time [Transcript 25] and preparation time [Transcript 11; Transcript 12; Transcript 19; Transcript 20]. Her perceptions were constantly reinforced during the ALAR cycles in this inquiry as issues of computer access and reliability were problematic and ongoing. Furthermore, when technical issues arose, the system of reporting and ultimately fixing the problem was far from teacher-friendly. Poor communication from the ICT help desk resulted in delays for teachers requiring assistance and these delays translated into lost time and productivity for teacher and students. Adding to her frustration, when problems were finally fixed, the solutions were often simple and she reasoned might have been communicated to her to action. The frequency of dealing with these issues led Deb to conclude that using ICT would probably lead to wasting precious time. This insufficiency in and inadequate resourcing were consistent with an extensive literature (Rogers, 2000; Lai, Trewen, & Pratt, 2002; Cuban et al., 2001; Yelland, 2005; Zhao, Pugh, Sheldon, & Byers, 2002) about sources of frustration for teachers.

Mental lives about participation in the inquiry

Our decision to participate in this inquiry generated anxiety and tension because we were all uncertain about the inquiry process and how it would unfold. Some of these anxieties were common to each of us while others were borne out of my role as facilitator.
The uncertainties we had in common included:

- being unsure how to proceed or what to do at times [Transcript 19].
- endeavouring to establish professional working relationships which entailed trust, respect, and honesty [Transcript 20].
- knowing what was required of us in our role as participant or facilitator [Transcript 20].
- setting the boundaries of the inquiry in respect of establishing confidentiality, and privacy [Transcript 19; Transcript 1].
- making the time commitment needed to participate in the inquiry [Transcript 19].

In addition to these common concerns, as the facilitator, when we began our collaboration, I was very aware of my virginal status as an action researcher. My initial inability to answer some questions Deb and Anne had about the inquiry had left me feeling like an imposter and very inadequate. At first, my anxiety levels were extremely high too because I was desperate for the inquiry to succeed, but kept anticipating negative outcomes like worrying about participants withdrawing or the research endeavour failing. These anxieties had resulted in a raised level of consciousness about what I said and did and caused me to censor both. These over-compensatory actions can be directly attributed to my mental-lives state.

**Mental lives about our work environment**

While this inquiry aimed at changing individual teachers practice with ICT, the context of Deb and Anne’s working environments was a significant issue in their mental lives that at times impacted on several levels with their ability to change. Most notably school leadership [Transcript 1; Transcript 6; Transcript 8; Transcript 9; Transcript 10], access to resources [Transcript 3; Transcript 4; Transcript 6; Transcript 7; Transcript 8; Transcript 10; Transcript 12; Transcript 19; Transcript 25; Transcript 26], and school culture and teaching colleagues [Transcript 1; Transcript 2; Transcript 6; Transcript 9; Transcript 26] featured heavily in our mental lives in ways illustrated below.
School leadership

Initially leaders in the respective schools espoused support for the inquiry and we anticipated they would take an interest in our endeavours at change. This assumption was based on previous experiences of school leaders’ support for change and that they valued our endeavours. Our expectations were largely unmet.

Deb often expressed disappointment that the principal at her school espoused a culture of ICT for teaching, but that she received little moral or professional support for the significant technological and pedagogical changes she was attempting to make. “I’m not here where I am because of the school. I’m where I am because of me and my students and what I’m doing with you” [Transcript 1].

Furthermore, Deb became frustrated when the principal neglected to acknowledge her invitations to speak and present at professional learning conferences and workshops. Deb returned from these events cognisant of the fact that she had valuable ICT-related knowledge to share with her peers but the principal either did not recognise these valuable opportunities for in-school professional learning or overlooked them in preference to outsourcing ‘experts’.

In contrast Anne’s work environment was quite different. Although her kindergarten was affiliated with an independent central governing body, she worked autonomously and was only required to submit planning documents to the governing body for scrutiny. As the leader of her kindergarten, Anne assumed responsibility for her own professional learning. For sustenance and feedback, she turned to her work peers and the wider kindergarten community. In terms of ICT, my role of mentor was a very important one, in that it provided her with a level of technical and pedagogical support that she was unable to get from her usual advocates. “I was excited by the relationship Gina initiated. Her “presence” in the classroom and her additional availability to mentor staff as together, we engaged with
technology, discussed and reflected on our observations and our shared learning, a unique and supportive mentoring approach. The process she enabled was reflective of overarching pedagogical practices of investigative learning and a valuing of children and teachers both mentoring each other to grow and learn” [Anne’s narrative].

**Our mental lives about work colleagues**

In addition to school leaders, we had mental lives about our teaching colleagues and ICT support staff that adversely impacted our use of ICT. In this context our mental lives centred around perceptions of who had control and power. Anne was cognisant of the overt resistance to the use of computers by one of her support staff. However, as the Director of the Centre, she effectively had more control and power over the decision to use technology in the program than her colleague and therefore the colleague’s attitudes and beliefs did not prevent her from incorporating computers into the curriculum.

On the other hand, Deb reported her colleague initially stifled her opportunities to integrate ICT. As the ‘new kid on the year level’, Deb perceived she did not have the freedom and autonomy to make changes to the curriculum she inherited because the other year level teacher had been in that position for some time. This made Deb feel powerless because she didn’t believe she was in a position to challenge or change what was already implemented [Transcript 2; Transcript 26 ]. In this instance it would appear that an unspoken pecking order or unofficial form of gate keeping was effectively at work, silently inhibiting innovation and change.

Our data show Deb also had mental lives about ICT support staff that were a significant obstacle for her. Previous experiences dealing with these people had allowed her to form a belief that they were often rude, condescending and treated teachers as if they were stupid. Furthermore, they unwittingly fuelled her reluctance to use technology because they
responded to technical issues only via lodgment of a work order ticket generated by a Help Desk. Deb rightly saw that this system had completely disregarded the individual needs of teachers, the degree of difficulty in solving the issue, and the immediacy of the problem. Help Desk requests frequently resulted in the norm for response turn around being two to three days. When we began working together, Deb perceived these school factors to be external barriers and therefore beyond her control.

Our ICT knowledge and practice domains

The overabundance of data generated during qualitative inquiries is well noted in the literature and finding ways to manage and write about it without losing the thick, rich descriptions has been an ongoing challenge for me during the writing phase of this inquiry. Thus, I have attempted to synthesise the domains of practice relevant to this inquiry into tabular form. Each of the three tables below represents where we were at individually at the beginning of the inquiry in terms of our knowledge and practices. In addition, it to illuminates the social and cultural contexts within which we worked. The tables have been adapted from Kemmis and McTaggart’s (2012) tabular representation, monitoring changes in my own practice.

The timing for the generation of these tables has been critical. While we might have created them at the beginning of the inquiry, I suggest our ability to accurately represent the domains of practice would have been compromised by our need to mask the truths that made us feel uncertain and uncomfortable. I contend that it simply would not have been possible for Deb to state, “I used to ignore new ideas” [Transcript 1] at the outset. Not only may she have felt uncomfortable about saying it, she may simply not have been cognisant that she rejected new things. Instead, leaving this work until the cycles of action ended, allowed us to retrospectively analyse, reflect upon, and converse about these domains with the benefit of hindsight.
<table>
<thead>
<tr>
<th>TPACK (Experience)</th>
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<tbody>
<tr>
<td><strong>Cognition:</strong></td>
</tr>
<tr>
<td>- Identified the need to learn how to use the interactive whiteboard, PowerPoint and school portal [Transcript 26]</td>
</tr>
<tr>
<td>- Recognised a need to integrate more technology because he was moving to a higher year level [Transcript 26]</td>
</tr>
<tr>
<td>- Ignored new ideas [Transcript 1]</td>
</tr>
<tr>
<td>- Did not want to share ideas [Transcript 1]</td>
</tr>
<tr>
<td>- Perceived pressure to learn ICT [Transcript 7]</td>
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<tr>
<td>- Perceived technology to be an add-on [Transcript 7]</td>
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<tr>
<td><strong>Affect:</strong></td>
</tr>
<tr>
<td>- fearful [Transcript 1]</td>
</tr>
<tr>
<td>- nervous [Transcript 1]</td>
</tr>
<tr>
<td>- frustrated [Transcript 1]</td>
</tr>
<tr>
<td>- panicky [Transcript 7]</td>
</tr>
<tr>
<td>- anxious [Transcripts 25 &amp; 26]</td>
</tr>
<tr>
<td>- uncertain</td>
</tr>
<tr>
<td>- worried</td>
</tr>
<tr>
<td><strong>Personal skills:</strong></td>
</tr>
<tr>
<td>- professional use of the computer limited to Word processing and planning activities, email.</td>
</tr>
<tr>
<td>- iPhone (personal use)</td>
</tr>
<tr>
<td>- Facebook (personal use)</td>
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</tbody>
</table>

<table>
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<tr>
<th>TPACK (Practice)</th>
</tr>
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<tbody>
<tr>
<td><strong>Sayings:</strong></td>
</tr>
<tr>
<td>- Oh God.” [Transcript 26]</td>
</tr>
<tr>
<td>- “Am I just a slow learner?” [Transcript 19]</td>
</tr>
<tr>
<td>- “Where is the time to learn?” [Transcript 19]</td>
</tr>
<tr>
<td>- “I’m not sure.”</td>
</tr>
<tr>
<td>- “Will it work?”</td>
</tr>
<tr>
<td><strong>Ways of working:</strong></td>
</tr>
<tr>
<td>- characterised by low frequency and low qualitative use</td>
</tr>
<tr>
<td>- internet for research, Word software for presentation</td>
</tr>
<tr>
<td>- Digital camera for documentation of student work</td>
</tr>
<tr>
<td>- teacher-centred</td>
</tr>
<tr>
<td>- lock step approach to instruction</td>
</tr>
<tr>
<td>- software limited to skill and drill practice</td>
</tr>
<tr>
<td><strong>Relatings:</strong></td>
</tr>
<tr>
<td>- students are very needy and reliant on Deb</td>
</tr>
<tr>
<td>- Deb frustrated by students’ lack of autonomy and independence.</td>
</tr>
<tr>
<td>- Deb also frustrated back lack of independence in planning</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Practice architectures (in a local site)</th>
</tr>
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<tbody>
<tr>
<td><strong>Cultural-discursive orders and arrangements</strong></td>
</tr>
<tr>
<td>- Need to be subservient and not challenge the other year level teacher.</td>
</tr>
<tr>
<td>- Culture of seeking professional development outside the school.</td>
</tr>
<tr>
<td>- Collegial collaboration and networking for ICT not actively encouraged.</td>
</tr>
<tr>
<td>- Barriers between teachers’ needs and ICT technicians capacity to respond to these needs.</td>
</tr>
<tr>
<td><strong>Material-economic arrangements</strong></td>
</tr>
<tr>
<td>- Access to 5 in-classroom computers and a computer lab once a week.</td>
</tr>
<tr>
<td>- Need to move outside the classroom to print student work.</td>
</tr>
<tr>
<td>- Significant technological hardware malfunctions.</td>
</tr>
<tr>
<td>- Help Desk – ineffective.</td>
</tr>
<tr>
<td><strong>Social-political arrangements</strong></td>
</tr>
<tr>
<td>- No explicit school ICT policy governing use of technology including safety.</td>
</tr>
<tr>
<td>- ICT use mandated by curriculum documents.</td>
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<tr>
<td>- The potential of ICT not fully understood.</td>
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<tr>
<td>- No one individual given ICT leadership responsibility.</td>
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</tbody>
</table>

**Table 4.** Deb’s initial domains of practice.
### TPACK (Experience)

#### Cognition:
- "I am not a technology whizz, more a Luddite"
- Use has been shaped by childhood experiences that take time to influence and reshape. Need to confront "auto pilot” responses as an educator.
- Values the choice and opportunities technology has the bring.
- Uses digital technology but without complete understanding.

#### Affect:
- Fear
- Scared of what I couldn’t do but thought I needed to do.
- Fear tinged with excitement at the opportunity to learn.

#### Personal skills:
- a computer (personal and professional)
- a laptop (personal and professional)
- an iPad (personal)
- an iPod (personal)
- an iPhone (personal)
- digital cameras (personal and professional)

### TPACK (Practice)

#### Sayings:
- “I need to stretch technologically.“
- “I need to inform, review and evaluate my professional response to the meaningful inclusion of technology in the early childhood classroom.”
- “Need to find the time to develop competency and explore possibilities.”

#### Ways of working:
- Teacher-centred use of digital cameras.
- Computers turned on sometimes for students but no explicit purpose.
- Use of “educational skill and drill” CD-roms by students on occasion.
- No explicit instruction, students experiment with computer programs.

#### Relatings:
- Need to consider with peers how we adapt pedagogy to explicitly incorporate ICT.
- Need to consider use of technology for student portfolio documentation and parental communication.

### Practice architectures (in a local site)

#### Cultural-discursive orders and arrangements
- Anne responsible for curriculum planning, teaching and management of the centre. Anne is assisted by 1 aide and 1 inclusion support teacher.
- Collegial collaboration, networking and reflection actively encouraged.
- Professional development sought from experts outside the kindergarten.

#### Material-economic arrangements
- 3 classroom computers (donated by parents) all operating on different software versions and software loaded to prevent access to the internet.
- 1 laptop used by staff
- 2 digital cameras

#### Social-political arrangements
- Parental involvement in the Centre is actively encouraged.
- Reliant on parents to set up computers and arrange internet connections.
- No ICT support staff.
- Some reference to technology is made in the curriculum documents but it is not explicit.
- Kindergarten governing body does not regulate or mandate ICT use.

### Table 5.
Anne’s initial domains of practice.
<table>
<thead>
<tr>
<th>Individual (subjectivity and agency)</th>
<th>TPACK (Experience)</th>
<th>TPACK (Practice)</th>
<th>TPACK (Social)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognition:</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- ICT is the way of the future.</td>
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<tr>
<td>- Educators must embrace technology to make teaching relevant.</td>
<td>Affect:</td>
<td></td>
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<tr>
<td>- Can I make this work because I am transitioning between Mac and PCs in the schools.</td>
<td>- Excited about the learning opportunity.</td>
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<tr>
<td>- How can early childhood and primary teachers use technology to make learning more interesting and meaningful?</td>
<td>- Apprehensive about the process and how much time it will take to learn new PC software.</td>
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<tr>
<td>- What can young children do with technology?</td>
<td>- Nervous about developing positive working relationships with participants.</td>
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<tr>
<td>- Worried about unfamiliarity with PC’s and PC software.</td>
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<tr>
<td><strong>Affect:</strong></td>
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<tr>
<td>- Excited about the learning opportunity.</td>
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<tr>
<td>- Apprehensive about the process and how much time it will take to learn new PC software.</td>
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<tr>
<td>- Nervous about developing positive working relationships with participants.</td>
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<tr>
<td>- Worried about unfamiliarity with PC’s and PC software.</td>
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<tr>
<td><strong>Personal skills:</strong></td>
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<tr>
<td>- Mac computer and laptop and software (not a PC user)</td>
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<tr>
<td>- iPhone</td>
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<td>- iPod</td>
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<td>- email</td>
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<td>- Facebook</td>
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<td>- Skype</td>
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<tr>
<td>- digital cameras</td>
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</tr>
<tr>
<td><strong>TPACK (Practice)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sayings:</strong></td>
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<tr>
<td>- Technology is just another tool for learning and for showing what you know.</td>
<td>Ways of working:</td>
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<td>- conversation</td>
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<td>- somewhat needs centred</td>
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<td>- facilitator-directed</td>
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<td>- modelling use</td>
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<tr>
<td>- Tentative and wary about our relationships, our roles and what was expected.</td>
<td>Relating:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Tentative and wary about our relationships, our roles and what was expected.</td>
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<tr>
<td><strong>Practice architectures (in a local site)</strong></td>
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<tr>
<td><strong>Social (mediating pre-conditions)</strong></td>
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</tr>
<tr>
<td>Cultural-discursive orders and arrangements</td>
<td>Material-economic arrangements</td>
<td>Social-political arrangements</td>
<td></td>
</tr>
<tr>
<td>- Uncertainty about where to start and how to proceed.</td>
<td>- School-based</td>
<td>- Roles characterised by researcher (expert) versus participant (novice).</td>
<td></td>
</tr>
<tr>
<td>- Curriculum content and student focused.</td>
<td>- Negotiated</td>
<td>- Expectation that researcher knew the answers.</td>
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<tr>
<td>- Set time</td>
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</table>

*Table 6.* Gina’s initial domains of practice.
What impact do our mental lives have on our adoption of TPACK and constructivist pedagogies?

A gradual shift was evident in our mental lives as we moved through the action cycles – and this is reflected in the data. Whereas in the beginning our mental lives were characterised by uncertainty, tension, and frustration these constructs were replaced gradually with excitement, confidence, pride, and motivation to do more with ICT. The transition was slow. In order to challenge our mental lives we found we needed to put ourselves in situations we found uncomfortable.

Participation in the first action cycle created a situation where we had to step out of our comfort zone at the time. Incorporating ICT into our practice allowed us to take our first steps, slowly and tentatively, toward confronting our uncertainties and perceptions of ourselves and challenging them. In doing so, we aroused a state of cognitive dissonance as our ICT weaknesses and lack of knowledge became transparent and our usual confidence deserted us and was replaced by anxiety and tension [Transcript 25]. We had stepped outside our comfort zone into a void.

Operating in the void was affectively uncomfortable and I argue this drove us to get out of it quickly. At first, Deb adopted a teacher-centred, step-by-step instructional approach directing her students how to use PowerPoint. But as she exhausted her knowledge, she resorted to her a priori or intuitive knowledge (Kerlinger, 1973) of teaching and created a challenge for the students to solve [Transcript 23]. The students did respond and in turn, that permitted Deb to continue setting challenges for them. Observing them work in this way provided her with new knowledge about students’ abilities to work with ICT. She also realised that there was no need for her to teach in a lock-step way. Therefore, she did not need to know how the software worked. This realisation allowed Deb to begin adopting a more constructivist pedagogy in which students were encouraged to share their learning with their
peers and teachers. Her decision and action in making this move to constructivist pedagogy had been supported by: the lack of time Deb had to prepare for the lesson [Transcript 19], my modelling that it is acceptable to admit what we don’t know [Transcript 19], and the exhaustion of my knowledge of the program [Transcript 23]. She could not defer to me for answers and this further positioned her working with the students in order to create answers.

In instances where teachers can’t solve their own technology problems, their perceptions of their inability are confirmed. Although Deb and Anne were willing to admit this both to their students and to me [Transcript 23], Deb clearly identified she did not feel comfortable admitting this to other adults or working with technology in front of adults because, “I’m gonna look like an idiot” [Transcript 19]. These reactions were compounded for Deb because of her experiences of dealing with an unhelpful, slow and often condescending IT Help Desk staff. These occurrences had led her to form unhelpful beliefs about IT Help staff lacking understanding about the needs of teachers.

It is therefore valid to suggest that some teachers are unlikely to integrate ICT into their classroom practice or seek help from others because this makes their skill deficit transparent to others including students and work colleagues. It is contended that such situations invoke cognitive dissonance for teachers who socio-culturally have been constructed as clever, knowing and capable. When we think of ourselves as incapable, we feel threatened and concerned. Asking for help is an admittance of being incapable and puts us in a vulnerable position where others can call our abilities into question and make judgments about our worth. A far more comfortable mental state is derived from doing nothing and maintaining the status quo. We know we have a skill deficit, but no-one else does and thus our secret is safe.
What features of action research facilitate the identification of teachers’ mental lives and contribute to their development of TPACK?

Consistent with Gregoire’s (2003) findings, our stressors were tempered by mediating influences. I call these mediating influences our agents of change. There was not one influence to support the process of change that can be singled out from the data. Instead, a range of measures was enacted during the action cycles. Each agent of change had a marked role to play in helping us to confront our stressors and the data indicate they were all functioning synergistically to allow us to confront and support our technological, pedagogical, and content change and our accompanying mental lives constructs. The agents of change appear wherever possible in the chronological order as experienced during the cycles, although there is some overlap and they often did not function discretely but in tandem with other agents. They included - conversation space, collaboration, mentoring, authentic planning, professional reading, problem-based learning, observation, reflection/evaluation on practice, feedback from stakeholders, sharing the learning, motivation, and celebration.

Agents of change

**Conversation space.** Time to think and reflect upon all dimensions of our teaching practice permitted the identification of what we were pleased with and not so happy with. It also helped us to clarify those aspects of our practice that we prioritised for improvement and this fed directly into our planning sessions. Metacognition helped us to focus on what constituted our mental lives. Being explicit about our mental lives allowed us to understand our practice more deeply by examining the cognitive and affective constructs that influenced our work. Articulating our mental lives allowed others to challenge these that in turn made us re-examine both our practice and mental lives. During participation in the initial action research cycles, reflection and questioning resulted in us experiencing varying levels of cognitive dissonance (Festinger, 1957), a condition where we held conflicting attitudes, beliefs, and behaviour. These conflicting constructs in our mental lives made us feel
uncomfortable. Our very participation in this action research project drove us to confront this dissonance but it was the collaborative and supportive tenets so central to action research that produced an environment whereby our mental lives (and in turn, the cognitive dissonance) could be voiced, heard, and acted upon to accept the challenge and drive the intention to change our ICT practices. The resulting experiences generated new understandings and evidence that we used to modify or change our mental lives.

**Collaboration.** Metacognition was deeply supported by the collaborative working relationships we established. Initially our collaborations were respectful and professional [Transcript 19; Transcript 23; Transcript 25; Transcript 26] although for some time Deb felt uncomfortable [Transcript 19]. However, over time, we formed a closer bond because we no longer perceived we were being judged. This facilitated deep levels of honesty and trust and I argue that because of this we were able to overcome our initial discomfort and reticence about sharing our mental lives and asking questions. As we negotiated the confronting change process, our collaborations were an enormous source of strength, generating both physical and psychological support. At times, it was comforting to know there was another teacher in the classroom while on other occasions, we shared the same feelings or looked to each other for affirmation or validation. Despite the formalities of this inquiry having ended, we have continued to work on projects including writing papers and presenting our work at conferences. Our collaborations have moved from merely professional to the realms of personal friendships as we continue to support each other through constant change and the professional highs and lows of our work.

**Mentoring.** Teachers often work in isolation and are frequently expected to implement change independently or with minimal support. The mentoring approach I adopted facilitated ongoing, authentic, and contextualised support. I was able to respond in a timely manner to Deb and Anne’s individual needs. There was a clear differentiation for me between
teaching and mentoring. I saw myself as a facilitator [Transcript 25], conversationalist [Transcript 25], ideas generator [Transcript 25], and critical friend [Transcript 16]. As the researcher I tried to help the participants acquire a voice and to speak about their mental lives and propose alternative ways of thinking, offering ideas and reading materials on specific issues as they arose. I endeavoured not to impose ready-made knowledge but to share ideas and my understandings and theoretical insights. I was by no means the expert and this contributed to the strength of our working relationship because we were all positioned equally. No one person wielded power over another. For Deb and Anne, seeing I was not an ICT expert allowed them to cognise I wasn’t in a position to judge them and this resulted in them perceiving me as less of a threat. One of the unexpected benefits of mentoring was the accountability it generated. At every moment of the inquiry we were accountable for what we did or didn’t do and we knew our action or inaction would be reflected upon. This gave us additional impetus to act [Transcript 7].

**Authentic planning.** Each action cycle was planned around an existing curriculum and students’ needs and gave rise to us considering aspects of content, technology, and pedagogy throughout the entire process. Each element of TPACK needed to work synergistically for the unit plan to be effectively implemented. The authenticity of our planning also generated a heightened degree of seriousness about our work as we realised we could not afford time for ‘failure.’

**Play.** At first, Deb and Anne believed they needed to know how to use software programs before they used it in their classrooms. This belief stemmed from their traditional pedagogical approach to explicitly teach content. Our play times were informal opportunities to experiment and discover software functions and capabilities. These occasions proved to be fun and were a superb opportunity to continue developing our working relationships. However, they impinged upon our personal time and while they proved to be informative,
we were by no means experts at using the software at the end of these sessions. We still had
to go into class without knowing all the nuances of the software. Play in this inquiry had a
dual function. Firstly, it helped us develop some confidence in using software [Transcript 24].
Secondly, through the act of playing, we realised it was impossible for us to learn everything
about the software. This realisation was instrumental in changing our former belief about
needing to know how to use the software before the students. Both Deb and Anne modelled
play with computers to their students and this further supported constructivism in their
classrooms [Transcript 17; Transcript 23].

**Professional reading.** Reading widely permitted us to engage with the experience
of others and to see new possibilities that might be transferable to our own situation. It also
allowed us to maintain currency with new ideas and technologies. While readings were
initially distributed by me, as we moved through cycles, we distributed pertinent reading
materials and website links to each other.

**Problem-based learning.** In Deb’s case, explicit teaching gave way to student-
centred, problem-based learning very quickly. It arose naturally as she depleted her
knowledge of the software and could therefore, no longer provide explicit instructions. This
demanded a change in pedagogy. She quickly adapted to posing questions to the students,
asking them to provide solutions to problems she identified and getting them to collaborate
and mentor their peers [Transcript 1; Transcript 17; Transcript 23]. This pedagogical shift
removed much of the fear and pressure Deb experienced before going in to teach other
lessons in which ICT was used. The onus of learning and knowing moved from being her
responsibility to being the students’ responsibility. This mental lives shift resulted in Deb no
longer believing she needed to learn how to use the software and thus a significant t
ime burden was removed. Rather, she realised it was more important for her to know
what the software did and how it might be used to facilitate learning or to show
students’ understanding.
Anne’s shift in pedagogy was less dramatic. She already worked in very student-centred ways where problem solving and collaboration were highly valued. Her shift was more of a physical one in the sense that the three, four, and five year olds in her charge initially required an adult to work with them at the computer and intensely scaffold its use. Exclusively and intensely working with a small group of students proved problematic in Anne’s thinking as she believed she needed to be regularly moving around the students as they played. Consequently, I initially scaffolded computer use with the students and as they became more familiar, Anne and I swapped positions and the children taught her how to use the software and they experimented together.

Observation. Watching students work with computers and their seeming enjoyment and comfort in doing so, was a powerful agent of change [Transcript 10; Transcript 17; Transcript 21]. Our observations of their capabilities, together with their motivation and enthusiasm provided us with new evidence which directly contradicted Deb’s early claim that, “the students will require a lot of support to do that” (ie. work with computers to create an animation) [Transcript 25]. During cycle two, as a result of using technology-mediated pedagogy, a WebQuest, Deb witnessed positive changes in her students motivation and their ability to work independently. This resulted in her revising her beliefs about students’ capacity to work with technology independently. The change was also supported by her perception of a less stressful classroom environment for her to work in as she realized she was no longer being bombarded with questions from students [Transcript 1]. Deb also observed and reflected upon the potential of technology for supporting student with learning disabilities. Subsequently she avowed the need to create more opportunities for learning disabled students to show their understandings using ICT [Transcript 7].

Reflection/Evaluation on practice. The power of reflection is widely noted in the literature and in this inquiry was a powerful agent in the change process. Our data identified
two types of reflection that I have termed ‘informal’ and ‘formal’. The former refers to those comments and observations made in the midst of our work while the latter relates to focused and considered in-depth analysis and discussion of practice that occurred either immediately after our work or at a later time during the inquiry. Due to time constraints, informal comments, and observations that occurred during teaching time or our reflection-in-action (Schön, 1983) often became the focus of our reflection-on action (Schön, 1983) or formal reflections. While we all admitted to being fairly reflective practitioners, in the busyness of our working lives, the time we were able to devote to it was often compromised and, for Deb and I, our reflections usually remained an unspoken part our mental lives. This inquiry however, supported deeper reflection and the opportunity to verbalise our mental lives. Talking as opposed to writing was our preferred method of reflection although our reasons why varied from time constraints to being more immediate and honest rather than comments being constructed and contrived. Although Anne valued time to consider and write her thoughts and feelings, for this inquiry, her time constraints prevented her from doing this. Our time for reflection-on-action was elevated in status and became a priority at the end of every session, no matter how brief, as we looked forward to sharing our thoughts and feelings with each other. Devoting time to considered reflection and evaluation of practice was a powerful agent of change and confirmed the social nature of learning as proposed by Schön (1983).

**Feedback – student results, parental and peer feedback.** A range of sources provided feedback during the action cycles that served to provide new information about the need for and the value of the changes we planned. The most significant feedback came from students’ informal feedback [Transcript 22] and formal feedback [Transcript 7]. In Deb’s case, formal assessments indicated students generally outperformed their previous results, that there appeared to be a greater depth of understanding and greater autonomy and self- responsibility for learning. Those students with reported learning difficulties improved their results, with two students moving from a ‘D’ level (below average for the cohort) to ‘B’
level (above average for the cohort) (Transcript 7). Our observations of their engagement and motivation [Transcript 17; Transcript 19] were supported by more formal written and oral reports from the students and their parents, many of whom voluntarily emailed her with comments about increased motivation and engagement with learning [Transcript 17]. Finally Deb’s willingness to present her work at conferences and the publication of our papers in online professional conferences gave her the opportunity to receive wonderfully positive feedback from teaching peers [Transcript 2]. Each of these types of feedback provided her with affirmative answers to the technological, pedagogical, and content questions that had initially acted as stressors and served to reinforce the changes she was making to her practice.

**Sharing the learning.** Dissemination of our learning was important for us and helped develop further confidence and expose our work to others. However, despite the school leadership team being aware of Deb’s considerable success with transformative uses of ICT and better student learning outcomes, they did not seize the opportunity for Deb to formally share her newly acquired understandings and experiences with other staff members. Instead, she presented her work at workshops [Transcript 2] run independently of the school and together we wrote papers for publication [Paper 1; Paper 2]. The first one of these was published in the school’s end of year professional development magazine. The school missed an incredible opportunity to harness the insights of one of their own and provide in-school professional learning for other staff. As such the opportunity for the organic growth of a community of practice in the school was lost. Sharing the learning acted as a motivational force that in turn sustained participation. Deb commented it would have been nice to have been invited to share her new insights with her school colleagues. However, she admitted it is easier to share with people who don’t know you as they are more likely to take the value of the message and less inclined to be critical of the messenger. Presenting workshops to staff runs the risk of the message being obscured by school and personal agendas.
Motivation. Our data indicates our motivation to make change was not driven by policy directives but by an internal recognition and understanding that our teaching needed to respond to and reflect aspects of what was important in our students lives, namely technology [Transcript 1; Transcript 7]. Deb also derived deep motivation to make changes to improve delivery of subject content and classroom management. During the inquiry this initial motivation was sustained by a number of drivers including:

- Seeing things work, the students having fun generated feelings of excitement and motivation [Transcript 17; Transcript 19].
- Student independence fostered greater freedom for Deb to observe students learning and engage with them on a one to one that also fueled motivation to maintain the new constructivist approach [Transcript 1].
- Students’ results [Transcript 1].
- Intrinsinc motivation to learn new things and be challenged [Transcript 1; Transcript 7].
- Complimentary feedback from students, parents, colleagues, and peers [confidential conversations].

Celebration. The need to celebrate our accomplishments was a very important aspect in our collaboration. Celebration did not just occur at ‘the end’ of the formal part of the inquiry. The opportunity to periodically toast our milestones and successes over a meal and glass of champagne fulfilled several purposes. Firstly, it worked at an affective level and met our fundamental human need to feel valued and good about our work. Celebration “satisfies the very human, emotional elements of the experience, it works to enhance the participants’ feelings of solidarity, competence, and general well-being” (Stringer, 1996, p. 140). While it was not planned, our conversations over dinner seemed to naturally gravitate back to our work. Physical distance away from the classroom enabled us to step back from the immediacy of our work and allowed us to reflect upon our actions and to see the ‘big picture’
in terms of the progress we had made to that point in time. At these times we were really able to appreciate the distance we had travelled and how much we had achieved. Finally, because our celebrations were informal, they were conducive to getting to know each other on a more personal level and this fostered a deeper sense of engagement.

**Agents of change or stasis?**. This inquiry took place within the existing physical and cultural structures of a school and kindergarten. It did not create either the physical or professional cultures but it did highlight the significant impact they play on in-school professional learning. In addition to agents of change, the participants in this study clearly identified physical and cultural barriers within their schools and that we perceived as external to this inquiry but that nevertheless functioned to either prevent or impede change. The data indicate there were four aspects of school culture that fluctuated from being agents of change to agents of stasis. These agents were: school leaders and practice architectures.

**School leaders.** In the schools of inquiry, a top-down approach to professional learning was the norm. The majority of the staff’s professional learning needs were identified by school leaders without any consultation. These opportunities tended to be whole-of-school, one-off events facilitated by external experts. The predominance of these one-size fits all affairs is troublesome, given the inefficacy of them, which was identified in the review of literature. This lack of understanding suggests some leaders might benefit from participation in professional learning based on proven models and that allow them to develop new knowledge about effective professional learning for change. Finally the act of identifying and implementing learning opportunities can be constituted as an act of power. Those leaders who neglect to evaluate the efficacy of professional learning initiatives over a period of time send a clear message that the initiative is not worthy of follow-up.
The role and responsibility of school leaders in relation to selecting professional learning opportunities for staff together with their role in the change process must be clearly framed and addressed. The data from this inquiry identified a range of ways school leaders could work to better support staff attempting to change their practice.

**Leaders must value, acknowledge and support change.** Deb’s perceptions that some members of the school leadership didn’t really care or understand what she was trying to achieve had formed as a result of experiences she had over the years she had been at the school. Her mental lives towards these people could best be described as cynical and unsupportive. Her initial perceptions of them were confirmed during the course of the inquiry by their apparent lack of interest in Deb’s work. Overt public or personal support for Deb’s ICT changes by the school leadership could be described as minimal and tokenistic. While my request to conduct the research was met with enthusiastic support, Deb’s efforts at change went largely unnoticed and uncelebrated by the principal and while nothing was ever said directly to Deb, the deputy principal did make comments to me about Deb’s “wonderful work using ICT.”

This lack of recognition begs the question: why? The likelihood that Deb’s efforts of change were not valued or understood is possible given the absence of an explicit school ICT policy document advocating ICT use. This may also be the reason why they failed to recognise Deb’s new-found knowledge as a potential source of professional learning experiences for other members of staff. Secondly, publicly applauding Deb’s work could have established a ‘her and us’ mentality predicated on the tall poppy syndrome that might be interpreted unfavourably by some. Finally, the school leaders may have failed to recognise the power and importance of praise in supporting efforts of change.
In truth, we will never know the reasons why Deb’s efforts went publicly unnoticed but the fact they did is particularly troubling. Teachers’ efforts at change need to be recognised and applauded by school leaders. There is a clearly established link between praise, recognition, and motivation. Indeed, the literature surrounding motivation indicates it is an extremely powerful facilitator of change and as such it should be harnessed at every opportunity. Luckily Deb derived motivation for her own and her students’ needs and therefore it was intrinsic. Our collaboration had a further motivational effect and helped to sustain her endeavours. Although she did reflect that while she never does anything for recognition, she acknowledged that occasionally it would have been nice to be recognised. School leaders have to accept responsibility for creating an environment in which the potential of ICT to innovate and transform teaching and learning are explored, supported, and valued. This means that those teachers who accept roles as explorers and innovators should also be supported and valued for their contributions. As noted by Pegg, Reading, and Williams (2007) “the culture in a school and universities is generated by the collective attitudes of the people in them. What people say, how they behave and what they do to support others generate an atmosphere that is conducive to innovative exploration, risk taking and professional learning” (p. 117).

**Leaders must communicate with staff.** Deb’s experience of school leadership effectively ignoring her ICT-related changes was compounded by her additional Senior Teachers’ duties proposal being ignored. At the leadership’s bequest, senior staff members were asked to identify an area of additional responsibility they would take on. Owing to her new-found passion for ICT, together with agency, in 2010 Deb proposed to become the inaugural primary school ICT advocate. She envisioned functioning as a mentor and advisor for other teachers and a conduit between teaching staff and ICT technical staff. Her proposal has never been acknowledged or mentioned again which adds fuel to the suggestion that in this school, ICT is undervalued and the needs of teachers using ICT is misunderstood. The
lack of communication from her school leaders led to Deb questioning the integrity, purpose, and transparency of the process of allocating senior teacher responsibilities and again, only served to support her already unfavourable perceptions of the people making decisions.

**Leaders must adequately resource change.** With respect to the provision of ICT hardware, it could be argued Deb’s school leadership was more supportive. Her request for a class set of laptops to facilitate her new way of working was granted. In fact, her request proved beneficial for not just herself but the entire primary school as each student received a laptop for school only use. While on the surface this move appeared to be a positive one in terms of affirming the importance of ICT integration, it was in fact a less than successful measure because it was assumed all staff had sufficient levels of TPACK, an interest or perceived need to use technology and a willingness to adapt their teaching practice. This was the second time hardware had been introduced en masse and had not been adequately supported with professional learning. In 2005 all classrooms were equipped with interactive whiteboards and although staff had to attend a skill-based workshop, it was irrelevant for Deb and another teacher because they had a different brand of board in their classroom. Furthermore, despite a period of four years having elapsed since it was discussed, the primary school still had no updated ICT policy and vision to guide its teachers. Although Deb capably transitioned to the laptops because of her new understandings of ICT generated through participation in our action cycles, most teachers did not and as Deb observed, the laptops remained on the trolleys gathering dust. Deb’s cynical perceptions of school leadership decisions as lacking deep understanding of teachers’ needs were again reinforced because of the blind assumptions made by school leaders.

**Leaders must provide and support needs-based professional learning.** Deb’s observation that many of her colleagues either used the laptops infrequently and in low-level ways or left them to gather dust supports claims in the literature that increased access
to hardware does not necessarily translate into increased use. Historically, when new technology has been introduced in Deb’s school, the staff has either not been provided with any professional learning or the relevance and usefulness of the professional learning has been called into question. There are three possible reasons for this. Firstly, the absence of any professional learning when laptops were introduced across the primary school suggests that the school leaders may have assumed the staff already possessed adequate technological, pedagogical, and content knowledge (TPACK). Secondly, the data suggest a preference for whole-school or externally facilitated professional development workshops at the expense of addressing individual teachers’ needs within an authentic work environment. A case for the inefficacy of these types of experiences has already been noted and argued in the literature review. Finally, in the absence of an explicit ICT policy document, it may be argued that the provision of ICT hardware is merely for appearances and that its potential as an effective tool for learning is misunderstood and therefore unsupported. Regardless of the reasons, the data indicate there is a need to school leaders to be more communicative and consultative with staff in relation to their needs for professional learning. Furthermore, the ineffective nature of existing professional development opportunities suggests a significant paradigm shift about what constitutes professional learning for change is needed.

Finally, if technology is to be encouraged as a tool in the pedagogical repertoire of staff, its value, and potential to support delivery of the curriculum must be understood and made explicit in ICT policy documents and school vision statements. This also implicates school leaders to be cognisant of the significant personal and professional adjustments teachers must make and for them to respond to these needs appropriately. In the case of the introduction of laptops, the school leaders should have undertaken an analysis of staff’s TPACK and developed appropriate professional learning opportunities accordingly. Had they understood the considerable time concerns involved in the change process, they might have offered staff time away from classes to ensure curriculum planning reflected the integration
of laptops, to locate suitable ICT resources and to develop a mentoring system or community of practice.

**Leaders must provide time for change.** During this inquiry, Deb sought to further her understandings of ICT by identifying and attending personally relevant workshops and conferences. She also valued the opportunity to reflect upon and share her new knowledge with others and to this end, engaged with me and independently in the preparation of conference presentations and writing papers. While some of these opportunities occurred during school time and were financially supported by the school, most of the professional learning Deb undertook was during her personal time. Clearly Deb’s personal motivation to do so was high and her personal circumstances permitted a high degree of participation in her own time but this is, I contend, not the case for all teachers. Furthermore, in both Anne and Deb’s cases, the amount of personal time and in Deb’s case money they spent working on change went un-noticed and unsupported by school leadership.

Regardless of the degree of motivation, time is a finite commodity and the goodwill of individuals prepared to ‘give up’ their personal time for work related issues cannot be relied upon to ensure all teachers adopt the advocated change. In instances where teachers perceive that embracing change has the potential to impinge significantly upon their personal time, it is likely they will either avoid change or only make tokenistic moves to change. If schools are serious about teachers embracing ICT in the classroom, it is imperative that school leaders understand the generative nature of change, in particular the time it takes to negotiate the process and embrace change. Once the time impact on individual teachers has been assessed, school leaders need to find innovative ways of allocating time for their staff to make changes and recompensing their staff. Perhaps the exorbitant amounts of money spent on external experts presenting often irrelevant professional development workshops would be better spent on funding an in-school ICT pedagogical support teacher whose job it is to work with teachers in their classes during work time to make change occur. One of the main
benefits of the way we structured the action cycles to predominantly occur during teaching
time was that it significantly reduced the amount of personal time spent on the change. It was
our motivation, fuelled by our small successes along the way, which drove us to further our
knowledge in our personal time. School leaders would benefit from considering alternative
forms of professional learning rather than their current over-reliance and preference for
costly, external professional learning that has proved to be ineffective.

School leaders need to learn about ICT too. Our findings suggest school leaders
have a significant role to play in supporting their staff to negotiate ICT-related change but that
they may not be cognisant of what teachers need and how to best support their endeavours
of change. I argue this is because school leaders, who are invariably promoted from the rank
of classroom teacher, rarely get to function again as a classroom teacher on a regular basis.
Over time as they strive to balance the interests of the stakeholders they serve, they alienate
themselves from the ‘real-life’ day-to-day needs of classroom teachers. Their removal from
the classroom means that it is unlikely many of them have ever had to adapt their teaching
to incorporate ICT or consider how its evolving nature impacts their classroom practice.
Their professional knowledge and experience is likely to be teacher-centred and they have
no practical experience of using technology in constructivist ways. Perhaps one of the most
powerful ways to get school leaders understanding the needs of their staff would be to get
them reacquainted with the work teachers do and involved in acquiring TPACK so they
understand the messy process of change. School leaders active participation in ICT-related
professional learning would not only serve to increase TPACK but also potentially forge
better relationships with staff as mutual understanding would be beneficial.

School leaders need to allow time for conversation spaces to emerge. While
collaboration and networking are recognised in the literature as valuable tools in supporting
change, leaders must do more to encourage this form of professional sustenance. In this
inquiry, our conversation space permitted loosely formed ideas to evolve and take shape, allowed us to express our innermost thoughts and feelings, and to offer support and collegiality in times of frustration or doubt. As a facilitator and researcher, our conversation space enabled me to challenge the ideas expressed by Deb and Anne, to seek clarification or to probe more deeply into their thoughts and feelings to elicit more richly detailed descriptions. Finally, in our work, the conversation space nurtured personal friendships that have blossomed beyond the scope of this inquiry. The wide-ranging benefits of the conversation space support the need for leaders to recognise and allocate sufficient time for frequent conversation spaces to emerge and grow.

**School leaders need to harness skills of staff members.** Perhaps one of the most frustrating aspects of this inquiry was the school leaders inability to recognise and harness the potential of Deb’s newly acquired skills for developing in-school professional learning and community of practice. Their neglect in creating such opportunities generated Deb’s beliefs that they did not understand what she was doing but that they did not really value it. Not only did they miss an opportunity for other staff to engage in “free” professional learning, but they also missed the opportunity of recognising and applauding Deb’s efforts and nurturing her affect.

Together these findings suggest the actions of school leaders can do much to either support or hinder ICT-related changes in numerous ways. What they say and do, (or don’t say and do as the case may be), together with a clearly articulated school ICT policy that provides expectations of minimum standards can generate a school culture which embraces innovation and risk taking, where individuals’ efforts at change are supported physically, socially and emotionally and where teachers are made to feel valued and respected because of their work. There is also the possibility that professional learning needs to be reconceptualised by leaders. Rather than the current over-reliance of depersonalised and often
irrelevant and meaningless workshops, greater credence and recognition of responsive and innovative grass-roots professional learning opportunities such as action research that has proved to be viable, valuable and sustainable tool for change is needed. Further to this, the understanding that learning about ICT is, by its very nature, ongoing and will be supported by sustained immersion in learning opportunities means more work time must be given over to professional learning.

**Practice architecture**

The practice architecture (Kemmis & McTaggart, 2012) can be understood as the school environment in which one works. It extends from the physical environment to the social/cultural context.

**Physical environment**

*Our classrooms.* From a purely physical perspective, the way classrooms are set-up, the number of computers in them and even the furniture they sit upon (Transcript 26; Transcript 14; Transcript 6) can function to impede or prevent change unless teachers endeavouring to change their practice are able to negotiate them. It is therefore necessary that any theory about teachers’ use of ICT must include consideration of the physical environment in which they must practice.

**Social and cultural context**

*Dominant discourses.* This model advocates that the dominant discourses pertaining to ICT and change, espoused by school leaders are potentially a powerful agent of change. Deb’s school leadership did not display any real depth of understanding about the psychological needs of teachers transforming their practice. In the absence of their overt interest or support, her efforts were sustained by me, as her mentor, by her ability to work invisibly in her classroom and her high self-beliefs. Anne experienced a similar lack of
support from her management team and again, relied on our mentoring relationship to support her efforts. Thus the role of mentor is absolutely critical to supporting teachers’ change in instances where leaders and the discourses within schools are unsupportive and unhelpful. This inquiry demonstrated that it is possible for individual teachers to become empowered and reinvigorated about their teaching practice when they are immersed in collaborative and authentic problems and nurtured externally.

**Relationships.** While the power and influence of the school leader has already been noted, this inquiry found they did not understand the ways in which Deb and Anne needed to be supported. Furthermore, while they gained some support from their school peers, it was again ad hoc. This may have been different had more time been identified by leaders to create the conversation space for staff. In the absence of in-school relationships supporting change, the working relationship between me as the facilitator and my co-participants were at the heart of our achievements and pervaded everything we did. Our commitment and ultimate success were contingent upon open and honest communication and truth and both of these were contingent upon trust. Without trust, it is unlikely any of us would have bared our mental lives for others to see. Such deep levels of trust did not occur instantaneously, but were developed over the duration of the inquiry.

Sssh, we don’t speak about that. In so much as these data suggests school leaders need to step up and support their staff to embrace ICT, there may also be a need for classroom teachers to be more proactive and vocal about what they need. Acceptance of current conditions, an inability to speak out or complacency will not effect changes. Change demands leaders from within the rank and file of the profession who are both willing and able to identify what teachers need and convey this to school leaders. Teachers need to accept this responsibility without mandates and being directed to do so by leaders although as this inquiry discovered teachers may question their authority and right to do so without explicit
direction from superiors. While this inquiry shed some light on the power-relations struggle between leaders and teachers and the functioning of leaders as gatekeepers, more research needs to be conducted in this area. However, I suggest these are some of the barriers that constrain teachers and that it is likely they remain silent for fear of retribution or because of their perceived lack of authority and mandate to do so.

**Evaluating our change**

A necessary facet of any professional learning should be a rigorous evaluation of the outcomes of the actions undertaken. While the notion of change is deeply embedded in action research, I was cognisant of questions pertaining to the quality and quantity of the change. Furthermore, how I perceived the participants change was particularly subjective. As an overarching aim underpinning this inquiry, I naturally wanted to be able to report significant change at the end of the inquiry. Thus, I recognised my subjectivity, together with my desire for the outcomes to be positive could easily misrepresent what had actually transpired. As Stringer (1996) noted it is essential that accounts and reports of action “reflect the perceptions of all stakeholding groups” (p. 78). As a consequence, I sought the input of Deb and Anne, asking them to write about the changes they perceived in terms of their technology and pedagogical knowledge and their mental lives. Their narratives in Chapter 4 constitute these data. The following tables (see pp. 366-368) use the format previously used to identify our initial domains of practice. The data within them represent our domains of knowledge at the conclusion of the data collection period for this inquiry. They have been generated from my interpretations of the narratives but have also been verified by Deb and Anne to strengthen the validity of my claims to change.

A comparison between the earlier tables which represented our starting point and these tables that depict the changes we had made at the time the inquiry formally ceased indicates there was considerable variation in the outcomes of participation for Deb and Anne. While
Deb’s ICT practices and her mental lives about it changed deeply and profoundly, Anne’s change was more subtle and were linked more to the type of software and hardware used as opposed to changes in her use of ICT as a pedagogical tool. The data suggest there were two main reasons why Deb’s change was more profound and deep. Firstly, her intention to change was followed by an explicitly articulated commitment to change based on her evaluations of what had not worked in her classroom in the terms preceding the commencement of the inquiry. In other words, she had clearly conceptualised why change was needed and was compelled to take action because the problems she perceived in her classroom functioned at both a cognitive and affective level to cause her frustration and exasperation.
<table>
<thead>
<tr>
<th>TPACK (Experience)</th>
<th>Cognition:</th>
<th>Affect:</th>
<th>Personal skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Challenges and experimentation are ok.</td>
<td>- Relief; fear and nervousness have gone.</td>
<td>New computer skills including:</td>
</tr>
<tr>
<td></td>
<td>- What I do at any given moment, is just a part of the journey I am travelling.</td>
<td>- Feeling passionate about ICT.</td>
<td>creation of WebQuest, Prezi,</td>
</tr>
<tr>
<td></td>
<td>- Sharing my new knowledge with others is valuable for them and for me.</td>
<td>- Excitement.</td>
<td>animation using PowerPoint,</td>
</tr>
<tr>
<td></td>
<td>- Learning about ICT because there is a need.</td>
<td>- Liberation.</td>
<td>epals, participation in online</td>
</tr>
<tr>
<td></td>
<td>- Intrinsin motivation - Don’t need leaders’ acknowledgement but it is nice.</td>
<td>- Disappointment</td>
<td>professional learning, Scootle,</td>
</tr>
<tr>
<td></td>
<td>- I’ve got something to teach.</td>
<td>- Freedom</td>
<td>Flickr, Creative Commons,</td>
</tr>
<tr>
<td></td>
<td>- Technology is changing so quickly but I don’t have to know everything.</td>
<td></td>
<td>Teachers’ Federation, establishing</td>
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<tr>
<td></td>
<td>- It’s ok to admit to what’s not good about my practice.</td>
<td></td>
<td>a learning environment using</td>
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<td></td>
<td>- It’s about value for time.</td>
<td></td>
<td>classroom laptops</td>
</tr>
<tr>
<td></td>
<td>- What I am doing is good and there’s a purpose.</td>
<td></td>
<td>Edmodo, use of chat rooms.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Individual (subjectivity and agency)</th>
<th>TPACK (Practice)</th>
<th>Relatings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sayings:</td>
<td>Ways of working:</td>
<td>- I see value in sharing my new knowledge with others (communities of practice emerging)</td>
</tr>
<tr>
<td>- I’ve come a long way baby”</td>
<td>Technology:</td>
<td>- I am part of the change process. I need to communicate and work with ICT technical staff to foster common understandings of teachers’ ICT needs</td>
</tr>
<tr>
<td>- “I feel good enough about myself having done all this (not to need recognition from school leaders)</td>
<td>Investigating new technologies independently and collaboratively</td>
<td></td>
</tr>
<tr>
<td>- “I like to be able to accomplish things I’ve never done before but I’ve also got to have a reason to do it.</td>
<td>Pedagogy:</td>
<td>Debat and Gina: sustained regular contact for reflection, discussion and problem-solving</td>
</tr>
<tr>
<td>- I don’t have to stick with the familiar.</td>
<td>Collaboration with students</td>
<td>- Deb and school leaders: greater communication</td>
</tr>
<tr>
<td>- “I’m keen now to learn some more things so I can share it”</td>
<td>Student-centred pedagogy</td>
<td></td>
</tr>
<tr>
<td>- “I don’t care whether it took more time...because basically the outcomes were ten times better than what I got the time before”</td>
<td>Time to observe students learn</td>
<td></td>
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<tr>
<td>- “I forget how much I know”</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Social (mediating pre-conditions)</th>
<th>Practice architectures (in a local site)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural-discursive orders and arrangements</td>
<td>Material-economic arrangements</td>
<td>Social-political arrangements</td>
</tr>
<tr>
<td>- “I’m where I am because of me, my students and what I’m doing with you, it’s totally unrelated to the school”</td>
<td>- Lobbying for and implementing class laptops</td>
<td>- Deb and Gina: sustained regular contact for reflection, discussion and problem-solving</td>
</tr>
<tr>
<td></td>
<td>- Using Edmodo online management system for classes</td>
<td>- Deb and school leaders: greater communication</td>
</tr>
</tbody>
</table>

Table 7. Deb’s newly acquired domains of practice.
<table>
<thead>
<tr>
<th>Individual (subjectivity and agency)</th>
<th><strong>TPACK (Experience)</strong></th>
<th><strong>TPACK (Practice)</strong></th>
<th><strong>Practice architectures (in a local site)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognition:</strong></td>
<td><strong>Affect:</strong></td>
<td><strong>Personal skills:</strong></td>
<td></td>
</tr>
<tr>
<td>- “I feel I have more to learn... than to teach”</td>
<td>Excited about the AR project.</td>
<td>Some shifts in practice have occurred.</td>
<td></td>
</tr>
<tr>
<td>- “I value the choices, the widening horizon &amp; the opportunities technology has the power to bring to learning”</td>
<td>From scared of what I thought I couldn’t do and needed to do to make rich, interesting learning to increased levels of confidence working alongside children.</td>
<td>Using ICT alongside children – collaborative learning.</td>
<td></td>
</tr>
<tr>
<td>- “I need to continue stretching technology”</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sayings:</strong></td>
<td><strong>Ways of working:</strong></td>
<td><strong>Relatings:</strong></td>
<td></td>
</tr>
<tr>
<td>- Educators need to find purpose and meaning in the use of educational tools.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- A collaborative use of technology in early childhood classrooms, has the power to connect, to communicate, to motivate, to resonate and to empower learning and relationships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Technology:</strong></td>
<td><strong>Pedagogy:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have an increased willingness to add/use technology as a tool for learning in early childhood and increased recognition of the importance of the social aspects of learning with technology.</td>
<td>Learning in partnership with children. Children are confident risk-takers and willingly demonstrate the freedom to “have a go”.</td>
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<tr>
<td><strong>Pedagogy:</strong></td>
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<tr>
<td></td>
<td></td>
<td>I have a deeper understanding of and beliefs in the place technology can play in children’s learning experience.</td>
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<tr>
<td></td>
<td></td>
<td>“I just love the fact they’re (students) are not in my face anymore.”</td>
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<tr>
<td></td>
<td></td>
<td>I have had a reduction in anxiety about how to apply available technology to the learning process.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- a unique and supportive mentoring approach.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Children open the doorways to exploration and understanding for teachers.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Material-economic arrangements</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Cost</td>
<td></td>
<td>Some shifts in practice have occurred.</td>
<td></td>
</tr>
<tr>
<td>- Reliable technology and access to ICT support for technical breakdowns</td>
<td></td>
<td>Using ICT alongside children – collaborative learning.</td>
<td></td>
</tr>
<tr>
<td>- Knowing what to look for in good ICT resources and programs to introduce</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cultural-discursive orders and arrangements</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It was critically important for me that we all jump on board. And we did…but at very different levels of participation and knowledge. But the important outcome of our differing levels of participation became the truly critical reflection we engaged in as each shared evolving, honest and open debate. We didn’t always agree…but that didn’t matter because if gave rich fodder for reflection about what we all thought was meaningful. Our differences have guided and informed some very worthwhile professional discussions over the past few years.</td>
<td></td>
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</tbody>
</table>

**Table 8.** Anne’s newly acquired domains of practice.
<table>
<thead>
<tr>
<th>Individual (subjectivity and agency)</th>
<th>TPACK (Experience)</th>
<th>Social (mediating pre-conditions)</th>
<th>Practice architectures (in a local site)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognition:</td>
<td>Affect:</td>
<td>Cultural-discursive orders and arrangements</td>
<td>Material-economic arrangements</td>
</tr>
<tr>
<td>I just don’t think it’s been taken up because people aren’t aware of it.” “Yeah, you can.”</td>
<td>- more confidence in ability to solve technical problems. - less anxiety about facilitation - deep sense of satisfaction and relief that Deb and Anne made great progress and enjoyed the process</td>
<td>“What I reckon is the way to go is the action research framework. We need to put a plan together of all of the issues…”</td>
<td>“You know once you understand what’s going on from their perspective, then it makes everyone’s job so much easier I think”</td>
</tr>
<tr>
<td>Sayings:</td>
<td>Ways of working:</td>
<td>Material-economic arrangements</td>
<td>Social-political arrangements</td>
</tr>
<tr>
<td>“This is fabulous... excellent.” “That’s a good thing, I think you’re underestimating...”</td>
<td>Technology: Creativity wise, the sky’s the limit (16/3/11) Pedagogy: The freedom for them to discover for themselves and interpret…” “this is where you could really spread something like this out over a year”</td>
<td>“You know once you understand what’s going on from their perspective, then it makes everyone’s job so much easier I think”</td>
<td>“…and that isn’t an attack on their professionalism…” “Don’t think for a minute that’s going to happen quickly or easily…”</td>
</tr>
<tr>
<td>Affect:</td>
<td>Relatings:</td>
<td>Social-political arrangements</td>
<td>Social-political arrangements</td>
</tr>
<tr>
<td>PRUHFRQ¿GHQFHLQ ability to solve technical problems. - less anxiety about facilitation - deep sense of satisfaction and relief that Deb and Anne made great progress and enjoyed the process</td>
<td>“I have been listening to our conversation (God we can talk) but it has really struck me today just how far we have come in such a short time frame. Amazing.”</td>
<td>“…and that isn’t an attack on their professionalism…” “Don’t think for a minute that’s going to happen quickly or easily…”</td>
<td>“…and that isn’t an attack on their professionalism…” “Don’t think for a minute that’s going to happen quickly or easily…”</td>
</tr>
</tbody>
</table>

Table 9. Gina’s newly acquired domains of practice.
On the other hand, while Anne expressed an intention to discover how ICT might be incorporated into the early childhood context, she did not explicitly express a commitment to pursue change. One of the possible reasons for this was that, unlike Deb, she did not perceive there was anything wrong with her current practice. While she conceded it was relevant for children to be exploring possibilities with ICT, she did not feel strongly implicated to pursue this independently beyond students using linear software programs. At both a cognitive and affective level she was comfortable with her teaching and the way the students responded. She did not strongly perceive a need for change. Anne was also cognisant of the need to work closely with young children using technology. She was clearly aware this need placed physical demands on the staff that were unrealistic to achieve without the support of interested parents. However, pursuing this line of support translated to further amounts of time needing to be spent recruiting, preparing and scaffolding activities for parents and Anne did not have that time.

The second reason why I suggest Deb’s changes were more profound related to the amount of time she was able to commit to the inquiry. We were all cognisant of the time pressures we faced and endeavoured to address this issue by using the teaching day as the time and location for authentic learning as opposed to outside school hours. While this model worked well for Deb in the classroom setting, again the lack of autonomy in the young children in Anne’s care effectively demanded more of her attention and thus limited this from occurring. This was largely due to the age of the children and the way Anne structured play-based learning and discovery via inquiry areas and environments. The children needed a high level of adult supervision and interaction in order to sustain the activity. Although Anne had two other adult support teachers in the room, she felt compelled to move around the groups and so she could engage with and monitor the children. This prevented her from spending extended amount of time at the computer observing what those children were capable of doing.
Support for the integration of technology was not shared by all members of Anne’s staff. One of Anne’s two support teachers was completely disinterested in children using technology and therefore Anne’s support structure during teaching time was possibly weakened. My attempts at stepping into Anne’s role to relieve her and allow her time to work at the computer were also initially problematic because the children were unsure about my presence and naturally deferred to Anne when they needed help. While it was less than ideal, for some time this necessitated me working with the children at the computers. I would report back to Anne at the end of the session or ask her to come and look at what the children had done. Later in the inquiry, as the children became familiar with me, I suggested to Anne that she work with students at the computers while I worked with other children. This was a relatively effective means of giving Anne time to spend with the children working on computers and allowed her to witness their capabilities with several programs although it was still difficult for some children to give Anne space while she was at the computers.

Finally for Anne her work-related busyness outside the regular classroom time also prevented really deep collaboration. Owing to the problematic nature of using in-school time, our action cycles demanded more after-school hours which were not readily available for Anne. Again, this implicates the governing bodies to address the professional learning needs of teachers. Understanding and recognition of the benefits of situated and sustained learning should drive changes in funding allocation to provide relief and other forms of support for teachers involved in professional learning initiatives.

Despite these difficulties, Anne has pursued ICT integration within her classroom setting. The computers are now routinely set up as part of the learning stations and Anne has been experimenting with the students using educational apps and her personal iPad. She has also continued to engage in professional reading and pursue conversations about ICT the kindergarten’s parent body and me beyond the bounds of the inquiry. These actions suggest
that she continues to consider the possibilities ICT might afford her students. Her reflections about how new technologies might be used with young children suggest she is aware of how her pedagogy might need to change but as yet she has been unable to effect these changes.

The professional learning for change landscape

A range of issues that support and thwart ICT-related professional learning and change has been identified from the data using my conceptual windows of analysis. It is likely there are other issues too that I have omitted because they remained invisible using my conceptual windows. The landscape can only be clearly seen from a completely clean window. Dirt, dust, and rain obscure the view and so it not impossible that there are other issues that constrain or support teachers’ learning and change. What has clearly been identified, however, in using these conceptual windows is the power and significance of professional relationships to the change equation and in particular the role of the school leaders which is noted in the literature (Fullan, 1992). While the power and influence of leaders is noted (Yukl, 2002), there is scant evidence of school leaders participating in the actual ICT-related change process. Successful integration of ICT must therefore move beyond the issues of equipment and access to a greater recognition of the ways teachers can be influenced, supported, and empowered to use technology by their school leaders. One way this can occur is for school leaders to participate with their teaching peers in ICT-related professional learning. The advantages of this bottom-up approach might be that leaders experience what is needed to drive change, rather than imposing assumptions about what is needed.

Emerging from our data generated in this inquiry is a model of in-school ICT professional development, *Turning Teachers on to ICT* which develops this notion of the centrality of school leaders in the process of change.
Turning Teachers on to ICT: A model of holistic in-school ICT professional development

It was never originally the intention to generate a model from the data gathered during this inquiry. However, as analysis of the data occurred, it became clear to me that the agents of change worked synergistically within the action cycles to support and nurture teachers through the messy change process at both an affective and cognitive level. The model *Turning Teachers on to ICT*, is my contribution to knowledge. It is a holistic approach to teachers’ professional learning aimed at developing TPACK. The model has arisen out of the data generated from this inquiry. It is capable of responding to the uniqueness of every teacher and the situated nature of their work in the complex organisations called schools. Understanding and responding to the ecological environment in which teachers work, together with the mental lives they bring to their practice and that influence their practice underpin this model. At a time when there are national and international calls for teachers to increase their ICT use, both qualitatively and quantitatively, *Turning Teacher on to ICT*, offers a viable alternative to the one-size fits all forms of professional development that do little to help teachers negotiate the change process.

Model building

A model is, “the representation of a concept or system in a two or three dimensional diagram... it is a simple representation of a theory or message in the form of a concept map or diagram” (Zuber-Skerritt, 2002, p. 143). The model was constructed as a result of establishing patterns and relationships in the data. Zuber-Skerritt (1995, p. 4) noted model building involves:

- Looking for core categories, issues or problems in the data;
- Identifying sub-categories;
- Patterning the relationships;
- Drawing various shapes (e.g. circles, spiral, square or round boxes);
- Drawing lines and arrows between concepts and labelling the relationships; and
TURNING TEACHERS ON TO ICT: ACKNOWLEDGING THE PLACE OF COGNITIVE AND AFFECTIVE CONSTRUCTS IN ICT-RELATED PROFESSIONAL LEARNING

- Experimenting, getting feedback from others, revising until the best way of representing the data, results or conclusions gradually emerges.

What follows is an explanation of each of the components of the Turning Teachers on to ICT professional development model. It has evolved using the constant comparison analysis of our stories using the ways of seeing windows described in Chapter 4. A considerable amount of time was spent in an attempt to graphically represent the interconnectedness of all the components of this model. Diagrammatically, the model is an adaption of Bronfenbrenner’s (1979) nested circles used to represent his ecological theory (see Figure. 12 on page 393). The interconnectedness of the components of Turning Teachers on to ICT is represented in these layers.

As with Bronfenbrenner’s theory, the model of Turning Teachers on to ICT suggests the most powerful influence over our actions occurs at the microsystem level. That is, our cognition and our affect directly impact our actions. At the outer edge of the model, the exosystem and macrosystem are the least influential. When viewed this way, it can be understood how government mandates for teachers to increase their use of ICT have failed to work. This model suggests the influence of the mesosystem upon teachers’ practice needs to be understood and that in doing so, a range of barriers that currently work to constrain teachers’ ICT practices will be reduced and/or eliminated. The working relationships and discourses between teachers and school leaders, teaching peers and their mentors are critical to the ways in which change can be supported or thwarted. A mesosystem that is able to metacognitively challenge teachers’ mental lives and support them through experiential and situated learning is what is needed in schools if teachers are to embrace the use of ICT in ways new curriculum documents, governments, and academics suggest.
Microsystem

At the micro level, a teacher’s personal narratives are known only unto them and are represented as their mental lives. They remain invisible until such time as they wish to share their cognition (knowledge, thoughts, perceptions, attitudes, and beliefs) and their affect (feelings). Teachers’ actions can be understood to be a consequence of their cognition and their affect that have been shaped throughout their personal and professional life narratives as they interact with family, friends, and professional peers within school settings. Onlookers are rarely privy to the mental lives behind the action or inaction of a teacher at this level. At the microsystem level, a teacher might perceive the need for change based on their personal narratives and therefore be able to initiate it without the support of other systems.
Mesosystem

In the mesosystem, the relationship between the individual teacher and significant others within the school context is particularly important. This inquiry found that the culture of the school, the dominant discourses that are perpetuated, particularly by school leaders, and school ICT infrastructure may function to either support or hinder change. Furthermore, in instances where the culture of the school does not support change, the entry of an external mentor or facilitator into the mesosystem can serve to provide additional support for change or even challenge the dominant personal and school discourses. The notion of a ‘conversation space’ existing within the mesosystem is fundamental to the identification of cultures and dominant discourses.

The conversation space. The conversation space is a metaphor for a situated and sustained dialogue that is unhampered by concepts of time, issues, people, and space. Metacognitive thinking underpins much of what happens in this space and thereby facilitates identification of our role, our thoughts, and feelings about a given issue. In this inquiry, our conversation space was characterised firstly by informal conversations about the need to investigate the possibilities of ICT for teaching. Sustained conversation and thinking allowed the topic of conversation to evolve into an identified problem; “I need to do something to fix this” [Transcript 1] in which Deb became implicated because she needed to solve the problem. In this inquiry, this is where Deb and Anne’s paths digressed. While Deb and I did sustain a regular conversation surrounding ICT possibilities for a year and a half and Deb became more strongly implicated in the problem when she moved to teach a higher year level, the conversation between Anne and I was less regular and less focused because neither of us really knew about the possibilities of using ICT with early learners. Furthermore, while Anne recognised the potential for exploration, she wasn’t strongly implicated in investigating these possibilities because she perceived curriculum reform to be a more urgent demand on her time.
CONVERSATIONS ABOUT HOW THE PROBLEM MIGHT BE SOLVED FOLLOWED THE IDENTIFICATION OF IT. WHILE THE CLASSIC ACTION CYCLE OF PLAN, ACT, OBSERVE, REFLECT AND REVISE (ZUBER-SKERRITT, 2001, P. 15) ARE INTEGRAL TO THE CONVERSATION SPACE, OTHER FACETS OF CHANGE IDENTIFIED FROM DATA GENERATED FROM THIS INQUIRY AND THAT WERE ALSO INSTRUMENTAL IN SUPPORTING CHANGE HAVE BEEN INCLUDED.

NEED FOR CHANGE. TEACHERS NEED TO SEE A REASON TO MAKE CHANGE BEYOND THE IMPERSONAL MANDATES OF GOVERNMENT POLICY AND COMMUNITY DISCOURSE. THIS INQUIRY HIGHLIGHTED THE POWER OF TEACHERS FINDING A PERSONAL OR PROFESSIONAL REASON OR NEED FOR CHANGE. THE IDENTIFICATION OF THESE REASONS IS SUPPORTED BY SHARED CONVERSATIONS ABOUT CURRENT CLASSROOM PRACTICES, THEIR PERCEPTIONS OF CURRENT EFFECTIVE AND INEFFECTIVE PRACTICE, FRUSTRATIONS, AND IDEAS FOR IMPROVEMENT. IN ADDITION, TEACHERS NEED TO BE GIVEN THE OPPORTUNITY TO RECOGNISE AND ELUCIDATE THEIR IMPLICIT, TACIT KNOWLEDGE ABOUT TEACHING AND LEARNING, AND THEIR CONCEPTIONS ABOUT THEIR ROLE AS TEACHERS. EARLY IDENTIFICATION OF THIS KNOWLEDGE PROVIDES A SOLID FOUNDATION FROM WHICH THE FACILITATOR CAN WORK TO SUPPORT THE TEACHER. “IF THE PARTNERSHIPS AIM AT SUPPORTING TEACHERS NOT YET INTEGRATING ICT INTO THEIR TEACHING, THE PARTNERSHIP NEEDS TO DEAL WITH THE YEARS OF ACCUMULATED BAGGAGE ABOUT WHY ICT HAVE NOT BEEN USED TO DATE” (PEGG, READING, & WILLIAMS, 2007, P. 126).

INTENTION TO CHANGE. WHEN TEACHERS PERCEIVE THEIR PRACTICE IS NOT WORKING THEY MAY BE MOTIVATED TO MAKE CHANGES TO IT. HOWEVER, FINDING A REASON TO MAKE CHANGES DOES NOT NECESSARILY TRANSLATE TO ACTION AS THIS INQUIRY DEMONSTRATED. THERE ARE MANY REASONS THAT FUNCTION TO PREVENT TEACHERS INITIATING CHANGE INDEPENDENTLY. OBSTACLES INCLUDE BARRIERS SUCH AS TIME AND RESOURCE BARRIERS OR AS THIS INQUIRY HAS ESTABLISHED, THEIR MENTAL LIVES PREVENT THEM FROM MAKING CHANGES BECAUSE THEY ARE COGNISANT OF THE FACT THEY DON’T KNOW HOW TO AND CHANGE MAKES THEM FEEL UNCOMFORTABLE. THUS IT IS IMPORTANT FOR TEACHERS TO RECOGNISE IT IS IN THEIR INTEREST TO MAKE CHANGES AND AS THIS INQUIRY DEMONSTRATED, THE INTENTION TO CHANGE CAN BE SUPPORTED BY A FACILITATOR.
Commitment to change. A commitment to change represents a deep shift in the level of seriousness with which the challenge is taken. When the commitment is explicitly stated, in particular to the facilitator, there is a concomitant shift as the participant accepts a degree of accountability for their engagement in and actions during the action cycles.

Barriers and supporters of change. Identification of the potential barriers and possible supporters of change, both environmental and psychological, is needed at the beginning of the process but the possibility of issues emerging during the process merits ongoing evaluation. In this inquiry the location and personalisation of professional learning were seen as vital components in supporting my co-participants’ change and as such they are integral aspects of this model. The situated nature of the learning in this inquiry enabled the teachers to explore their own authentic problems and the dimensions of technological, pedagogical, and personal change within the familiar context of their work daily work environment. This was seen as important because their efforts were not visible to the public and the familiarity of their workplace provided a degree of comfort.

Plan the change. The change must be grounded back to the participants’ perceived need for change and their intention to change a specific aspect of their practice. We found it helpful to consider questions of content first, followed by technology and pedagogy. Naturally participants’ anxiety may increase at this time as they come to understand how enacting change might impact upon them. It is therefore critical that the facilitator engages participants in metacognition to facilitate the identification of their thoughts and feelings. It is only when these constructs are elicited that the facilitator can begin to find ways of supporting the participant and addressing these aspect of the participants’ mental lives. In this inquiry, designating time to play with the technology in order to understand how it worked and what it was capable of doing was essential to supporting the participants’ mental lives.
Implement the change. The initial implementation of change can be an incredibly confronting and stressful time, so it is for this reason that the model advocates the facilitator’s physical presence at the time of implementation. The facilitator’s presence offers deep psychological support and the immediate opportunity to gain assistance during implementation which was also noted by Stringer (1996). He noted “people often need personal reassurance and affirmations of their competence and worth” (1996, p. 106).

Observation and feedback on change. Observation of the changes we made and gathering feedback enabled us to evaluate the strengths and weaknesses in our practices. Two forms of feedback are important in this model of professional learning; our own and others. Our own feedback takes on both cognitive and affective forms. It can be immediate and stem directly from something we say or do. It can also be relatively immediate, occurring shortly after we have said or done something and we have briefly reflected on it or it can be delayed feedback and occur some time after we have said or done something. Delayed feedback is facilitated by considerable reflection that requires participants to engage in deep metacognitive thinking.

Additional feedback on change can be obtained from a range of key stakeholders. These stakeholders may include, but are not limited to: students, students’ parents, teaching colleagues, school leaders, and peers from other schools. Gathering evidence from people external to the inquiry can provide valuable insights which serve to strengthen the reflection because it forces us to consider the opinions of others and thus we cannot view our actions through rose coloured glasses.

Reflect on and evaluate change. Informal reflection and evaluation or reflection-in-action (Schön, 1983) is a constant feature of this model and as such is subsumed into all steps. However, once feedback has been gathered and considered, formal reflection,
or reflection-on-action (Schön, 1983) and evaluation of our practice and our thinking and feelings can occur. While reflection can be personal, this model advocates collaborative reflection whereby participants’ thinking can be questioned and challenged (as opposed to being judged and evaluated) in order to elicit a deeper level of metacognition. “When people take the time to stand back from their day-to-day activities to explore and reflect on the processes in which they have been engaged and to share perceptions and interpretations, they gain greater clarity about the direction of their work and efficacy of their activities” (Stringer, 1996, p. 137).

**Amend plan (if necessary).** Our experiences during the planned cycle of change will have facilitated new knowledge that will in turn impact our mental lives. Our reflections on and evaluations of both our actions and mental lives will necessarily lead us to consider whether we need to revise our original plan and re-implement it, whether we are ready to move on to the next step in the change process, in which case we recommit to the need for change and plan a new cycle, or whether we abandon the commitment altogether.

**Share change.** The collaboration and reflection that underpin this entire model emerge explicitly as participants and facilitators are encouraged to share their new understandings and experiences of change with others both within and outside their school. These exchanges may be formal or informal, constitute a professional learning exercise or not, be face-to-face, on-line or a written paper or report. Regardless of form and content, in planning how to share the learning, both participants and facilitators are afforded another opportunity for deep collaboration and strengthening of existing professional relationships. While it is most likely sharing will occur after a cycle, opportunities to do so during the cycles also afford another level of feedback that can again serve to strengthen the reflection process.
Celebrate. Again, while celebration often marks the end of a project or is linked to success, this model advocates celebration throughout the inquiry process. The opportunity to move beyond the formalities of work and to share accomplishments, milestones, and critical incidents is a very powerful way of nurturing and sustaining our involvement from both a cognitive and affective level. Opportunities to celebrate also provided the chance to acquaint us on a different level which again functioned to nurture our working relationships.

In-school facilitator/mentor. The final critical component of this model is the role of the professional learning facilitator/mentor. While some theories advocate an existing member of staff to assume the role of in-house facilitator, this inquiry found an external facilitator looked at the school environment with ‘fresh eyes’ and consequently I was able to question and challenge processes. My independence from the influence of school leaders also allowed the inquiry to reflect the needs of participants as opposed to the agendas of others. Similarly, I do not believe my reporting has been compromised by allegiances.

Another very important aspect of the facilitory role in this inquiry was that I was not an ICT expert. The teacher participants appreciated the fact that I was a learner too and this made them feel less threatened. They perceived me as an equal in this regard and I suggest this is helpful in establishing honest, open communication.

In this model the fostering and support for a conversation space within the mesosystem is recognised as a critical aspect in supporting or hindering the change process for teachers. Every effort must be made by teachers, leaders and significant others to identify time to participate in this space.
Exosystem

In this system, issues that may be perceived as external to the teacher may function to prevent change. For example, an encounter with a rude ICT support staff member may influence a teacher to avoid contact with them and thus prevent technical issues being resolved. Access to or availability of hardware and software, technical support arrangements, lack of time, and lack of support can all affect a teacher’s capacity to change practice.

Macrosytem

At this level the ideologies and dominant discourses of a culture, as opposed to the school culture, may influence a teacher’s practice. For example, there have been a plethora of calls by governments and educational bodies internationally to increase the qualitative and quantitative use of ICT in education. While some teachers have responded to these calls, others have been unwilling or unable to do so.

A model for ICT-related educational change

Working through this model as described resulted in Deb and I making significant changes to our use of ICT and pedagogical approaches in the classroom and while for Anne, the changes have not been as profound, the door remains open for her and I to continue beyond the stage she is at now. Notwithstanding, one of the strengths of this model has been that it has made it possible for us to navigate our journeys of change responding to the situated and highly personal nature of our mental lives and schools. While it identifies some ways in which teachers can be supported through the process of change, the sequencing of the steps is non-prescriptive and therefore permits the participants to select the most appropriate step for them at any given time. Ownership and control over this process ultimately resulted in empowering the participants to own their professional learning and their professional practice. The resulting emancipation was crucial to the development of this model and may therefore be considered to be a critical aspect of professional learning initiatives that aim for educational change.
In making explicit the elements of this model, it is hoped those involved in planning and implementing professional learning for teachers will be alerted to the significant role of our mental lives in the process of change and to incorporate some of the elements into individually responsive and relevant learning opportunities.
Chapter 6: Are we there yet?

Landing aborted

And so we arrive at the last chapter and the point at which a thesis draws the inquiry together and offers some conclusions. The word ‘conclusion’ means, ‘the last part of something” (Merriam Webster online dictionary). While this is the last chapter of this thesis, it is by no means the last part of our inquiry or our narratives of change. The safe landing I anticipated just a few short weeks ago has been aborted. While this chapter represents the formal end of my thesis, it does not mean that our work is finished or that it has come to a grinding halt. It is quite the contrary. The collaborative working relationships Deb, Anne, and I forged during the inquiry have endured beyond its scope. While our work was borne out of our shared interest in ICT integration, and for me a need to find some answers to questions and to a lesser extent, fulfill the academic requirements of a doctorate, it has been sustained by our re-energised vigour for teaching. Indeed over the past few months as I have sat analysing data and writing, I have come to realise that this conclusion is really just part of our ongoing story and therefore the inferences I make must be understood within the context of time and space. They are not unquestionable and necessarily representative truths, but capture snapshots of our truth. Chapter 5 discussed the grounded professional learning model, *Turning Teachers on to ICT*. This chapter will discuss the implications of the model in the present socio-cultural climate. I return to the literature on notions of rigour and quality and recommend future areas of research.

The model *Turning Teachers on to ICT* promotes the idea that professional learning for teachers to develop TPACK is most effective when it is situated within the context of their own mental lives and personal experiences of their classroom, school, and professional peers and significant others. As such, it advocates a personally meaningful and holistic approach to change in which the development of the individual is seen as just as important
as the knowledge and skills being learnt. In doing so, it contrasts markedly with many forms of professional development that assume much about the learners and prefer to treat them in rigid, de-personalised ways. These types of development forget teachers are thinking, feeling beings, and fail to consider how cognition and affect combine in driving human action.

Contemporary government policy and educational systems throughout the world espouse the value of ICT and the necessity of an education system that embraces it. Most current ICT-related, professional development initiatives also support this ideological position. Teachers are implicated to follow the mandates of new curricula that embrace ICT-use, and therein lies a problem. Governments, educational institutions and those organising professional development initiatives assume (sometimes erroneously) that all educators value and believe in the same ideologue. This is yet another example of society’s systems and institutions embracing an Industrial Age mentality where teachers are treated as merely another cog in the functioning of the larger machine. The present deficit approach assumes all teachers need the same professional development and that they will acquire new knowledge in the same way. Conformity is privileged to the detriment of innovation. If this is so, it presents some explanation for why some teachers are reluctant to use ICT in transformational ways, because in doing so, they avoid the risk of alienating themselves from their peers and school hierarchy.

I suggest that if a ‘we know what’s best for you’ mentality underpins a professional development initiative or is perceived to do so, then it will present yet another reason for some teachers to resist change and maintain a reluctance to use ICT, despite having attended ICT professional development and having gained better access to technological infrastructure. Teachers are thinking, skilled and professional individuals who have ideas, opinions, beliefs, and attitudes. A strong case has been argued in the review of literature and in the explanation of the steps taken by cases in this study that the mental lives that such elements provide
function in ways that determine teachers’ actions – including taking attitudinal positions regarding the worth and onward application of professional learning. Therefore, teachers’ mental lives need to be considered and addressed explicitly. Where they are not, those promoting professional development will have missed an opportunity to enliven the process through which teachers choose to grasp the occasion of change as a core part of developing the knowledge and skills to enact it. As this inquiry within its limitations demonstrated, teachers with easily-established and shared transparency about their mental lives about ICT and who were supported and nurtured through the process, changed their ICT practices in profound and significant ways.

The perception that teachers lack time to learn about technology and integrate it into their practice also was clearly demonstrated in the literature review. This inquiry highlighted the critical role our thoughts about time played in acquiring new skills and knowledge. However, it also extended our understanding of ways in which teachers think about time in relation to their prospective uses of ICT. The tension in us between following the compass (that our teaching should embrace ICT) and watching the clock (finding the time to learn how to use and integrate the technology) was significant and our experience was that recognizing and addressing it was formative in moving us ahead. Doing so reduced anxiety and tension and supported next steps, however tentative, in a progressive and positive participation. Therefore, the model evolving from interpretation of this experience is that professional learning facilitators should anticipate, monitor and address these concerns with their participants prior to commencing any action cycles.

This discussion is centred on the argument that an holistic approach to ICT integration is needed to balance better what policy-makers see as issues likely to be productive in providing teachers with far-reaching and long-lasting outcomes from professional development. Such balance would ensure that discourses with teachers present
genuine opportunities to explore and utilize what the teachers themselves see happening in their mental lives and what might be done with their mental lives in the interests of such outcomes – and others perhaps not anticipated by the policy-makers in relation to teachers’ technological and pedagogical practices. We also need to know what types of professional learning experiences allow for the participants’ mental lives to become transparent and how they can be nurtured and supported holistically through the change process. This inquiry addressed these questions and, as a consequence of attending to them, Deb, Anne, and I have embraced ICT in ways that we previously had not considered.

**Strengths of the study and contributions to knowledge**

The research reported in this study responded to international calls for teachers to integrate ICT into their teaching.

The *Turning Teachers on to ICT* model responds to Koehler’s (2011) call for empirical evidence of how teachers can develop TPACK. The model highlights the need for professional learning to occur in a situated and supportive environment in which participants’ mental lives about the compass, the clock, computers and change are acknowledged and addressed. Ably supporting these four C’s were camaraderie, celebration (and for us champagne!).

A strength of the study was its longitudinal, qualitative, and interpretive approach whereby teachers’ voices and narratives could be heard and changes could be observed over time. Quantitative data that report the number of teachers using (or not using) ICT help to capture usage trends and identify the extent of a problem, but they do little to inform us about why the phenomena underpinning the problem exist or for that matter, to help solve the problem. Our individual stories add to the evidence that suggests teachers’ mental lives must be addressed in professional learning programs if ICT is to be used in meaningful and
appropriate ways. Not to do so allows for the perpetuation of an irrelevant education system and risks the alienation of our digital native citizens.

Owing to the highly personal nature of people’s mental lives, the situated nature of the study and the small number of participants, it would be erroneous to suggest the findings and conclusions discussed here and in the previous chapter are representative of what is occurring in other schools and for that matter in other teachers’ minds. However, I suggest that far from being a limitation, the nuanced and highly personal lives and contexts within teachers’ work deserve a form of professional learning in which the individual is valued, understood, and supported to make change possible. This study has highlighted the need for teachers’ mental lives to have explicit visibility and that the interplay of the meso, exo, and macrosystems of their work environment must be investigated and addressed during any professional learning experiences.

The Australian Government’s recent commitment to the implementation of a national, on-line professional learning repository is, in light of the literature and argument presented in this thesis, an unfortunate one. Not only have they failed to heed the warnings of the New Opportunities Fund (NOF) but also they continued to enact policy that reflects an Industrial Age mentality whereby learning is centralised, impersonal and adopts a one-size-fits-all approach. The NOF programme failed because it neglected to motivate teachers, was inattentive to the context in which teachers work and underestimated what is involved in developing appropriate knowledge and skills (Conlon, 2004). Any system of development that relies on using the very technologies that it aims to develop in centralized and impersonal ways is at best naïve and foolish. What makes them think teachers will turn on and use the very tool that the literature tells us they are unconfident about and wary of? Furthermore, it neglects to address the critical issue of time. While the Government’s focus is firmly set on the compass, it will take a more expansive vision to successfully develop teachers’ TPACK
and realise the vision of technology integration or transformation. The major contribution made from this study of interaction and development through the mental lives of Deb, Anne and me is that such expansive vision must incorporate at the very least six of the seven C’s – the compass, the clock, computers, change, and camaraderie as a means of better inclusion of teachers themselves in the “turning on” process. The seventh C – champagne is optional!

Ready or not...

The World is Different

Kids are different...

Learning is different...

And Teaching Must Be Different, too.

(ISTE as cited in Finger, 2002, p. 128)
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Appendix A

Transcript 1

Date: 22/3/11
Location: Restaurant
Present: Deb (D) and Gina (G)
Context: Deb and I have dinner at a restaurant to celebrate the success of her workshop presentation earlier in the evening.
Transcriber: Gina

G: No I was actually writing on my little piece of paper oh assessment, oh parents. And I thought if you don’t say them I’ll….

Waiter interrupts to read through specials list.

D: Are you going to order something?

G: Um are…

D: I’m happy to have the barramundi.

G: Yeah I was thinking that could be ……

Conversation about ordering food.

D: (00:01:37) Yeah you were saying you were ticking all the things.

G: Oh yes and, and yeah like yeah you hit them all. She….well done congratulations [laughing].

D: I’ve come a long way baby!

G: So you feel relieved?

D: Do I feel relieved? Um yeah, but I can’t believe that I didn’t wasn’t more hung up about it. Now it all just seems so natural, a progression because it was…as you said I’ve realised when I was doing it I’m just passionate about it and it’s not hard to talk about something you’re passionate about.

G: Yep.

D: And I’m talking to, the other part of this whole process for me, is it’s taken away that fear that everyone knows more than me because I know that they don’t and, and I tonight was the expert about it but I’m not an expert by any means. [uncertainty and fear]

G: Yep.

D: (00:02:35) But I knew that everyone else in the room knew less about it than I did and that was me not long ago and I was going to workshops, well I still do. I go to workshops and I sit there and I learn something and I think oh that person knows all
about this stuff and I think I was one of you and it just now makes me see you know, I don’t have to feel nervous about presenting to these people because …

G: (00:23:00) I think you nailed it in the opening when you said this is part of my journey and you’re not professing to know it all. This is just your experience, your thoughts, your insights; people can take it or leave it.

D: (00:03:14) Yeah. And I think [emphasised] you learn more from that than you would than if some guru got up there and started talking technical sort of stuff because that’s when you do go oh, oh when I’ve got time I’ll go away and look at that again but I think people appreciate it, the problems the, the things that you said and by saying hey it I did it and this was step by step it told me what to do, yes I, I had trouble getting resources but you know they are very aware it’s not the process you have to be concerned about and the rest, you’re a teacher you can do that.

G: Yep and I think technical people tend to ostracise…

D: The yeah…

G: … people by talking…

D: Yeah.

G: (00:04:00) Whereas you talked about it – teacher talking to other teachers. There wasn’t technical speak.

D: And that’s my thought the whole time I was putting it together, thinking what, what do I wish I knew, what were the lessons that I’ve learned that might help other people understand what it is, how it can be used and the fact that mine, as I said, it’s not like many of those WebQuests, that it’s one task, it was a task, who says you can’t do it like that?

G: And that was obviously like… well that woman made the comment but you could see people going [oh I get it roll of the eyes] the penny dropped.

D: Well that one came up to me at the end and said you know, um that she went on to say, what she was she was head of something or other and they offered, [hesitates] they they’d offered a choice of topics and they were disappointed that kids didn’t take certain topics and she said because there was no level, there was no ability for them to differentiate and make it easier for those who wanted to do the topic, but knew the task was too hard. And she said now she’s going to go back and say well we could build the difficulty into it by doing a WebQuest and allowing them choice. That’s the thing I think a lot of people liked as well is that thing that being able to put some choice in but you [emphasised] still had control over it.

G: Yep.

Orders taken for dinner….

G: Um yeah and the other thing too that was um the students level, not their level, their capability level but their interest, what those topics, food, clothing blah, blah, blah they could choose something that grabbed their attention so that differentiation too. Yeah so what was the feedback at the end?

D: Oh [slight pause] straight away that woman came up and said oh thank you that was such a great presentation then she went on to explain how she was going to use it and then when I walked outside all these people came up and said oh that was fantastic [smiling] and I said oh this is my first presentation and they said oh my God you wouldn’t know it so…..
G: Excellent.

D: That was so good, such a, a, a, a, um you know now I can tick that off. The first one's done. The hardest one's done.

G: Yep, a confidence booster yep.

D: And again I was a little bit nervous when I started but then, then I forgot…

G: I could see you just relax into it and by 5 minutes in it was just like you and me having this conversation.

D: Yeah.

G: And you were just talking about what you know…

D: Yeah.

G: … from your personal experience.

D: And that's the crux isn't it, just knowing um yeah knowing your stuff well. You don’t need copious notes or and that Prezi see that’s why that is so good because it follows that path and at anytime you can go back to something/go back/ without trawling through all those slides in PowerPoint.

G: Mmmh.

D: And it really, because you've set it up and you've layered things, that's how you picture it in your mind.

G: Mmmmm.

D: You know not like a PowerPoint, which is linear, and it just goes slide, slide, slide.

G: Well it's not, that's right you can, ’cause you’re thoughts aren’t necessarily linear.

D: You know the plan de, de, de like that.

G: Mmmmm, mmmmm. That's the thing I like about it that it's….

D: (00:07:54) I can’t believe I put off for so long to learn a Prezi. Mind you I've had no need.

G: No and I think that’s something…

D: But you know what? I won’t forget how to do that, the way I forget how I do, every time I do not use PowerPoint for any length of time, you, I want have taken longer to do a PowerPoint because I would have had to thought/ think how do I change the background again, and how do I make something come near. You don’t have to worry about it.

G: Mmmh, mmmh.

D: I’m so excited to teach the kids how to use it although you can just imagine they’re going to be spinning around' with all the…

G: But then that comes back to the that teaching that understanding from an audience perspective if we’re using this as a tool to communicate then we need to think about
what our audience is seeing and we don’t want them to be, a couple of people, I heard comment about oh yeah that makes you feel dizzy watching it like, someone said...

D: Yeah, yeah, yeah.

G: Oh Prezi and, and I said yeah but you’re talking from and adult perspective, think about kids too who have been …

D: …but I think - the - was saying that more because at the end when I was just...

G: …going through it. Oh no, it was um, it was um, Jenny.

D: Oh.

G: Jenny made a comment under her breath about it.

D: Yeah but she um…

G: And, and I thought yeah but who are you catering for?

D: Yeah.

G: Think about kids, you know they’re being bombarded with…

D: Yeah.

G: Images and…

D: Yeah.

G: Thousands of images per you know minute and sound and that multi-layering.

D: But you know what? Jen’s also one of those people that every time there’s been any discussion about me and what I’m doing and you and all that is you know (00:09:36) that, that thing I spoke about, about teachers feeling threatened, that you’ve gone on and done something. She’s of my era, she’s done teaching the same time I did, and she’s you know she’s seeing me go and do these things and feeling left behind.

G: And see she was invited to be a part of the study and she said yes and then pulled out because she was too, felt she was too overcommitted but fair enough but she probably feels now….

D: Yeah, I think now there’s a bit of that damn.

G: Mmmh.

D: See what you can do….

G: Mmmh.

D: And look to be honest, I know it’s because I’m in this situation that I am where I (00:10:12) am now. If I had not done this with you, and there was time when I thought there I go again I just cant say no to anything, thinking what time have I got to give to this blah, blah, blah, not that I like I was happy to be a part of it but I just thought…..

G: But it’s just another thing?

D: You know?
G: Yep.

D: Am I going to let Gina down and me down? And then I realised I wouldn’t be. I know I wouldn’t be here now if I hadn’t taken that on but it must have been the right time and the right circumstances.

G: Mmmh.

D: It’s an opportunity and I heard somewhere the other day opportunities don’t just happen, you make them.

G: Mmmh.

D: So….

G: And I think that comes back to that needing to learn. Sometimes you don’t see there’s a need or you don’t see the need is great enough and then it’s put in front of you and you go oh well I’m just going to do it. And I mean you made the opportune/ the potential, the opportunity was there for you to do the Prezi or do the PowerPoint or do some other…

D: Yeah.

G: … but you’ve decided…

D: Absolutely, I know I know.

G: I wanna do this.

D: Yeah.

G: And you’ve done it so unless you were, like unless you, I mean if you’d said no to doing this presentation tonight you would probably still be thinking oh Prezi. Oh I wanna still learn how to do it.

D: Oh yeah I would have left it until closer to the conference time.

G: Yeah.

D: And then thought…You know what I was just saying ‘cause um Lara called me up and she just said how did it go I did, um and she, I said something about I did Prezi and she said went gosh I’ve heard about them. Can you just quickly show me how it goes? She guaranteed, she’s going to call in on me and say how do you do a Prezi because she does those PP to parents every year and she is going to love this and she’ll, she’s gonna love that she looks clever having done it um but she, um Cathy said something about they make you look so smart and I said you know what I’ve been to so many conferences and workshops. I have never once seen someone do a Prezi.

G: Mmmh, do you know what? I’ve seen one at that conference in Melbourne early last year.

D: But even though, the big wigs didn’t use it in their keynotes or anything did they?

G: No, not down the coast.

D: No.
G: No.

D: Which is surprising.

G: Mmmhh. Actually I don’t think anyone, no, nobody down there used one either. It was only the conference.

D: Maybe there is that danger of um the fact that it was on the web.

G: Don’t know, we need to look into that.

D: Because a PowerPoint… although I don’t see why it doesn’t work, it would still work as a downloaded thing.

G: Yeah if you zipped it.

D: So if you hot linked it, it would still?

G: Yeah.

D: Go to the web, it’s just saying, if the internet doesn’t work…

G: Work then your links

D: You can’t - yeah your links won’t work but there’s no reason, if, it’s like PowerPoint.

G: Yeah no that’s how I see it.

D: The same way you put a link in the PowerPoint so…

G: Mmmh (00:13:18) So Lara [Head of school] was excited?

D: She said how did it go and I, what do you say. You tell someone else?

G: Yeah.

D: I said yeah I think it went well. I said I think there are lots of WebQuest converts and I think just as many Prezi converts [smiling] um but it was good because while she was there then Cathy came up and said that was fantastic and I, that’s what she needed to hear.

G: Yeah.

D: I was actually surprised someone, one of them like [name] or [name] didn’t come.

G: Didn’t come, so was I.

D: Maybe they thought it would make me nervous.

G: Yeah.

D: Or maybe that…. there were a lot of things on tonight, there was Readers’ Cup happening upstairs and that’s, not once did they come and see me before…. [inaudible].

G: Are you serious?

D: And you know how I hadn’t told them what I was doing and then Todd sent out that email and …..
Conversation becomes confidential and has been omitted.

D: (00:14:38) But you know I don’t need them.

G: No, no you don’t but it comes back to that leadership and acknowledging and making you feel like a valued, respected member of staff.

D: Yeah.

G: I’m just gonna write down there leadership in the sense of um one of the one of the um characteristics that’s often identified as supporting or hindering teacher change, is that higher order, like the hierarchy supporting by doing things like that. Just to give you, mmmh that was great coming along, even if it’s just for 10 minutes, just a little while, you know well done, good luck or….

D: I cannot, I cannot underestimate the value of that.

G: Yeah.

D: That….I mean as I said at the end of last year, um RC was in the acting position, you know she sent me a thank you um card and gave me um movie vouchers for all the extra things I’ve done.

G: Yeah.

D: Now she’s in the high school.

G: Mmmh.

D: But and I replied back to her and said, “oh my God what a surprise. Thank you.” It’s not why I do anything but it makes all the difference.

G: Even [name] that day after Grade 1 orientation Anna put on for the parents last year, LL sought me out and said I hear you’re doing wonderful things with Deb and it exciting and you know, it’s, it’s so um, it’s necessary in order for you to feel like a your doing a good job ‘cause everyone needs to feel valued but also that it doesn’t matter whether you really need the, need to be recognised for doing it or not it’s, it’s an acknowledgement of the fact that you are doing something over and above what is expected.

D: Yeah.

G: And it’s human nature.

D: Yeah.

G: Isn’t it? We all need…

D: It’s courteous.

G: Well it is yeah. It’s very rude at the least…

D: But I am by the same token, I feel good enough in myself, having done all this.

G: You don’t need? …

D: I don’t need it.
G: No.

D: (00:17:07) And that again goes back to that question today, why are you doing this, like there’s gotta be some and I don’t know, I’m doing it cause I want to do it.

G: Do you think though, I’m just thinking, if like you’re a confident gregarious personality? Do you think if you were less self assured, less confident in your own abilities, that that not having that leadership saying oh well done or I hear you’re doing this that’s great, that acknowledgement do you think that would stop you or make you second guess what you are doing?

D: I don’t know, I don’t know because I’m not that person.

G: Yeah.

D: But I’ve come at it - see I don’t - I’m not here where I am because of the school. I’m where I am because of me and my students and what I’m doing with you and so at this leadership thing, you know the yeah, Karen sat with me briefly and was sort of saying you know head of curriculum and I was thinking you know what, there are no, that’s what I’m saying ok, there are no opportunities in the junior school to take on leadership and be rewarded for it in the same way as there are in the senior school. In fact blah, blah, blah. And I said so I’ve sought other way to get that sort of experience.

G: Mmmhh.

D: And not because I want to, to …really it’s just me, I need a challenge, I want to keep interested in something so here I am doing this stuff and she said oh you know like there are other ways you can get promotion, like you know, building your confidence and stuff and I said but that’s not why I’m doing it and you know what the fact that you’ve made me, like that I’ve had to go outside the school to do this, and this is where I think I want to go now. Not, not up in schools, maybe I’ll just move right on out and, and I said and I could do that but within the school but instead I felt like it’s taking me further away….

G: Yes.

D: From the school and the kids and …

G: Mmmh.

D: … and maybe, maybe at some point in my life that will be fine, I will let go and I will go some other direction but …. Yeah. And so it’s, I am where I am totally unrelated to the school.

G: To the school - yeah.

D: Does that make sense?

G: Yeah it does and yeah….

D: (00:19:41) Because they’re not the ones who’ve encouraged me.

G: Put, no….

D: Given me the guidance. I’ve had to go out and do all of that off my own back.

G: Mmmh.
D: Yeah they're now jumping on the bandwagon saying oooh she, she's ....

G: See that what makes me wonder, is you know the teachers who are less capable, less um self confident.

D: I could imagine people going you know what I did this workshop and I do that and what thanks do I get? And then sort of...

G: And yeah and then not going any further too.

D: But because I’m not doing it for any internal recognition around here I’m not even...

G: The motivation’s intrinsic, yeah?

D: Yeah.

G: Yeah. So well what is it that motivates you?

D: Well see I like a personal challenge. You know that. I like to, I like to be able to accomplish things that I've never done before.

G: Yep.

D: (00:20:38) But I also have gotta have a reason to do it. Like I'm not just out there to get as many you know university degrees as I can because I can.

G: Mmmh.

D: There has to be a reason to take on the next challenge.

G: Do you think it's reinvigorated your teaching?

D: Oh yeah.

G: Yeah, 'cause that's what my, like all the way along in these transcriptions that's what I'm kind of, [pause] it seems like there, like you're passionate about changes in the girls learning...

D: Mmmh.

G: ....the change, like their engaged, their motivated, da, da, da, da, da. But it's also working for you on so many different levels and there like, I'm interested in the passion in terms of your delivery.

D: Well the very fact now that I’m saying you know what next year I might ask to go to a higher year level.

G: Higher year level and ....

D: I mean this is a person that didn't want to leave prep.

G: Leave prep, mmmh.

D: Um. And now I think, you know what, I’m not, I realise I don’t have to, I can do what I do well and getting better at it and I don’t have to stick with the familiar. I can take on challenges now.
G: Mmmh. So, presenting tonight. What’s that done in terms of [pause] has it changed any of your beliefs about what you’re doing? Has it answered any kind of um, uncertainties, has it changed your perspective on anything?

D: Actually just by presenting?

G: And the feedback, like the whole process.

D: Oh that I’ve got something to teach. Not - I, I’ve got something to pass on not only to kids but I’ve got, you know I used to think I could protect kids and what I did in terms of and this sounds? I used to, if I had a good idea I didn’t want to share it because then someone else might use my good idea and so I would never…. and I didn’t talk about the things I did, part of it was well I went to all the trouble to think up this bright idea so don’t you go stealing it and here I am tonight saying here’s my stuff you take it you copy it, you steal, do a Prezi whereas once I would have thought oh I don’t want anyone to…

G: So what’s changed?

D: (00:23:20) Um [pause] um [pause] I dunno. Well part of it is well you can have this cause I’m moving on anyway [laughing and smiling] there’ll be something b better I know tomorrow.

G: Mmmh.

D: So yeah, yeah you can have this. I don’t have to cling to my one little thing that I know’s really good and, and damn [laughing] the rest of you I better hope you don’t know about it sort of thing. Like yeah you have it cause I’m moving on. I’m gonna be doing something different anyway. Like the part of that process of this is just that that quote at the end, this is just a moment in time, this is what I did then but you might look at it next week next month, next year and you might laugh at it and go oh my god is that what I really did. I thought it was ok at the time.

G: Yeah.

D: Yeah and you know what and I realise also technology is changing so quickly like you know part of me, like when I was doing that PowerPoint thing with the girls I was thinking oh god I’ve never learnt how to do a PowerPoint, ‘cause I still don’t know and you’ve seen me when those girls were doing that stuff as part of science and they’d say how do I do such and such...

G: Mmmh.

D: I’d go who remembers how to do blah, blah, blah?

G: Mmmh.

D: Go teach them and I’d think, oh you know I used to think I had, I’d better go and learn that and now I think, who cares, I’ll never learn PowerPoint now. I don’t ever need PowerPoint and so I need to let go of that stuff that I don’t need to learn.

G: Mmmh.

D: I don’t have to know everything.

G: Mmmh.
D: I just have to pick the things out that I need and you know what tomorrow there’ll be 50 new things that’ll be and so that whole relief of I don’t have to know it all. I can just exist - learn it.

G: I think that’s a really big realisation. Not being a slave to everything.

D: Mmmh.

G: But choosing things because of the curriculum or because there’s a need, using and that’s, that’s where that you know technology isn’t good or bad it’s how you use it.

D: Yeah.

G: It’s selecting the technology to fit the purpose that you have not finding a purpose um yeah, so yeah.

D: So I’m keen now to learn some more things so I can share it. Isn’t that weird? Now I wanna learn things just so I can share them [laughing].

G: So what, have you got anything in mind?

D: No.

G: No?

D: I don’t know yet. I don’t know what’s out there. Something will come up.

G: Well we’ve gotta do Glogster.

D: Yes [pause] um yes Glogster yes definitely gotta look at that. And I will now.

G: There’s something else I’ve been meaning to look at - Mindmeister.

D: Mmmh. I’ve read that, I’ve read that.

G: And I don’t know the first thing about it.

D: Is that the um? [pause]

G: It’s mapping.

D: Concept-mapping yeah.

G: Yeah. And look I, I [hesitating] don’t know whether it would have any…

D: I’m a mind mapper. I didn’t think I was.

G: You are?

D: But I reckon that’s what Prezi is.

G: Yeah, yeah.

D: It was…That’s’ what made me think of it um cause as we were going through I kept thinking like I’ve seen it used but I’ve never played with it and I was you know that idea of the travel, planning a travel itinerary and I thought well just mapping it out using something like Mindmeister.
G: Mmmh. So you could say ok we’ve gotta think of flights, we’ve gotta think of accommodation, gotta think...so all of those that go into planning so you’re creating I guess subsets or subheadings that you need to then address.

D: Yes. That’s another insight I had, in doing this is that I didn’t think I was a mindmapper. I thought oh no I don’t think my mind maps at all but [inaudible]. That Prezi putting that together was totally mind mapping....

G: Mmmh.

D: ...and it forces you to do it because you put things here and put things there and then you start bringing them together.

G: Pulling them together. Did you find too that in the process of organising the workshop you were reflecting on your practice? Well you must have been because you know you talked about what you’d do again and ...

D: Mmmh.

G: ....things that worked and what didn’t work but did you find that valuable?

D: (00:28:32) Yeah, I mean you now what again once I wouldn’t have admitted to what was not good.

G: Mmmh.

D: But I could actually say you know what this actually wasn’t so good and next time I might change that but you know what it worked well at the time.

G: Yeah.

D: And ....

G: Yeah so why wouldn’t you have admitted to it?

D: [Mumbling]

G: ‘Cause sorry?

D: ‘Cause I’m a perfectionist [smiling].

G: Yeah?

D: And um ....

G: [Gina laughing] God you and I are alike [Deb laughing].

D: (00:29:07) But you know I kind of feel really freed up in a way.

G: Mmmh?

D: That you know there’s always tomorrow to, to do a bit better and do it better is there another way and it’s quite liberating to go I dunno but I’m happy to go find out. Yeah and that’s what I experienced with the girls you know that you that’s more and more what I’m saying to them. So you don’t know it? No big deal.

G: Mmmh.

D: Let’s find a way to find out and that’s the process I’m going through.
G: Yep but that’s what I was trying to say to that man that you know it’s that constructing your own knowledge.

D: Mmmh.

G: It’s not, it’s about finding answers to things you need to know about and, and if there aren’t black and white yes no answers then finding answers that you think are appropriate to suit the situation or need….

D: Yeah.

G: And apart from history really knowledge isn’t static is it?

D: Mmmh.

G: It’s continually changing. Well a bit of science I suppose is static but, but there’s a whole lot of it that’s not. Mmmh. [pause] so did you?

D: (00:30:35) You know what? The other thing which is going to sound really daggy is I was thinking, I was nearly going to email you on Sunday and say I’m doing Prezi and I thought I’m gonna save this as a surprise [Gina laughing]. I nearly wasn’t going to tell you at all until tonight [Gina still laughing] but I was bursting yesterday, I just had to show you just had to tell you as I’m telling the cleaner [Deb laughing and smiling] oh look what I did.

G: Oh I’ve actually got in, in my little diary, I wonder if Deb will do [laughing] she’s, ‘cause you mentioned it again last Wednesday.

D: Last week, Oh if only I’d had time to do a Prezi. But I truly see, I kept saying no time no time and then I thought well how long will it take. I’ve gotta put together something.

G: And that’s something else. Do you think sometimes, ‘cause you know that’s the other thing, I heard a few other people mutter under their breath oh yeah time, we’ve got no time. That’s why I said about time at the end.

D: Yeah but how much free time did I have during the term?

G: And that’s what my point was. You know? Yes it did take you time and it took you probably longer than it would next time.

D: (00:31:42) Yeah but everyone sits back and does a plan anyway.

G: That’s right.

D: So how much more? That is your plan and your work and then you’re freed up and you’re not going home every night going ok, tomorrow…and planning on the run.

G: Mmmh, yeah you don’t have to think about anything. But do you think sometimes you, cause this is something that intrigues me. The literature is always talking about time is a big factor that teachers always throw up in terms of learning anything new and change.

D: Maybe it’s just an excuse.

G: Is it an excuse? Are we hiding behind [pause] if you think about how long it would take you to plan and teach all of what you taught in that the First Australians
WebQuest, if you had to do that in the traditional way versus creating a WebQuest, what in terms of time comparisons would that play out do you think?

D: Time wise um [pause] I'm not sure because I gave the girls those websites, in the beginning and that is something you would not normally do. That would have been a responsibility put on the girls.

G: Mmmh.

D: But then I would have been frustrated because I would have had 50 girls coming up to me all the time saying I can’t find this or, or I would have got frustrated saying why did you just copy that? Why did you just take the chunk of that?

G: Mmmh.

D: You know whereas I knew so I took that responsibility off them, put it on me so yes I took on that task but like that's way easier for me to do than it is for them.

G: For them, yep.

D: I just love not having kids in my face every 5 minutes and feeling frustrated. I will never forget the horror of doing that inventions thing. That was just abysmal. They hated every minute of it, I was getting frustrated at the girls going you don’t understand this, you didn’t write that, you just copied that, what does that mean and I'm going crap. And [pause] like…. (00:34:00) So time wise like it's, it's not….it's not a matter of time, it's value for time.

G: Mm mh.

D: What did you get out of it like, what I got out of it was worth the investment of time.

G: Time.

D: I don’t care whether it took more time, I don’t know that it did but if it did I don’t care cause basically the outcomes ten times better than what I got the time before.

G: Mmmh.

D: And I, I hadn't had any planning to do. It was passed on to me by another, but you hear, this is great this is what we’re doing. She had no time for me. It was abysmal. The result was horrible.

G: Mmmh. The yeah the thing I think that's interesting is that whole concept of is it really time that's the problem or is it working, is it the…

D: It’s not, it’s not, if I didn’t have to do it, I would have said fuck you. I could have said no time, no time.

G: Mmmh.

D: And I would have filled my time with something else.

G: Mmmh.

D: It’s a matter of was it worth me finding the time and it didn’t, my family still got their, my washing still got done. Yeah I probably worked, I probably work harder at my job than many people do but that’s because I want to not because I have to. It's because I’m excited, I’ve got, I’m feeling fresh about it all, there’s a purpose, I’m doing something good and that's the difference.
(00:35:36) So yes there are teachers out there who no matter what you throw at them they’re going to go oooh can’t...

G: Time is always an issue.

D: But are they the sort of teacher you want teaching your children anyway? You know?

G: I’ve… like my point tonight was you know is it really the time factor or is it just that you know we need to start thinking outside the square and thinking well you know there are 5 teachers teaching the same subject so let’s use our teachers efficiently so lets all go and allocate jobs and come back and plan you know. Um, like you and Sally did last year. You taught the history and she taught the science. Um, like you and Sally did last year. You taught the history and she taught the science. Just being more efficient and more productive instead of always saying it’s a time thing, it’s a time things. Coming back to yes it’s a time thing but lets use our time more wisely. Having, you know what Simon’s supposed to be doing, pulling together the resources, a library of ….

G: It won’t happen? [laughing]

D: But you know. Like I said I did that all on the holidays and maybe people are going oh yeah I don’t want to give up my holidays doing it but who cares? You’ve gotta give up your holidays unless you plan, unless you’re teaching the same old stuff you’ve taught year in year out, surely you must be planning something? So this is just another way of planning so...

D: And I think that the whole up side of it is that changing pedagogy in terms of your teaching in class becomes so much more focused on individuals or small groups needs as opposed to blah to the whole class which is um relevant to a couple of girls but may be completely over the heads of some and completely below….Like it’s alright to stand up there and talk to them….. who’s who’s [inaudible] off and but you know that um, I thought of something that I thought I must tell you [pause] mmmmh [thinking].

D: Oh I know what it was. When I was thinking about that horrible SOSE thing that I’d done, and I, the fact that I you know, when people say oh yeah but it takes time and, and that whole taking that responsibility of looking for the information off the kids, I mean it is a hard thing for kids to trawl around the web. Look what’s out there you know to find the relevant stuff they’re not as good at weeding out the stuff they’ve gotta trawl through so much reading in order to find out something that’s relevant but they’re not like us you know they haven’t got that level of sophistication.
G: And technically at that age….

D: But when I was getting those shocking results from the other SOSE thing and I’m getting frustrated, I thought but it’s not their fault.

G: Mmmh.

D: It’s, it’s me. What support did I give them? I said go away and research an invention and tell me about it. Why? Who cares? Where’s the relevance to their lives? Who cares about the… who cares about a washing machine and when it was invented and I was getting frustrated. I mean you now this is this isn’t good, this isn’t what I wanted them to give me but who should I be cross at? Not them. Me. What support did I give them? I didn’t give them any. I’d go oh yeah here’s some good websites so read that you know and it wasn’t clear.

G: And isn’t that so, so [pause] I mean that’s what we were taught to do as teachers basically was that sort of approach to teaching.

D: Yeah. I always remember this quote: If you don’t like the answers, ask better questions and I, I just think that’s so true. That’s what we should bear in mind. If they’re not giving what you what…

G: There’s a problem in the… yeah.

D: Perhaps you haven’t asked for it in the right way.

G: I agree. Now did you get my email about that conference up at Twin Waters?

D: Oh yeah but that’s in um that’s in holidays time.

G: Oh is it?

D: I think.

G: Oooh.

D: Yeah I think that’s when I’m overseas.

G: It’s changed, the dates, it’s now June.

D: Yeah.

G: Is it?

D: But that’s in, I think that’s in our holiday time.

G: Oh I didn’t look at the actual dates, I just… because…

D: They must be having trouble getting people to….

G: Well I wondered that too. Where are you heading?

D: The States hopefully.

G: Oh cool.

D: That’s if it doesn’t blow my budget.

G: Are you going with um, um?
D: Tina?

G: Tina.

D: I’m going over before her, I’m going to Canada, this is the plan. Her mum’s coming up to Canada and we’re going to drive back together, do bit of a road trip. And her mum’s only early 60's, she’s really and she’s, she used to be a model in NY….

*This part of the conversation has been omitted, as it is personal in nature.*

D: (00:43:09) I need a conference overseas [laughing].

G: Well yeah there is one in America.

D: I know didn’t you send me something?

G: Yeah.

D: I went back and I couldn’t find that email.

G: But it’s August isn’t it?

D: Something came through and I read it really quickly and thought I’ll go back and look at it and then when you said the other day did you get my email which by the way did come through late at night.

G: Oh did it?

D: Yeah um I was thinking oh is it the one she said, there was something about overseas.

G: I’ll have a look at it again. It’s yeah ‘cause I’ve looked at it and thought I would so love to go to that but I think it’s a bit later than June, and it’s an escorted one which like it sounds really good but it, you know, escorted things….

D: Is it a study tour?

G: Mmmh. Could go either way. You know sometimes they’re fabulous, sometimes they’re not so great so…..but um yeah that um I can’t think of her surname um first name but her surname’s Riek, I….

D: Jodie?

G: Jodie. She’s presenting up at Twin Waters.

D: I told Todd about her.

G: Aha.

D: Back in the beginning when he said does anyone know of any presenters. I reckon, oh I said I’ve been to the whiteboard conference, Gina said she was really good blah, blah, blah and, and that’s when I foolishly said and by the way I can do…[Gina laughing] um….

G: She’s presenting and but….it’s organised quite differently and if they’re having trouble getting people there I think it could be why because you allocate yourself like a strand and you follow that strand for the whole time and I was…. 
D: Isn’t that the leaders one?

G: Yeah and I was looking at the strands and going oh but I want to do that and that and that.

D: Yeah that might be why. And if it is in holiday time that might be why.

G: And it could be. Yeah, see it was on in May.

D: Although it’s not…

G: It was meant to be in May. It was meant to be May and for some reason they’ve moved it to June and you get your accommodation for free.

D: And they’re throwing in a weekend or something, yeah.

G: Yeah your accommodation free so….

D: Yeah they’re really. How are you feeling about doing the conference in Melbourne?

G: Mmh can’t wait I um, I’m looking forward to, that’s why I’ve started, I’m really nervous about getting the transcripts typed up.

D: And what are you presenting again?

G: I’m doing the “Copyright, get it right” and I’m going to talk about my research and its implications for educational leaders.

D: That’s the one, what am I doing with you.

G: Well that’s the one where I’d like you to sort of talk from, what I wanna talk about is that action research approach and getting um [waiter interrupts] getting um an understanding of the process and how in a school environment it can save time, if you know, if you’ve got someone or not even one person but several people who are interested in the same thing and developing their skills, how you go about actually setting it up and the benefits in terms of change and developing skills and that sort of thing. So for you to be able to talk from a participant, co-researcher perspective, that process would be good. So, I haven’t thought about it too much beyond that um cause what I’m trying to do at the moment is look at these categories of um, like what’s coming up under change like the different things that you’re sort of alluding to in terms of time and how working in an action research approach can kind of facilitate easing that burden a bit um and the participatory nature of action research means that you’re working with people who are like minded and have common interests and so again you’re cutting down on participation. Um you’re fulfilling that need for camaraderie and a bat to bounce off if you’re unsure about something um and exploring environments where principals need to hear that they need to be supporting their staff in more ways than just writing in a newsletter that you’re doing something. They need to be personal about it so yeah that’s it pretty much. That um,

D: Be interesting you should write….

G: Well.

D: Oh that’s the other thing yeah we need to write some articles.

G: Yes that’s then, the thing I wanna do once I’ve got to the point where some of my data is crunched, which will probably be after, I cant see it happening before although I would love to think it would, but writing then a paper about um these are the areas of concern or of um need, support whatever um to get teachers to entertain the
thought about change and then what will facilitate change. I’d also like to write about the process that we’ve gone through um really like a personal, so many papers are written and it’s all um academic and third person. I wanna make it first person, this is how I felt, this is what I did, his you know…

[inaudible] Yeah. That’s one of the methods that I’m really passionate about using cause you know you can read dozens of papers that say oh teachers hate change, teachers hate time pressures. Well no. It’s well documented. Why? I want to know why? I wanted that to be published and it’s your story and it’s my story it’s unique. There is no right or wrong to it but it needs to be told because I think there are going to be a lots of other people out there that are going to go oh, that’s exactly how I feel (00:50:04) and I think it will open up conversations then. Which may well change and the other side of it is professional development is you go to a workshop, or you go to a conference. Nobody actually ever addresses your beliefs, your belief system. Do you believe IT is a good thing? Do you believe that you can cope with change? How do you feel about change? How do you deal with change? None of those things ever get addressed and you can sit there and go yeah, yeah this is good this is good and then you can go back and something you know the blinds come down become something comes at you, a curly’s thrown at you and your back to your old beliefs. Oh I can’t do it, oh I don’t have the time so but I’m still working through that. I’m not sure where that’s all leading to at the moment. I haven’t got enough of my data transcribed to know, to know where that’s all headed. Um, yeah. But still it’s a very open-ended process in that respect and I [starts laughing] probably wont know ‘til the day before what I’m actually going to do but that’s ok. Wing it. I would like to have had something, something published in the lead up to it but....

D: Yeah.

G: It’s just taking so much time to do the transcriptions.

D: Yes.

G: It’s like….I talk too much [laughing] and you do have to go back and replay things and listen to them three or four times sometimes and you know and you, you’re writing little anecdotes about you know um laughing and rolling eyes and you know things like that add meaning to the words that are being said.

D: (00:52:12) I so have no idea.

G: Honestly we could be a stand up comic act [laughing] some of the things we’ve talked about. We are so funny. [Deb laughing]. Oh my God but ....

D: You know how Todd said at the ….. of this that….[giggling] who did I present that, who were they, who were they?

G: QSITE.

D: QSITE? QSITE members, ‘cause the whole, I’m thinking QSITE, what does it stand for?

G: Queensland Society for Information and Technology Education.

D: OK I had no idea. Somebody asked the question the other day and I dunno. Something to do with technology [laughing]. Um but they put a call out for [pause] ‘cause he said you know [name of school] is hosting their ....

G: Yeah, yeah, yeah.
D: And I thought oh I won’t volunteer for that because…. I dunno, commitment, time-wise whatever and I thought I’ll see how this thing goes. I’m wondering if any of this is worth. But you know that thing if you’re presenting you’ve still gotta pay?

G: Oh do you.

D: Yeah, ‘cause that’s what Cathy, Cathy just asked um [head of school] when I was standing there talking to her ....

G: Oooh.

D: And Cathy said do you think if I went to that conference, she said what if I volunteered to do something at the conference do you think the school will pay for me given I’m on maternity leave so she must want to go to the conference and she just thought that if she said she’ll present something maybe [inaudible] to pay and I said do you really have to pay if your attending and she said yeah I just asked Todd and apparently you do. I thought well....

G: Is it expensive?

D: No you’re probably getting it but it’s in Brisbane, it’s $200 or something.

G: Right.

D: But because [name of school] is hosting you’d think, seriously you have to pay for it?

G: Yeah, That’s something I have to start being a bit careful about too because my Uni budget’s almost gone.

D: Is it?

G: So I think [inaudible] years which starts to hurt when you add up $100, $300 there and it’s something...

D: Have you been on some things though that you thought you’ve wasted your money on?

G: Um [pause] no I don’t think I have. I think I’ve come away from everything with, with at least some new thought or even if it has just been like you were saying about that one you went to some freeware that you didn’t know about or a conversation that you have with someone else. No I think... (00:55:07) There’s been something. There’s been something from yeah and I mean I’m probably pretty selective because you know giving up 2 days here or 3 days there is big time um out of my working week seeings I’m supposedly part-time um yes I’m pretty selective so that’s why I’m sort of wondering about this one in June thinking I need to go and have a look at it again. Cause I know that my uni budget wont stretch to the $600 or whatever they want for it so it’s gotta be, it’s either I try and negotiate a reduced rate or um or yeah....

D: Well we just have to get a name for ourselves and...

G: Yeah!

D: Then they’ll be asking us, we wont be asking them to go. They’ll be asking us!

G: Well and that’s the thing you know, over a period of time you build up a bit of a, it’s like that Chris Betcher, you build up a bit of a following and a bit of a yeah respect thing I guess.

D: Do you think then there will be an opportunity for me to present...
G: Those geckos are going berko!

D: This sort of presentation to pre-service teachers?

G: Oh absolutely, absolutely.

D: (00:56:38) Well how can I make that happen?

G: Leave that with me. Um I’m not sure who’s doing English Education 2 next semester, I don’t know I’ll have to find out cause my supervisor has retired and she was co-coordinating it and then there was a temporary woman come in last semester but she’s not doing it and I don’t even know whether they’ve given the job to anyone as yet but I’ll have to make it my business to find out. You can do a guest lecture so you can just go in and yeah...

D: Yeah.

G: You go through...

D: But that would be…. [inaudible]

G: Yeah.

D: Um because even um some of the supply teachers that were in today, Sally and …

G: Oh how is she?

D: …and name was in and they both said if we’d known about this we would have put our names down because they’re supply teachers and they said do you know how hard it is to get up our hours and they said if we’d known you were doing this we would have happily signed up for it.

G: Yeah.

D: And they said can you ask Lisa who’s in charge of the supply stuff to let us know when things like this are on otherwise, we’re not at the schools, we don’t know what sort of things are out there.

G: Mmmh.

D: And we’re expected to get up these hours and we’ve got nothing…

G: They don’t, yep, yeah that’s so true.

D: And you know what I think? [inaudible]

G: Of course you can yeah and that’s, that’s part of... I think the whole, that’s where joining QSITE is such a good thing because over a period of time you get to know a few teachers in the area and you create your own little learning community and it’s not a difficult thing.

D: Yeah.

G: Because physical proximities you know or you’re working with the same year level or whatever so it makes it so much more um easy. You know you can be doing something at your school, they can be doing the same thing at their school, you’ve shared your planning, it doesn’t have to necessarily be another teacher in your school
that helps you to cut down on the time. It's thinking outside the square. So Sally's sister?

*Private conversation*……

D: (01:02:01) So what do I do now? How am I going to go…?

G: Have a rest [laughing].

D: You know on Sunday by the time that night, I had the most sore neck. I just sat at that computer all day trying to move things around, walking away, coming back and...

G: And you don't realise how tense you are as you do it, I noticed that doing these transcriptions, I walk away and go oh crack, oh crack and I get into bed at night….

D: Yeah.

G: And I don't think I moved all day or you know you get up and go to the loo.

D: You're sitting for way too long, cause sitting is bad for you.

G: I'm trying to get up every hour.

D: Yesterday, last night I went to do something and my back just went into these tiny spasms and I had this lapse years ago and I thought oh my god what if, what if I wake up tomorrow and can't get out of bed.

G: Can't move?

D: You know and I thought see that's so bad I'm just not making any time after work to get out and do any thing…

G: Have you got a good chair?

D: No, Well I'm sitting at the dining room table. A dining chair you know. Not ergonomically appropriate.

G: That makes a big difference. They reckon those balls are really good.

D: Those fit balls?

G: Mmmh.

D: That would be too low for my dining table. Oh God and if I drank too much I'd fall off [laughing].

G: Roll backwards [laughing] how funny is that?

-Ends-
Appendix B

Transcript 2

Date: 22/3/11A
Location: Multi purpose room at Deb’s school
Present: Deb (D), Gina (G) and QSITE members (A).
Context: QSITE members have gathered and are listening to Deb’s workshop presentation.
Transcriber: Gina

D: (00:01:07) Um. Thank you everyone for coming this afternoon. I would like to say up front that um I am not an expert in WebQuests and I haven’t written the best WebQuest ever. I am talking to you today as somebody who is passionate about the value of WebQuests in the classroom and for many year levels and all subject areas so I will be running through my process, my journey, um with WebQuests this afternoon and I will show you the WebQuest um that I’ve developed and …. I will talk to you a bit about it along with way and then I will hopefully give you some ideas on your interest in the development of a WebQuest. Um and I will also say that I am still learning ah even since I’ve developed the um the original WebQuest which I will show you today, ah I’ve actually learnt a lot more since then and I, and I guess I will still always be learning but I, there are things about it now that in putting together this presentation even that I’d do things differently and I’ll, I’ll talk about that as well. So…… [getting the Prezi where she needs it].

(00:02:42) My journey into the realm of WebQuests. So the first thing: did I jump or was I pushed? At this stage, I’d like to introduce you to um Gina Blackberry over here who is a PhD student and she is studying at the moment, the topic of her thesis is to um she’s studying teachers and change, their response to change with specific um emphasis I guess on IT so, Gina is using me as a co-researcher so basically um she’s using an action research model and um looking at me as one of her subjects and how we are embracing or otherwise, technology. Now, in our course of discussion over, about all the background [inaudible] Gina had mentioned something about a WebQuest and I’d never heard the term before, Like many terms that are coming up now and I had no idea what it was and I ignored, ignored it for a little while and then it came the start of a new term and I was really, found I had been really frustrated the term before in teaching SOSE in particular, I was new to the year level and new to um the, the topic of, that we were studying in SOSE and I was really frustrated about the way the girls seemed to lack any sort of engagement with the topic and I’d, I’d sit with each child and ask them, you know tell me a bit more about this, they had no idea what they had written. You know it was obviously very much just a process of copying things so I was frustrated about that and about how, I realised sitting with the girls some of the problems they had in going to websites and a lot of the information on thee websites was way too difficult for them for a start so I had no guidance from the web, no control if you like over where they were going to get their information and although I could offer suggestions, it was pretty much them you know going off on their own, trying to use books, use website. It wasn’t very successful in the end. So the new Australian curriculum, me moving to a new year level, the prospect of the new Australian curriculum, the um, we’d, I decided that I could use that opportunity to give SOSE the flick and start looking at history and the component that I had to teach was of course, um the early, the first Australians and this is where I revisited the possibility
of doing a Webquest because I’ve gotta start a new, I’ve got to rewrite, I’ve gotta write a whole unit of work anyway, now might be the time for me to write a WebQuest. So my original um idea was to actually just look for some WebQuests that were out there and use those.

(00:06:11) So then came the plan and I guess the first thing I had to find out was exactly what was a WebQuest. So I had to start doing some research about what a WebQuest was. Now there are many, many WebQuests out there. Some are true WebQuests and some are just being published on the Web which don’t really utilise the web in the way it should. So basically, what is the WebQuest? The quick answer is good teaching using the web. And the longer answer is construct in lesson format and it’s wrapped around a doable task, an interesting task which is actually meant to be a scaled down version of something that an adult would do in real life so you take on a role if you like as a scientist, as a, as a um you know a politician, as a whatever, but it is a scaled down version of actually a real, a real role. And traditionally, most not necessarily all material you use, using your WebQuest comes from the web. The resources are all pre-selected so that thing that I was looking for where I could actually look at what the girls were looking at before they got to use it. So basically I was taking full control of what they, what information they were using. Um, Again ah it involves students taking on roles and you, the whole idea is you try to build in um higher order thinking so have them engaging in much, much more higher level thinking than just going and copying information about an animal and writing a report about it. Um, Professor Bernie Dodge is the person um who from, he’s a Professor at San Diego University, State University. He came up with the concept of the WebQuest in 1995 and they apparently were quite popular in the beginning and have sort of taken a bit of a back seat but I think with web2 tools available now, the possibilities with what you can do with a WebQuest now are even greater than they were before.

(00:08:33) Um when I started searching ah what a WebQuest was, this was and if you go and search even now about a WebQuest this is probably what you’ll come up with. Is Webquest.org, now that’s Bernie Dodge’s own website, however, this website is actually not um, it’s still there, it’s still in the lit but there’s an updated version now called Questgarden so this, there’s still a lot of information on here about WebQuests and what makes a good one and how they work etcetera but it has been, it’s been, this is the newer version, this Questgarden and this is what I used to, begin my search of published WebQuests. Got it. I’ll click on that and show you……..ok Questgarden. This here um you can search for examples here of existing WebQuests so it’s pretty easy to navigate this. Um that’s where I began, I just started searching for some examples of WebQuests and you just click here and you can type in and search in the title, anything you’re looking at you can narrow it down by subjects etcetera and it will come up with all the published WebQuests that people have done. Now there is no um there’s no way of knowing which are good ones and which ones aren’t. That’s up to you to have a look through and really select for yourself. But there are other um websites out there that have WebQuests listed on them but I found this one to be most user friendly and it was when I came here and started looking for WebQuests that I actually thought well instead of just looking at one how about I create one. And here you can register for a free trial. Now to actually come to this site and create your own WebQuests from it I think I paid $20 um, US dollars subscription but that’s for 2 years and but first of all you do register for a free trial and I think that gives you a month free but you have to register for that free trial and then subscribe to it so basically if you subscribe you’re getting 2 years and 1 month. But it takes you through the steps of um creating a WebQuest. You can, one you’ve created your WebQuest on the side, you then publish it to the site but you can go back in at any time and edit your WebQuest and republish it so even once it’s published and people can access it, if at some stage you decide you want to add something to it or change something, you can just go back in and using your membership login and change it and make um just re-publish it and it will update it as is. I will show you my WebQuest….ah you can download a zipped file also. You don’t have to keep it on
that website so if your subscription ran out for example, or even if it didn’t you can
download a zipped version of it so you don’t need to go to the website to look at it.
However once it’s um in the zipped, once you downloaded it like that, you can’t make
changes to it as easily and once your subscriptions run out, you can’t go back onto
the web to make any adjustments to the WebQuest.

(00:12:28) So this was the WebQuest I did on um the First Australians. Now the um,
A WebQuest traditionally can be used just as one task, as in it becomes the
assessment task you write to at the end of the year. I didn’t do it quite that way. What
I used mine as was basically the whole terms work. Now I know that’s no, that’s not
what a WebQuest traditionally tells you what to do however, that’s the freedom of
them in, that’s the beauty of them in that you can actually create something that goes
for weeks and weeks and what I did was um, made the finished WebQuest, so the
WebQuest itself was the terms work and the completed WebQuest became the
document, the thing that I assessed and I could observe the children along the way
and make observations and assess different things along the way but the finished
product, rather than them go through a terms work and then go away and write an
assignment, this became the assignment sort of thing rather than at the end.

(00:13:38) Now, the purpose is, the um original ah little spiel there tells you that um
this WebQuest was just part, part of a, of a bit of a broader study but basically the
only thing I did prior to the girls work on the WebQuest, was give a an introduction to
what is history, and why do we study history and what can we learn about people of
the past by the sources of evidence that remain so things like artifacts and things like
that. But you have to set the context and this is where I made up a fictitious context.
Now um, the girls were unaware that it was fictitious so I’ve said um Mrs S who is our
principal, has been contacted by the principal of another school and their class is
going to take part in a national quiz about early Australians and they have no idea
and so they’re hoping that we, they’ve heard that we are learning about it and they’re
hoping that we can put together some, what we think is important information about
Australian Aborigines and send it to them and they’re going to place it in the library
and the girls can go to study from it. The girls got very, very excited about that
context so that alone was a, a promising start. The fact that they all got excited about
it, that they were having to produce something that was going somewhere else in the
world and it gave them a real purpose. It wasn’t just them going away and writing
their assignment to hand in to me and no one else would get to see it.

But the task, and when you do, when you are setting up a WebQuest, all this is
actually the, the template that they give you talks you through this process, so none
of this, although time consuming to set it up originally, none of this was hard to do. All
this fancy looking stuff here and everything it’s all on the template, you can change
your colours, you can change your set up, you can import pictures, PDF files, word
documents, whatever, images whatever you like. SO here again is the task for the
girls. They have to act as historians and gather useful information and they’re going
to be helping out another school, so there it is setting the context and the real context
for the girls even though it was actually fictitious. But to this ay they don’t know that
these things didn’t actually go to the States and come back again.

(00:16:11) So this is what I did in order to build in um to allow the girls of different
abilities to all work on the same thing cause often WebQuests are set up as tag on
things that only the better kids get to do when they’ve finished their other work. Um
WebQuests are often set for children who are brighter than the others you know you
go away and you do your WebQuests but I set up um multi levels within the
WebQuest and I told the girls they all needed to complete the blue tasks and they
had to do at least one green task. Now all the blue tasks were the things covered
were the curriculum told me were things I had to cover in this subject area so that I
knew that if the girls had done all the blue tasks, that basically what I had to teach the
girls about Australian Aborigines was covered and provided they did some of the
green tasks, they didn’t have to do every one, but provided they had done, done, pretty much I was covered curriculum wise. Um so then the girls set off on their tasks.

(00:17:19) Ok so I’ve set it up as a series of learning sequences and so there you go, they have to do all the blue tasks and at least, did I say one or two of the green tasks?

G: One.

D: There you go. And I was able to make it, the reason I decided to make my own and not use one of the published WebQuests, for a starter I knew the class, I knew the abilities, I knew what interested them and I could build certain things into the WebQuests that you know would keep it interesting for them, so you know I’ve got names of the places where they live, their suburbs and they had to go and find the Aboriginal name for these. I mean these are the Aboriginal names. They had to go away and find out what he Aboriginal meaning for each of these places was and all of these things I’ve hot-linked. Now again, that looks like something that is complicated but it’s not. It’s there, you just highlight the words and click on a thing and it hotlinks it for you to the website that you actually um are sending them to.

(00:18:25) Um, the fact that I um layered the tasks and said they had to do a certain amount, I did say to the girls that of course they could choose to do the minimum or if they took on the extra tasks of course, you know, I, I told them, I was clear with them that once this task did go to the States and it had come back. I would be assessing it, so they were aware that they had the basic lot to do and if they chose to take on more then they had a better chance of getting a better grade for example. So they were aware of that. And, each of these sequences, they could work at their own pace and some kids that were faster workers were you know, everyone in the class was up to a different part at a different time and that relieved me from people coming along saying what do I do now, I’ve finished this, I’ve finished that. And never once did I have to stand up in front of the class and teach everybody you know anything at the same time. I could actually sit with the children. Um you can link things to, thee, this is a video link so they had to go and watch a um, a dreaming story and they had to give their interpretation of it. They had to watch, they could watch several dreaming stories, everything is in here, they didn’t have to go and search anything, for anything.

(00:19:54) Then we get down to here so, and that was the other thing. I was able to build in, when they saw other people watching dreaming stories or someone was on watching some you tube clip or something of course they were motivated. I told them they weren’t to go on and do another, you know until the first task was completed. And they became quite motivated about ooh I cant wait to get to that part where they’re watching these dream stories or there was a part where they had to watch a you tube collection of Aboriginal art and then they had top design a cover for their folder and it wasn’t just a matter of painting, it wasn’t about them doing some sort of half baked aboriginal dot painting. It was about them noticing the colours and the shapes that were used and looking at the elements of Aboriginal art and actually knowing to build those things into their into their cover, so they weren’t just to go and get pretty blue and pink paint but they had to show their understanding and this is where the higher order thinking came in. You know those girls who weren’t at that level would just go away and get pink paint and make dots whereas others were really trying to tell a story and I didn’t have to teach them that. I didn’t have to you know say well lets make up a story and it’s got boomerangs or anything in it, they just had to observe, look at that um, previous clip which is a whole YouTube presentation and it used music and it does show a whole lot of Aboriginal art.

Showing a You Tube dreaming story clip.

(00:21:40) This is where you really saw the children who were observing what, what the elements were and [inaudible].
So once they got to completed all of the tasks there were some fun tasks built in at the end and these were just, these are actual sort of game sites, there is, this one kind of like a mini quest but it’s an animated thing where you have to go visit an Aboriginal boy, his place and you have to apply for permit to go there and say what season so even the games that were added in at the end had some sort of, you know they weren’t just go and feed me and [inaudible] they actually had a purpose.

A: Excuse me, sorry, did you make up these games yourself?

D: No, no, no they were things I found on the internet. So the, the, the, probably the longest thing it takes in developing a WebQuest is searching for the resources. I reckon I spent a good week just trawling the internet and because everything you put on here you have to have vetted beforehand obviously and look does this, is it, is it, I mean I was teaching year 4. Could a year 4 child read this, could they understand it? You know, did I actually have to adjust piece of the information or could I just let them read the whole thing so that, there’s heaps of information and that was my frustration because history has not been taught before um there’s not a lot out there at this level. So year 4 have to learn about in the new national curriculum have to learn about this and there was very little, traditionally being a year 5 um thing, and now we’re bringing it down to year 4 and there was really stuff there that was way too difficult so that I found was the hardest thing, is actually searching for those. Of course the older year levels, it would be a much easier task but when you start working with younger year levels you’ve really got to put their shoes on and start thinking can they read this.

A: And copyright for your WebQuest?

D: Um, when you sign up for this you are, there are some stipulations. Now the artwork I had to get from creative, eh flickr using creative commons which give you license to use those sorts of things but because you can go to YouTube or anything like that anytime, there is no copyright on that putting it into a WebQuest like that. Anything that I could normally go and get, all I’ve done is given them a hotlink to it. It’s not that I’ve stolen anyone’s work, I’ve just hot linked to it but certainly the images and that was something that I only thought of afterwards and that was only because I went to a conference and they mentioned something about um copyright and I thought oh my goodness I just went to Google images.

A: Yes.

D: And took pictures and put them in there. Now this is published on the web. If somebody felt like it they could come along and say hey that was my picture so I did have to go back and …

A: So Creative what?

D: Um Flickr is the, it’s like Google images but you’ve gotta look for the license called Creative Commons. Creative Commons [spelling it] and thy give you license to reuse any, any, any images that are listed there under creative commons are free to use without acknowledging and without any copyright.

A: So Deb anything that you can access, anything anyone can access you’re allowed to put on there?

D: (00:25:28) Yeah because all I’m doing, it’s not in my document, all this is, is hot-linked, it’s a you know like a web….

A: Can you link Scootle things?
D: I have no idea, You probably.... Scootle probably have their own copyright um that you may have to look into their, it would be their copyright rules that you’d have to look at. I haven’t left any?

A: Yeah ok.

D: And look you can create a WebQuest and not publish it on the Web. This does not have to be published on the web. There’s nothing to stop you creating this in a word document or a PowerPoint or whatever you like.

A: Yep.

D: It’s just that this particular site gives you this great looking format and …

A: Yeah.

D: And um yeah. But certainly you can hot-link into a word document, you can hot-link to anything.

A: Hmmh.

A: Your blue and green are they differentiating anything?

D: (00:26:22) Yes, oh well, well the blue tasks are as I said, if they did all the blue tasks then they’ve got a really good spread of understanding about, of what I wanted them to come out with. Anything the green, things are a bonus. Now not to say it’s not important for them to learn about food and shelter, than it is to learn about fishing or finding water it was you know, you can’t teach absolutely every single thing about Aboriginals so I, I had to um just decide what was enough, what…

A: It makes it brilliant at differentiating though [inaudible].

D: And actually the easier tasks, like up here where I do have some of the easier ones.... ah yeah like these green tasks, this was a bit harder so they had to look at a map of Aboriginal Australia and, so for a start they had to know where, where Brisbane even was on the map and then they had to find out what were the tribal language groups in that area so, you know some of the girls thought that was a bit tricky to do that so they didn’t you know choose that task so they could go and do this one. So I gave them an element of choice as well so that, to keep it interesting. So you don’t want to do that one? Fine go and do a different one. Um the other good thing about this WebQuest…. site is that it also comes with a built-in, well it’s not built in, I had to come up with the actual detail in here, but it has a, a matrix here for assessment and they do have some basic guidelines on how to write it but I probably wanted to make it a bit more complicated than the ones that were three [giggling]. But that was there also for the girls to see. At any time they wanted to go and check what I would be assessing, um that was there for them.

A: So that matrix is like the rubric? [inaudible].

D: That’s the rubric there that they were assessed on at the end. But they could come and see ok look I’m going to be marked on my proofreading and editing, ooh I better read it.

(00:28:44) Now when they did the task, this is the thing that I would change and I’ll talk about that in more detail later. This was actually a written task for the girls and the reason I made it like that was because too often before I’d seen then copy great chunks of information straight into a word document and pass, try to pass it off as their own. So I said they had to read the information, understand it, then write it in their own words. Now, for some of them that seemed like a really daunting task but you know, I didn’t care if it was four sentences, so long as it showed that they
understood the information and they struggled with that a lot in the very beginning but they soon got, they realized they were trying to make it more difficult than it had to be and when it got down to um some of the girls struggling I’d say well let’s read it and I, I might even sit there and read it with them and then I’d say so now close it up, charge your computer and tell me what that said and they’d say oh well it was about you know they go hunting and they do this and that and I’d say right, so, so write that down and then how did they do that. Oh they do that this way. Good, write that down, so the finished product was you know, even though this took weeks of work, for some of the girls, the end product was only like 3 pages of questions, answers in paragraphs and that was fine because at least it was three pages of stuff they understood.

A: So handwritten notes?

D: (00:30:17) Handwritten. Now I did….it wasn’t all handwritten actually. I made the girls handwrite the notes first and if they wanted to they were allowed then to type it up. But I did warn them that was doubling the time so they still had to make the notes, and then they either had to write it in a neater copy or if they felt they could go straight into writing their good copy they could so by the time they’d done that, they also had a better understanding of the content as well. So that’s built in and you can also put um, a little conclusion up there for the girls. So they had to just, I reminded them the presentation of their folder was very important and when you’re happy with your folder give it to your teacher and she can send it off to [inaudible]. So again they were brought back to why they were doing this task in the first place. Now you, you don’t have to put any of these things in um but all the templates are there to give the background information to any teacher who found your WebQuest and wanted to have a have a little bit of a closer look before they decided, they can have a look at the background on it. But basically I’ve said here the WebQuest was to be worked upon for a period of 5-7 weeks. All work will be done at school to ensure teacher monitoring of the actual learning process. And then um followed up with a knowledge test and student survey in order to evaluate the degree to which information [inaudible] and I’ll talk about that in a bit more detail. So that basically is the WebQuest. Now as I said that website would take you through every single step of this and once you get into it and once you’ve figured out how to hotlink once, you can just type and quickly zip through.

A: And did you do any cross curriculum work like language arts, English and all of that or did you just stick with the history?

D: No, this was my first go at it and again I, I really didn’t know how it was going to go and it was pretty experimental and I wasn’t even sure how long it was going to take, how much work we were going to get done each time, were the computers available, would they be able to get on the internet so it was pretty experimental at that stage.

(00:33:00) So…. the process is, so how was it when the girls actually started working on it? And this is what worked for me; this is why I liked it so much. So what worked for me while I was actually writing the WebQuest was things like guided process that the website gave me. It was really clear and really structured about how you do it. At one stage I wanted to upload a, I needed the girls to ah fill out a sheet that I had, a worksheet that I had done and I was actually having trouble linking that, getting that uploaded and I contacted Questgarden technical support and I got a reply from them in you know, obviously they’re in the States but I, I think and email one night and by midday the net day I had a reply about it, how to fix my issue so that was really good. Um there’s just so many examples there to um, (mumble) there are so many examples on the um you know there for you to use. Now as I said some of them you’ll look a think mmh not so good. Others fantastic and you are allowed to, to, once they’re published, you are, I’m giving permission for you to use this copy it, do what you want with it. You can change it and you probably would to suit your particular learners so any of those WebQuests out there, your giving, um once there up there
on the website you’re giving permission to look at it and use it in some way, that’s part of the agreement of membership. And the best thing for me is having that high degree of control over um what the, what information the students were seeing. That to me was just one of the best things about it. And that you can build levels of difficulty in and provide girls with a choice. And seeing them motivated um the whole time. Gina came in and observed several lessons and I, I’m hoping that she’ll attest [giggling] to the fact that the girls were often just sitting there totally engaged in what they were doing.

A: Mmmh.

D: Initially they were just excited about using the computers but you know they were all sitting there with headphones on and they were working their way through the tasks and you know the thing they enjoyed least of all no doubt was the writing that they had to do but they understood that that was a part of the process…….

A: Deb when you say people can change it, obviously not your……

D: No you can’t touch mine.

A: …obviously within the site, you can….

D: You can, I think you can actually copy, actually I haven’t um……actually now I’m confused, I can’t remember…

G: I think you go in and save it as your own and then you amend…

D: Yeah.

G: Yep.

D: But you can’t go in and alter my one that’s there. And look I’ve yet to find one that could actually do exactly. Like you would, you can rip off the book, what I call r and B, you can actually um, you can take the ideas and just put your own little spin on them. So that’s what worked for me while writing the WebQuest and while the students were….working, and my screen’s just frozen….[to Gina]: what shall I do?

G: Shut it down and reboot it.

D: OK, would you mind shutting it down?

G: Sure.

A: Can I just ask a technical question?

_Inaudible question._

D: Oh is it working Gina?

G: No.

D: Did it quit? Can you just shut it down? Control, alt delete it. Um so what worked for the students um……I need Todd. What worked for the students was they enjoyed, first of all they were totally motivated by the fact they got to work on the computers and we at this school at that time had just got 5 sets of computers in the library, so everyone could go to the library or the lab and, see my things just broken Tim, um they, they wanted to go to the library, get the laptops and they all wanted to work on it and they all wanted to watch those Dreaming stories and that was the excitement for the first little while but then they actually saw that they could work on their own and
they could work ahead. No-one had to wait for anyone else, but the thing that was really great was it freed me up to because I didn’t have to teach the whole class ever, all at once, and I didn’t have children in front of me with books saying, what do I do now, what do I do now…. I was free to go and sit, actually sit with the students and watch them learn, read things with them and say well what, you know what can you tell me about that and all those things that I’d never been able to do. I, the previous term I sat there and I had these children in my face every 5 minutes and it was just frustrating for me. “I can’t understand this” “I can’t do that” and because I’d put that information up there, that was really clear and they could understand and I knew it was at their level and that they would be able to understand, it didn’t have that, that um, thanks Todd…..

G: And Deb one of the things that you commented several times to me was that as teachers we’re often helping the more needy students and the students who are less able and Deb was able on numerous occasions when I was observing work with girls who are actually more able and she was able to give them one on one and extend them even further so that was really fantastic to see.

D: Um, so the students were excited and keen and it allowed me and my students to walk the tightrope between structure and freedom so in some ways I gave up control of the lessons and the [inaudible] if you like but in saying that it gave me more. I put the control in place when I planned the unit and then it gave me the freedom during the term, just to go around and sit with the girls. Sit with them and wander the room so it was never oh this is what worked today and tomorrow I’m going to do this. (00:40:09) It was all there; it was all preplanned, all done beforehand.

A: [Question from participant – beginning is inaudible and then]….did you have an allocated time?

D: Yes. Allocated, like, I booked the computer lab for all my um history lessons and, and all my computer time as well. And even it was, you know, we had time. At that stage we only had 5 computers in the classroom so to have everybody on computers we had to either go to the computer lab or the library so we did that as best we could, but it all fitted into the term.

A: So how much time would you have allocated towards this?

D: Probably, so a double, probably about…and I was teaching two year levels, tow classes too so I took them history for both year four classes and each class had a double lesson and a single lesson for history. Now we definitely did the double lesson every week on the WebQuest and sometimes the single but not always so possibly about 2 hours, two and a half hours a week. (00:41:20) And what worked for the students? They were motivated to work on the computers, um they loved the choice that they were offered, because a lot, some of the girls said they really liked to be able to sit there with the headphones on and work quietly and not be disturbed by anyone else in the class. And because I didn’t have girls getting up to go and get books, going to get computers, we just went into the computer lab, everyone got their computer, everyone sat at their desk and everything they needed was there. No one had to get up and go and look for another book or didn’t have the issues about oh that book’s out and she’s got it and I need it and all the rest of it. And they were motivated to do their writing tasks so they could get onto those creative tasks as well and I made sure I dispersed the creative tasks in amongst the writing tasks so it wasn’t all write, write, write, write and then do your dot, your Aboriginal dot painting or whatever. I actually put them all in amongst each other so that um, to keep them a bit more motivated. And these are some of the comments. At the end I did a survey with the girls and I asked them you know whether they enjoyed it, if so what did they liked about it, did they not enjoy it, if not what they did not like about it. About four students said it was too long, the WebQuest was too long, it went on for too long. And I expected that um, but I was actually quite interested by some of the comments the
girls made. Um you know even simple things like I enjoyed having the websites already there.

Lots of mmmhs in agreement from around the room.

D: So that had obviously been an issue for the girls before in that previous experience we had before in the earlier term. (00:42:52) Um, and here I enjoyed that it was sent, being sent to another country. So there’s that context that, that they needed. Um hopefully I got to use the computers yeah didn’t have to take ages to look over the internet for information, it just came up with the information we needed um, and this one was interesting. I enjoyed making the information in my own words [inaudible] um and this one. This was from a really struggler in my class. It was exciting and I was happy and I knew I could do it.

A: Mmmhh [agreement from the group].

D: You know therein lies the crux. So that’s the process. Now the reflection, what would I do differently. Probably the thing I didn’t do um which is you know probably an element of a good WebQuest is to have a real, a real um forum for the girls to present. Now the girls thought there was a real forum but there actually wasn’t and now [inaudible] I could have made that a real forum, I could have actually set a task that was actually sent. I could have made contact with another school and…

A: Mmmh.

D: Actually done that. It didn’t have to be a fictitious task. And now with all the Web 2.0 tools available, actually I would probably doing it again, I would actually bring in some, you know get them to contact some other classes, they could have presented their information to another class not in a publishable, you know not in a folder, they could have, we could have done it as a panel you know or something like that. And possible I would make it shorter. Um you know as I said, I did it as a terms worth of work not necessarily as a single research task if you like so that’s possibly what I’d do differently. So the lessons that I learned out of um doing the WebQuest. The most important elements I think are what I call the three r’s; keep it real, make it rich and keep it relevant and by real I mean are students looking at an issue or a topic that concerns people in the real world. So again it’s putting, it’s giving it that context. It’s not about making them find right answers to things, you try to build in as much as possible um you know some, get them to make suggestions about how things could be changed or what to do or look at complex problems from different angles. So that’s where you can assign those roles which I didn’t do in my WebQuest obviously but yeah it’s being able to assign those roles and having a conver… you know um if you were looking at why should we preserve the wetlands for example, you could make someone’s role you know the conservationist, someone a land developer, someone a resident, a local resident and you could have them look at that problem from different perspectives and it makes it a little bit more real for them um and get them to critically evaluate an issue from, from various sides not just from one angle, not just go and find the answer, the right or wrong answer and that was the thing the girls has to get their head around, they kept coming to me and saying is this right? Is this right? And I’d say if you think it’s right it’s right you know ‘cause some of those questions built into the WebQuest asked them to interpret things, or tell me what they thought something meant and they would say is this right. You know that, they struggled with that end a bit. (00:46:30) Um…..it might be fun to have um children write ah you know a poem or a story or do some sort of presentation but again keeping it real is giving that context. Who’s it for is it just being done for the teacher in the classroom or are you actually going to get present this thing somewhere, somehow to somebody and make it matter? Um keeping it rich. If the activity could be completed just as easily without the web then it’s not a WebQuest. There are, it’s not a pub, you don’t use the web just as a publishing tool, it’s not just about putting the task up there on the web. It’s about actually using the web to complete the task and
keep it relevant. If we, if we manage to choose a topic that um that is real and is rich, we still need to make it relevant to the, to the students so they need to know where do they fit into the picture? Why, why are they learning this? Why you know, what relevance is it to them so for me, before we um, as I said the WebQuest came after several lessons about history. Why do we study history? Why, why are there historians? How do historians know about stuff that happened in the past, there’s none there to write it down or whatever so the fact that I put them into you could be historians, you could find out things about course, their way of finding out about things is you can, the internet but even that process they had to go and learn about well how, what do shell middens tell us about how Aboriginal people lived. What do hunting grounds tell us about how they lived etcetera? Um so the other big lesson I learnt is you must really clearly identify what equipment you have available and consider the technical abilities of the girls so even the fact that, you know, for older girls it’s not going to be a problem especially if they’re used to using the computers a lot but for the younger ones, I had some girls who had um limited abilities form the beginning to, to get onto the computers, even just logging on and knowing what to do if you lost the internet connection, what to try and get back on and things like that. And now we have laptops across the whole school, so I have a class set of laptops in my room the whole time so that certainly would relieve now for me some of the problems I had in getting you know, I had to get in and pre-book you know weeks in advance the computer lab or whatever to make sure that otherwise, if it wasn’t available there went my whole, entire history lesson because once I’d put it there as a task without it I was, couldn’t do anything so um, so certainly that’s something you must consider and most people I guess probably would make it a 4 or a 5 or a 7 week thing you know because it could be something related to [inaudible] (00:49:40) You might have to go back and update and that’s going back and after you’ve learnt something or see how something worked or didn’t work you can go back in and change that for next time and keep your sources current and I’ll show you why. Now this WebQuest is… back to my WebQuest again and this WebQuest was published late last year and when I came to look at it again today, I noticed the things here used to go to these fantastic PDF documents that were written in child language, really great to understand and so today I came along and thought I’ll just check that one out ……and it goes to something totally different [giggling] now I’m assuming that somewhere, if I go searching in this website, they might still be there somewhere but certainly if the girls clicked on that now and got that they wouldn’t know what to do so you do have to keep going in and checking that and I, I’d suggest you do that with any WebQuest that you go and look for, anyone’s WebQuest and you think this is a great one I’ll just get my students to do this you have to go in and double check that everything is still there because they move websites [inaudible], (00:51:10) So….and this is one thing to really bear in mind when you are doing it. Once we start posting things on the Web, you are just leaving a snapshot of where you are at a particular point in time. OK it doesn’t’ show your current level of sophistication unless you’re just going back in and changing it all the time so you are opening yourself up to people looking at it and going phew well what was she thinking when she did that so you have to um you know, when you’ve got something floating around there in cyberspace you have to be to either be aware that it’s out there and people are going to be making judgments on it and they’re going to do that things don’t work and think well that wasn’t a very good thing so if you have the opportunity to go back and revisit it and update it and look, I wouldn’t need to go back and look at that until, until such time as I wanted to do that again. I wouldn’t probably go back and change different things about it anyway um …..but yeah it’s just something to be aware of. (00:52:20) And the final word. Curriculum development is rarely a perfect act so you have to, I would encourage you to, to attempt a WebQuest and, and do it with you know, a certain degree of self reflection and, and the thing that I learnt most from it was, about was when I surveyed the girls at the end and asked them questions. I mean again I told the girls they could do the survey anonymously so they could rip into things if they wanted to and say what they hated and what they didn’t like but the girls were actually really honest and, and quite complimentary of the process and again, I, I, originally I thought it might just be the novelty of they got to use the computers but I
tell you what after seven weeks the novelty of using computers has worn off (laughs from the room) so there had to be something more there to keep them interested and I followed it up with a knowledge test purely because I wanted to see if that apparent level of engagement that I was seeing in the classroom actually carried over, like did they actually learn something from it? Was it just the novelty, did they just like clicking on things or, or did they actually learn something? So I did give them a knowledge test and I gave the knowledge test on all elements out of the WebQuest. So again I gave them a level of choice so because I couldn’t ask about shell middens in case some child hadn’t chosen that task, I again worded such thing such as choose two sources of evidence and asked what we learned from them because of um you know that’s the level of support that they get. Um those girls who normally lacked interest, lacked motivation they could actually sit there. The stuff I was scribbling for them just blew me away and the fact that they didn’t have to write it, they could just tell me but I wrote down exactly what they told me to write down and the level of understanding I was hoping for was definitely there.

A: Deb did you use that test just for your own purposes?

D: No, No.

A: Or was that towards their grade?

D: I used both. I used um their final you know WebQuest product and the test as their final you know, to get their final grade.

A: Yep.

D: Um I did take the girls um folders of information and some of them you know there were definitely um you know variations in the presentation quality but they’d done it all themselves and you know they had to make the cover which was their dot painting etcetera. I took them all and I just took them home for a…weeks and then one day brought them back to school and said ooooh they’ve just arrived back from America.

Laughter from around the room.

D: Now the girls again were so excited and I actually survey, um I didn’t survey the parents but I asked the parents also for feedback you know what were the girls coming home and saying even though the work was done here, it wasn’t done at home, um you know what was the feedback from the girls and, and I got some actually some good emails from parents really specifically sort of saying what sort of things their child had been talking about the WebQuest, like what they enjoyed about it and I have copies of those emails and copies of the girls surveys too if you’d like to have a look. Um….yes so I took them off them and pretended they’d gone away but as I said and I’ve spoken to Gina about it, what I probably should have done is you know, and next time I probably should set up a context in which they can send them away or somehow teleconference or something with another class and then get that class, that group to respond to them. I’m sure that would add that extra element. (00:56:46) So, have a go anyway is my final word of advice to you. I have included on the presentation some examples of good WebQuests. Now that’s not my, this is not me saying they’re good examples. I got these off Bernie Dodge, the creator of WebQuests. These are the ones that he uses as examples of really good WebQuests so we’ve actually got laptops in here. I don’t know if anyone wants to have a go at exploring some of thee or whether you’re just happy for me to click on a couple but when you go into search that website, now this is one that they consider is a good one. And when you go into that search um page when you put in you know your title
or your search word terms and then it comes up with a page listing all the WebQuests that are on, I mean if you go and search say um early Australians or anything like that you'll get probably hundreds of WebQuests and the way they store them on there is they usually have the most recently published ones at the top so sometimes you've got to trawl through pages and pages to look at different ones but they do have a little matrix and they do tell what year levels they're suited, their aimed at on the side and what um subject areas so whether they're SOSE, whether they're technology, whether they're science, maths whatever and or whether they're cross curricular So here it is um you know they've said this is a great one because again it's setting that scene. Um, a lot of them, the ones he has used as good ones of course are American so they do have a little American context but I thought this was interesting the way it was um, it's based around a television show and old television show where people have a dinner party but they have to be a different character from a different era so then the students had to go off an learn about um how well the styles suited different people to find? And in the end they actually have the dinner party I think. And you could do that… you could actually have an evening have a you know there's no end to what you could do to make that a rich and relevant task for the students. Um so basically that's it from me, if anyone has any questions to either me um or to Gina, who was, she's here to keep me honest and say what really happened. [Laughter from around the room] If you have any questions about WebQuests, I can certainly um provide you oh well, you might need a copy of this.

*Question clarifying about the lessons which is inaudible.*

A: Deb have you got a link to this Prezi?

D: I don't know do I?

A: Can you search for it?

D: This Prezi? This?

A: Can you go in and search for?

D: I don't know, I'm new to Prezi. I just learned Prezi yesterday, no Sunday in order to put this presentation together. So this in case, by the by this is the latest, coolest version is much better, this is the new version of the old fashioned PowerPoint. And yes you can get a bit seasick but if you’re talking in between these things you know, of course if you’re going to click through it like this you’re going to get seasick but you do not have to do it that way either, I can manually, do this.

T: There’s loads of resources on line showing you how to use it.

D: And just like the WebQuest when you start it you’ll think there’s no way I can do this, you get stuck on one thing and tear your hair out and then all of a sudden it becomes clear. (01:01:43) So does anyone have any questions at all that um, I might be able to…

A: So Deb just in a nut-shell. I’m just trying to get my head around it, you would say it’s guided research basically? So it’s not about letting children Google everything, it’s very guided.

D: It is very guided but it’s more than just guided research. It's actually setting a meaningful task and allowing students to, to do the best they can. Like there is no, it’s not about you know, um you know you must hand me a two page report on the wombat and it must include this, this and this. It was really about you tell me what’s important and yes I’ll give you places to go but still with that they had to pick out what they thought was important. So for example, in that tasks where I said choose one of the sources of evidence and tell us what it is and what we learnt from it so they'd go
to shell middens or burial grounds or rock art and instead of just repeating what rock art is in great chunks of that they had to read it and say well what did we learn from rock art? So they, the answer wasn’t there so from rock art we learn blah, blah, blah but it told me that rock art tells stories about, tells the Dreaming stories, that people recorded their hunting expeditions in rock art etcetera so it made the children look beyond, like I never asked them a ques…, well there were some things, I tell a lie, there were some things that had a direct answer. Go here and read it and you’ll find that direct answer. A lot of it was you, you interpret it, you tell me what you think it means. And so that not having that exact right or wrong answer and it really it’s something for a teacher to let go of [chorus of mmmhs from the room] you know stop thinking that’s what it’s all about and but the interesting thing is when I came to do the knowledge test there were some straight out right/wrong answers but I also gave them the chance to choose the topic again and tell me what do your remember about it and that really showed me how much they got out of reading that stuff.

G: 
(00:04:06) And allowing them, the students to construct their own knowledge within the parameters of the hyperlinks um allowed for those more talented students to really fly and show you know higher order thinking skills but at the same time cater for the less able. Yeah it was one of the really strong things I think that came out of doing the WebQuest was that yes there were right and wrong answers to certain questions but that students um being able to construct their own knowledge is really what a lot of education is about these days.

Mmmhs of agreement from the room.

G: 
(01:04:49) I think one of the things that um came up for me researching was the time constraints and I’ve heard a few people around the room commenting on time. Um …I would say that yes it certainly did take Deb a while to work through the process but within a week or so of you actually having constructed the WebQuest, the work was done and the beauty of it then lay in her being able to go into class and actually work with the students and observe the students and make really informed incisive um you know notes about student progress and student learning and so on. So I Um and some ways around you know that time factor, obviously first time it’s going to take you longer but then um going into QuestGarden and looking at what’s already there and looking at the links, the hyperlinks there and, and seeing whether they’re going to be of any use, using things like Scootle and um Edna sites and um getting your resources, your hyperlink resources that way so you know if you’re team teaching or in a cohort then um using everyone’s um resources and, and maybe you know allocating jobs to do and then coming together to construct so there are ways in which I think you can um cut down on your time, the time factor.

D: 
(00:06:20) And I’d have to say after having done one and you know I was really cast as the things that you know notes about student progress and student learning and so on. So I Um and some ways around you know that time factor, obviously first time it’s going to take you longer but then um going into QuestGarden and looking at what's already there and looking at the links, the hyperlinks there and, and seeing whether they’re going to be of any use, using things like Scootle and um Edna sites and um getting your resources, your hyperlink resources that way so you know if you’re team teaching or in a cohort then um using everyone’s um resources and, and maybe you know allocating jobs to do and then coming together to construct so there are ways in which I think you can um cut down on your time, the time factor.
that as well and again you have control over that. That that's the link they go to, they
don't go searching for any other YouTube thing. There's no danger they're going to
come up with something they shouldn't be looking at because you have that control
over it. Once they're given, I'm not very good at this but I'm really keen on it but um
once they get into YouTube um so they've got that link to YouTube can they, they
can get into other YouTube from that. Ah yes well, it's just like them going to it. Yes
you probably could. Like once your there, that YouTube there isn't actually in my
document it's actually on the YouTube site but you know um that's the situation you
have whenever they're doing research if your school allows them to access YouTube
but I didn't have anyone doing that strangely enough and even the Dreaming story
one I said they could actually go and choose um any you know there were a whole
selection of dreaming stories they could go and look at one or as many as they
wanted um yeah I didn't have anyone but you know I had younger year levels so not
to say that wouldn't happen if but in the same way if I'd let them go free range, go
and let them research this, I'm sure the issue would have been greater.

-Ends-
Appendix C

Diary excerpt 1

Date: 21/3/11
Present: Deb (D) and Gina (G)
Location: Deb’s office
Context: I was at the school attending to another matter so I called into Deb’s classroom unexpectedly.

I dropped in to Deb at the end of the lunch break. She was in her office at the computer. She said she was having problems opening files from the borrowed laptop. Her computer’s hard drive is being rebuilt. She hopes it doesn’t happen tomorrow for the workshop. Said she had something to show me – it was a Prezi for the workshop presentation. She has created one over the weekend….she said it took lots of time and she has spent a lot of time reading about how to create one. She asked me how to make it bigger and then realised she needed to click on a certain tab. She revised the look of it to be more streamlined and showed me how many movement paths there are…..She’s not sure how to create a backup and she can’t print it. She’s also not sure whether it will save to USB or email. We both agreed to have a play and check this out….

Deb asked me how she should introduce me – something I hadn’t really thought about. We have agreed to meet tomorrow at 4pm to run through the workshop and get organised.

-Ends-
Appendix D

Transcript 3

Date: 16/3/11
Present: Deb (D), Gina (G) and Deb's students (S)
Location: Deb's office. Students are in the adjacent classroom working with LOTE teacher.
Context: I walk into Deb's office and she is in the midst of typing an email. We begin the session talking about the email she sent me last week indicating she feels flat. Then she tells me the interactive whiteboard isn’t playing videos so she is sending an email to IT (this is what she is working on). I ask whether the computers have been working OK and she replies:

Transcriber: Gina

D: Yeah, touch wood. (00:00:09) Yeah so it’s all a bit freaky…
G: Ooooh.
D: I don’t know why I’m feeling …., but I just …..And like I’m not even panicking about this [giggling] …like I don’t even know anything about it …. I’m thinking should I bother to wash, should I bother to iron?
G: But in the scheme of things ….
D: It’s crap….
G: In the scheme of things it’s like ….. [not important].
D: Yeah.
G: How important is this [giggling].
D: I know. On the weekend I started thinking should I bother at all or what….. [giggling]. Does it really matter?

We talk about the earthquake and tsunami in Japan and its effect on us….. the big question of what’s it (life) all about. This conversation has not been transcribed because it is irrelevant to the research.

G: Um oh we need to talk about aha oh the travel ideas you had. You know the country?
D: Yeah.
G: Exploring the country [laughing].
D: The what?
G: I came up with a great idea.
D: Oh yeah, yeah, yeah.
G: You know how you said last week that you didn’t want the girls to pick a country and…
D: Yeah, yeah.

G: Well what are you doing at Christmas time? Are you planning an overseas trip?

D: I hope so, yeah.

G: Well so are we….

D: Yeah.

G: Let’s get the girls to do our itineraries.

D: Oooh.

G: And you’ve got different needs cause of your family structure compared to my family ‘cause they’re going to have to cater for little people and so I thought they could, we could present to them well we are going on a holiday but we don’t know where we want to go. Well we might have some guidelines like I was thinking we want to go skiing somewhere in the world so they need to start to think about…

D: Not Japan! [giggling].

G: No….where you go skiing. We want to have some family time but we want to have some grown up time. The kids want to do some fun things. Where are we going to go, what are we going to do, what are we going to see. How much is it going to cost so their maths can come into it. Um they could like if it was set up as the WebQuest they could actually go online and ask people questions or email certain people. Um they could get times for opening and closing, they can do the airline ticket. Like so they’ve got to present to us then a package and they might work not individually on it …..

D: Right.

G: But as a pair maybe…

D: Mmmh.

G: Then they have to present, they have to sell to us their ideas and …

D: Mmmh.

G: Justify their reasons for um making those selections and how they’re going to fit in with what we’ve given them as these are our needs.

D: Yes.

G: And I thought, then it becomes authentic.

D: That would be good. I just have to be very careful and I’m noticing now with the science presentations, um there’s definitely….yeah, like especially the grade 3s….

G: 3s?

D: They are still very young and there’s a lot of stuff that they don’t’ that they don’t know so …

G: So could we….

D: I can um….
G: Modify it?

D: You know I can….and it’s hard to know what they don’t know.

G: Yeah, yeah.

D: Because we just think from what we know and you think oh you just go on line to an airline and look at and you know they don’t even know that stuff and I’ve also got to deal with a lot of them yeah they need a lot of support with trawling through the stuff and finding what it...

G: Where...

D: What is the right stuff?

G: Yeah, yeah.

D: You know like if I asked them to look up a flight they’d forget to come home.

G: Mmh.

D: You know they’d take it one way and not the other.

G: Yep.

D: And I’m noticing with the science. Oh some of them have just done the most brilliant job on the science thing. [Name] and I know her mother would have made her rehearse and rehearse and rehearse but the research and stuff was done here….

G: Mmmh.

D: And even if the parents had had some input to the wording of her little presentation, she could explain, people could ask questions about her topic and …

G: She knew?

D: She could explain and she had this really great experiment on how earwax affects you hearing. She just had a bowl put some glad wrap over it and put some rice on top of it you know and maybe mum or dad found the experiment for her but she did it and she could really carefully explain what it was doing. Then she got a wooden chopping board, like she clanged two pot lids together and the rice vibrated.

G: Yep.

D: Then she put a wooden chopping board, had some girls hold a wooden chopping board over the top, that’s the earwax…

G: (00:04:07) Fantastic….

D: And then clanged together and the rice only moved the slightest, slightest little bit and the girls understood. You know it was appropriate and then someone like [name] who’s really intelligent got up there and it was over and done with in under a minute and I’m sure no-one knows what it was about. She had nothing; she made a model lung….

G: Mmmh.

D: … which was really good it was um, she’d and I’d, I had found that, I had photocopied that and said here’s something you can use and you know it’s a drink bottle with a
balloon and you pull down on the bottom balloon and the balloon that's inside the bottle….It um shrinks and deflates.

G: Yeah.

D: And but she couldn't explain like um…. she said so your diaphragm pulls down and then your lungs get….that was all she had to say. She had nothing, no connection to the rest of the body. You know not what it was, how it works really. Like she…. her assumed knowledge of everyone else obviously yeah she had a greater understanding. She couldn't get anything over to ….

G: Did she have a greater understanding?

D: I think so, I think she clearly understands but she, she is not aware that she understands the stuff the other girls don’t understand so she didn’t explain it well.

G: Explaining it mmmhh.

D: And she had nothing else. Like every other girl had at least dot points up on the big….like on the screen to guide them….

G: Mmmh.

D: Which obviously [name] felt she didn’t need anything to guide her but the whole thing was like, it was meant to be a lesson. I don’t know how to mark her [strained laughter] because …

G: Mmmh

D: You know I had a criteria sheet but ….she’s…like….

G: She hasn’t met the….

D: She isn’t going to get a very good mark.

G: She hasn’t met the needs of the girls in terms of

D: And she’s going to go into melt down and so are her parents ’cos and they’re going say, I’m scared they’re going to turn around and say see your way of teaching doesn’t suit [name] because she’s not going to get the marks that she’s obviously. Like if I’d given her a knowledge test she would have, she she’ll get it you know……

G: But just because she…and you know maybe that’s too where …. You know differentiation in assessment comes into it but is it also that her skills, her strengths lie….

D: Oh yeah….

G: ….in certain areas….

D: Absolutely.

G: And not in others and that she, you know she needs to understand that, her parents need to understand that…

D: This oral reading thing they just had to prepare a um, you know a passage, you know a couple of pages from a book and practice reading it and come in and read it as an as an oral thing so I could test them like I was reading but I also wanted to see if they
could entertain an audience and she could read the most brilliant book with huge complicated words in it but....no personality...

G: Mmmh.

D: ....whatsoever.

G: Mmmh.

D: Whereas other girl...like [name] did the most amazing job but she obviously, I think she has Speech and Drama type lessons.

G: Mmh.

D: And she looked at the audience and looked back at the book and her face.

G: Mmmh.

D: You know and she was doing the whole thing and I think I, what I need to do, so to break it to name um I want them to...I want to come up with some questions to think before I hand their marks back. I want them to think about like I started jotting down some things like you know what kind of things do you think you did well.... Um now that you've seen other people present what are some of the other things done by others.

G: Mmmmmh.

D: That you, that you thought were really effective and if you had the chance to do it again you'd include some of those in them in and what are they and why would you use them? Um ... and you know I know [name] would have done hers on her own.

G: Mmmh.

D: Totally on her own...

G: Mmmh.

D: But ....there was nothing to it.

G: Mmmh.

D: Like the whole criteria said you are the teacher it is your job to find an interesting way to teach us about ...

G: Mmmh.

D: And I just think ...so we're planning...

G: You know....

D: 'Cause surely she has sat there and unfortunately I asked her to go first because I thought...

G: She'd be excellent.

D: Really good role model.

G: Mmmh.
D: And um....I thought I wonder if she went home at the end of the day and thought holy crap....

G: Mmmh.

D: Everyone else's was so good, 'cause [name] followed her and she was brilliant and [name] was brilliant and they all had activities for the girls to do and .......yeah it was just....and they clearly could explain their information and they made it kid level and I don't know [giggling] it was....I've been really blown away by some of them. And like someone like [name] she was just desperate to do hers today. I said I think you need to practice a bit longer - she wanted to do it and you know she, she, hers, she did the brain....

G: Mmmh.

D: Which was a huge thing, and it lacked some stuff, but she got up there and she talked and like half of it was repeating herself. She's saying like the brain is just amazing and the brain stem is here and she got, she got across that different parts of the brain are responsible for different functions and that it's important that you, you protect your brain and um you know...I sort of jumped in and we had a little discussion about how you can injure a part of your brain and it can just effect certain things and you know, and she'd say right now has anyone got questions and you know, she couldn't answer them in great detail but she was so keen, like she...

G: Mmmh.

D: ...she thought she was the expert.

G: And she'd assumed the role...

D: Yeah.

G: ...of teacher.

D: Mmmh.

G In more ways than just standing up and ....

D: That's right.

G: And like.....

D: .....Like....

G: ..... giving information out.

D: Yeah.

G: Yeah.

D: [Name] just stood there and looked at me and said, "well, you the diaphragm sinks down and that "....and...

G: Not even an explanation....?

D: No....

G: .....of what...
D: …and that…

G: …the diaphragm is…or showing a picture…

D: …and I had to say well what is the diaphragm? Where is the diaphragm? I had to….

G: Mmmmh.

D: Constantly …

G: Mmmm.

D: …keep asking these things to keep her going…

G: Mmmmh.

D: …for a minute cause [inaudible] and I guarantee not one kid out there will remember…

G: Mmmmh.

D: …will have remembered….They’ll all remember she had a bottle with balloons in it but other that….

G: Mmmm.

D: … whereas there’s other kids out there who had little quizzes afterwards and like [name] put her quiz up on the whiteboard and you had to come out and circle it using the whiteboard markers so everyone was desperate to answer the questions so that’s the sort of trick….

G: But see so much of education these days isn’t just about answering a question and it being right or wrong. It’s contextualising it, it’s um the information just doesn’t stand alone so in that sort of a task where she hasn’t been able to take on a role and um…and to be able to explain to her peers in language that they would understand well there’s there are issues then there in terms of her communication.

D: Mmmmh.

G: Irrespective of how brilliant she is.

D: I know, but see….

G: And…

D: [giggling] …here’s me trying to cater for everyone!

G: Yep.

D: And trying to make everyone shine…

G: Yep.

D: But I tell you what, I was thinking about it last night, I was thinking I think [name of student] has met her match in this class. [Name] not in the [inaudible] years we did a grammar test which was out of 55 and she got 55 out of 55, the only person who did….

G: Mmmh.
D: But here I've done and oral reading thing...

G: That's functional isn't it?

D: And she by far didn't get the highest mark.

G: Grammar, yeah.

D: By far she's not going to get the highest mark in this.

G: What's, has she been tested? G and T?

D: Oooh.

G: Not gin and tonic!

D: I... [Laughing] I don't think she's had any formal testing.

G: No.

D: 'Cause it's not an issue to the parent.

G: See this is probably a classic case of her being gifted in certain....

D: Oh she's definitely gifted in.... musically ...

G: Yep.

D: She's very gifted as well...

G: Yep but not ...

D: ....because it relies on memory.

G: Yes, exactly.

D: And that sort of stuff.

G: So getting stuff out on a factual test you know being able to answer a maths question and blah...

D: Mmmh.

G: But when it comes to maybe science well yes she might know the answer but being able to explain...

D: Mmmmmh.

G: .... the process of getting to that....

D: Mmmh.

G: ....she may not be as....

D: Oh she's definitely not.

G: ....cognitively able....
D: I think the parents know that any sort of verbal stuff she’s not as good.

G: Mmmh.

D: But my thing is, is how do I get it out of her. You might know it in your head….

G: Mmmh.

D: I’ve helped these girls, helped these girls, asking constantly…

G: Mmmh.

D: Who needs help who needs and you know [name] won’t ever ask for help…

G: Mmmh.

D: And I kept saying are you on track? Are you right? Have you got it down?

G: That’s a big learning learning curve for her isn’t it too –?

D: Well that…

G: To be…

D: Yeah.

G: …able to accept help is….

D: So… But what I need, I need her to be able to see this…

G: Mmmh.

D: ….and I need her to admit to it in some way so that when I can show the parents her mark….

G: Mmmh.

D: ….and that seven she has realised the area that she fell down in.

G: Yep.

D: Like this is not going to be the whole mark for science by any…..

G: No.

D: Like she’ll probably still come out with an A for science because she’ll pull off tests you know?

G: Mmmh.

D: Brilliantly.

G: Mmmh.

D: And she’ll sit these competitions and you watch, you know she’ll….

G: Blitz them?

D: You know?
G: Mmmh.
D: But….
G: But it’s that multiple intelligences thing isn’t it?
D: Mmmh I just need her to understand…..
G: Understand that…
D: That there are more parts to it.
G: Yeah, yep.
D: ‘Cause I think Oh God she’s going to, for the first time in her life she’s going to be getting average scores in some things.
G: Yep but you know that’s, that’s life isn’t it… You know, taking…
D: Mmmh, yeah.
G: It’s about being resilient and accepting the fact we’re not brilliant across everything or very few people are brilliant.
D: Mmmh.
G: Across every domain and that we do have multiple intelligences that dictate yes we’re going to be good at answering factual questions but in terms of orally or …. Or…
D: And I did give them the choice.
G: … explaining.
D: Like they didn’t have to stand up there and speak for ages, they could have shown a you tube, like [name] showed some little you tube video…
G: Mmmh.
D: Which didn’t help kids understand necessarily but it was a song a, using all the names of the parts of the brain and if the only thing they got out of it was oh my God listen to the 50 million names for different things in your brain…
G: Mmm.
D: … you know they didn’t have to remember any of them …
G: Mmmh.
D: … or know what any of them were for.
G: Mmmh.
D: It was just that everything has a name and they’re really long and complicated.
G: Mmmh and there are lots of them…
D: Yeah.
G: Your brain’s not just your brain….
Yeah.

...and it functions as one entity.

So....

... and you know the flip side to the [name] situation is that there are probably girls who have excelled, like last year with [name] girls that ...

Yeah.

... could excel...

Orally.

... at something that would have probably would have only just been very borderline...

Mmmh.

....or just a pass.

... well you know when I am looking at marks and things I think gosh what am I going to say that this child did better than [giggling] and, and you know than [name] but I think they did. Like this child cottoned onto some things that I just thought, how cool that was you did that.

Mmmh and do you know do we need to be apologising? ...

Oh no, I know we don't.

... for.... And I am not suggesting that you are but you know for too long traditionally education has been...

Yes.

About this.... [coughing]. Excuse me....

Yes I know.

... is the question and this is the answer.

And I've never wanted to be like that but see then I think what if they haven't had it before and what if next year it goes back to ...you know, you can see like how kids' confidence can really take a blow.

Mmh. And it hinges on the teacher and that's the experience I am having with my [name of child].

Mmm.

You know she's got a teacher this year that just gets what these kids need and is able to cater for that and ...

But you can't warn parent about it like you, you know you can talk about stuff at the beginning of the year but until their little girl who has been getting all these great marks for things comes to have to think for herself and doesn't ....

Mmmh.
D: ...automatically get the highest marks. You can’t warn, you can’t prepare...

G: Prepare them no.

D: …until it happens and you then you can explain why and most often they see what you’re trying to do but those who have got these girls who fit neatly into these little yes I can answer right and wrong questions um, they’re the ones that don’t necessarily like to their children to be challenged and you know….I’m waiting for it, I’m ready for it, I can. I feel perfectly comfortable with what I’ve done, my point is now how do I get [name] give her some opportunities now to learn from this and to… I’m hoping that next time she presents she will take on board …I just want them to think about...

G: …and I think that’s a great way like that she’s ….she’s taking on that responsibility. Metacognitively she’s thinking about well this is what I did; this is what everyone else did, so she’ll know…. [inaudible]. What did they do well, what did they think they did really well? What things do they wish they could now include um …Maybe evaluate their, their presentation skills....

D: Oh I need to know ...

G: As a separate...

D: Do they like, like, do they....

G: Did they explain everything so that everyone in the class, do they think they got...

D: …could understand it?

G: ….the messages across?

D: Now possibly they’ll all say yes to that but I need to then say how do you know because some girls did a quiz or some girls you know asked some questions verbally [name] did nothing so she has no way of knowing and you know there I think am I asking too much of them you know like they’re not teachers [phone starts ringing – I ignore it] they don’t necessarily know this but I did…. I did say this sort of stuff...See and therefore for her….like let’s say doing the WebQuest that the girls did last year, The First Fleet, for her to take on the role even though it wasn’t a role as such in that WebQuest but for her to assume um some sort of responsibility and to, she might really struggle with that. She, I think she could knock that WebQuest over without a problem. She’s got very good comprehension and you know and even the Race around Australia, she’s doing very good answers for that but it’s more about um yeah it’s ok for you to know it but can you get it across to someone else and then I think well is that what I’m meant to be doing, am I meant to be making, surely for them maybe learning is just about what they’re learning you know and yes she’s picking up everything I am expecting her to do but...

G: But being able to do that, what that task that you’ve set them is about them showing what they have learnt and their, that, and sharing that knowledge not just with you as the assessor but with their peers so that’s a higher order task it’s not just about regurgitating the facts it’s about demonstrating and explaining how it actually works so...

D: I wish I’d videoed them [giggling].

G: She’s kind of missed the point then hasn’t she?

D: She has but then I think is that my fault? Did I not explain it well enough but then I ....
G: No. Well everyone else…
D: Everyone else got it.
G: …. and if she’s reluctant to come and ask for help that’s a big problem.
D: And maybe she now in hindsight like, I wonder if I asked her to do it again, which I’m not going to do but if I did ….
G: No but what would she change?
D: I reckon she would change…
G: I think that’s probably a good question, that if you’re going to do it again what would you…
D: Yeah that’s what I was thinking. If you had the chance to do yours again….
G: Yep what would you do…
D: What would you do differently? Would you, you include any other ideas you have seen in other people’s presentations and if so list them and say why but if they say no I also want them to say why they thought theirs was, didn’t need anything
G: Mmmmh, mmmh, mmmh
D: ….and these are really the things? [inaudible]
G: Oh absolutely, absolutely.
D: ….and but see I, you, you….like with this age group they’re just as likely to say I didn’t do well at it so I didn’t like it you know?
G: Mmh.
D: But I think your comeback too as a, as an educator is that you create opportunities to learn across the different learning styles of the girls and for them to be able to show their learning in different ways so a test is only one way of making a judgment of what someone knows, this is another way it can be achieved and the curriculum demands it, that they are able to stand up and talk that that is an assessable…and you know what’s really useful too I find now is let a few people, is like have a criteria sheet but then after I’ve seen a couple, then I adjust it because you don’t know until you’ve seen them do it the sorts of things that, have you covered everything on that criteria sheet that like, what are the things they did well or not so well which need to have….Yeah so that when they get a mark they can see exactly what they did by the time I’m finished I’m going to have this really great collection of criteria sheets [laughing together].
G: So, coming back them to the idea about the …
D: Now that sounds good.
G: ….the countries?
D: but we'll just have to…
G: Maybe the year 3s just needs to be a modified version …. 
D: Or allow them to do the same sort of thing… but lower the expectations maybe.
G: Expectations yeah, a different criteria sheet.

D: Because that’s what I’ve got to bear in mind in everything I am doing, like I’m….even when I was doing this reading things I was like hang on she’s in year 3, what do I expect of a year 3 child but then the level of the book determined that like reading something that, that’s age appropriate and they are all obviously very good readers the ones I’ve got in here so I actually must sit in on something in another the other year 3 class to just see because I can fall into the trap that I have got the brighter kids and my expectations are greater, like and I know they are so and that’s why I don’t like marking them like this because I think yeah well, yeah you’re going to get an A compared to everyone else in year three but I don’t want you to stop there, I want you to keep working harder, you can always do better.

G: Which is where that metacognitive approach is actually fantastic for them because they are actually thinking about their own learning….

D: Yes.

G: …and just because I’ve done a good job doesn’t mean I know it all about the brain or the lung or whatever. There’s still more information that I, that’s out there to tap into that I could you know or there’s a different way that I could present it next time that going to mean it’s just a stronger presentation. Like…Yeah like I mean… you know…

D: I’ll have to have a chat to them all at the end because I need to know that they know the difference between something looking flash and pretty or giving out a lolly as a prize it’s not… you know?

G: It doesn’t get you points [laughing].

D: Yeah.

G: Yeah gee, you could go and explain that to some of the students at uni. They have all the bells and whistles [laughing] but it…a do, do you know I think that that job of actually explaining something is incredibly hard thing to do well.

D: It is and you know what [name] came in with boxes, smelling boxes and I thought you so did not come up with this idea but you she had all the bells and whistles and I was thinking oh here goes but you know what she knew, she knew, she didn’t fault for one second explaining how it worked and yeah that was the pretty stuff that added on to it but you ask her anything about it – she knows, she knew, she can explain and I don’t care if someone drilled her on it she now knows it and that was the whole point.

G: See it wouldn’t worry me, does it worry you that they go home and they get some ideas from home?

D: No.

G: No.

D: And I said…

G: Ideas are fine.

D: Yeah.

G: Discuss your ideas with your parents, they might have a really good suggestion because where it usually falls down is, and my doing a written assignment …

D: Yes I’d rather you not do that at home
G: Absolutely.

D: But yeah your parents can give you all the ideas under the sun but can you carry it off here, on your own…

G: And make the connections between probably what they’ve offered as their ideas and…

D: And I said don’t memorise your stuff because if you memorise it and forget a word your gonna forget the whole thing. Understand it and be able to talk about it now clearly [name] had in some way memorised it because she’d say…like she did little acting bits in it like ….“did we say pardon” you know like this but you would never, like it was so natural that whereas like [name] got up today and she’s going the, the, the and you know you could tell she was trying to memorise it exactly so just the way the two of them had obviously had some sort of coaching on it but one clearly had that much better understanding like even if she had memorised it, it was kind of difficult to tell.

G: She just needed to know that facts and then…

D: I dunno.

G: … speak about them rather than yeah as being memorised, yeah, mmmh.

D: So and the thing the interesting thing is I said to the girls is I am going to take a couple of questions from each presentation for our written test so you, this was to make the audience stop being wowed by everything else and really listening to what they were saying but um I will because I am saving all their, I’ve got a copy of everybody’s thing I will, I’ll take something out of each one….

G: Mmmh.

D: …and put it as a question….

G: Mmmh…

D: …. and just see how much people, you know how much they remembered …

G: Mmmh.

D: ….from it.

G: Yeah that will be interesting.

D: ‘Cause most of them have got some sort of handout that’s gone, like it might be a word search or it might be a quiz. I’ll take something off so you know when they have revised their stuff, it’s not going to be something oh yeah some complicated name they’ve got to remember…

G: Yeah.

D: I’ll find a way of…

G: Yep, yeah, yeah not that’s, that’s great.

D: So no that sounds good, that would be a good thing, um so do they get to pick the country?

G: Well I thought…
D: …or just based on our criteria of what we want to do…

G: So it, I mean it does narrow it down if you, I mean if you said you wanted a tropical beach holiday and….

D: That would be alright because you can still go many places….

G: Yeah. Exactly so they’ve still got choice within like locating places where there are tropical beach holidays for one um given the northern/southern hemisphere thing um for those who haven’t travelled overseas they may not, you know, just that learning in itself um so I thought yeah you know just giving them some parameters but within the like the it’s up to them to come up with and to sell us the I, you know the ideas they come up with and have identified. The, the selections that they make based on what our requirements were in the briefing so they can be like, I guess they can be like….a travel agent you know finding, meeting a client’s needs and um and giving the giving the spiel about it um and how cool would it be then if we actually did that [laughing] We were able to report back [Deb laughing]. Dear year 3 and 4, yeah postcard from [laughing].

D: Yeah that would be good. I’ll have to …give that some thought.

G: Um…..and you know…

D: I don’t know that can be done as a WebQuest can it? Because…um

G: Because of the …. Narrowing it down to the country beforehand. I could give some suggested websites though maybe like I could say it’s up to them to research their country or whatever oh God but then you’ve got that problem of them not understanding the stuff but I could give them like airline links or…

G: Yeah and maybe they present their, their recommendations as a Prezi?

D: Mmmh.

G: Maybe it’s not about the WebQuest as such in terms of…

D: Again the emphasis is on presentation.

G: But on the presentation but also I mean, acc, technology will be a big factor in terms of them accessing the information, of potentially emailing people to find out information, or skyping people or whatever to get that information um ….. yeah. I don’t know. It depends I guess on the emphasis, the process emphasis. Whether you want it to be more in the process or in the presentation or a combination of the two but …

D: I just want them to learn something out of it and know here to go to find….that’s my you know? How you go about finding….when you don’t know where could you go to find - that's the….

G: Mmmh. And I mean there’s still the good old-fashioned interface – face-to-face interface with you know?

D: Yeah I’m thinking it’ll send some of them running off to travel gents themselves but as long as the parents don’t do it for them that in itself is a good.

G: Exactly yeah.
D: I might have to do some build up beforehand. Like we could just talk about things like where would you, if you wanted to know about what the weather was like somewhere else in the world where could you go, what are some of the sources you could go to? You could go to a weather site, perhaps you could just go to a tourist information type site. Who are the people you could ask? You could go to a travel agent, who else oh ask someone who’s been there you know like really brainstorm that sort of stuff beforehand.

G: Yep. Oh and that was the other thing I thought, with Google earth um, you could actually play around with it just as a fun thing, taking off and landing at the airport cause they can actually be the pilots and take you can nominate which airport you’re taking off from, so Brisbane airport, ’cause (son’s name) wants to be a pilot he’s, this is his game, gets in at the airport in Brisbane, takes off and flies to anywhere in the world.

D: You can do that just on Google earth?

G: Yeah on Google earth, there’s a thing that you download and away you go… um webcams.

D: ‘Cause we can’t download things.

G: I know they’ll have to do it over there. Yeah.

D: Yeah.

G: Um the web, like webcams, the place we skied at Christmas, 2, 12 months ago we were able to go on their websites and look at the webcam and every 5 minutes it’s refreshed so they could actually see firsthand the actual place...

D: They also then, I could find, they could have find out what currency and if I had ...

G: Exactly.

D: $1000 Australian dollars how much – yeah.

G: And that was that was sort of my thinking like you can work in a lot of the maths.

D: You know I think I’ve got to teach older kids now [laughing] The more I’m getting into computers the more I think… and like I want to keep moving higher. Like if you could do this with year 6’s or 7’s ...

G: Oh you could.

D: Imagine...

G: The sky’s the limit.

D: Yeah ‘cause these guys still do need a lot of scaffolding but that’s you know

G: Yeah, yeah. Um, So that was my little thought.

D: No that’s a good idea.

G: For um….

D: Travelling’s a good idea because it still allows them choice, it still can sort the weeds from the chaff sort of thing and there’s no limitations on you know, there’s no set expectations…
G: No, no. Creativity wise the sky’s the limit. I mean they could have a few different choices of, it may not be Prezi. It might be PowerPoint, Prezi,…

D: Yeah none of them know any of that,…anything other than PowerPoint so…Learning Prezi might be…good.

G: Yeah.

D: So then I think do I use one term to investigate those sorts of things and then make another term where you actually do that and you actually have to choose one of them. You know it’s like what I’ve done with maths because I’ve got the lower class you know if you follows the maths program as it’s meant to be your doing a bit of this and a bit…it chops around…measurement and then jump to number and I just said no.

G: There’s no continuity.

D: This term we are doing nothing but number. Understanding place and number and then we’ll start adding those other things…

G: Is that not common sense though?

D: Well you would think so…?

G: Because if you have no concept of number, how can you do space and…

D: And even I’m not thinking of doing Science or SOSE this term, just doing one or the other. Like you have to have done both of them during the semester so you can, they can get a mark on their report card but I do think we try and cover too much content and not enough skills stuff. Like know enough of the stuff that can really help you. It’s all about overloading them with masses of information so nothing gets done very well [laughing].

G: Yep it’s all skimming the surface. Mmm.

D: Anyway. Right well that’s good, I’ll get onto that in the holidays and work out, only that it’s open day this weekend. I did think it’s probably not too late for me to do a Prezi [Gina laughing] but Saturday’s totally gone which only leaves me Sunday to prepare anything and I just don’t…..

G: So you feeling okay about…Tuesday?

D: I… Yeah but I’ve not done anything.

G: That must mean your feeling really ok!

D: But I haven’t even looked at my WebQuest [laughing] I haven’t done anything.

G: Do you know I was …

D: And I’m not even in that…

G: Frame?

D: No. And I’m gonna have to be between now and Tuesday.

G: I was listening to…transcribing our conversations last week and the thing that really came through was your passion for the WebQuest and …
D: You know every time I talk about it but that’s what I said to you, I think sometimes I’m not explaining it ‘cause I’m so excited about it.

G: No it didn’t come across like that at all. It came across that you’re passionate about it because it because you know, you have experienced it works, not just from your perspective but from the girls’ perspective and their learning and that came through so clearly.

D: Well….I just thinks…yeah.

G: And I, though, I will, I will put my two cents worth in. I think you’re right, it’s important that um you know you started that knowing nothing about them, just by me saying what about doing this and you know it could have gone completely pear-shaped but um you really thought through the process and that from my perspective you, it hasn’t just…. Been a benefit to the girls, it’s been a benefit to you…

D: Yeah.

G: … and um the way you teach and the two go hand in hand, it’s a win, win….so I think that’s important to say that. That like I think you’re right, it…it just gives a different, a different take on it.

D: I don’t even know [laughing] what time this thing starts [looking at emails]. I think it’s 5.30…. and I need to get that…. He sent me a thing saying this is what’s going to go out. You think he would have sent a copy of included me in the mail out but…

G: He didn’t [laughing]. You don’t know what he said about you? [laughing]

D: Well he did, he sent me a little blurb, well it was I think it was the blurb that I wrote

G: Oh okay.

D: …when he said can you give me but he didn’t actually include me and I don’t know that it’s actually gone to anyone here either which is interesting and I didn’t know, oh here’s what I sent out to members, will send out…..[looking at screen]. Five o’clock. Five to six thirty….

G: Is [name of teacher] who expressed interest in WebQuest going to be here?

D: Um no see that’s what I mean, I don’t know anything [laughing] because it’s through this QSITE and I guess unless you’re a member of QSITE you wouldn’t have got it although you would think this school would say hey someone from our school is presenting [laughing].

G: Well it’s free PD isn’t it?

D: And I’ve held off saying….

G: [Gina laughing]. Well no they’ve got to pay 5 dollars!

D: Oh [laughing].

G: If you’re not a member of QSITE.

D: Oh [laughing]. But I um I’ve come close to saying and I just can’t do it [laughing] so no it’ll be my first one and I think I just need to do it and if I feel fine about it….
G: But it might make you feel more comfortable having familiar faces? Like if [names] there 'cause you know that she's really keen to do it. It would be good for her to be there if she can…..

D: Mmmh.

G: 'Cause you know that she's interested and excited about doing it so…..

D: [speaking to students]. What's up girls [calling out] What's up? These girls I tell you, they've got to be in here every day working on their science or on their SOSE and I just think, I swear I'm not forcing anyone to do this [smiling].

G: That's awesome isn't it?

D: But they're obviously quote keen on the computer side…. like they've enjoyed making their PowerPoint and stuff…

G: They're engaged Deb.

D: Like a mother came to pick a child up early who was sick yesterday and she came to the classroom and it was lunch-time and there were about seven kids sitting at computers and it was like they'd been kept in you know (laughing) and I said they're in her voluntarily.

G: [Laughing]. That's awesome. Was this for Science? No?

D: No, this is for a child who wants to be in here but hasn't finished her yoghurt!

G: How hilarious…..

-Ends-
Appendix E

Transcript 4

Date: 9/3/11B
Present: Deb (D) and Gina (G)
Location: Deb’s office
Context: Deb and I are meeting to discuss and plan Deb’s forthcoming QSITE workshop. We also debrief and reflect on what has been happening over the past few weeks and begin discussing plans for next term.
Transcriber: Gina

G: Um, just while I think of it I did find some competitions. We talked about competitions.

D: Hmm?

G: Last time and Victoria has got some interesting ones and they’re all sort of for later in the year so good timing sort of stuff and creative – really quite creative but and I don’t know whether this is going to work time wise or not, and whether it would work in with the race around Australia or possibly the human body but the Brookfield Show is calling for photographic entries and um they’ve got different categories. There’s b um there can be portraiture, landscape and there was another one…within the categories, I meant to bring it and it’s sitting on my desk. Within the categories some of the or in one of the categories the pictures can actually be digitally modified to be, to create interesting effects or whatever and I thought mmh that might be just something that could work into the Race Around Australia in terms of landscapes in Queensland or Brisbane.

D: When’s the Brooky show?

G: It’s May, I think and I can’t even tell you off the top of my head what the closing dates were for the photos to be in um but I thought you know, it could work into an art lesson ‘cause you’re still teaching art?….. [Deb shaking her head no] No? Oh you’re not. Ok. Yeah I want sure about that um but I just thought it might be something really different just using the digital cameras.

D: Mmmh.

G: And then playing around with effects.

D: Well it would be good to carry on like Race Around Australia, like the part I’ve prepared already, look hopefully will finish up at the end of this term.

G: Mmmh.

D: But it would be good to now that we’ve had that little introduction to places in Australia, let’s do something more but without, make it different enough that it’s not boring.

G: Like, but perhaps we could look at landscapes or….

D: Mmmh.
G: But then do it….like landscapes could be a God damn boring topic but if you did it from a you know a photograph

D: Perspective yeah.

G: It might be…Yeah and I thought then in terms then of…. you know h, how you've been working in teaching the girls about keywords and that sort of thing.

D: Mmmh.

G: That potentially then if some of the girls were to play around with some of their images, digitally modify them, that that would then work in nicely with the whole you know advertising thing that you did last year and what you see isn’t what you….Mmmh so yeah I just thought oh you know like we were thinking competitions and I’m madly typing away and then the next thing I’m reading about the Brookfield show calling for entries and It’s something local and….

D: So when are the entries closing?

G: Well I’m not sure.

D: Is it this term? It might be like the State school terms and we’ll be on holidays.

G: Yeah. I would have thought it would have been. [Pause]. I’ll have to get it; I’ll have to email you. Email you [writing a note to self] Brooky sh

D: ‘Cause we’ve only got 2 weeks of this term left and we’ve got Open Day next weekend…

G: Mmmh.

D: ….and I’m just going to have my girls working on Race Around Australia. The time that they’re in class; they’re not in here for long. I’m just going to have them, also because I’ve only got some girls, some girls won’t be here so….

G: Mmmh. Yep and have you got any excursions in the next little while?

D: No.

G: No, ok.

D: No. In fact my excursions have all gone down the tube [slight giggle] because of the composite class and because I, like I had one for the Botanic Gardens for the Aboriginal food, but [name of another teacher] had to go on that so that stuffed that. We couldn’t even go with them because they may not being doing it.

G: Doing it, mmmh. So it potentially then you could organise an excursion for….

D: Yeap.

G: A landscape photograph day?

D: Oh yeap.

G: Or something?

D: Aha.
G: Depending on what you’re thinking of doing next term, and dates and stuff. I know the Courier Mail also runs a photographic competition at some stage during the year so it might be you know they can be taken for a few competitions if we can find them, Well certainly the Ekka too - which would be good.

D: I’m not thinking of anything past this workshop.

G: Yep. Yes now we need to talk about that. (00:05:17) Oh no you need to tell me first of all about, yes this digital classroom work, conference and then...

D: It was useful for the handouts that we got that listed some freeware and some um websites, some like how to create a couple of little flash games. But [pause] um she spent quite a bit of time showing us how to do, how to record something on Audacity, using Audacity but the problem with that was, well for a start everyone couldn’t keep up and you’ve got someone who’s done nothing…. there’s always one person who can’t do anything and they’re getting frustrated and they’re yeah anyway….

[Gina laughing].

D: That was a case of um well why are you showing it to us like unless we’re going to go back and use it straight away, it’s another one of those things that well you’re going to forget. Like she was showing us, like practice recording something now and cut this bit out of here and put it there. I’m not going to like the day that I need to use it I’m not going to remember what she showed me so I’m still going to have to go back and explore it myself so I was more, I had hoped it would be. I mean I’m happy with some of the resources and stuff I got but there was nothing about Prezi and I thought there would be um, I asked a question about WebQuests, about you know why she thought that you know and she asked if anyone had heard of them and she got me to explain what it was.

G: So what was the response? Had people heard of them?

D: Um, a couple of people had heard of them but no, no one really knew what they were. And the funny thing is [name of another teacher] came with me. The best part about the day was she and I sat together and we explored a couple of the things that she showed us and we were saying how we could use them and whatever and I got [name] onto the WebQuest thing [giggling]. She is so fired up about a WebQuest, she is going to do a WebQuest for next term.

G: Whhoooooo!

D: So um, yeah it was, because it was run by [name of company]. It was um, you know they tried to cover a fair bit but like they showed us a flash game where a ball drops out of a tunnel and rolls somewhere and you think and then everyone got a chance to have a practice but [pause] I could have just done that on the piece of paper she gave me. Where I could have gone onto that website, done you know? So …. but it was good for me, for [name] and I to, because that’s a chance we never get. As teachers you never get a chance to sit with someone else and like she didn’t even. She said show me this WebQuest you’ve done and she then she’s going I could do this and I could do that, how do you it and she was full of questions about it so um that was useful just for her and I to sit there. The other thing I went to was the smart thing, um whiteboard training and I went to the basic one because I just wanted to know if, you go and it’s a users group kind of thing. And then they have 3 levels sort of beginning, middle and advanced and I wanted to, because I’ve never had even beginner training. And I wanted to see if, if I were [inaudible] but there were some tips that I learnt that um so I’d go to more of that and what I’ve found out from registering for that was that along this mob, this… [pause] whoever runs them...

G: [Name]?
D: No, no this is the Smartboard.

G: Oh the Smartboard.

D: They actually have all these online courses, tutorial things you can do, so or you can either log in at a certain time. And they, they have continual, like every few weeks they have ….

G: An updated….

D: Changed.

G: Yep.

D: (00:09:34) Or they have the PDFs of ones that they've run before and you can go through it yourself. So that was good.

G: Ok. And that's relevant then to your…what's your board?

D: It's exactly the board.

G: It's this board?

D: Yep.

G: Teamboard? Smartboard?

D: Um….Smartboard. Teamboard’s are in the other classrooms, yep.

G: Well that's good.

D: Mmmh.

G: So ok mmmh.

D: So one more thing that, when I've got time.

G: Yep. It'll be like PowerPoint and Prezi. It's when, when you're ready. 'Cause I think you've hit the nail on the head, you know you go and you learn about Audacity but if it's not relevant to what you're doing and what you need to know right at this point in time it's all….

D: Like it's better to say this thing is….this is what you can use it for, here's some examples of how you can use it in the classroom, here's the website that's got a tutorial on it, when you've got time go and play with it.

G: (00:10:33) So you've just answered your own question to me.

D: What was that?

G: About your conf…. about your workshop.

D: Mmmmh. Yeah I know that, but I don't know that I can do that for an hour and a half.

G: Yeah you can.

D: I dunno.

G: Yeah you can.
D: My view is I'll say what a WebQuest is...The thing I was putting down notes down on is at home but what is a WebQuest. What came next? Um and I could even show a little bit of that Bernie Dodge, him talking about what is a WebQuest.

G: Yes.

D: Um......what did I have next? Something about you know that there are good and bad, like you can, for what reason, how can you use it you can either go and find something done already and adapt them or you can make your own. Then go into why it's good to make your own, how it can work in a classroom, from my experience, what I've found.

G: Yes.

D: How you can um differentiate the curriculum, you can bring in all the different areas of the curriculum. All that sort of stuff and then I was going to show them how to make one as in the website guides you step by step, here's some examples of the sorts of things you can do, then my own experience about doing the tests, how I did it and the results I found and the feedback from the kids.

G: Mmmhh.

D: And other than that I dunno.

G: I think part of your why maybe needs to encompass the changes in pedagogy, so that moves to a much more self-centred learning, constructivist approach.

D: Yeah.

G: Which kind of feels a bit weird to start with 'cause you've got all, feel like you've got all of this time. But in actual fact you therefore are able to monitor what's going on so those changes in your professional practice are things that I think you feel a bit disconcerted about initially cause you think oh god I'm not working, I'm not doing anything but in actual fact you're able to be more useful because you can see what's going on and tap into who needs what, when.

D: And the fact that even now this term I can't do a WebQuest, well I couldn't do a WebQuest 'cause I couldn't set one up at the beginning....

G: Yep.

D: I'm kind of doing one but now that's now that's how I'll probably do all my units is set it up at the beginning and then just be able to monitor.....Just be able to go around and....

G: Mmmh. Um I was wondering if it would be useful to talk about, we, we questioned last, I want to say last week, last fortnight, the technology, like that you can actually do the WebQuest effectively without the use of the computer and so um in terms of maybe advantages, disadvantages, um the whether or not you do need the computer to do a WebQuest and you know how we then talked about well my take on it is that then the next step to the WebQuest would be to get that interactivity so that the tasks might involve contacting someone and obtaining information from them so who do they need to contact, what is it they need to say, let's look at eh structure of your email if that's or if they're going to Skype of how, whatever choice of contact method they select um looking at the protocols of that um so it's not the content can be achieved in other ways but the good thing about the WebQuest is that you're monitoring like you said, you've got control over the information that they're accessing um but that interactivity becomes a big feature or can become a big feature and can be adapted to the age of the students.
D: And I was also going to day it didn’t actually have to be done on the web, like the WebQuest doesn’t have to be published on the website.

G: On the website.

D: You can actually create one and have it....

G: Yep.

D: …just on your...

G: Yep.

D: …kind of system.

G: And then I was going to say also the next step could be to have children as an assessment thing creates their own WebQuest.

D: Mmmh yep. Um what about you chose to do, to have the girls handwrite, you know, create their folders,

G: Yeah. Would you like talk that through about your options in terms of ..... 

D: Oh yeah absolutely and I did that because of the purpose of the task.....was these things.

G: Yeah, not the computer.

D: Was...yeah.

G: Yeah.

D: But um and look you have to have access to computers to the extent that we did and if you don’t have that it does alter the WebQuest.

G: Yep, yep, yep. The structure of the WebQuest, I think it would be really good, if like you were just saying them you know good handouts for teachers are invaluable so to maybe structure a handout that’s got the structure of how you would, which is...

D: It’s on the WebQuest...

G: I mean it is there but you’ve commented and I’ll have to drag them up to remind myself exactly what you’ve said but um you’ve alluded to oh I wish I’d known that at the beginning, that would have been so good if I’d known that at the start

D: What when I was....

G: When you were actually creating the WebQuest um yeah.

D: (00:16:37) I, I will have to between now and then too go back through it and like there’s so much you know, [pause] I’ve forgotten how I did things. You know like even like hot linking those things. I think gosh I wonder how I did that now.

G: See you don’t....

D: I’ve got to try and remember that.

G: See you said, you lose it you lose it don’t you.
Yeah, yeah, absolutely.

Copyright, was the other thing we did talk about the photos.

Oh yeah we did, we have to get them from the Creative Commons.

Yeah yep. And that brings me to while you were getting your sandwich I was thinking the QSITE workshops, maybe we could do, like we shouldn't be reinventing the wheel all the time. Like at the moment you something is that creative commons and the copyright issue. Let's just rehash that, what we're going to do in Melbourne and use the QSITE or use the Melbourne one as the QSITE.

Well that's what I was thinking 'cause the Melbourne one is first. So we could always put in a proposal of doing.....

And....I, I you just chat to a few people and they go ooooh copyright, oooh.

I mean even, like again I think, like when he reminded about this workshop yesterday, well actually he didn’t remind me, I reminded myself and thought oh my God that's next week or the week after and I looked up QSITE 'cause I couldn't even remember what QSITE stood for and that was the thing on the weekend when they're asking what things you've done and I think, I cannot remember what that conference was we did that online paper for. What was that?

INET.

Oh see I’m thinking IWBNET, no that's the one in Melbourne.

I know there are so many acronyms [laughing].

INET Oh my God.

Yep.

Um....And do you think, I came back and I looked 'cause I saved a copy of the paper and there’s nothing and I saved a copy of the comments people made.

Oh did you?

Yeah

You're good. I'll have to get that from you.

But nowhere on that is there any identifying thing of what conference it was.

Ooooh.

It's hilarious. And I didn't record ....that I'm....

Oh I think I've got, I've got that but I don't think I printed out the comments so...

Um [pause]..... so I was looking up what I, what is it, I, no Q QSITE?

QSITE.

I was looking that up and then I realised I wonder if I'm meant to be a member so I emailed him about that....said do we have institutional membership cause it's a different price if your institution is a member and he said oh by the way is there anything you want people to bring, here's the blurb I'm going to send out and I went
Oh my God this is for real. And I’m thinking I’m just a nobody, what do I know and then I think well…. I said I hope you understand I’m just talking about this from, it’s my humble opinion, my humble account of my experiences as a classroom teacher and I hope this is ok. But I don’t know what….

G: But take yourself back to that conference….

D: I know, I kept doing that….

G: And that was all….

D: And thinking geez, that was nothing….

G: That’s all….

D: It wasn’t rocket science was it?

G: And that’s what, the beauty of these conferences I guess is that yes you’ll get some numskulls but you’ll also get some really good presenters doing interesting things and it’s the sharing.

D: (00:20:02) I wondered about getting them to bring computers so that they could look at, but then I thought if there’s any sort of computer issues I don’t want that interfering with and God help if I can’t get on although, I’ve got a zipped file haven’t I?

G: Mmmh, mmmh.

D: But I don’t know if that shows …..

G: Everything.

D: ….up in quite the same way. I’ll have to check that.

G: Where is the conference? The QSITE workshop?

D: Here.

G: Oh it’s here.

D: Mmmmh, It’s going to be in the meeting room I think.

G: Ok. So you could bring it up on the whiteboard and yeah.

D: Boy it would have been good to have a Prezi…[both laughing]. But…there’s no time for that….. And you know the funny thing too with that leadership conference…..they kept on, they were saying um you’re going to be a changed person at the end of this blah, blah, blah and you know how when you go to conferences sometimes you can walk away and you like that you, you, especially if it’s anything self-development type style you, you do, you [inaudible]up. And if it’s something like the whiteboard conference, I was so excited by it and all the possibilities. This was a good conference but I know, it was people just standing in front of you talking, there were no workshops, there were, it was and I thought, see again, do you know?…..Like…You might think this was great and there was some valuable stuff there but we were just sitting in an auditorium and someone was speaking and they, the, a few of them had PowerPoint, no-one had Prezi. And I mean PowerPoint. God it’s been around since the year dot hasn’t it and one, the [name] that is I think is the, she the principal at [name of school]….

G: At [name of school] mmmh.
D: She said oh I’m really into Prezis and I would normally have one but something wasn’t working or….so she had a couple of PowerPoint slides but um…. 

G: But would most people even have known what a Prezi was? 

D: You would think so because PowerPoint is so big isn’t it? Like still in presentation who doesn’t use them in presentation? Well me! But [giggling] but you know I don’t have to in class. 

G: No. 

D: But….you go to any presentation, anywhere, it’s always Powerpoints isn’t it? 

G: Mmmh. 

D: You know clicking the next slide, the next slide. And you think…. You would think everyone would know about Prezis. Like whoever taught us all about PowerPoint? Did we learn about them…how? In your workplace? I guess it takes someone to show you one…And then again every time, I, I forget how much I know when I sit and hear people talk about things and I think oh yeah that and everyone else has to go what’s a WebQuest, what a Prezi, what’s this and I think, see you forget that you do know things. 

G: Mmmh. 

D: (00:22:58) And I mean I only have known them because and oh Web 2.0 tools you know how the day I said to you what’s oh when you wrote that paper and I said what’s We…. 

G: Web 2.0 mmmh. 

D: That came up in these digital classroom things she said something about Web 2.0 tools and she said does everyone know what that is and I went yeah I know kind of thing and everyone else is going no, no. See it’s all just….Everyone’s at different stages of learning. 

G: Absolutely. And I think that, that’s a really good thing to keep in mind. That you’re always going to go to conferences and there will be people talking over you, people talking at your level and people talking way beneath where you’re at and yeah we’re all on a different journey. We all have different interests, you know, people, people who are doing animations and really high tech you know virtual world stuff and … 

D: I just think when you go to conferences and you see what other people are doing, everyone looks to be doing something better than you. 

G: It’s just different. 

D: Yeah and you think well, that person had to know how to do that because it somehow related and that’s the importance of that PD at that point of need, not…. 

G: That’s right… 

D: Not…. 

G: And they know it because it’s been relevant to them…. 

D: Yeah, yeah.
TURNING TEACHERS ON TO ICT: ACKNOWLEDGING THE PLACE OF COGNITIVE AND AFFECTIVE CONSTRUCTS IN ICT-RELATED PROFESSIONAL LEARNING

G: …in their position, in their school, teaching the year level they teach and it may be completely irrelevant to teaching your year level, in your school with the resources that you have access to. It’s relative.

D: Yeah. And that mindset. Like me, even to do a PowerPoint, I would have to sit down, like there are things I don’t know about PowerPoint and because I’ve never had to use it and but I have this real chip on my shoulder, the monkey on my back about oh God I don’t even know how to use PowerPoint properly and I think well so what?

G: Yeah.

D: Let go of that, I don’t need to know that.

G: And what’s properly?

D: I don’t think I need to know….

G: What do you mean by properly anyway?

D: Well…yeah bells and whistles style but I could whack something together anyway.

G: Yeah, ‘course you could.

D: But then I think….I have to let go of that.

G: And did anyone use bells and whistles like, no?

D: No, See no that’s the thing.

G: See the capacity is there to do the bells and whistles but most people don’t, most people don’t embed any animation. Most people won’t embed any sound into a PowerPoint, some people have no idea you can even do that so yeah like yes the capacity is there to do it but most people don’t even touch the surface of the capacity.

D: So, you think I should do up a little summary, worksheet thing or…

G: Yes I do.

D: Not a worksheet, a …. 

G: Yes I do….

D: ….like a blurb.

G: Yep and I think you should acknowledge these things in the workshop to position yourself, this is from your experience we’re all at different levels. I hope you take something away from this, please feel free to ask questions um or input your experiences because a workshop is only as good as the participation. And I think you hit on something really interesting if you can pair people up or if they come two people from the same school or whatever, to have that capacity to interact with another person like you did with um [name], means that you can transfer what you are learning back to your own workplace and your own classroom.

D: The thing is it could be high school teachers for all I know so I need to be able to say to them this is just, this is how I used it as a primary school teacher but actually probably the possibilities are…

G: So much greater.
TURNING TEACHERS ON TO ICT: ACKNOWLEDGING THE PLACE OF COGNITIVE AND AFFECTIVE CONSTRUCTS IN ICT-RELATED PROFESSIONAL LEARNING

D: Greater in the high school level um and look there’s plenty on that website, plenty of ones for and I would encourage them to go on and look through those….


D: (00:26:54) You know that other website, the Bernie Dodge one, that one, it’s still….

G: Yeah I meant to have a look at that the other day and

D: It’s still doing that.

G: It’s still the same? Mmmh.

D: So my concern is that that’s been like that for so long. There are still new WebQuests coming up on that thing that I put it one. Um but again….there’s not, it’s almost like has died a death. Like well if the guy who created it is not even attending to his website I wonder…We’ve got to get to the bottom of why that is. You know I’m scared something’s happened to him [giggling].

G: But does that, are you thinking that devalues it or invalidates it?

D: (00:27:41) No I’m thinking, ‘cause I said to this woman something about, I said you know why, what’s the point when this is so valuable but you never hear about people using them or whatever and she said oh she had. And she said they’ve been around for a while now and she said they’re a forgotten, what did she say, kind of a forgotten gem or something so that yeah they were a bit of a buzz thing for a while. Well I dunno when because, well mind you while I was in Prep I probably wasn’t aware of any of that sort of stuff but um then she said yeah it’s like there are so many other new things. But I don’t see that there’s anything new that has superseded a WebQuest. Like you just put new stuff into your WebQuest. Like there’s no reason why….to me it’s like, it’s like writing a lesson or your unit plan but it’s there, it’s not just words on paper it's actually an activity. It’s a unit plan. It’s an action unit plan.

G: And I think that’s exactly how you need to describe it because all you work as a teacher is done.

D: Mmmh.

G: In terms of your planning….

D: Mmmh.

G: And your preparation.

D: Mmmh.

G: All the resources are there. If the students can take it that next step further and find new things to add to it, and that’s where some of the interactivity could come in too, that they can actually be recommending sites to add, um so that the WebQuest becomes their… you know journey to pass on to the next class but um I think that yeah, that I cannot think of yes there are new Web 2 tools that you could constantly be adding to a WebQuest but there’s nothing in, in terms of its structure, it’s planning, the big, big picture stuff.

D: Mmmh.

G: That and if you asked other teachers has anyone done a WebQuest and they’re going mmm….don’t….when, when were they big?
Yeah that’s what I mean.

I don’t recall in the last, admittedly I left teaching for a while but…

None of my kids, they’ve just all come through high school. I’ve never….

So, I….

(00:30:04) I just hope I can inspire people to want to do it and it isn’t just one of those things that they go oh yeah whatever, kind of like… but at least, at least if they do that, at least this is happening at the end of the term, ready to go into a new one. Like [name] is so keen, she said I’m going to do one you know and I said well if you need help and you know I’ll help you through it but…. I, at least I can say to them well look I, I had never done it and I was terrified to even know where to begin but this thing…

….and it’s doable.

…stepped me through it and you know what I left it and then I went back to it and I tweaked it a bit more and I went away and I came back and did a bit more tweaking so I think um….

Would it be useful because it is the end of term to actually spend some of that workshop time actually getting them to identify something that they’re going to teach next term that they could use the WebQuest for?

Mmh.

And it may be even cross curriculum?

You could do anything.

And get them, like if everyone has got access to a laptop, they could actually start down that process. I dunno. Maybe if you’re worried about the time? ……It becomes constructive then.

I dunno. It just….I get very passionate when I talk about it and I and I…….I kind of think you’ve just got to know how great it is, like I’m really passionate about WebQuests [giggling] and …. I forget what I was going to say now…. um…. oh yeah I just hope that… that that is a good thing and they’re not thinking oh crazy woman, like um…. I hope I can get across to them how great it is.

I think that’s the best thing about going to a workshop. That if you’ve got a presenter that’s passionate about what they’ve found and they’re sharing it with you and they’re excited about it, the possibilities become well you’re more inclined to go away, it’s like that animation one that I went to in Melbourne. She was dynamic, she was fun, she presented it in a really interesting way and I came away and went well, it
can’t be that hard and let’s give it a go. So I think that’s a good thing. Don’t, I think, you’re underestimating….

D: Yeah I just don’t want to go bbbbbbblllllll, I’m so excited and they’re all like…

G: No. Look even if you did I don’t think that would be a problem.

D: (00:33:19) I’m, just from my 10 minutes, the half an hour I was talking to [name] and she’s going I’m going to write a WebQuest [laughing].

G: Yeah.

D: So yeah hopefully that works.

G: Yep. So I think your structure is, like I think you’ve got your structure you just, it’s just all in thee and depending on how you want to work it, how you feel comfortable….

D: I just don’t know whether to get people to bring computers and then go onto that website and start looking but then that might take their attention away from what I’ve got to show or whether I just have it on the whiteboard and I can say here’s some examples.

G: Yeah.

D: Just scan through these, and see these are for year 9-10.

G: Yep.

D: These are for whatever.

G: Yep.

D: But I also want to point out to them that there are WebQuests and there are WebQuests and don’t look at the first one you see and think …

G: It’s a good WebQuest?

D: Oh this isn’t so great….

G: Ok.

D: And give up on the….

G: Well that would be something useful then wouldn’t it to actually create some parameters for a good WebQuest as opposed to …

D: Well yes see….

G: And there is that….

D: That’s where I go and look up and I’ll go and look at it again and make some notes but in some ways I wonder well does my WebQuests hit the parameters of a good WebQuest by his definition. See maybe it doesn’t because you know, you’re supposed to assign them like an adult role, well I didn’t. I didn’t assign them an adult like role, I just said, I gave them a role, I gave them a purpose for doing it and honestly that was the driving thing for a little while. Is they got all excited about oh my God we’ve gotta send this…
G: Well does that become an activity that you get them to debate? Have a look at what Bernie says, here's my WebQuest.

D: Yeah they're not going to have time to do that though...

G: Yeah, no they're not, they're not - true. But you could....

D: Like I just want to show them how, yes traditionally you are meant to assign like a working role, a role like you would have in real life instead of write an assignment on a dog, or a porcupine or whatever, for what purpose, like to keep the teacher happy. Give them a purpose. You're going to do this because we have to send it to the States. You're going to help these people...So ok it wasn’t an adult style role. But it did give them a purpose. A role, a purpose.

G: Yes and you know I would debate too, well... is it a static thing? Is something you know a good WebQuest, is it just because Bernie Dodge says so or is it....

D: Yeah.

G: Something that you as a teacher take....

D: That’s true.

G: ....and work for your own purpose. And yes there are guidelines that you should do this or you should do that or it’s recommended but you know the higher order thinking that I think is his point behind taking on a role, was accomplished in yours.

D: Yes. Well the um.....yeah. A lot of WebQuests on there just say...you are, they do assign a role, they do that bit. They assign a role, then they say go and look at these websites and they just list them. They don’t even embed them into activities, and then they say then present your findings in a group, of a talk, you know like....

G: Which you know you could be handing them a sheet of paper.

D: Yeah.

G: And doing the same thing.

D: Which separates it from, whereas my, there whole finished product, once they worked their way through the WebQuest, there, that was the finished product, it was done. It was not now you've done this, go away and do something else.

G: Mmh, mmmh.

D: It was the actual thing.

G: The actual package. And you probably need to refer to those examples. Like this is what Bernie says, this is what I’ve done, this is the way I’ve interpreted it but certainly doing this is not a WebQuest because it’s just, you know. There’s nothing to differentiate it from a sheet of paper with these three tasks on it.

D: Yeah, yeah so I’ll have to say ...be very clear of the difference between....it’s not just putting an assignment topic up on a web.

G: On a web, no, no.

D: It is actually, that is the place they go to, it is a one stop thing. And my girls could have been putting that information into a word document, you know saving it in their own thing. (00:38:02) And you know, and I will be quite honest and say you know
[inaudible] even I could go back and change things now that we’ve done it. Like it worked well. I do think some parts were still too difficult for some of the lower girls um…and if you were teaching year 4 again this year that’s probably what you would do. If you were teaching a straight 4. That you would adapt it to modify those levels and… and the bulk of the works done but I’m not rehashing the same exactly the same as teachers often do, I can devote, the bones are there and I can just go back and just tweak it for this particular class, add a new resource… I wish though I had two to show them two different sort of ones, like, I should probably in the holidays go back and make this Race around Australia, a WebQuest or….yeah no that’d probably be the best one rather than the body thing. See the, even the body thing that I’ve ended up, their assessment thing, I ended up doing….`

G: I’m just looking at those [referring to a display on the wall with amazing facts about the human body] [laughing].

D: The um, in the end I, because and this came about purely because I was merrily teaching them body and it’s fun and each week we had a different topic and I got to like week 5 and thought I’m not going to get through all this term and I can’t do it over two terms like that will just bore them to tears so how can I still get through the interesting bits so I set an assessment task for them where they all have to become an expert in either a function of the body or a, or a part of the body. Keep it simple but their job was to become an expert in it and to teach the rest of the class but not just that whole go away and learn about it as a group and present it as a talk. You’ve got to work out how are you going to teach it? Are you going to show a YouTube clip to help you, are you going to do up a work sheet, are you going to create a puzzle, is there an experiment, could you teach it through an experiment? Oh my god all these girls have just gone nuts with it as well and they’re, some of them have gone right get the information and I’ve found them two really child-friendly websites and I’ve said to them that’s probably all you need, apart from the few books we’ve got here. It’s not about a great amount of information, just pick one simple thing and tell me how it works, what it is, how it works, why it’s important and, how, and the, it’s not how much you know, it’s whether you can teach us. That’s what I’m looking for. Can you make it understandable and interesting so that way they have to know their topic really well that gets them to learn it. You ask them to do an assignment, they copy great chunks of information, ask them anything about it and I don’t know unless they read it, they can’t tell you, so this, they have to know it well enough to teach it to the rest of the class, and I was thinking see I could have, I don’t know the advantage to making it a WebQuest really …..but it….`

G: Except that they could load up their teaching, like you could video their teaching or their teaching might have been a PowerPoint or a Prezi or something and they could upload it.

D: Yeah but some of them are doing PowerPoints and they’ve got, you know again, it’s like you know? It’s all, every piece of information is on the PowerPoint and I said well why do you have to be here? I said do you see the difference between getting, me asking you to hand in a project on whatever, the brain whatever you’ve chosen. This would be good, because everything’s there but I said I don’t want that. You have to teach so the only thing you can use PowerPoint for is as a giant palm card which is there in the background and you can say today I’m going to talk about this…

G: ….and you’re talking to it.

D: ….and I’m going to cover this, this and this. First of all, first point is blah, blah, blah, blah. You’ve got to be able to talk it, that’s only there as a guide to how the evening’s going to go, how the days going to go so um, where are you parked today?

G: Oh God, I’m across the road…..
D: (00:42:20) Um, ……So again just even doing that WebQuest is just made me so conscious of that whole thing that I don’t want kids just copying information into …. 

G: …a project, ‘cause that’s not learning.

D: Yeah.

G: Yep.

_Students have come back to class and noise level has escalated. Student asks what they are doing next._

D: No, we’re doing Science.

_There is a chorus of yippees and yays from the girls._

D: Every time I go to do the Science or Race Around Australia, whooooo!

G: Yeah?

D: They love it.

G: They’re engaged! What are you thinking for next term?

D: I haven’t really thought yet.

G: Ok.

D: I need to see the results of these first.

G: Yes, yep.

D: I’d really like to do something about another culture but again I don’t want it to be picking a country.

G: Yep.

D: Cook a food from it….I don’t want to do it like that I would be again maybe again somehow they’ve got to make contact with someone or um….And um….the other thing I don’t know whether I’m going to do a science and a SOSE or (00:43.51) whether I can do half of it one term and half of it the other so we can…

G: Really….

D: They are so into this science that SOSE has taken a back seat. I think we’ll leave Race around Australian now um because this is huge. They have to have this ready to present next week.

G: Mmh.

D: So we put every, every history or SOSE lesson has been given to science so probably because it’s a 10 week term or something next time I can do 5 weeks of one thing and 5 weeks of another…

G: Yep so it’s really concentrated?

D: So there’s not this chopping and changing.

G: Yep.
D: …and we've had …oh did I tell you oh the day you emailed me and I said I'd had a shit of a day…..

G: Oh last Wednesday yes.

D: It was so good though. I had….

G: It was good?!

D: Well I had 9 kids… I had 17 computers 11 not working and you should see the email [walking to office]…. I'll show you… [inaudible]. And I got the first time I've ever got a decent response back from the IT department and only because I'd been into that meeting the day before and said you know there's this big divide between….

G: Oh we haven't talked about that either!

D: And I said - it's like ducks and chickens trying to communicate. I said I understand you've got this big picture view…. And I said that's fantastic and we're all excited and it's because you've got this big picture view that the rest of us…. we're getting excited but I said every big picture you have creates 20 little problems for me that unless someone's going to fix, you can have all the big picture views you like…. Um anyway after…. and I said you know this is not a criticism of your department and he gets a bit defensive to start with but, and I was really glad to have one of the leaders see me from the leadership team there to hear the way I addressed him. And I said you know this is not about complaining it's about let's find a solution.

G: Good.

D: And the following week when I had all these hassles with the computers and I sent him an email, I got the nicest response I've ever had back from him and the next the very next day I had someone in my room looking at the computers and I said to the girls now I don't normally pray for this but I'm hoping when you turn your computers on today that they don't work so that we can show them ? they don't work…

G: So what was the problem?

D: Um it's the connect, it's the wireless were not getting… it sort of...

G: Ooh dropping in and out?

D: And it took this guy, when he went into the office where the point is and um pulled some cable out and plugged it back in …. And all, and so many and then so it was every time one girl logged on someone-else would fall off.

G: Mmmmh.

D: It was like there was only enough…

G: So it's yeah not strong enough to carry everyone's…

D: So they've gotta find a solution. He said it may be they're going to have to put a wireless.

G: In the room?

D: In every room.

G: But yay, you know you could have gone on for months and months and months, had someone not come and actually seen…oh that's good that that worked.
D: Yeah, look at the email. Oh one day all our computers turned to Chinese…. [Both laughing]

D: ……across the entire junior school.

G: Mmmh [finishes reading the email Deb has written to the Head of IT].

D: So not being able to log on, gets as far as the welcome screen, goes no further. Not being able to get onto the internet says it couldn’t connect no response to the keys computers freezing.

G: Yep.

D: Blah, blah, blah. The entire lesson went down the tube as have two other lessons so far this week and it's only Wednesday. Um we're trying to embrace technology we plan lessons which are dependent upon the computers working but the amount of time being wasted on trying to solve issues in lesson times is getting ridiculous.

G: Yep.

D: The girls are frustrated. They're falling behind in their work and now I'm starting to have parents comment about the girls coming home saying they tried to do some activity but the computer wouldn't work. That's not true but I….as soon as you say the parents are involved in any way.

G: Mmmm.

D: Um. Where possible we try to log off and try to log on again. When it won't connect to the internet I run troubleshooter to diagnose problems and to solve them. We even just give up and go borrow a computer from another classroom but of course the time involved in trying all of the above options.

G: Mmmh.

D: Then logging onto another computer for the first time is considerable.

G: Mmmh.

D: If it just happened to the odd computer occasionally it wouldn’t be an issue but 11 computers out of 17 is a little hard to take. I don’t know where to go from here. Is there a solution? Is there a list of other options we should try before emailing the help desk. I should mention this issue is not just my class but all teachers are saying it happening in varying degrees. Then the message I get back from them [looking for it on the emails]. It's the…. My keys normally really, really….ah [finding email] that's his response. Extremely disappointing to see you are having so many problems across the junior school using the laptops. Name has worked on the images to ensure it was tested blah, blah, blah. I would love to say we have the answers and how to fix them but at this stage we are still in discovery mode. Several conversations today relating to this matter. Name is trying to get in to get this fixed. Name has been over to the junior school this morning. Blah, blah, blah. He’ll keep us in the loop. Again I’m really sorry this is happening it’s not the outcome anyone wants to see. Thanks for staying calm and working through this…blah, blah. Now that’s the most ….

G: Personal yes.

D: …personal response we’ve ever had. Yep [said to student wanting to go to the toilet].

G: So how does that make you feel?
D: Oh yeah well…

G: Like?

D: And [name] even said ‘cause I cc’ed her I just thought…I was going to message IT help desk and I thought no stuff that.

G: Mmmh.

D: So I messaged him and cc’ed her.

G: Mmh.

D: Back came this response and she said oh that’s the nicest email.

G: Mmmh.

D: At least you got this response anyway the next day the guy came over oh no um [name] sent an, after he’d been in my room um then…. the girls it was classic I just wanted to video it. As soon as he…I said ok girls start your computers up and I just sat and [inaudible]. Mrs X Mrs X and I said no, no, no girls I can’t help you I said. I even got someone from IT in here. Just put your hand up and let me know what problem. Oh my God, he was like a chook with his head cut off. He was getting so frustrated and I felt sorry for him but I thought this…

G: That’s’ what you deal with.

D: …is what we go through and at least you know what you’re looking for. I don’t. When computers don’t work I don’t know anything to do except to log off and log on again, you know?

G: Mmmh.

D: He was running around like crazy and then he sent this letter, this email to the entire school, the entire junior school after spending half an hour in Deb’s class and seeing the problems you know we realise this is a major issue blah, blah, blah. Um it’s got some… were pretty sure it’s got something to do with the wireless connectivity and were going to have to look for a long term solution. And that was a week ago and just yesterday I thought we’ve not heard anything more so I’m just going to keep….so I said just keeping you in the loop, just letting you know most of our computers have been working pretty well although 100 success still eludes us. I said we still have girls that fall off and I’ve got to move them and so I said it definitely seems to be a position thing in the classroom. And I said certainly for the short term we can manage but as a long term solution this is…

G: Mmmh.

D: This is not, not an option, you know what I mean?

G: Mmh.

D: So just to let them know. I’m just not gonna forget about it but um….But um, It was the greatest thing I’ve seen seeing an IT person in my classroom and none of the computers…and …

G: Wonderful.

D: And four of them he reckoned he’d fixed the problem. The day all the computers turned to Chinese…[laughing] it was some program that the Chinese LOTE teachers
loaded on but somehow when they loaded it on, and this was the IT’s mistake, when they loaded it, it converted everyone’s computers. Instead of just being a choice you could make it…it went default so they were supposed to send out a fix right to all the computers but we still had, I mean as late as yesterday I still had one girl had Chinese, but I now know how to fix it. And that’s what I said like you just come and show me and I can do it. And he said there’s no need there’s been a fix sent out from over there but obviously it didn’t …like it I think he said it might have only gone to the ones that were on at the time. If your computer didn’t happen to be on at the time it didn’t fix it.

G: Fix it….

D: So um…To see him having to….and he’s saying ok girls. Alright don’t worry if it’s in Chinese. That something I can fix. Who can’t get on the internet. And the girls were just in…and I’m saying girls just be patient. They were just chafing at the bit! And like the day before …. or was it that day, yeah I think it was the day before it was the awful day when none of them worked um and I was losing my patience with the girls.

G: Mmh.

D: I was saying girls I cannot fix it you know and I was thinking they don’t need me speaking to them like this. You know they look to me to help them and if I can’t help them and I’m getting cross.

G: Mmmh.

D: So at the end of the day I said to the girls look I’m really sorry. I said you could see I was really frustrated today and I said because of this and I don’t want you, you know, I’ve done these activities for you, I want you to be able to have access kind of thing. And I said I’m really sorry if I’ve been grumpy today and I said…and every one of those girls on their way out said don’t worry….It will be better tomorrow. So they’re so understanding….

G: Yeah.

D: And they knew it was not my faulty kind of thing.

G: No. It’s a technology thing that’s beyond….

D: … and they were onside with…..

G: So why do you, do you think just going into that meeting and having them listen calmly……

D: Well he started going on, like first of all he started saying something and I said, I listened to that.

G: This is David?

D: (00:54:29) David and I said, and I’m looking around thinking is anyone else going to comment cause you can see a few people sort of rolling their eyes, like yeah nothing works blah, blah, blah but no-one was going to say it. And I thought I’ve got to say it so I said you know that’s really great what you’ve done, really great what we can look forward but I said from a classroom teachers point of view every time you have this other wonderful idea I said it creates all these problems on a ….. You know and I said we are so fired up and even the German teacher had a little comment about you know they try, they plan lessons on their side of the road and then they said they come over here and go to run something and find out the major piece of software’s not loaded onto the junior school computers…
G: Over here?

D: …so that sort of thing and he starts being defensive. He’ll say oh you know were trying to roll out this and that so and I said but and that’s when I said it’s a bit like ducks and chickens trying to talk. I said you understand your thing and we understand our thing and I said and we feel like were always complaining to you and you probably feel like were always complaining to you. You’re always receiving complaints from us and I said it needn’t be like this. Let’s work together. Let’s find a solution. Let’s come up with a solution kind of thing and he kind of ….and then others started to speak up and I said to someone afterwards was I a bit strong you know and they said no, no you just said what the rest of us are thinking which is one of the problems that….

G: That no-one will speak up….mmh.

D: But that response from him…because I thought oh he’s going to think oh yeah you bloody trouble maker we were happy in this committee until you came along [laughing] but that response shows.

G: Shows… mmmh.

D: Showed that I don’t care if he did it because I cc’ed Louise and he just wanted to respond publicly in a nice way too. At least I got. And I had someone over here immediately.

G: Mmmh. Which has never happened before?

D: No.

G: Mmmmh that’s great.

D: So…

G: Well that, the way….yeah that’s what we talked about last time.

D: And then I…

G: And it’s worked…. Yeah.

D: And I sent an email saying thanks so much for sending him. Let’s hope you know that they, you can now understand ….I said I don’t mean to always mean to be bombarding you with issues.

G: Yeah.

D: But if you don’t know the problems…

G: They need to know them….

D: You can’t fix them.

G: And he sent an immediate reply saying for sure don’t ever stop letting us know.

G: Yeah.

D: When you need help.

G: It’s communication.
D: Yeah.
G: Two way communication, isn’t it?
D: Yeah.
G: Not about pulling the blind down …oh this is my issue but I’m not really listening here.
D: Yeah.
G: Yeah.
D: Do you mind emailing me those because they are evidence of you putting into practice what we’ve talked about and obviously I….
G: Yeah.
D: Delete names and stuff but um….you know you’ve said so many times over the last 6 months the lack of support, the delays and this is evidence. And not only that when he came in apart from the major issues he said you know always try this and he showed the girls something that they can do. See they rely on me normally to come around and trial a list of things…
G: Yeah.
D: Now I yesterday when someone you know we had about 4 who couldn’t get on and I said girls you all know what you have to try. He showed you. Turn this off turn that off and even that has now given some of that…..like and how hard was that…
G: Some self…
D: Come and show them how to do it, we’re not idiots….
G: Yep, yep.
D: ….show us how to do it.
G: Yep.
D: You don’t have to come over and fix every…… whereas it would have taken normally for every child to email the help desk and for them to find time to come over and look….one computer.
G: One computer at a time. Mmh.
D: So …. 
G: Do you know I’ve just realised in the whole time we’ve been in here which is what 20 minutes…
D: You haven’t…
G: 3 girls…. No. 3 girls have come in to ask to go to the toilet but no-one’s come in to ask for help. And look at them.
D: They’re all working. Aren’t they good?

_We step out of the office and look at the work the girls are doing……_
G: [to student] Did you come up with these ideas or did you talk to Mrs X about what you were going to do first?

D: No first of all I let them go, go….

G: Whatever they…?

D: Yeah. Only after that it was now …. How’s the best way what would you want to know… and then you talk them through what’s the first thing you need to know, how does that work? And then I kind of did that and asked should I have told them but no….. I think it may….. A free for all and then…..

This is an issue I’ve had with two computers today I don’t know whether you’ve seen this. This has happened to [name] today too. You know how she said she’s lost her document?

G: Mmh.

D: … And they have been saving them like I’ve made sure to put them in and there’s the term 3 file.

G: But there’s no…

D: But something’s happened it’s obviously, ‘cause there’s no…. it’s not in the temporary file. What do you do to get it?

G: I don’t know and Samuel’s had the same problem with his tablet. He… he I had seen him save a document.

D: Yeah and I know they have all saved it and Taylor this morning …

G: I’ll ask him ‘cause he went to IT about it and I forgot to ask him last night.

D: See and see it says use the word to find the correct program to open it. Well it will just keep asking me to download something which I can’t do because I’m not the administrator so I don’t know what to do …. I don’t know now whether I ring the IT people or send them….

-Ends-
Appendix F

Transcript 5

Date: 9/3/11A
Present: Deb and Gina
Location: Outside Deb’s classroom on the lunch benches in the playground.
Context: We are reflecting on the value of some PD Deb has recently attended.
Transcriber: Gina

D: And I had this leaders’ conference on the weekend.

G: Yes now I want to talk to you about that ‘cause we talked about that.. and I just....

D: Um one of the first things they said and it was [name] who actually gave the little um, um little presentations to start with she said if you’ve been asked to come to this conference you’ve been tapped on the shoulder, someone has seen something in you [laughing] blah, blah, blah, ‘cause they said put your hand up if you don’t really know why you’re here [both giggling] and I was [both giggling] um but anyway it, it was it was interesting but it was what it made me realise is h how few positions there in the junior school for you to get any sort of leadership experience unlike the senior school and I had no idea that the senior school had so many minor leadership positions like underneath…you don’t have to be the deputy or dean of studies or dean of students in order to get, in order to be a leader in some way. They’ve got head of departments, they’ve got head of subjects, they’ve got um house heads....

G: Year grade coordinators?

D: We’ve got nothing here and I spoke to [name] about that and [name] and said it’s all very well to say you’ve been, you want this person to hold this leadership position but there are none and, and yes we can take on projects cause that was the thing they said you can always take on these projects but I said wouldn’t it be nice to be rewarded for those projects. There’s no point just saying you know a person can only spread themselves so thin and when you’re still a classroom teacher and you’re taking on all these extra responsibilities if you’re not going to be rewarded for it in some way the novelty wears off. You know it’s all very well to say I’m doing it for the good of me, sort of thing but you know and for someone like me I don’t have aspirations to be a deputy.

G: Mmmh.

D: We had to sit in a mock interview, we had to go and have an interview for a position and they had all these they had [name] and um the only position on offer to me was the head of junior school. Now as if that would be the first thing...

G: You would aspire to do – m mh.

D: I would go for deputy before I’d go for Head.

G: Mmmh.
D: But there was no deputy you had to go for head. So you walk into this interview and they go so why, why this position, what bought you to ... and I went you tell me you made me come [laughing] but yeah like how do you....they ask you these questions and my attitudes was you know what this is a mock interview, this is a fake interview so I can make up some fake qualifications and some fake experience so I did [laughing]. Anyway at the end of it all she said oh you did really well, you were really prepared for this weren't you and I said no, I'm a classroom teacher there's no way that I'm ready to come [laughing] and she went oh..... And I said well I just figured it was a bluff thing so I'd bluff along too. It was meant to be about the process.

G: Mmmh.

D: Like can you think [clicking fingers] on the hop and....

G: Yeah, yeah....

D: ... and that sort of thing but it's really hard when you've got nothing to call from 'cause they said the one things she said was oh you know need to sell yourself more and you need to find things that you've done and...I haven't done anything you know so....

G: Yeah, it's um...

D: But I have made [name] and I've made [name] aware of it and sort of like you know I'd be happy to take on some other things but....what's it gonna get me and I said you know my fear is to actually take on these sorts of leadership responsibilities I've had to go outside the school ....

G: Mmmh.

D: And I said and you know all that's causing me to do it's taking me further away from the school like...

G: Mmmh.

D: I might suddenly think...you know this is what I want to do so....That's not really what you want I'm sure. You don't want people having to go and find other interests and then pursuing that surely you know?

G: It comes back to the structure of the junior school ....

D: Yeah and this school in particular.....

G: .... doesn't it because....there's no....

D: Apparently some other schools do have – you can be head of P to 5 or you know whatever but our school's not structured that way.

G: See I know at [name of another school]....

D: Yeah?

G: Um you had position of added responsibility, you had a PAR, then there was um head of subject.....

D: Mmmh.

G: ....So you as head of subject...
D: Yeah?

G: You were often in charge of you didn’t just teach in isolation so and then there was head of department and so the workload was spread around because head of department was never head of subject um oh no actually in a couple of cases they were like maths and science and art. The head of the arts was the head of art also. But um yeah here for example to take on a PAR as a um the technology facilitator and, and taking on the responsibility of being on that committee instead of…..Like I was listening to what we talked about last time and you were saying there are 5 or 6 people from the junior school that come and start off at that computer um technology session but then you know they will probably drop off. No make it one person’s responsibility.

D: Yeah, yeah.

G: And you are the interface between what happens there and what happens over here…

D: Yeah, yep.

G: …and that’s your PAR….

D: Mmmh.

G: ….position and then it’s like you own that, it’s you know you have a responsibility to report back to the staff and….

D: Maybe that’s what they are trying to do by this senior teacher thing but they let you come up with something and no-one holds you accountable to it and….

G: Mmmh.

D: You don’t ever have to report on anything.

G: And that’s where your sense of self….

D: Yeah.

G: ….your sense of self worth…

D: That’s what I said to [name] I said you know I said I want it to be something meaningful. I don’t want it to be some token thing just to tick a box to say yeah she’s doing something extra so anyway we’ll see. ‘Cause she did say they do realise that people, you know, good people go to other schools that have these positions and um but she said you know if that’s what you have to do to fulfill your career ambitions then we would support it you know we have to support it kind of thing but I said don’t you want good people here and she said of course we do but we also know that if people are career oriented they um might not stay.

G: Well change the structure.

D: I don’t ….I think what she’s saying is they can’t right now cause the school is in financial….strain….. [giggling].

G: Yeah but you know does it have to cost money?

D: Well yes that's right…..
G: Yes a lot of schools pay extra for PAR and head of subject and stuff but there are other ways [phone ringing]...It doesn't have to be...

D: Excuse me....

Deb pauses to take a phone call.

G: Now the other one I wanted to talk to you about [conference] no let's just back track. That conference so was it... did it change your mind set about anything?

D: It probably made me more...like part of me got a little bit excited thinking oh yeah maybe I should go back and study some more and whatever and then I reckon by the end of it ...it made me more clear on that I don't want to be a Head but I should I should fight for something else. You know I should – 'cause I said to [name] I don't want just to do I don't want to be just a normal classroom teacher.

G: Mmmh.

D: You know I do want to have something else to interest me....

G: Mmmh.

D: .... and inspire me and I said and you know it may well be that just I'll do conference type stuff you know....but it's a shame that it can't be used by the school as well and she said well no, you know there are a few projects but you see the school is focused on National Curriculum and Naplan, improving Naplan results kind of thing so when they talk in terms of projects they always use that as being...like you might take on implementation of....

G: Mmmh but if it's not ....

D: And you know if it's not....and I understand that it's their area of need but it's not really my area of interest either.

G: Interest, yeah, yeah.

D: So yeah. So yeah probably if anything it clarified that you know, and then honestly for the for the little extra money what it boils down to cash in hand [giggling] seriously do you want to take on that sort of...at this stage of my life do I want to take on ...

G: The headache?...

D: Yeah I don't think and there's so few of those positions for the number of... Yeah people fighting for the jobs yeah you wait your turn for another ten years. No. I'll be thinking about retirement not thinking about that.....

G: Yeah.

D: And you know but I want to stress to them it's not about that I'm not that I'm not serious about what I do. I'm not just filling in time until retirement I do want it to be meaningful.

G: Mmmh.

D: So....but it has made, it probably made me think that what I might go up year levels, I might see what I can do in a year 6 or 7 year level because it does, that whole side of technology does you know frustrate me a bit that the girls can't do things at the levels that I would probably like to see them do so if....
G: Mmmh and yeah one of the things you’d said a while back was yeah how like you’ve realised that they were so capable of doing stuff.

D: Oh yeah.

G: Yeah that [inaudible].

D: Yeah well now I’m thinking even more. Yeah wouldn’t it be good to um you know have them to be able to do …like create your own WebQuest you know instead of me doing them um you know…..film things and you know which is just, I mean you could do it at this level but it takes a lot more input from me and I’m very um you know I’m trying to keep the work done here at school not let it go home and you know the kids are struggling with that and you can take on less work when you want it done here you can’t do as much…But you know there’s no chance of sending it home and getting the parents doing it.

G: No well that’s right exactly.

D: Yeah so and it’s nice to know that it probably made me aware that gee people are noticing what you do when I think they’re not they obviously are …. 

G: Mmmh. So that makes you feel…..

D: Yeah well that….at least you feel valued in you know it’s not like you are….I mean I do these things not for not for any glory but it is interesting to know they are noticing and it’s like that first paper we did. I didn’t even really tell anyone and you know that whole thing and somebody said well why didn’t you and I said well I didn’t do it for the school I did it because it was something that we were interested in and they said but the two things can match up and so, so probably what I’ve thought is go ahead and do what I want and let the school know and if they can use it in some way then so be it but I’m not going to take on….you know one of the things they were saying too there are things you have to say no to and I thought yeah you know if they come and knock and say well here’s something you wanted a project I think I’d be fine in saying well you know what right now this year I’m busy doing this other stuff so….It’s not for me at the moment.

G: Yeah.

D: And like [name] said to me oh you’re really interested in this IT stuff and I said well no it wasn’t that it was the opportunity came along and then they tried to tell me opportunities don’t just come along you have to seek them you know but, but um I said no but it just it opened a new idea to me and I …you know it just goes to show there may be pother ideas as well but I said this is my area of interest right now because I can see the value in it and I said you know it’s kind of even made me think maybe I need to be…..like [name] said what is it about this, the conferences? And I said even it’s not even the, the um the subject matter it’s the opportunity to teach someone something and I said I am a teacher after all and maybe I don’t have to be limited to teaching children but I can teach adults and she said you know do you want to get into educating teachers and I said as much as I see that needs to you know they do need you know I sit through workshops [giggling] and think could you just explain it this way or um and I said but, but no I think teaching teachers… I don’t think I would have the patience to teach teachers I can have patience for children but stupid adults frighten me no…. so I don’t know...

G: I think from my perspective after….after I go into the classroom at uni and I think what I do there is so much fresher and…..reinvigorated because of what...

D: Having that ….
G: Having that contact with you and the girls so I think it becomes…

D: Yeah.

G: And you lose your passion.

D: Yeah people teaching teachers should be current teachers ….

G: Mmmh.

D: Like even if you relieve someone to or you did some sort of…

G: Even couple of years of….exactly…

D: That sort of stuff…. more like workshops, like running a workshop. Well I am in the classroom. I don’t profess to know it all about technology or anything. I am going to tell you about my experience with one thing and how it worked for me in the classroom.

G: And it’s current.

D: Mmmh.

G: You know some… it’s nice to be able to go in and say this is what happened the other day in the classroom I was in. These are the things I observed.

D: Mmmh.

G: This is what the teachers said …. 

D: Yeah.

G: …and …..it’s real.

D: Mmmh.

G: Whereas in two years’ time that’s all moved on. It becomes…. 

D: Yeah.

G: Apart from it being old news…

D: Yeah.

G: It’s …it may not be relevant any more in terms of technology, it may not be applicable to the group that your actually talking I don’t know, it’s more dynamic if your in the classroom you’re experiencing it first hand and you can talk about that experience firsthand and that’s to me the value of going to a workshop….

D: Mmmh.

G: ….more so than even learning how to do something it’s hearing someone else take on it or being introduced to a new idea and going oh yeah well why couldn’t that work for me.

D: Mmmh.

G: Yeah…so now the other workshop…..did you end up going to that one?
D: Yes and it was sooo…. [rolling eyes].

G: Was it?

D: It was um… you know, it was a Queensland Uni well it was at um the ? College so first of all you had to log onto the uni thing. Well boy that took everyone [giggling] half an hour and it… and the password…’cause you had to use the unis wifi and that meant having a password and they had no…. some people don’t have, didn’t have, have computers without Wi-Fi, laptops without Wi-Fi, they had to plug in.

G: Now that happened in Melbourne at the conference I went to this time last year. Exactly the same thing.

D: I couldn’t believe it.

G: Yeah.

D: Yeah and um so I’ve been to two things since I’ve seen you I went to that digital classroom thing which really it was valuable for all of about one minute. I could have walked in and picked up the pack they gave you and got as much out of it just by….. oh here’s trouble…..

G: Hello. [My daughter comes to say hello]

D: Um, we’ll move inside now that all the kids are coming out….

G: Sure.

-Ends-
Appendix G

Transcription 6

Date: 23/2/11
Present: Deb (D) and Gina (G)
Location: Deb’s office
Context: Deb is showing me her unit plan for the term. Because she has no access to computers, she has decided to create a unit based on a WebQuest but without the students relying on computers.
Transcriber: Gina

G:  It’s easier than writing...

D:  Um so yeah, so I’ve done but what I’ve come up with is… so it’s kind of like a WebQuest but just the information’s not on the web. Um so I’ve, we’re just really looking at a couple of cities but they don’t know that yet, um but I’ve been able to put in these creative investigations so what they have to do is they get these pieces of paper and they have to use these clues to work out where they are. Now I started off thinking oh these clues are way too easy but you forget that they don’t know….

G:  Mmmh.

D:  …an awful lot. So once they, and they, they have to work out where it is and because most of them don’t know just by looking at maps so they have to work out what keywords they could use and what they can type into the computer and we discussed, did one together to start with and we actually did location two which was [looking in box to retrieve it] which was Uluru [inaudible]. Um so once they’ve they have to say how they found it out….

G:  Yep.

D:  … so it’s not just enough to say, like some of them said, oh I know that Sydney has a famous bridge….

G:  Yep, yep...

D:  And didn’t even

G:  And couldn’t’ even…

D:  So I said so does blah, blah, blah?

G:  Yep.

D:  So prove it. So anyway, they… And we talked about when we did the first one together, we talked about um the fact that um different sites may give you different information so it’s good to check more than one website and a lot of them are in the habit of just tossing a direct question into the computer

G:  (00:01:58) Yep.

D:  Which most of them gets…. which most often get you to answers.com
G: Yeah which is...

D: Which is some people giving their....

G: …Very unreliable…

D: kind of thing…. So this is one we did together and I’ve put the clues so they’ve kind of got to interpret....

G: Mmmh.

D: So reading that they now know it’s a tourist destination but also that it has to have an Aboriginal name.

G: Yep.

D: Central Australia.

G: Yep.

D: And that’s just really a nothing one except that it’s popular…

G: Yes.

D: …. very popular so…. they find out, so….we tried different ways to find this information. Some kids recognised it straight away because they have been there but we tried different things so some people put in central Australia or something...

G: Yep.

D: … and you know we looked at what sorts of things are brought up, what other things could we put in oh aboriginal name or just the word aboriginal....

G: Mmmh.

D: …. and tourist, landmark so we tried different combinations of things to see that we all ended up getting at least that it was Uluru and um and I let them do the first one …. We talked about the setting out and everything but I let them do it pretty well on their own and I said I would give them feedback on it...

G: Hmm.

D: ….and they were to then use that feedback for the rest. Like if I saw that they hadn’t taken notice of the feedback then, you know, that would affect their marks.

G: Mmmh.

D: So they are earning points.

G: Mmmh.

D: So they, it is a race so they are earning points for going to the locations but that is separate to the mark they will get.

G: Right.

D: So that is their piece of assessment as well?

G: Ok. Yeah.
D: So I can look at the thinking that went on and...

G: Yeah, yeah.

D: So um, they've got bonus questions on every one and I've said they're not compulsory but they'll score bonus points if they choose to do it and I've actually since said to the year 4s you have to do those questions....

G: Right, yeah...

D: ...the year threes don't have to um. After they've done all the activities they have to find out where it is on the map and put it on the map and they are supposed to use the printing that they were taught...

G: Aaah, hah.

D: .... to use when they did mapping...

G: How neat is that?

D: Well we talked about it had to be beautiful neat...[inaudible]. (00:04.30) Ok so that’s one thing, so that just kind of knowing where things are in Australia and little bit about it but these things are so much fun cause they don’t have to be related to the actual city although um so this one.... I can bring in so many...levels of thinking. I can really use taxonomies to um... you know?

G: Mmmh.

D: And so they’re going camping in the month of April....

G: Mmmh.

D: So they have to...

G: Work out....

D: ....keep this information, I did give it to them on the first one so it’s 38 in the daytime and 6 at night. Imagine going on a 3 day camping trip. Then they had to come up with a list. Now the first few I got were yeah shoes, socks, tracksuit, sunscreen you know kind of thing. So in their feedback, that's where they realise they have to step up their level of thinking so I’ve said you know you're camping for 3 days that’s in a place that’s very cold at night and very hot in the day. You need to take clothes for both temperatures and some undies. [Gina laughing] Also I think when you get to Uluru and realise you have forgotten a camera you will feel very sad, so they've now realised oh I can’t just.... this is not a rushed job [inaudible] I've really got to think...

G: (00:05:48)...Applying that information and...

D: So and I can bring in so many jut every day skills like what airport would you go to and...now some of them just didn't know where to begin so I said well pick and airline maybe and look at that site and see do they go. So they have all had to approach, they've all actually used different methods to get there. I kind of wish I put in here now to write down how they found it out but I didn’t but I am actually walking around and I can kind of see....Um...

G: (00:06:25) This is brilliant...

D: And then explain why it’s popular. Now again that level of thinking, the fact that it... and it depends on what they’ve found out about it so some of them have come up
with it’s got aboriginal art that can’t be found anywhere else, that it’s sacred to the Aboriginals. Others have said it looks pretty at sunset.

G: Mmmh.

D: You know so you can see…

G: See the different levels – yeah.

D: And the bonus questions…

G: This is fabulous…. Excellent.

D: I am so proud of myself [laughing] um find out how long and how tall the landmark is and draw a scale model or a scale drawing 1cm = 100 so the maths involved in that was… and I told them to round it off to the nearest 100 so this was, this opened up all sorts of interesting discussion because we got different information about how long it was. Some of the websites said it was 5 kilometres and others said it was 2 point something and so we talked about that and I said so here’s where you’ve got to check it in more than one spot and, and because we don’t really…. you know you don’t know which ones right but you’ve got to really go with the one that’s most common in this case or the whole fact of the matter was I didn’t care what… whether the information was…this activity was about could you convert that…

G: Yes…..

D: And this activity was could you convert that…

G: Yes, yes.

D: And you know I’ve certainly had to sit with some of them while they worked it out. I didn’t tell anyone how to do it but they struggled because they found out 5 kilometres ok so the first step was well how many metres…. 

G: …how many metres [said at the same time].

D: …in five kilometres.

G: Mmmh.

D: Alright 5,000, so how many hundred of metres are in there.

G: Yeah.

D: You know some of the girls, the better girls worked it out, 50 centimetres so …in, for, those who couldn’t work it out I said ok just draw 1 centimetre so you know how long it is…. 5….well they got to the 5000 kilometres but couldn’t get to the 50 centimetres…

G: Mmmh.

D: So I said um alright draw one centimetre – that’s 100. Draw another one, what are we up to now? 200, draw another one – 300. So they actually go to it

G: The MAP rods would have been good for that too, wouldn’t they?

D: Mmmh, so but then to get them to draw it they had to go back and look at Uluru as well…
G: Yes, mmmh.

D: It couldn’t just be a blob, some girls drew 3 point whatever centimetres high cause it’s only 3, … 350 metres tall or something so they drew, so it’s this long oh that’s right and then they said oh it won’t fit on the page so I said well what are you going to do? So then someone worked out they could get a piece of paper, split it exactly in half and join that part on because they didn’t need the height because it wasn’t that tall…. so the thinking that went on was really good. But then some of then drew this neat block and I said is that what Uluru looks like? No. So they had to go back to the internet and have a look at pictures of it and then kind of work out so they’ve, you know they came up with um things like that [pulling out drawings to show me]. See she was one who did this line and then she had to go back and …

G: Yeah and yep.

D: And so and then in my information too I have said you must label all your diagrams blah, blah, blah.

G: Mmmh.

D: So the first one I let them do whatever they thought basically and help them through if they needed it and then I said right now look at he things you’ve done well this time. Look at the things you didn’t do and then use that for the next one so now they’re off on their own so now they’re doing each thing. So these things as I said don’t have to relate to the country. They can involve maths, they can involve um opinions and all sorts of things so….I mean here this one [slightly giggling] first of all I said this city hosted a very important sporting event in the year 2000 thinking if I said the Olympic Games it would be too easy…but none of these kids were born…

G: No…

D: So…they don’t …

G: See even Ella, she was born in 2000.

D: I know …

G: And also even the Olympic Games aren’t something that they know very well ….

D: No well they don’t …

G: ….because the last Olympic Games in China were very low key for here so anyway…. 

D: … and two years ago they would have only been in grade 1 and grade - so here again they had to use keywords. This is the hardest part is where they go to find the information.

G: Yes.

D: So I said well what do you know. Oh ok some of them Olympic Games, they now knew it was Sydney, so Sydney, mascots….picking keywords. So they came up with that, then they just… that was just a fun thing.

G: Fun thing… Yep.

D: Then they had to research three facts about the actual animal it was modelled on.

G: Ahaa.
D: But it's also been useful for, some have chosen to write it up, others have chosen to do it on the computers so they are saving all their work on to the computer…

G: Yep.

D: …um turning the question back into the answer … like they had to answer the question in full sentences….

G: Yep.

D: …um this one again with level thinking so if you had to choose another animal at a sporting event so someone said oh a koala because it's cute ….

G: But what relevance does…

D: That does not represent an athlete: strength, power, blah, blah, blah, so some of them are really starting to get it, they're really starting to figure out what they've gotta do and the answers are getting um…more detailed…

G: …more detailed. Yep. I love it. This would work so well as a WebQuest wouldn't it?

D: Oh it would.

G: But yeah I mean…

D: But it's been interesting in that I…. it's well, in some ways… it's working better this way because I haven't had to provide the links. Some of this would have been too easy if they'd just clicked on a link.

G: And it's brilliant in terms of teaching about key word search.

D: Yeah.

G: Otherwise they are still fluffing around trying to find the information

D: Yes.

G: So to actually target that particular skill…..

D: So this one is Melbourne and I've actually used Luna Park as a clue because that's going to get a lot to Sydney so they have to make sure they are using all of the clues.

G: Yes.

D: Um and then I've actually done a maths problem sort of thing that they've got three children, two and a half, a six year old and a nine year old, they want to arrive as soon as the park opens so what time do they have to arrive so they've got to go to the Luna Park website….

G: They've got to interpret the….

D: And find out what time it opens, how much it's going to cost for those age kids so the comprehension's all there.

G: Yes.

D: The maths is there… They want to go for a ride on the Silly Serpent so they have to click on that ride because it does have all the rides, they have to work out they have to click on that and then they've got to know how old a child has to be to go on that
ride. Then we got onto bushfires ok because this, this [inaudible] series of…[inaudible]. Um what advice would you give people who live in bushland area about preventing and protecting their house from bushfires? So again goodness knows where they will go to find that but it has to be nit just something they come up with.

G: Mmmh.

D: Um bonus points. Design and draw and advertising poster that will make tourists want to visit Luna Park. Think about what people most want to do in an amusement park. Try to make these things the focus of your advertising poster. So again it’s a drawing thing but it’s persuasive.

G: Yep.

D: It’s bring that into it.

G: And are you expecting them to document the websites that they visit?

D: I haven’t. That’s what I said I wish Id kind of done that...

G: Right. Yep.

D: But because I hadn’t taught them how to document…that….which...

G: It’s a fairly sophisticated…skill for this age.

D: Yeah and look this is pretty much a ….. I kind of …. I knew what I wanted to do but I just didn’t know… and as soon as I started doing it I thought I think this might be too hard for them and then I heard something the other day…I don’t know where I heard it or what I was reading, it was some website thing and it said don’t dumb things down...

G: Mmmh.

D: Like leave it open, leave it open and as I said… as I tried to explain to the parents too yes it's hard, it looks hard but you know what some girls have really risen to the challenges and others, I am here to support and the level of answer I expect is going to be different depending on their maturity and their ability and the good thing is no-one has to have the same answer, there are no right and wrong answers for a lot of these things. So this one oh Adelaide was so hard because there’s nothing interesting about Adelaide

G: Mmmh yeah well except the wine [both laughing].

D: I was going to have them work out, you know wine related things but then I thought parents won’t like that so I’ve actually gone with light houses because apparently there’s more light houses over there.

G: Oh ok.

D: And I’ve actually on this one put…a comprehension thing but….but it’s not just straight out facts from here. It’s use your fact and your own ideas to um…………[inaudible] ’cause it’s in the past. Advantages and disadvantages of living in a light house so again both sides of the story. Would you like to go for a vacation in a light-house? Why or why not so here they get to express well, some are going to say it's lonely, it's boring blah, blah, blah, others might ……. enjoy that…adventure. (00:16:35) And again an advertising poster convincing someone they should take a job as a light house keeper so they’ve got to look now
cause this was very much about how tough life was so now they've got to go against all this…

G: Turn it around…

D: … and try and think of the positives.

G: So what do you, you said this was for geography?

D: Um er SOSE.

G: SOSE so it's really integrated…

D: You know how I got out of SOSE and got into History….

G: Yeah, yeah.

D: Well I can't…because I can't teach the history component because I've got year 3’s in here.

G: Mmmh.

D: Um who may well be in straight year 4 and will do the…

G: The history next year, yeah.

D: So I've had to come up with something else so… and I hate the OSE, the old fashioned SOSE stuff that was about group belonging and …

G: Yep.

D: This is a way of getting a little bit of geog – cause hist, SOSE will be replaced by history and geography…

G: …history and geography…

D: …and everyone’s jumped on the history bandwagon but no-ones jumped on the geography so I thought we’ll do a little bit of mapping and bring in lots of that creative stuff which is what I need in a class of um multi-age.

G: Because I could see the potential of this as being a complete integrated unit through which you could do the science and…

D: Oh yeah, yeah.

G: And you could do the…

D: Only that I could, I had already thought about this otherwise I would have left this until next term and just…[inaudible].

G: ‘Cause you talked about doing the body last year.

D: Yeah and they’re loving it so much that I kind of like of got to finish it at the end of this term and I haven’t done it in the way I’ve wanted to do it.

G: Mmmh.

D: So….
Yeah. ‘Cause you could integrate like geology, the science, the geology...

Absolutely.

And with Ayres Rock and sedimentary rock and all of that... Yeah.

Um, this one is .... Darwin...

Mmh.

Um, they do....

Yep.

Find out what was special about that day [referring to 25 December] and some of them said Oh a cyclone hit it and I said oooh was that special and [inaudible] Some of them got so excited when they found out it was Christmas Day and they’re like oooh I know what it was I know what it was. They’re loving this, they are absolutely so excited and because everything....you’re not staying too long on one thing so, then I gave them the cyclone rating system.

Mmmh.

And what they had to do ....was....using t...

Mmmh, yep.

they had to they had to look at what damage was caused by a category 4 cyclone and draw up a before and after picture so some of them went hunting for photos and I said I don’t care which location they do so they are all doing different ones and in different order.

Yep.

Um but it’s not just enough to go and draw an upside down house or whatever. They had to realise well...

Yeah.

You know it’s not necessarily this one ‘cause.....

Yep.

‘Cause that’s a category 5.

Yep.

Um so yeah, before and after picture and how do you show that...

Yeah.

(00:19:40) So that’s…and then this, the bonus question was why cyclones are given names.

Yes.

Um ....

Which confuses hell out of me... [laughing].
D: Yes, I didn’t know that they are already set down. I thought they made them up each time but no there is a list …

G: Oh is there?

D: … and it goes up alphabetically. And it depends where…

G: Yes, I knew it was alphabetical.…

D: Where the cyclones…

G: But where in the world… Yeah.

D: Every region has its own list.

G: But who makes up that list?

D: Um I don’t know actually. I could have asked that question couldn’t I? Um, so anyway that’s, that’s how it’s all working,…

G: Some special person in an office!

D: Yes.

G: Some bureaucrat somewhere [giggling].

D: Because there are some really modern names.

G: There are and, and like …

D: And some of them are starred on, the Australian ones some of them are starred on and it says due for replacement.

G: Oooh.

D: So I’d like to know who gets to name them.

G: Mmmh.

D: Oh the South Australia one, the Perth one is interesting cause again Perth it was sort of like mining and….oh this one……um [reading from the students’ task sheet] “Thanks to the mining industry this city has the high concentration of self made millionaires. If you had a million dollars to spend …”

G: Oh.

D: “… what would you spend it on? Make two lists: what would you like to buy?” and the other “who you would donate money to?” and then they have to write a paragraph to justify….

G: Hmmmm.

D: “What's more important, to be rich or to be educated?” Decide and then write an argument…

G: Yep.

D: So I can bring in all of the different genres…
G: Oh yeah.

D: … list making, persuasive writing …

G: Yep.

D: Um… so here I did give them a website and they had to find the modern birthstone….

G: Yep.

D: …for each member of the family…

G: Mmmh.

D: …and [student’s name] got so excited cause she was doing this and she came up and said, “I’ve got tow, my month’s got tow and I said, “Oooh are you sure and I went and had a look and I said you’re right. I said so now let’s go and check another website and see, and everywhere we checked it did – tourmaline and opal. Isn’t that interesting…for October or something…

G: Wow.

D: …and I hadn’t noticed that when I was doing. ’Cause I have to go…when I am making these up I have to go to, I sat at the computer and just put in everything I could possibly think of…

G: Yep.

D: (00:21:58) That they would try to make sure that… This one was difficult because different websites have the um modern birthstone. Others have your star sign, birth sign, birthstone which is different… you’re your… um

G: … spiritual……they get all – yep.

D: …. and then they had to design a piece of jewellery.

G: Oh lovely.

D: So there’s a bit of fun, like there’s enough drawing and creating stuff to keep them entertained…

G: Which is what worked so well with the WebQuest last year.

D: Yes.

G: …’ cause they were hooked onto – yeah.

D: So that’s…

G: That’s fabulous, love it.

D: I would have done a…that’s what I intended to do as a WebQuest but um ……now the interesting this is…. ‘cause I’ve got to present this workshop in a few weeks…

G: Yes, yes.

D: Um…

G: This is the one for …the one that Todd….
D: Yeah, yeah, so um…

G: QSITE?

D: Yeah.

G: Isn’t it?

D: Now I started thinking about that because I was so convinced about the value of WebQuest, and I still am….but this has made me really realise that it’s just another way, it’s not about the computer and the WebQuest, it’s about…

G: The actual…..

D: …. building multi-levelled, building creative thinking, allowing kids a choice….all that stuff….

G: The freedom to discover for themselves and interpret…

D: …. and there’s no reason we can’t do it…

G: …. in the old fashioned way?

D: …. in the old fashioned way.

G: Yeah go to the library, find the book….

D: Yeah.

G: Mmmh.

D: Yeah except um, and you know so, so in thinking that through I have to be very aware of that in preparing this thing to sort of say this is just one way, it’s not about the WebQuest, it’s about is it a good medium to have control over. The best thing about that is you have control over where they go to get their information. And you know I have looked at um, um you know Bernie Dodge’s website….

G: Yeah.

D: Which is webquest.com.

G: Garden?

D: No. No. Questgarden is the one I did it through which is linked to that but there is another one called WebQuest. Org or something that’s his…

G: Oh that’s his actual, yeah?

D: That every time you try to visit that and search for WebQuests it says this site is currently undergoing…blah, blah, blah.

G: Oh yes that’s right.

D: And that’s been like it now …

G: ….for ages.

D: I reckon four months….. So I’m tempted to email him but I don’t even know if he’s still alive or like what if….
G: Aaagh do it.

D: Given that he’s been around, like that whole ideas been around for a while why don’t you think, you know aren’t we doing more of …?

G: I think, well, a.) I think it’s been an access to ….

D: [Inaudible]

G: No, an access to computers, you know it’s pretty hard to juggle…

D: Can you but like you’re doing tertiary and I …

G: But that’s not what it was meant for.

D: I just don’t think it’s been taken up because aren’t aware of it. Like I mean I would have thought last year my students would have gone oh yeah, I know all about that. No. A couple of them did. And I wonder if that’s because there’s not, you know, normally you’d go and look for one and you’d say, you might set it as an extension task or something but there’s always something wrong with them when you’re using some else’s.

G: Mmmh you need to …

D: (00:25:38) Like the value lies in being able to use it to tailor it for the abilities in your class…

G: Yep.

D: ….and the information that you, like is relevant to your syllabus documents.

G: Yes.

D: But in terms of something that caters for lots of different levels, I still think it’s just….and again it’s freed me up

G: And that is the thing…I wonder pedagogically yes you could go and use the library but would it free you up like using the computer does?

D: Yes.

G: And, see and this is the next in, to my way of thinking, that then some of the tasks becoming interactive and that’s where the technology differentiates from the good old fashioned going to the book.

D: Mmmh.

G: That maybe you know if we’re talking out of space that the girls actually email someone at NASA and got the response cause they were getting first hand information, not relying on the actual websites. So and maybe that’s something then that you know they, like for Race around Australia, they could email a travel agent about some information or…

D: I actually, yes, thought of this....

G: So…the interactivity….

D: But again I wasn’t sure….. there’s enough in here but if you can’t have access to the internet for a lesson or two.
G: That keeps them going…

D: The whole lesson would fall apart…

G: Yes, yes that’s right. The other thing I was thinking too was in doing something like this, is this where um Epals comes in and they can then contact and talk directly with another student in another state.

D: I was thinking of setting it up that we actually contacted a school in every state but I got on Epals and had a look at who was available and, and I just couldn’t wait for them.

G: Yep.

D: I just had to get started.

G: Yep but the pot… that to me becomes the differentiation point between the library access and ….

D: Mmmh.

G: And this is where you could really spread something like this out over a year.

D: Yeah.

G: Because then all of those time issues wouldn’t have been a problem.

D: Exactly. (00:28:03) I am also conscious of keeping them interested and keeping [inaudible] so but it’s working really well.

G: I think it’s fantastic. And have they connected to the Race around the World program? [referring to TV program].

D: The…No….

G: No, it’s probably on too late.

D: I think it’s a bit too late for them. I was originally, when I first thought of it, I thought I’ll do the race around the world but, too, too hard…like…

G: Yep.

D: (00:28:30) Like this at least this is their own country and you know even like plotting it on the map a lot of them are going up to that map. I’ve shown them where there are atlases and all and what they can look up on the internet but when it comes to plotting a place they’re still going to the map …

G: …they still go up there yeah.

D: …. to the map.

G: Fantastic.

D: So yes. Now what was the other thing I was going to talk to you about? There was something I said I needed to …. Oh tomorrow I am going on a workshop called….

G: Whoo hoo [giggling]. Oh is this, this women one?

D: No.
G: No another one.
D: That's next weekend.
G: Oh ok.
D: I'm getting all sorts of offers.
G: Hahahahah.
D: I thought of you when I saw this [talking to some students] returns with the workshop brochure......that's what I'm going to tomorrow...

*Gina reads brochure while Deb attends to student's requirements.*

D: (00:30:40) Um yeah so this was another thing [inaudible] and then [name of another teacher] one of the year 6 teachers is also going and [name of Principal] said just be aware they might knock one of you back because we're not supposed to send more than one person [inaudible].

G: Good. It will be interesting to see what you think of it.

*Deb still attending to student. This part of the conversation relating to the student has been omitted from transcription…….

D: Now did you want to go and grab something to eat. I've got to teach again at 2.
G: Have you got time?
D: We can just slip over and chat some more but if you'd rather just sit there.
G: No, no we can go and ….
D: I have no food today so I ordered tuckshop, then I remembered I was supposed to be meeting you so I called them and cancelled that and now with all this choir shamozzle and I ended up having to be here …

G: No well we'll go and grab something to eat…how about that? Then you can eat. [Deb moving into her office to get her bag].
D: So am I going on? I've got this workshop so I don't quite know what I am doing……
G: Now that would be really interesting. You know how you asked about the WebQuest? To pose that question at this tomorrow?
D: About why?
G: Well it's got here explore the world of Web 2.0 …
D: Yep.
G: (00:36:15) And gain a better understanding of these technologies and their application to the classroom...
D: So – ask why?
G: So ask well who is using WebQuests, does anyone use WebQuests? How do you find them? Like suss out the teachers who are there and her. I've never heard of her which means nothing but um yeah suss her out as well.
D: Mmmh. So they're sending me on that, they're sending me on this one and the Howard Gardner thing.

G: Oooh, cool. Awesome. I am trying to get to that one through uni.

D: Are you?

G: Mmmh.

D: See I am only going to …the morning session. There are two sessions.

G: Aha.

D: One's called the disciplined mind and the other part's called something else. But they asked me would I……I don’t know that it's got anything to do with computers but anyway that's the one I'm going to so that will be good.

G: That will be good.

D: And then the conference that we’re going to as well so….

G: And now did I send you the email about the other conference? Or the paper? Or something.

D: I sent you a thing you know about….

G: ….about the paper?

D: …. that same mob who I am doing the workshop for.

G: Yeah that's right there was another paper……

D: [Inaudible] I’m the only one on the WebQuest bandwagon.

G: Um, no there was another one. Oh I know what it was, it was another one form uni yesterday and I looked the ….oooh we’re blocked in [referring to new fence that has been put up prohibiting our exit from the school grounds]. I'm over here – this way [pointing to car]. The um….

D: Do you want to go down here?

G: Oh we can walk across the road, yep. The one I am thinking of is one I got yesterday at uni and I think we should do something for it. It’s um, but the closing [laughing] date for the papers was the 21st.

D: Oh did you send me ….I thought when you sent me an email something about we should do this but something about the date, I thought that was in response to the thing I sent you….

G: Yeah, yeah no it was, yeah that’s right. That was in response to the one you sent me. No the one I am thinking of was, was this one I opened yesterday.

D: Oh ok.

G: And it was, it's one that, that they wanted papers….It's a um…. a journal that's put out for Australian educators mainly leaders. It's mainly…

D: I think I get that….
G: Do you?
D: Don’t we get that as um…
G: …. part of the INET conference? It might have been.
D: Yeah.
G: The paper was due sometime earlier this month but they are looking for more papers for the June, for the June deadline.
D: Yes they come out regularly those things…
G: Yes.
D: Australian Educators…..
G: Yes yeah that’s it. So I thought we should do something there about the lessons learnt from implementing the laptops do you think? Like from a classroom perspective. The pros and cons.
D: There’s not a lot of pros at the moment. I mean I’m enjoying it and isn’t it funny you know they promised us they’d be up and running from day one yeah well that was never going to happen because we got the old computers we had to wait until everyone had brought them back from the senior school, they all had to be reimaged and then that…so it was like the end of week three, oh no the end of week two before we got them…
G: Yeah.
D: So…
G: Well you wouldn’t have wanted to have anything ready to go from day one.
D: Well that’s why I, I knew, I knew just before school started that it wasn’t that we weren’t getting them cause, only because I asked the question of [Principal] which is why I didn’t go ahead with planning the WebQuest. But um….
G: What I want to know what I want to ask [Principal] is well how is she going to monitor their use in terms of …
D: Well that’s another thing….Hooked on Bread or Eliza’s? [reference to café venue for lunch]
G: Oh I don’t mind whichever, I’m easy. You know them better.
D: This one might be faster.
G: Yeah.
D: Now apparently within a week of being back at school, some year two child managed to get on to some mild porn thing on the internet in the library at lunch time…
G: [Laughing] Oh no. Where were the filters?
D: Yeah that’s what I don’t understand um but the school is looking at this new thing called [inaudible] which is a, it’s a ….
G: Like a nanny net?
Well I think they’ve got it in the library. It means that all the computers in your classroom you can put up on a main screen and you can see the screen of every girl and that sort of thing. Yep and pretty much making the kids like I can just tell my girls, I can, whether I can see it or not, I can just say to them, I know everything you’re looking at...

Yeah.

They’re going to… bluff...

Bluff them at that age, yeah.

So um yes [inaudible] and you know we’re really pushing the aren’t we great, we use the computers…. [inaudible] the whole information night. Were you at that?

No I missed it, I was running late to get there. I wish I’d been there but… yes you must fill me in on it [giggling].

Arriving in café.

What did she say at that night?

Oh she’s just really pushing the computers and she said to me tell me the things you’re going to be using the computers for in the classroom you know so I can let parents know.

Yeah.

Um so….she played that clip that I’ve seen lots of times [inaudible]. You know the one about….

The Microsoft one?

Not the Microsoft one. That’s the one I reckon she should have showed that one you know that one about engagement.

Oh yeah, yeah, yeah, yep.

But so I was waiting for it but you know the [inaudible] how it says I spend three and half hours gaming….. you know the silent one where the kids just hold up um signs….

... and it actually says only one in you know however many teachers allow….so…she had that edited out of it, so she only showed the I do this many hours of gaming, this, you know I use iPods, I use this, I use that. Engage me, engage me. Ra, ra, ra. She took all the negative stuff you know saying that teachers aren’t doing it enough, she took that out of it [Slightly laughing but disbelieving].

(00:44:04) Without meaning to sound negative does she understand the bigger picture?

No, because you see it’s all just about the sell. See I think they’re just trying to sell say - isn’t it great we’ve got computers. They’ve got no idea about ....

How they need to be used.

Yeah. It’s like yeah, it sounds good. Jump on the bandwagon.
We order lunch.

G: (00:47:34) Yes, that's got to be a next stepping stone I think. Getting her to understand….

D: I don’t think she feels she needs to. I think she feels that, that we’ve got them and know what we do with them is, is up to us. But the interesting thing I've joined this year the technology committee thing um and we met once so far this year and I …I went along. They just sort of say positions are open if you want to go on this committee but they don’t really tell you what the committee does but I thought that it was ….yeah a place where you could go and talk about the stuff that the classrooms.…

G: The classroom side of things…..

D: But when I went to the first one it was about, they talk about the whole of the computers, because there’s senior school people as well.…

G: Mmmh.

D: It wasn’t really …. 

G: ….relevant to?

D: What I expected and all I wanted to know is ….when were we getting our laptops and the other thing is because I said ….Because even teachers at the start of every year we have all these issues and the IT department are flat strap now we’ve got an entire school with every student with a laptop. How are they going to start to support that? So anyway, I said well look, I had an issue with my mouse. I had a cursor that was just jumping around the screen, now I had that problem last year…

G: …last year, yeah…

D: … and it was doing it um again just going nuts, it was opening and closing, things up, I couldn’t even control it to send an email to say this is the problem I am having anyway so I said you I know things like that don’t require, I just want someone to say try this, try that because you know I turned it off, turned it on. So I said could there be a like a where we ask questions kind of site where we can all go to where people having the same problems you know maybe we don’t need to send a ticket through because you’ve got to send a ticket through and then it can be days before yeah you know and when you’re in a classroom situation, you want it fixed so anyway…even getting a straight answer for that , the sort of the IT guy said well yeah I suppose we could but nobody kind of said ok we'll do it or it was…. anyway so the meeting is tomorrow, no Friday again and this time they’ve sent out a thing sort of with a focus that said come with an idea to share, come with a proposal of something you would like implemented if money was not an issue. That's what I wanted to talk to you about, I thought what do I something that you, would like to undertake and that money wasn’t an issue….

G: …..an issue…. 

D: ….because money is a big issue at the moment really so um I was thinking well what’s something reasonable that I…. 

G: OK well you were talking last year about being the advocate like being the ICT advocate for the junior school, so what would it be that would help junior school, would it be the, like an IT help desk that was able to respond really quickly and say look this is going to take longer to fix or I can help you out pretty well over the phone, would it be that kind of accessibility?
D: (00:51:08) Yeah, now that’s what I’d like from my…and I am sure a lot of teachers would ‘cause you know, we still…. a lot of teachers sit around and talk and [name of teacher] still hasn’t got a workable whiteboard in her room.

G: Yeah….

D: It’s been sitting there for 6 months and no-one has ever connected it or whatever um, now she’s got the whiteboard but she hasn’t got the software, the start-up software stuff on her laptop and you know lots of stuff like that and you just think you feel like you’re the idiot.

G: Mmmh.

D: That, that is constantly asking for things and I feel like even when I send them an email, they’re saying oh her again but you know I don’t think they would because I’m just one person and they’re probably getting this from everyone. I mean and how… And [teacher] went to over to the IT in like the end of the first week of school and [name] the IT guy who’s meant to be helping teachers, he’s the young IT guy who is an ex teacher and is supposed to be our… but he’s the person who has to do the assembly projector, lights ra, ra, ra, and all that and he’s not a great communicator and obviously everyone and see we send tickets through from the junior school to senior school. You can imagine, the senior school, because they are there, they’d just be walking by and come on in and obviously it would all just be too much over here and [inaudible] then we got a message from Dean who is the head who said you know thank you all for your understanding. Understand we are all under a lot of pressure and we’re trying hard to get everything done. Yeah we understand that but it’s not good enough.

G: Mmmh.

D: Like that needs to be fixed.

G: Mmmh.

D: Something’s not right if we’ve got to wait weeks to get our items addressed. Well the thing is [name of school] is a relatively small school. So why can big corporate organisations have internet …um, interfaced networks and you know it’s pretty seamless. I mean that’s, is it that the system is not capable of doing what it needs to do on a day to day basis, does it need a big upgrade and they’re just kind of fixing problems, patching things up or is it um that there are other issues you know that are, you know is it a manning, staffing issue in terms of how they’re working, solving the problems and their capacity to solve the problems that’s the issue? That, I mean I… (00:53:50) How do you raise things like that though? They get a bit…

G: Defensive? So….

D: [Name of IT Head] will say you know well we’re putting….you know they make it sound like there are so many more important things, bigger things….

G: Mmmm.

D: …. to deal with than your cursor that won’t behave itself but that’s my point, we shouldn’t even be…there should be somewhere else that little problems can go to and someone can fix them.

G: (00:54:16) Do you know what I think we need to do?
D: Oh and another thing, our IT department is [inaudible] with [name of another school]. He is now head of IT of both places and I think, I don’t even know if he’s onsite here anymore. So can you imagine? It’s not just one school.

G: It’s two across quite disparate areas.

D: And you know, staffing is obviously a problem, because money is a problem.

G: Yeah. You can’t bite this off…

D: No...

G: So who goes to these meetings? Does [name of head of school] go?

D: No, um second in charge and head of Junior school and [name] was there and senior school staff and then junior school staff and IT.

G: (00:55:03) What I reckon is the way to go and I’m using the action research framework, is ….we need to put a plan together of all of the issues from the top so that’s going to mean not only your perspective but as, if your positioning yourself as the ICT advocate for the junior school, you need to go around to each of the staff members and go what are your issues with ICT. We’ve got the laptops now, what are your issues, which ones? Prioritise them. We need to then come together and put those on paper and then we need to think through some potential ways that those things can be solved so then you can go to, it won’t be Fridays meeting but, the next meeting with an agenda of these are the high priority, these are the medium priorities and these are the low priority. And it needs to be done in such a way that you’re presenting it in terms of a way that they can understand when you are in a classroom, you’re teaching and you’re relying on that equipment to be functioning and that if it doesn’t function, you can’t do anything. You are basically, it’s like losing power, it like not being able to flush the toilet, not being able to do those most mundane things so um they have to understand that and that’s one of the things the literature often says is that there’s often this divide between teachers and IT. This is what I was talking about with this technical man this morning…he was saying exactly the same thing but in a university situation. It’s the same problem. The techies just don’t understand the day-to-day needs of teachers…

D: Mmmh.

G: … and they, we don’t probably understand a lot of their day to day issues so I think the idea is that through the action research model you’re allowing for your side to be put across and it’s not confronting …

D: Yeah I don’t want to go in seeming like I am a whinger.

G: Yeah, it’s not a confronting thing, this is a communication process that we are all in this together and let’s try and sort this out so you need to hear the issues that the staff in the junior school are facing and then we need to hear your issues and then we’ve got some ideas already of how you might solve them but they can come together and work through those. I reckon…and then you are going with something that’s concrete.

D: Yeah.

G: And that isn’t an attack on them or their professionalism and um, yeah I just think otherwise, I think you’re just going to be going saying oh ideally this is what we’d like if we had the money and if you don’t go that next step and actually give them how they can go about doing it that’s going to work for you it will either be implemented and it won’t work for you or it will just sit there and won’t get moved along. That, I
don't know….I've almost finished reading this book um on action research in different applications in education but also in business and um health, mainly in hospitals it's often used with nurses and nurse practitioners and without doubt like each of these reports says the minute people come together and start communicating and seeing the big picture instead of just seeing like what they're dealing with, and feeling like there's a two way approach instead of it just being one person pushing their issue, things start to happen. And I mean I don't think for a minute that's going to happen quickly or easily…

D: No.

G: But it's setting that train in motion and being like we've done, with what we've being doing, trialling something, mmmm, evaluating it....evaluating it, does it work? Throw out what doesn't work, let's try something else, let's see if that work and so it's that process until it starts to gel a bit more. Um, yeah that's how I'd approach it.

D: So I won't have anything for Friday?

G: Well let's say....I'd probably be going in saying look I want to represent people in the junior school. I've got, there are things that yes I could wish for but they might not be representative of everyone else and that's hardly fair so I'm planning to go and ask the question of everyone in the junior school, now that we've all got the laptops, prioritise those, we've endeavoured to come up with some solutions and you know and you might be able to offer some solutions and let's work through them together. And I think one of the things that frustrated hell out of teachers is well you don't understand why it does take so long get back to you. Why should it take 4 days or 3 days? Is that a staffing issue in which case you can kind of understand it or is it is it something more? You know once you understand what's going on from their perspective, then it makes, it makes …

D: Yeah.

G: ….everyone's job so much easier I think.

D: Sorry I'm just looking at your watch.

G: Oh my God [realising the time].

D: I've got to be back at 2. Um.....

G: 2? Take away?

D: Yeah um.... And so....You know how I booked in to the computer lab ahead of school because I knew that the new computers weren't going to be there, so my two new students couldn't log on. So I emailed the help desk saying that my two new students haven't got their log on and they said all new students have been added. So and I said so then by the time I got back I email back. I said well my students can't get on, waited several days for that ticket to and then oh yeah we changed the passwords this year. Normally it's ABC123, this year it's 123ABC. They never told anyone!

G: Oooh.

D: Then they told me....

G: So they are fundamental things that should not be happening.

D: And then so they told me so I fixed it for my kids. As late as just last week, other teachers said did you know they changed the passwords.
G: (01:02:09) Oh no.

D: I said yeah I found that out the first week. Wouldn’t you think when they realised that they had forgotten to …how’s that….were they thinking we would? ’Cause I didn’t know that anyone else didn’t know. But wouldn’t you think they would send out a general email saying…

G: Mmmh.

D: We forgot to mention…

G: Mmmh.

D: So it took individual teachers sending in help tickets ….clogging….  

G: What a waste of time.

D: Yeah, clogging up the system.

G: And in the meantime they couldn’t do anything on the computers. Mmmmh.

D: So…

G: How many people work in IT?

D: I think it’s about …. 5 or 6 guys.

G: That's not …  

D: Like there’s some that just work on….  

G: … not huge…  

D: …. Software type stuff um you only ever see two different guys over our side of the road who come and fix things….  

G: I was just thinking, like [name of my son] started the laptop program this year at [name of school]. He had problems with his computer the other day. He literally walks out of class and goes to technical help. They fix it then and there on the spot…and he goes back to class.

D: Well [name of teacher] sent some of her students over -she was sick of it, so in the middle of her class she said it’s gone too far so she sent two girls over oh she got into so much trouble.

G: From? IT? [Deb nodding]

G: See that’s what they need.

D: We can’t have people walking in here because - I see their point they’re trying [inaudible] people have put requests through… But from a teachers’ perspective you get so pissed off that you want to…. [Name of another teacher] sent an email , “if someone does not come over here and fix so and sos computer.” She’d put in something like 4 tickets, and no-one’s been over so she sent this email that said if someone does not fix this I am going to kill somebody. And she said and that day someone came over! [laughing]

G: Oh God.
D: It shouldn't come to that but that's you know….

G: That's the frustration though that needs to be understood by them when you're trying to teach and you can't do your core business.

D: And I understand their frustration too, they've got a million others at them.

G: Yep.

D: But… that's how it's going to be so if it doesn't work, we've got to find a way of making it work.


D: It's no point us sitting on one side of the fence saying… and bagging them and them saying we don't understand…

G: Mmmh that's right… And that's where that whole action research cycle thing can be so valuable in terms of problem solving. The um, the other thing that is, I mean imagine if every teacher in the junior school generated one ticket about the passwords, that's clogged up the system and it could have been solved so quickly and easily.

D: Mmmh.

G: Shouldn't be rocket science, should it?

D: [checking time] I think my phone might be……

G: Oh it's five minutes fast, I thought it was….Yeah I don't understand why, and computer people, technical people, they're not good communicators so ….. Gotta try and open up that….. Mmmh.

D: (01:06:30) I need to go in on Friday and say I think this is a great suggestion that we come up with a proposal however, it's not something that can be… it's too good an idea to just to throw it at us like that…

G: Mmmh…where's the consultation?

D: I need to….I'd like to …

G: Consult…

D: And come more fully prepared.

G: Yeah.

D: Mind you that could be just a time-filler. They could be just doing that so ….

G: Mmmh true.

D: They may not be going to really do anything about it ….

G: Even if it ended up though as being an opportunity to find out how they're working and what they need from teachers and vice versa.

D: In the last meeting, [name of Head of IT] had gone, he wasn't there at that meeting. I came out and I said to [name of head of school] why is it so hard, to just get a yes or a no? I asked several yes or no questions….
G: Yeh.

D: And I never got a yes or a no. I got all this....

G: Should be a politician [giggling].

D: Stuff. So um, she said oh yeah, yeah ha, ha IT guys. And I said yeah but that's the whole crux of it – it's we're talking to – the language thing.

G: (01:07:54) Mmmh. .....it's like trying to talk to Telstra!

D: And if I find it too frustrating I reckon I'm just going to say forget about that committee because if we're just there to talk ...[Name of teacher] used to be on it and she said she left because, she said .... Nothing ever came to fruition....In which case, you know if they're not actively working on it, drop the committee. You know it's pointless having it. The funny thing is I didn't realise this. [Teacher's name] um [teacher name] and some of the senior school people, and I said to [teacher name] I didn't realise there were so many people. Maybe you don’t need me and she said oh no, no, no, usually it starts off ok but then people just stop coming sort of thing so I thought well you know let's change it then, let's make it something people...

G: Mmmh.

D: Because it doesn't work the way it is...let it be a forum where we can come together and let the teachers listen to the IT people.

G: Mmh exactly, make it work....who chairs it? Anyone?

D: [Teacher's name]....and she's new too.

G: Mmmh.

D: And I think she'd probably be happy for it to be....and actually teacher's name said something to me before she left name of school. She kept saying to me are you sure you don’t want to be in admin, you'd be so good at it ra, ra, ra...only because I'm a straight shooter I think. Whereas I don't think any many of them are and so I don't think straight shooters are what necessarily get you into it...

G: No but you might get stuff done..

D: Anyway she said you know what. Principal’s name really loves to know what's working and what's not working. She said don't, if you see something that's not working, she'll listen to you. She'll ...she said don't think that she's got things worked out her way and that's how it's going to happen. She really wants to know what's working. So I thought well these committees then like they are sort of good in a way...

G: Absolutely and do they report back to her?

D: I'm not sure but even if not to [name]. [Name] is her rep there so then let her be the one to...

G: Mmmh exactly and like if it's not working then yeah, going in and seeing [name].

D: I just have this feeling that um, um I get in there and I get really passionate about things and then I'm seen as the stirrer.

G: Yeah but you know I think.
D: Because I get frustrated, I want my computers working.

G: Yeah but I think that's just part and parcel if you're in anything, doesn't matter what you do it's like the tall poppy syndrome you know? If you're outspoken and you try to get things done, then there will be people that will just...[inaudible]

D: You know I get why and you know what give up....

G: Exactly, exactly right and you know that's why I think a lot of teachers leave teaching.

D: (01:11:36) You know what I want to do. I would actually love to so this year is to [name of school] some publicity to really show that I am serious you know like...

G: Yep, well that's where the conferences will...

D: Well not just that but in my classroom.

G: Mmmh.

D: Win some competitions or enter some things and get...

G: Yep, yep definitely.

D: And actually remind me to show you something when we get back.

*We leave the café and talk about which days are good to meet for future planning.*

*Back in the classroom.*

D: (01:21:12) Having a printer in my room would be good and you know how I budgeted last year, I actually put in my budget for this year new computer chairs...well now they've got the laptops.

G: Yeah, yeah, yeah.

D: They emailed me over the holidays and said well seeing as you're getting laptops do you still want new computer chairs and I said no but with that money could I have a printer. Never had a response so a few weeks back at school, I got a copy of the email I sent and cc'ed [name of teacher] and the Head of Technology and said never got a response to this, is it possible for me to get a printer because I envisage using it a lot and I don't want to have to keep going over [referring to office]. Um anyway I got a message this morning um that there are more pressing issues basically at the moment and that they will... and the thing is that none of these girls can print from these laptops so everything has to be distorted, emailed or saved to a USB!

*Deb leaves the classroom to print items for students.*

*On returning....*

D: (01:23:23) See this ... [nothing has printed]

G: Yeah time, yep [giggling].

D: And I press print...

G: ....and it's nothing.

*Deb goes into her office to her laptop.*
D: .... and it's saying...[inaudible]

Deb tries fixing the problem.

D: (01:25:57) This is just ridiculous....so now I have to....now I've finally got it working but it's not [inaudible].

-Ends-
Appendix H

Transcript 7

Date: 2/12/10
Present: Deb (D) and Gina(G)
Location: Deb’s classroom
Context: It is school holidays. Deb and I meet to review the progress we have made over the last six months.
Transcriber: Gina

D: Yeah you know it’s the sort of stuff you hear. There was nothing to stop me looking and to do some of this stuff anytime I guess but you know I never went on conferences. I never went on conferences [laughing] over there. I just didn’t….I was more worried about learning to use this whiteboard which by the way I still don’t know how to use it properly [laughing]. I mean I know more than I, but now it’s no longer about the whiteboard. There’s more….I’m not hung up on, like I was terrified of this piece of equipment I had to learn how to use and….

G: Well why were you terrified?

D: Of just, it was different to the one I was used to over in there and I just thought oh you know I hate having this stuff sit there and not being used. You see it all the time and I, I was determined not to do that.

G: And it is the process of learning it that terrifies you? The thought that, “oh God I’ve got to sit down, I’ve got to find the time to ….

D: (00:01:00) Yeah.

G: …. work through this?

D: Most of the time. Like if I knew that I had allocated time to sit and do those things …..But it’s always something’s got to give….And I’ve got to maintain, I’ve gotta keep doing what’s happening in here.

G: Mmmh, same thing for me. So did that freak you out at all, or how did you feel when I, like with the WebQuest you asked me a few questions and I went, “I dunno” and you know that first um session we had over the road with the PowerPoint and I went “I dunno”. Did that worry you?

D: It did in the beginning but then in the end that was probably the best thing because it made me think well I’m not so dumb after all [laughing] (00:01:47) ‘cause she doesn’t know it either [both laughing]. Um and also like I probably would have felt worse trying to teach it if you did know it all, like trying to show the girls and you sitting there thinking [laughing] that’s not the smartest way to do that or something.

G: Good, yeah.

D: I dunno.

G: Yep, so have your beliefs about how much you need to know changed? Your beliefs about…. [Deb nodding yes].

D: Yeah.
They have? In what way? What have you learned?

Learning.

What?

I don’t feel like, whatever you teach, you don’t have to know everything. You can just, if it’s important enough for you to learn, you will learn it. Like I can’t understate the importance of having somebody there with you on the journey though like to me that, ‘cause you do need that somebody to, to you know, it became not about looking to you for help, how do I do it, it was like just somebody to talk to…. a mentor…..

A critical friend. And mentor and….

I’m ok, and now big breath and I’ll go back and I’ll look at it again.

Yep, yep.

You know, so it wasn’t about, I didn’t, it wasn’t about somebody else showing me, in fact, I probably would never have learnt it if somebody had shown me how to do it.

Mmmh.

I, you know, I, if I want forced to do it myself, I probably wouldn’t have learnt it...

Mmmh.

And even the WebQuest like, now I think ok, I (00:03:14) want to do another one because I don’t want to forget how to do them. So I know, I know I don’t remember how to do some of those things. I know it’ll come back to me because it’s in there [pointing to head]. But if you don’t use it all the time and do it again….Um but I yeah I just, I just want it to become part of what I do.I don’t want to do some things in isolation and just say yep ticked that off, I’ve done a WebQuest now I don’t have to go there again. I want it to become, I want all this stuff to become part of what I do. And I still don’t know how to do PowerPoint as well as the girls did but that doesn’t matter.

Mmmh so did um…did you believe when we began this that I knew it all? ‘Cause I can remember, and it was when Anna and um Cathy and we had a meeting and I said, “I don’t know everything” (00:04:24) and I remember Angie saying, “oh yeah you just, you’re just telling us that”. What did you really believe?

In the beginning it was all about PowerPoint and I....

Yeah I’ve got that noted down too.

And I thought, you wanted us to do that PowerPoint and I really objected to that, like I really that….I thought what right then and there on the spot? She wants us to do PowerPoint [smiling]. No. I need to go away and learn how to use it and then come back. I hate that being put on the spot [laughing]. “Do it, do it” and, and I think I did something and I lost it anyway.

Yeah.

And I thought oh God, this is….that’s what I thought the whole thing was going to be like. I was thinking, “I’ll be sitting here after school and I’ll be put on the spot and made to do something and I won’t know how to do it. So how um you just said you wanted to go away and learn how to do it so that was that I need to learn what I’m
doing, I need to be in control before I actually do it? (00:05:10) Maybe that’s just a personality thing for me [nodding yes].

G: So that’s changed though now? That belief that you have to know how to do it before you do it’s changed?

D: Yeah, and I enjoy doing it. I enjoy doing it with the girls. Like when we did the book trailers and I said we were going to use Photostory and they all went “can’t we use PowerPoint and I went “no”. Really they could have. They could have made book trailers with that. And I said “no” we’re going to use Photostory and we all sat there including me, on the computers and I was going “oh look at what I know how to do” and they’d all come running over and…..And you know and then I, but I only did it that first lesson and really I never made myself, like I know I realised oh they’ll be able to work this out, if they can work out PowerPoint, they’ll be able to work this out.

G: Yeap.

D: And so I, I didn’t ever have to know how to do it I just sat there and got them excited about it and [laughing] said, and let them do it.

G: Hhhm.

D: I didn’t have to do it at all. Um if I needed to to that as a purpose for me absolutely I wouldn’t be afraid now…..Yeah to go and do it.

G: Yep.

D: Um and that’s why Prezi, see Prezi I still…

G: (00:06:37) Are you afraid of doing that?

D: Yeah because that is something I do want to know how to do for me. Like Photostory I was happy, like I have no control over this because I don’t need Photostory but Prezi I know I want to know how to do it.

G: And you think, why are you afraid then? ‘Cause you think you’re not going to be able to do it?

D: No, I know I will be able to, it’s time. I just think…

G: It’s the time?

D: And I yeah…..

G: How, what, the how long….

D: I want it done before I, before I need to use it.

G: Yeah.

D: I don’t want to be learning to use things and make it [hesitating] while I’m like I don’t want to save it until I want to use of for a conference….

G: Right.

D: To learn how to use it, I do want some experience beforehand.

G: Why?
Because [laughing]....

It makes you feel more comfortable?

Yeah, it does [smiling].

See, I'm the same. I like to be able to know I've mastered something before I actually have to use it to present or ....

Yeah.

I'm exactly the same.

But really that's what we make the kids do. We made them learn about PowerPoint, like play with it.

Mmmh.

Before I make you do a piece of assessment which I'm going to mark. Like I wouldn't say right we're going to learn about it and nuh you've done that page now leave it....we're moving onto the next page so, but they have the benefit of that time to sit and play. Who gives us the time like?

We made that time didn't we with the PowerPoint and the animation and I, I noted in my reflections that I felt that was a really positive thing that we just allowed ourselves and it was only an hour.

Mmmh.

But we allowed ourselves some play time so we didn't feel like we were completely cold. We had learnt a couple of things and we knew we could answer some questions.

And you know how sometimes you just, when you're by yourself and you're not quite sure what that means whereas if somebody else is there, like even just when we were writing that thing, or editing whatever, we were sort of saying "what do you think about that" and just having someone else and the girls did that....

The batting off of each other.

..... They would say oh make it, no make it that corner and not that corner ....

Yeah.

.....and things like that so.

That collaborative learning is... [Deb nodding yes.]

Yeah. How to use Prezi, like even, anytime I sit in any thing where they're showing you how to do something I feel, I get behind and I think oh stuff it I'll just go home and learn how to do it myself. I mean we got shown how to do an Excel spreadsheet for putting in marks and it had formulas. Oh my God and the person doing it knew how to do it really well....and some of the people there knew how to do it a little bit and then there were some of us who had no idea and I, I just get angry. I just sit there and get really frustrated and just think oh why am I wasting my time being here. You've gone too fast and you've assumed we knew this and you've assumed we knew that so, stuff it all. And why would you do that when it's a really poor teaching practice to teach that way? Like isn't it better to experience, like experiential learning.
G: Yeah. Which I think is, from my notes, is what I saw the girls doing and what we were doing and modeling for them initially when we were going “oooh I dunno, work it out, see who can…” You know setting them challenges um and they loved it.

D: But you’ve got to have the need to do ….

G: To do it.

D: …. you know?

G: Absolutely.

D: How many times have you gone off to PD, not just IT stuff…

G: And it’s not relevant.

D: … anything, and you think, “oh yeah one day when I teach that I’ll …."

G: Mmmh

D: …. remember that….And then it all just becomes…

G: For me that’s been a strength in um… the action research process. Theoretically it’s meant to respond to needs as they arise and that’s why I didn’t come in with any preset notions of we have to do this, we’re going to do that next and that’s evolved and the learning that has taken place has arisen because of needs that have sprung up or because like with that um Voki stuff, it was something that I found….

D: Mmmh.

G: ….and played around with and thought….You know and it just so fitted kind of with the Fathers’ Day thing but um for me that’s been one of the strengths like it’s been relevant and necessary at that point in time so I’ve, I felt….

D: I think for money, if you, if you think, if somebody was paying you for this PD, like if we were counting this as PD and we were paying, like pay for it, I reckon the value that I’ve got out of this, like the stuff that’s been immediately been put to use in my classroom, compared to yeah you can go off and spend $500 at a conference and you’ve got copious notes which, I still haven’t gone back through…

G: I’m the same, the intention is there but….

D: Yeah and it’s good to know its out there and then I panicked, what were they talking about the other day, like I even panicked when [name of teacher] bought up the stuff on Scootle, I thought I don’t know about that.

G: I don’t know!

D: I didn’t know about that.

G: Yep.

D: How come I didn’t know about that and I search and search for stuff? So every time somebody else says something I think, “oh God that’s one more thing I’ve gotta” but no, you don’t, you just pick some and, and…..

G: Become proficient in those.
D: .... become good at those and then add a few more and a few more.

G: Yep, yep.

D: You can’t do it all.

G: Mmmh. So that’s changed, your belief in that has changed?

D: Absolutely and the other thing that’s changed is I know there’s no point in learning about some things until you’re ready to use them because by the time you’re ready to use them, it’s gonna change.

G: Mmmh.

D: I mean even that Scootle thing I think oh God look how this has changed since I last looked at it. Um the same with you know, PowerPoint, everything, everything changes. So, so just hold off, be aware what’s there and then pick one so long as it’s relevant for what you want to do and then learn it.

G: And is it more that it’s not even about learning it, it’s about understanding what it’s capacity is and how you can use that to achieve certain curriculum ends for students?

D: Yeah.

G: Because perhaps next week, next month next year there’ll be a new blah

D: Oh yeah.

G: And you’re behind the ape ball again.

D: I wonder too with WebQuests am I just a slow learner, with WebQuests like, I still don’t understand why more people don’t use them. They’re like, I’ve heard about them but often they’re something done for extension kids like you’re gonna done, like here’s a WebQuest, go do it.

G: Mmmh.

D: I just think they’re so valuable [smiling].

G: Do you think, do you think it’s a pedagogical thing? Like what we’ve been talking about has been, you’ve relinquished a lot of what you thought you should be doing, like control, you don’t have to know it all, so you’ve relinquished that through creating the WebQuest so do you think its that um, it’s a different way of working that pedagogical approach but also relinquishing...

D: I wouldn’t say I gave up that control. I actually felt more in control.

G: You’re more? Yeah, yeah……

D: I actually felt...

G: It’s a different type of control, yeah. I don’t know, from my, where I sit looking at it, I think if you haven’t taken that journey that people would be of the opinion that they’re losing control.

D: Yeah I think, the fact that they’re used they’re used for extension, its like a time thing, yeah.

G: And you’re not standing up and actually teaching....
D: Yeah.

G: …. and I don’t know that a lot of teachers have actually……

D: But I felt like I hated when the girls did that research on um their invention and you know I didn’t want them doing it at home ‘cause I wanted them to do it …..

G: Yep.

D: …. it was a nightmare, you know I had some kids on computers and some with book and the ones with books couldn’t comprehend what they were reading and the ones over here couldn’t find the right websites and I was running left right and centre and I had kids lined up, backed up waiting to see me.

G: Mmm.

D: That never happened once with the Webquest.

G: Mmmh, ‘cause it was targeted information and you knew it was at a level most of them…..

D: And I could say well skip that bit ….

G: Yep.

D: …. and go onto the next thing you know and I’ll come and sit with you …..

G: Yeah.

D: …. so it was all the way out there and it didn’t have to be done in order necessarily. Um and you know, plenty of time kids would say could I go and listen to a Dreaming story because they were all on there um but yeah so they’re not sitting there colouring in pictures they’re actually listening and learning. Um yeah compare that to that debacle…. [referring to researching an invention task earlier in the year] and like, look the reports in the end were shocking [giggling]. God awful boring and, and …..

G: …. and probably lifted……

D: Yeah.

G: …. from sources that you went …. 

D: Some of them were…..

G: What’s that mean? [laughing]

D: Some of them I’d say, “Do you even know what that means? “Oh yeah Dad said blah, blah.” (00:16:18) “Oh yeah Dad said did he?” You know someone wrote something about mass produced and I said what does mass produced mean? Oh she said it’s got something to do with weight! [both laughing]

G: Yeah.

D: What are you doing to her, who cares? [referring to the go away and research tactic which Deb believes failed her students]

G: That’s not learning is it?
D: Yeah.

G: So, how have your beliefs about teaching and learning with ICT changed? What were they to begin with, if you can kind of put that into words and how have they changed? [pause for thinking]

D: Ok. I don’t know that I have any beliefs in terms of teaching with it. Like to me, it was always especially in Prep, it was just that pretty little added extra….You know? It was never about the actual teaching. It was about, I still would teach but oh yeah here’s a little video or You tube thing or something that showed you what I was talking about but it was never….

G: So it was supplementary?

D: Yeah, it was, yeah. So and I’ve never been forced to think about it beyond that because I wasn’t in a year level….So what I, when we came here and I saw what I had to do in first term, I was so not looking forward to this year at all and I reckon I did not enjoy the first half of the year very much. I enjoyed the girls …. I didn’t enjoy what I was teaching. I hated Beatrix Potter, that whole thing. I hated the inventions like washing machines, you know I just felt God if this is what it’s going to be like and I just thought no it doesn’t have to be like this I can change it. So I think the whole, that it all came at the right time for me that whole ICT thing in terms of you know this isn’t how kids should be learning. I knew I could make it more interesting anyway with or without the computers [laughing] but boy this has just given me the, the um, like I’ll never go back I’ve just gotta find more and more ways to….I mean there’s no point teaching these kids another way, this is their way now and I think, I don’t feel like I have to know it all or, and as I said things change too quickly to even know it all anyway. I can um you know, we’re just learning it together I don’t, like there’s no way I feel they don’t need me [laughing] in terms of I’ll let them learning everything off the, you know that’s…..I still feel like I have an important role….

G: So yeah how’s that role changed? Has it changed? [Pause] Your teaching role? From…..

D: It’s really hard to, like if I could, if I had two years in year four….it would be an easier question to answer. Everything’s changed from being here to being in Prep. Everything. Um…..but in Prep always I just sort of made learning fun.

G: Yep.

D: …..um. I just want to see kids, I want them to enjoy it and I want them to know why they’re doing it and I want it to have some relevance like you know even just to use a computer because you’re comfortable with it at least that’s a step closer to making the whole sitting in the classroom thing a bit more interesting than being forced to write things and you struggle with the writing and you’re so busy struggling with the writing you’ve forgotten the concept of everything else whereas like anything, anything that you can make. I mean even just being able to show You tube things….you know, that just fascinated the girls. Every, like when I did the ah about the convicts and I found that dodgy little thing about the boy, they just sat and watched it and loved it. (00:21:18) So I don’t know how things have changed in terms of, like last time I taught year 4 we didn’t have a computer in the, the room.

G: So how many years ago was that?


G: Mmmm, so about 9 years, yep. So…. then without a computer, without technology compared to now, how has your role changed?
D: Oh.....

G: What do you do more of? What do you do less of? Have the computers made a difference in terms of the teaching and learning?

D: There's too many other factors to... before I had 27 kids and before I had boys and before I had kids who couldn't read you know?

G: Yep.

D: Um....

G: Time, a decade on....[thinking]. Do you believe computers have engaged the girls more?

D: Oh yeah.

G: That.....

D: Yeah.

G: ....perhaps in terms one when you didn't use them as, as you have in the last two terms.

D: Yes. Sorry I'm just, I thought I'd said all that. So I'm probably thinking what else can I tell you, you haven't heard but yes.....God the difference between them working on that WebQuest and even the next unit where I didn't have a WebQuest but I still, every lesson was done on a computer.....

G: Mmmh.

D: .... every history lesson was on a computer so even when they took notes instead of copying from the board, they, even if I wrote on the whiteboard they took notes on their computers.

G: Mmmh.

D: Um just that alone was more exciting for them than sitting copying notes.

G: Yeah so ....

D: And then also I could think about things and I emailed them that and say I've emailed you a document. I want you all to open it, I want you to save it into your thing so a lot of the fluffing around of teaching before, all of that you know the handing out and write your name on this.

G: Mmmh.

D: A lot of that stuffs been taken out of the picture so...It's been replaced by oh my computer won't long on and stuff like that.

G: Yeah.

D: And everything else [referring to numerous technical problems she has experienced during the last semester].

G: Yeah.
D: But hopefully that will get better so yeah just all the, the boring stuff [laughing] oh you can just get into things a lot faster although I did have a mum come in one day and I swear it took 15 minutes before every child was logged on …

G: Mmmh.

D: And I sort of thought this doesn’t look good.

G: Yep.

D: Like this history lesson is half over. And we’re still waiting for kids to log on and you know I’d sent them a, a proforma that I wanted them all to and some kids couldn’t but I thought this is because they don’t use it.

G: Mmh.

D: This school, this won’t be an issue soon…

G: Once they….

D: Once you’re used to getting an email from me and copying the document over you know you have to have a certain amount of teething problems in the same way you still have a child who’s still writing their first sentence while others have written their first page.

G: Yeah, yep.

D: So but certainly they’re all better typists [laughing] than they are writers in terms of speed.

G: Speed, mmmh.

D: And getting stuff done. Like there’ll be errors in it but there’s errors in their writing….And it’s funny to see them ‘cause they put their hand up and they say how do you spell blah, blah, blah and I say just type it…..

G: Type it.

D: …. and chances are it will come up and say it’s wrong and you know a lot of people don’t like about it they’ll say they’ll never learn to spell and everything but in terms of speed of like just get it down…. 

G: Mmm.

D: …. just get it down and you can go back later and everything that’s highlighted in red, underlined in red, you know you’ve gotta do something about ….I don’t have to sit and read everything and go spelling, spelling, spelling [giggles, pretending to point to a student’s work as she says spelling]. And what I did, I just left them to do it all and hen at the end I said everyone print out your History so everyone printed out like 6 pages in total or something of stuff they’d done.

G: Yep.

D: I said great. And then I could say now take that home and read it and prepare for your test sort of thing.

G: Mmmh do you think you would have embraced doing all of this if you hadn’t seen the benefits? [shaking her head no]. The effort wouldn’t be worthwhile or, or….No, no why would I do it?
D: I wouldn’t, wouldn’t do it and I wouldn’t persist with it either if it hadn’t worked. I would have thought mmm I think we need to do something…..but I keep harping on that WebQuest because I was surprised at how well that worked to be honest and ….

G: Mmh on all the different levels?

D: Yeah.

G: Like the classroom management?

D: And I know….

G: The test?

D: ….that I did it at the end of the year and if I was to start with that there were a few things that were too hard in there that I would have to change. Yep but um ….yeah that’s just going to be part of what I do now because of, because it did work so well and I’m not going to let go of it that easily if it worked so well and I know there will be plenty of other things I can do and work on but as far as I’m concerned a WebQuest can sit there and I can just keep adding other tech stuff to it. I can say now present your findings as a Prezi. Like I have them still doing the old paper thing at the end. But that was that was something I knew I had, yeah.

G: Yep.

D: It had to happen that way.

D:Yep and it suited the purpose.

G: The purpose.

D: I’d made of oh we’re going to send these things to the States.

G: Yeah, yeah.

D: To this day the girls still think they went over there. Um and I think they were excited about the fact that it had a real purpose to hang it on.

G: Yeah. Wouldn’t it be good to find some real purposes too?

D: Absolutely that’s what I thought about that….

G: (00:28:44) Competitions or the science or….

D: (00:28:44) Yeah.

G: Yeah. If we can link up with someone.

D: Yeah, yeah. I don’t know, there must be a site out there that tells you what’s out there for competitions and interfaces the yeah…The girls too are becoming a lot more um you know they have grown with me in terms of you know now we say just Google it [slightly laughing]. Everything we just say Google it [laughing].

(00:29:16) Deb recounting her students checking their star signs on Google.

D: See and I think where would I have told them to go before? I would have had to drop everything and go find a book somewhere that had, or a newspaper or something or something that had it in it yeah. Yep now I just say Google they’re self sufficient in terms of being able to find information.
G: So that, that was going to be my next question. Do you believe that your relationship with the girls changed during the year because of using technology?

D: My relationship with them changed anyway, it always does through the year you just….

G: Mmmh so it's hard to pin…

D: You do grow together.

G: Yep.

D: But um, but I certainly, I think they sensed my level of enthusiasm and enjoyment over what I was teaching was way different second half of the year to what it was in the first half of the year. And … you know they would all email, they're all on board, they're all emailing me and finding things on YouTube or somewhere and sending it to me.

G: So was there more sharing like because of that or would they have come in a different way and shown you that thing? That little you know whatever they'd found would they print it out for example and bring it in or bring in a book?

D: Um I don't know because they get more instant response form me when they do that sort of thing. Like I can just shoot an email straight back saying it's coming or thanks you know? Whereas when you've got children standing in front of you saying look what I've got. Yeah um so it's hard to, I just know it was good. It's hard to say how it was different because as I said a whole new-year level and all those other factors I don't, I can't really compare.

G: Yeah.

D: But um….

G: It worked for them?

D: Yeah.

G: And it worked for you?

D: Yeah they're comfortable with them. I mean they do sort of feel that we're pretty, that we do a lot of stuff with the computers. Like the very fact that I've booked that science, that computer lab for so many lessons, so many English lessons and History lessons and they would always say, "are we going to the computer lab and you know like just that yahay we're going to use the computers..."

G: So do you think that they responded better to you or they thought any more of you or less of (00:33:08) you for using it or saying, "Oh I don't know how to do it, you find out". Do you think their perception of you as a teacher changed?

D: I don't know, you'd have to ask them [whispering and smiling] I don't know I would only be guessing, I, I they probably certainly saw me say a lot more times I don't know [laughing] go find out.

G: Mmmh.

D: (00:33:56) Which they probably would never have heard of before.

Deb talking about the research report done the old fashioned way and how much it failed the students…….compared to the WebQuest.
D: I felt a lot less frustrated. I’m sure it must have come out, I’m sure I must have been, it would have had to bee, I would have had to be different. I don’t know whether the children noticed it but ’I would have had, cause I just know how frustrated I was and doing that research thing and the thought of doing more research, another topic that involved research ooh it was a nightmare type of thing yeah and even you know the whole….maybe, how much of it’s computer and how much of it’s just me feeling something’s gotta change, we’re still doing this the same way we were ten years ago kind of thing [giggling] nothing has changed, and that’s not saying anything about anyone but in these classrooms everyone’s still doing it the same way….

G: ….and they are….

D: Yeah they have a whiteboard and there might be something up there but so much of it’s still happening the same way.

G: And that’s no different to any other class or school across the world according to the literature I’m reading. Everyone’s saying exactly the same thing, very few people are changing what they’re doing.

D: And you know I was thinking about this the other day, when I was talking about the Scootle thing I was thinking you know what, I know that Cathy’s going away for the whole holiday, she’s going to come back day one and she’s going to get onto Scootle she’s taught this History stuff before because it used to be year 5.

G: Yes it used to be year 5 yes.

D: So she’ll have it already In her head what she’s going to do and there’s some good stuff there on Scootle and I, and I think to myself the difference is you can teach with computers or have them learning with them and I think that’s the difference. I think a lot of people think they have to teach with this stuff but I’ve gotta give up something that’s fine. I want them to learn with it and that’s the difference and that’s what I saw in the WebQuest.

G: Yep you’ve nailed it.

D: Everybody came out with the same stuff in all different levels of success in it but there was not one child you pulled aside that could not tell you a whole heap of stuff about the way Aboriginal people lived.

G: And it was reflected in the test.

D: And that was the difference.


D: And I could take aside and say tell me about this invention the washing machine And it was because they were writing stuff they didn’t understand. Just, the difference was they learned. And still everyone learnt different amounts….. So and my next step is how do they show me that, how can they use computers to show what they (00:38:43) know instead of us still….

G: Writing it?

D: Just doing tests and all that sort of stuff.

G: Yep.

D: Which is where the Prezi and all that sort of stuff can come in.
G: Mmhm.

[Deb talks about the way computer programs can help students who have difficulty writing to present their understandings in different ways. (00:54:59) She talks about a particular student who “struggles with writing and who would average getting a B for written tasks. On one occasion she was able to present her understandings in the form of an ad and she “nailed it” and got an A and she “was over the moon”].

D: This certainly evened it [the marks] out a lot more.

[Deb says her fear is that in future years kids who have experienced greater success working with computers in this way to present their understandings may not have the same opportunities in future years. She is unsure how technology might be used in the same ways in early years].

G: (00:56:36) How has the, attending the um whiteboard conference and the us writing papers and proposals for [laughing] conferences um had, like, what effect has that had on this whole process?

D: Oh, [inaudible] out of the fire sort of thing.

G: As a motivator? [Deb nodding yes]

D: Yeah.

G: Yeah? Ok.

D: Um [inaudible] doesn’t have to be how I remembered it to be. Like part of my objection coming to year 4 was oh my God I’ve gotta do that whole now do this…

G: I remember you saying it that day that I was over in Prep and you went oh God now (00:57:26) and …..

D: Like I rarely attended conferences in Prep, if it was it was something that didn’t interest me at all you know. Um just going there and being exposed to some of the possibilities. Like not only from, not only from that point of you but in terms of sitting there and listening to some really boring [laughing] sessions thinking oh my God I could so tell you a whole lot more, I could inspire you about this. Like just listening to some guy saying here’s a picture of a kid using a computer. You know and I think no you’ve gotta inspire us and I think that if we can inspire people o you know like the same ways you want to inspire your kids, if you can do that to other people. That’s….. about as good as it gets. Um and now I look out for things you know. Now every conference thing I think eeeew, can you write, [laughing] oh no we’d better leave that one!

G: Time. I haven’t got enough time [laughing].

D: Yeah so it has um, well you know I wasn’t interested before.

G: Mmmh.

D: I think I was happy to let Cathy do or David or whoever decided they were going to be the IT person.

G: Mmmh. Have you heard about your advocate position? I meant to ask that.

D: No but I’m assuming they just think I’m doing it.
G: It’s being done hence the leaders yeah, yeah. Mmmh. And um….

D: I think they want to see proof really because I think people have said it in the past. [Deb talking of colleagues who have taken on IT related jobs and nothing has come to fruition. I recall being told this too by the Head at my first meeting with her.]

D: And that’s one of the things I said on my review, I’m sick of things getting started and they just fizzle out and I think what you’ve gotta do, which is why I didn’t say anything about this, because I thought you know the best way is to get in and show them. Do it, mmmh. And then they’ll start to take notice which they have. (00:59:39) If I just said yeah I want to be the IT advocate....

G: Yeah then it all just fizzes out. But you know where’s the accountability too? You were saying you felt accountable?

D: Yeah.

G: And people don’t generally do unless....

D: They get busy with other stuff.

G: Which is no reflection on...

D: You’re not being paid for it or not being recognised for it or no one’s holding you to it...

G: Yeah, yeah.

D: It’s human nature you don’t just do things for the sake of it yeah.

G: Um so in terms of the approach, the action research process for you um, talk to me about what’s worked, it’s strengths and weaknesses for you? Has there been stuff that you’ve loved and it’s really worked for you? Has there been stuff that you’ve hated, that you’ve questioned, that you’ve wished you could have done it a different way?

D: No. there was at the beginning. I was dreading it after that PowerPoint session. [Gina laughing] and I still look at that, I still, I’ve got the pink USB somewhere, actually I only took it out of here the other day and thought [laughing] I might as well just use that as a spare USB ’cause it’s not going to be used for this. um ah….no, absolutely I’ve been totally excited by it and supported by it. Like that thing, that thing the whole emphasis the whole thing that’s kept me going, it’s the thing that got me started and it’s the thing that’s kept me going and it, now yeah I will...

G: You wouldn’t change anything?

D: No, I don’t think so.

G: Um what about in terms of the time? Has it been too onerous? Has it been....

D: No. No. Like I’ve always been the sort of person who spends a lot of time if I want to do it well. Um certainly I spent a lot of time on it but it’s not time that’s taken me away from anything else. I would have been time wasted otherwise. Like I could spend an hour just you know, you go to the computer to do one thing and....

G: Yeah go off on a tangent [laughing].
D: But um, no, it's no.

G: Ok.

D: You do what you have to do.

G: Yeah.

D: And if you're interested in it you find the time so…..

G: Yeah.

D: I haven't found it, if I wasn't enjoying it, I had no interest in it I….

G: Wouldn't find the time or?

D: Or if I was thinking it was failing yeah.

G: Mmmh

D: I'd struggle with it.

G: Yeah.

D: I mean we sat here 'til midnight practically wasn't it doing stuff.

G: Yeah.

D: It hasn't been a burden.

G: Um in terms of me coming into the classroom. I mean that benefitted me in terms of watching the process evolve so from a research perspective it was good, but was it beneficial for you or….

D: Sometimes I felt guilty about you being here because I'd say oh go and take that to Gina and let her read it. Like I was using you as a helper which I didn't know if I was meant to do [laughing].

G: Mmmh that was fine.

D: So and other times, so I felt like I had to, to use you in some ways I didn't just want you sitting there but then when I was using you I sometimes felt like I wasn't using you in the way I was meant to be [laughing] but….

G: There was no….

D: No [inaudible], it was nothing to do with you! [both laughing]

G: I'm a problem child. No that well yeah that was never um it was never a um what's the word there, like it wasn't……

D: But I constantly felt like I had to be doing IT when you're in here.

G: Oh ok. Well you know you don’t.

D: Well now I do but I didn't know that as well because I was thinking oh god Gina's coming in and what have I got to do that can be….

G: Mmmh so have you felt um…like where you’ve had concerns like that that you couldn’t say what am I meant to do here or do I really have to be doing IT when
you’re coming in or…..there’s (01:03:57) been too many other things going on to actually.

D: Yeah it’s been very busy. But I guess I just trusted the process because you didn’t object and say….

G: Oh good.
D: ….I’m actually meant to be doing this or whatever.

G: Yeah.

D: I think I just sort of fell into a sort of comfort thing sort of like well it is what it is.

G: Good. Yep.

D: And if you don’t like it [laughing] you can leave early today! [both laughing].

G: Yeah ok that’s good. From my management of everything um what do you perceive my strengths and weaknesses to have been? And you don’t have to make me feel good [laughing].

D: In terms of um what from the start, from the beginning of…?

G: Yep.

D: In the beginning I felt like I wasn’t clear on what this was all about.

G: Yep.

D: I know you tried to explain it but it still…… I still didn’t know what it was about.

G: I didn’t….Yep.

D: And I didn’t know what you were coming to do with me.

G: Mmmh?

D: And I think I thought it was all too hard for me [laughing] for the longest time. Um I think I thought you were going to make me learn PowerPoint and make me learn some things like that and, and that I guess, like I obviously thought you knew how to do it so um in the beginning I just wasn’t sure I didn’t know what it was all about.

G: (01:05:34) And that’s probably one of the, that’s one of the things I’ve written that there were a few false starts I think from my perspective cause I kept feeling like, I thought I knew what I was doing.

D: I know and you’d even come back and say, “oh I’ve had a really good idea and then it changed.

G: But I needed to go away and read. Yeah.

D: So that’s when you didn’t come back for a while I thought, “oh I think it’s just all fallen through and she’s not going ahead with it.” Because from the time it started to the second time we met, you’d already changed your idea. And then and then that day you came in at the end of Prep and we sat down with apiece of paper and you know there are…. 

G: We’ve just about achieved everything you wrote on that funnily enough.
Isn’t that funny cause I was just grasping at straws, going yeah that’ll be, yeah that sounds good, that’ll be fine ‘cause it was a shocking time.

Oh yeah it was.

And um, yes so I still it wasn’t until you, you came in that I really understood what it was all about.

And even then, the way it’s all evolved has sort of surprised you?

Yeah because it was kind of like I get to do what I want and you just, you’ll just be there to [smiling] encourage me.

So like you haven’t set up, you just recommend things, say have a look at this and then I, like the WebQuest that clicked and I thought yep this is what I’ll do.

Epals. I mean I tried to do E-pals last time in Prep and it was nothing.

So like you haven’t set up, you just recommend things, say have a look at this and then I, like the WebQuest that clicked and I thought yep this is what I’ll do.

Um you know and having fiddled with it a bit now, now I’ll find a way to use it better um …. And you know Prep like some things we’ve heard about together at the same time and we kind of go ooh we could do something with that so….

It’s good that um yeah it’s good that you’ve not pushed me in any direction, like I’ve really been (01:09:37) allowed to do what I want.

Good, mmmh. Yep. Good ‘cause that’s been a.....I mean that’s a really fundamental principle of action research and sometimes I have gone away and wondered whether I’ve made too many suggestions or not enough suggestions or that I see something great and that I email it to you and I think Oh God I hope Deb doesn’t think that I’m putting her under pressure to .....she has to do that or, or she feels a sense of obligation or like....

Now you sent me something recently which I read. What was that? And I commented and said....

Quest Atlantis?

No.

Mmmmh.

Something you sent me and I read.... [thinking]....it was a paper or....

Oh was it, I dunno, I might have been sleepwalking.

I, I emailed you back but you never commented on what I’d said about it.

Oh ok. Um ok so yes so that process um that yeah not me not it just needed to be yeah about what you needed, your perceptions of what you needed so that's been good.
D: Yeah in relation to you making suggestions, I don’t think, you haven’t been there apart from the PowerPoint thing and the Voki day there’s been a lot of times when you’re not there at the actual process.

G: And has that been ok, ’cause I haven’t....

D: Sometimes I get a bit excited and think oh I wish you could see this like the their book trailers.

G: Yeah see I really wanted to see those too.

D: And like their advertisements.

G: Yeah.

D: Even though you weren’t really involved in the advertisement thing.

G: No but....

D: So metimes I get a bit excited and think oh I wish you could see this like the their book trailers.

G: Yeah see I really wanted to see those too.

D: And like their advertisements.

G: Yeah.

D: Even though you weren’t really involved in the advertisement thing.

G: No but....

D: Yeah and from my perspective just seeing the end of the process like yeah it would have been good. Even though it’s not directly relevant that’s not, do you know what I mean?

G: Yeah, yeah so do you think I needed to be here more or less or should I have been here more initially and then petered it off through the term or....?

D: I don’t know [laughing] ’cause I still don’t know why you’re here! Because I...

G: As a mentor, support?

D: For me, yeah but you are that anyway because we talk outside of the classroom so if you need to be in the classroom I’m happy for you to be there but if you’re not like towards the end when you’d say do you want me to come and I’d say no stay away because it was just I knew oh there....Everything’s happening you know something’s so no I didn’t need you in the classroom.

G: And you wouldn’t have felt unsupported?

[Deb shaking her head no.]

G: And you wouldn’t have felt unsupported?

D: What about early on in the piece when....

D: Oh yeah probably the very first with the PowerPoint thing.

G: Yeah.

D: Now I understand how it works - that you’re not going to help me do it [laughing] um but it’s a help for me just to get together and talk.

G: Yeah. Yep ok.

D: But it’s um but if you’re just gonna to be there and not be able to answer all my questions about PowerPoint then [laughing] you know you don’t have to....
G: And what about the planning, those days when we were?

D: Yeah that was good.

G: That was good?

D: Yeah.

G: Ok. Um....

D: And even just having you send me suggestion things like here's a website I found. That is actually good because I know someone else is out there 'cause I feel like God I waste too much time doing that stuff sometimes and I think it's good someone else is out there and looked at it and susses it out and then sent it to me.

G: Did you feel a bit more of a sense of isolation oh probably 'cause first time back in grade 4 for a long time but also because of the changes with the other grade 4.

D: Yeah, like right from the beginning [name of other teacher] wasn't going to work closely with me.

G: Oh ok.

D: In terms of um she, I knew she had the plan.

G: The plan yeah.

D: And she was very good if I asked her anything she'd give it to me but I'm also not the person that needs someone...

G: Holding your hand....

D: All the time and she understood that I think. She knew there were things I wanted to do my way um so ......so I felt isolated first term because I was teaching stuff I hadn't planned. And I had no one to whinge about because I mean she'd planned some of it but I couldn't say it was god awful boring stuff um so even just having sandy come in second term, it was kind of a double whammy cause she was looking to me for everything, she said got no handover from Karen she said [laughing] so she was kind of trying to [inaudible] and I'd planned this whole new thing which I was making up largely as I went along some of it and I couldn't say, I could only say I can tell you what I'm doing this week, I can't tell you what I'm doing next week so when I said why don't I teach all the History and (01:16:48) you teach all the science that worked well.

G: Yep.

D: I'm not looking forward to going back to that, teaching everything.

G: Everything again yeah.

D: Um because I do think that being allowed to focus on the history allowed me more time to explore that side of things. I don't know how I would fit that in with....

G: Mmmh juggling all that and science yeah.

D: Um so no but and then ..... [Deb tells me she couldn’t talk to [name of teacher] about the big picture stuff because she didn’t get it so she would offload to me.]
D: So you probably copped it all [both laughing].

G: Now well from my perspective it was good because I kind of got to see a fair bit of the picture which sets everything in context and yeah, yeah…so that was good and she seemed really quite taken with all the technology type stuff….. So next year? What are you thinking?

D: Next year. I don't know next year.

G: What are you thinking for ICTs and what are you thinking in terms of what you want me to do?

D: Well I’m going to have to do some fairly basic, I'm going to have to spend the first few weeks I think just finding out who knows what about how to handle a computer to start with.

G: Yep and get some of those basic skills nailed.

D: I probably should just start off with something I have already done like a book trailer or something which, which ah I know now doesn't have to be too long and involved and complicated but it might inspire them right from the beginning to do, do, this is the sort of thing you can do on the computers.

Um….. um….Prezi, I've gotta do Prezi. I've gotta do something with Prezi but whether that's something I do with the girls but surely that's something that the ….I don't know. See this is why I need to go away and investigate it first because I don't know how hard it is going to be for the girls. And I don't want to make them do something really that is too tricky and you've gotta have some substance to start with….

G: Yep.

D: So you can go in and start your Prezi….

G: Yeah that's right.

D: So there'll be a certain amount of work they'll have to do….

G: ….to get to that point?

D: Yeah. Um….

G: So would it be would it be as a planning sort of just roughly just bullet pointing just timelines, we could play with Prezi in first term with a view to looking at it maybe I’m thinking, I’m trying to project what I know about it onto grade 3 and 4.

D: Yeah which is basically grade 2 and 3 at the start.

G: Yeah exactly.

D: And I’m thinking I don't think I’d be looking to use it until term 3.

G: So that gives you first term to kind of get a feel for it and for us to have some play time with it, second term them to think about well how then am I going to use this in terms of them, their learning, what are they going to present through it in third term, and developing the skills that they need to get them to be able to use it in third term.

D: Yep that sounds like a plan. I do need them like probably I can do PowerPoint and a book trailer or I don't know Photostory something like that.

G: Yep.
D: I mean basically Photostory you can walk along in things.

G: Yeah, yes.

D: Um [inaudible] that would be…ah, you know as you said when we wrote that list at the beginning of the year I sort of thought or at the end of last year I’d be, it would take me forever to learn and already now I’m thinking you know the only thing I’m keen on doing is Prezi beyond that, there’s nothing that new out there yet that I haven’t that I…

G: Mindmeister is something I haven’t played with at all and a couple of my students at Uni presented their seminars using MindMeister as a tool and I thought...

D: Is it like a Prezi?

G: Ah no, not really. It’s kind of mind mapping, concept mapping. Kidspiration software to mindmap. (01:22:51) I’m just thinking in terms of a tool for um you know if they’ve got a novel study they’ve got to do and they’ve got to pull out the key concepts and they can use the Mindmeister to map those concepts to map the concepts and they read chapter to chapter. I mean it has all sorts of implications in terms of their learning but also using it then as a tool for moving them into the Prezi or whatever it is that they have to do. It looked really good. It didn’t look hard to use.

D: Is it free?

G: Yeah, yeah. Um...

D: What was that thing that guy mentioned on our um, on the feedback to our paper? It was something....

G: Oh yes now what was that one?

D: And also isn’t there one called Dreamweaver or .... ?

G: Dreamweaver.

D: What’s that?

G: Yes I’ve always avoided that one but it would be something that would be good.

D: It’s a, um…..a I think it’s a now I’m thinking I’m sure it’s Dreamweaver that you use to create Websites (01:24:24) and it’s actually, I’m led to believe it’s quite tricky. The other thing I would like to do probably ‘cause the teacher I was having contact with through Epals she asked me about Moodle. She said you know can you do Moodle so we can share things and I asked the school about it and they said it’s a platform.

G: It’s …. yeah we don’t have it yeah.

D: We have instead Sharepoint which is the portal basically.

G: Mmmh, mmmh.

D: So I’ve asked for my own portal this year.

G: Mmmh?

D: Which now that I don’t have anyone else needing to be part of, I can probably do more with that. I can probably put some student stuff on there.
G: Yeah.

D: You know and try and you know I asked them about it here and they said we'll check and set you up with your own Sharepoint like you own class like your own blog but it's just another one more thing really if we can because the trouble with using a portal, like a year level portal is no-one else can get into it. [Deb talking about security aspect.]

D: I read somewhere where the kids can contribute stuff directly too that they can't do with the portal because I have to have control of that....

G: Could you set up a class blog?

D: Wiki?

G: Or a wiki. Yeah.

D: I don’t know they've been all that successful in other year levels they’ve tried them. I think they’re exciting for the first little bit and then the kids still relate them to jobs at school. It’s not like a social networking...

G: Yeah.

[I tell Deb about a case I read where the kids at the end of the week would reflect and blog about what had happened in their class for the week and the parents loved it because they knew what had been happening at school. We talk about the merit of blogs, using them to reflect on the day, document observations from experiments.]

D: How do you set up a blog?

G: Oh, there’s....

D: The year 5s, don’t they have one? Through the library.....

G: There are certain free web blog hosts that one of them I’ve actually joined and I started creating my own little muck around blog. And the good thing about it is it can be a completely private....

D: Is that that thing [name] has got? That BlogSpot?

G: Yeah, yeah so it can be completely private or it can be by invitation only in which case you can control it but everyone in the class has access, or it can be out in the public domain so you’ve got control over how accessible it is um yeah. Probably be potential there actually for using it in a science application to report observations because you can also upload your photos so for example, growing a plant from a seed, that whole journaling process can be (01:29:18)....Yeah you could do that ? Yeah well you could but it’s just using the web application and giving other people the opportunity to feed into it oh no well my plant hasn’t actually grown at all yet, it hasn’t broken the surface so you know there’s that interfacing. Then that first person might say well was yours out in the sun?

D: I know but what’s really....that wouldn’t be any good unless you were doing it with another class.

G: Yeah.

D: Because otherwise you’d be spending most of the time, like Epals.

G: Yeah and that’s where um Epals could do the same thing.
D: We really need to set up something with another class.

G: It’s the functionality and how you get it to work for you and yeah why you’re interfacing and how you’re interfacing with those classes that then becomes the key more so than even the technology.

*Deb realising the journaling of class experiences could be achieved with email.*

D: I think that’s what needs to be out there more than teachers going to PD and learning how to use stuff, it’s the pedagogical use….

G: How? Like you know?

D: I mean you come back from PD things with ideas but you’ve still gotta find the time to sit down and make that happen.

G: Play with it, know what its potential is, and then think about how …. Sorry?

D: I said you go to the conference, you buy the book….

G: Yeah but there is no book about this.

D: No.

G: Oh ok let’s author a book [laughing].

D: That’s what I mean, like I’ve learnt far more doing this. I’ve moved further in 6 months, well not even six months, four, four and a half months, I’ve moved much further than if I’d made that decision right I’m going to become an IT person and so I’m going to go to the IWB conference. Well I haven’t looked at any of that stuff again.

G: Mmmh.

D: And I got all excited about how they used their whiteboard as a like a day planner and thought yeah in the holidays I’ll sit down and figure out how to do that and it still hasn’t happened whereas everything we said we’d do this time we’ve done and more because we did it on the hop in the classroom. And that’s invaluable.

G: Yeah that’s been a strength from my point of view. That I haven’t felt like we’ve had to stay ridiculously long hours after school.

D: I know.

G: Like a lot of what we’ve achieved has been done during class.

D: Sometimes I don’t know if I’m doing the right thing by you like I think are you meant to say something now or because we really haven’t it hasn’t been onerous like the times we’ve got together and spoken we’ve been planning the conference or something or it’s been a debrief after our….lunchtime yeah.

G: It hasn’t been onerous at all.

D: Which has been I think that’s been a real strength in the way it’s worked because it hasn’t been like shit I’ve gotta go out tonight and do that or….

G: Every afternoon having to stay back and…. (01:33:58) Mmh, I think in the writing up it’s what I, my take on it is PD often doesn’t work because it’s that extra thing, it’s the time factor it’s that extra expectation of attending something being in your own time
often and then you go and it's not particularly relevant to what you need and want whereas this has been able to happen just as a part of natural day to day classroom…

D: Yep I kind of feel spoilt, I feel like I’ve had someone hold my hand to do something I wouldn’t have taken on otherwise. Or I would have thought about it and become all frustrated and done piecemeal bits here and there….But because I’ve had someone to be accountable to, and to listen to me whinge about it if I need to or get excited about it or you know say how clever was I to do this [Gina laughing]. For whatever reason it's um yeah I've moved you know, even [name of head of school] said to me, “oh my God look what you've done!”

G: Did she?
D: Yeah and it's not even been this year, it's been in the last few months. So she’s recognised…..

G: I think until you've actually been in the process, I mean this is my first time too so I look back and I (01:35:47) think I would have done things quite differently going in, starting. Um but I don’t think you I don’t think you can explain it particularly well either when…..because it is such an evolving, fluid…

D: It would be like someone asking what are you doing next term!
G: Yeah!
D: And I go [shrugging indicating she has no idea].
G: Exactly.
D: I’ll tell you when I’ve got it [laughing]. Like the idea is….
G: (01:36:36) Yeah.

[Deb observing and reflecting on the process of action research and how we get to a given point is going to depend on so many variables and how it works. Also observing she can imagine there would be instances where people wouldn’t get along so that would make the process fraught with difficulty or the participant co-researcher puts up barriers and every way you turn things don’t happen or like there would be lots and lots of reasons why it could go pear shaped. Deb also commenting she would have like to have seen one of the other participants who dropped out and how she went through the process.

D: And I’m fortunate now that I’m in a position where my kids don’t need me so yeah I don’t, I can devote time, I mean the number of nights I sat there in front of a computer which I never used to do….

G: …used to do, but your motivated to do it?

D: I’m there every night. And I’ve just got my permanent spot at the end of the dining room table [Gina laughing]. I don’t even need an office or a spare room any more it’s, I’ve set up there at the end of the dining room table….but you know what I wonder too if I’ve felt it hasn’t been time consuming because I’ve enjoyed it. It's the same as you and your PHD.

G: Yeah.

D: Like you haven’t felt, I haven’t felt this has been time, but if you ask other people, who when (01:38:58) they say, and I just say I’m just doing something related to the stuff for Gina they probably think I’m always doing it.
G: Yeah.

D: But I haven’t felt that way because now I have another interest as well like this conference stuff is an aside.

G: Yes.

D: That’s just come out of this, it’s not part of this necessarily…..

G: But it’s a snowball and ….

D: So yeah.

G: And you’re interested in it now.

D: Again and if you get something out of it for this (01:45:28) purpose too well and good.

G: Mmmh. Well just purely from the point of view that you’ve embraced this to the point where you want to be an advocate and you want um to be able to be able to talk to other people about your experiences from my perspective means something that we’ve done must have worked.

D: Oh absolutely. I mean yes and the fact that we will be published and we will have attended a conference means that it validates what we’re doing.

G: Yeah.

D: So that then revalidates….

D: Yeah, yeah.

D: What, the process that we’ve gone through. And for me it was like shits happening anyway, everything’s changing might as well add onto it. You know in one way that’s what I thought well in for a penny in for a pound….do the whole thing ……

[Talking about how our working relationship has crossed into the realms of friendship. Deb asks if she thinks we’ve become too friendly, I say no…. and she says she thinks it’s difficult when you are working in such close contact with someone not too (unless of course you don’t get along).]

D: But given some of the stuff I’ve had to talk to you about, I can’t imagine how it wouldn’t change the relationship with someone.

G: Mmmh because you get to know someone on a much deeper level.

D: And you have to give something back for me to kind of let go and say what I really want to say.

G: Yeah absolutely. And, and for every confidence you’ve expressed to me you know I think I’ve, I’ve been completely (01:49:47) open and honest with you too. I can’t see how the process would work any other way and I have written that I think that process has been strengthened because we’ve become um comfortable in each other’s…. 

D: Yeah I don’t know which came first the chicken or the egg.

G: Yeah I know absolutely.

D: And if I, and if I didn’t know you before you came in here, given what you want me to talk about, like I’ve been very unguarded in what I’ve said.
G: Yeah.
D: I probably in the beginning would have been very guarded.
G: Yep.
D: (01:48:38) And only if I had liked you would I have let that go
G: The guard down. Well it’s a trust and a respect thing isn’t it as well.
D: And the fact that we have a lot in common anyway.
G: Yep.
D: I didn’t know that before so that’s become positive through this. It’s not like….
G: Yeah and so much of what we’ve talked about has been stuff that’s not relevant to what I’m doing but….
D: Sorry about that [laughing].
G: No, no see I see that as being a strength because to me research isn’t about numbers it’s about ….
D: But it also makes me want to phone you when something happens and go I can’t wait to tell Gina.
G: Exactly.
D: Because that trust is there, I can say this and that happened.
G: You can offload, how good am I, you can share….
D: Yeah, yeah.
G: And like I just don’t see how it would work if it were any other way.
D: No.
G: To me it would be the, the for want of a better word the quality of the research wouldn’t be there.
D: No I don’t either.
G: Because I don’t think you would be as transparent, you wouldn’t feel as comfortable divulging stuff, you probably wouldn’t tell me stuff so, yeah.
D: I openly admit that I would not be doing this now if, if you hadn’t come along and asked to do this I would not be, I would not be, I would not have written a WebQuest, I certainly wouldn’t, probably have gone to the whiteboard conference, I don’t know. Um I certainly wouldn’t be thinking conferences and participating in that sort of stuff at all.

[Gina talking through with Deb how she inspired the topic and how it evolved. Our conversation ends with an exchange of Christmas gifts. Mine are a small token of my appreciation for all the effort Deb has put in and the time she has given to me.]

-Ends-
Appendix I

Transcript 8

Date: 27/10/10
Present: Deb (D), Gina (G) and another teacher (T)
Location: Deb’s office
Context: The conversation focuses on the unreliability of one of the teachers from overseas who has been involved in the Epals project they are working on.
Transcriber: Gina

D: (00:03:50) I’m feeling overwhelmed at the moment.
G: Oh why wouldn’t you. I cannot believe how much PD you are doing this week.
D: Oh it’s not just the PD it’s, it’s this….
G: Last term?
D: I’ve taken, I’m going to have to cut my history unit in half because there is no way and I have no idea because I have not taught this year level in a term four um and [name of another teacher] said to me you know that you should be up to testing next week because our report cards need to be done by week 6. This is week 3, is it week 3 or 2?
G: Yeah 3.
D: 3?
G: Is it? Or it is 2. It must be three, must be three, is it?
D: So…
G: No it must be two. Monday, Monday.
D: I dunno it’s all a blur to me.
G: No must be two.
D: So we’re about to go into week three. I can’t even get through the content. Like I’m going to have, like if I wanted them to do an assignment sort of thing, you’ve gotta give them at least 2 or 3 weeks to do it.
G: To get it done.
D: So I’m gonna have to give it to them next week.
G: Is that just because the term is so busy and crowded with extra…
D: It’s… it is because it’s a busy term and…
G: And it’s crowded with….
D: So…but I didn’t take any of that into account see I’m just merrily thinking oh yeah…

G: You’ve got 9 weeks?

D: And I knew it would be a rush but…Yeah she’s right I can’t expect to, I can’t get through. She said, “oh yeah you really should just set one piece of writing and one knowledge test basically.” You know like I think they don’t teach much in term 4.

G: Does that mean then that in terms of planning then for next year that it would be better to look at the year?

D: Oh absolutely, absolutely.

G: As opposed to working on term by term basis so you do four equal units?

D: …history I’m trying to get through a certain amount but yeah it would be different if I’d started in term 1, term 2…

G: Yeah that’s right.

D: I can make this a short little culminating term but…

G: Mmmh.

D: So that’s an issue.

G: Mmmh, that whole time thing.

D: The book trailers are an issue because the library wants to do it in their time but we get 20 minutes once a week. That’s not enough to do anything [laughing] by the time they log on …

G: I know so….

D: …ten minutes has gone [laughing]. I’m just going to take over that and do it. But again I need computers and when do I get a class full of computers?

G: Mmmh.

D: ….and missing Monday …my class missed a whole double lesson of history which means they don’t get history again ‘til next Monday and I’m going to have to start testing them…. I had planned to do early explorers so people who had first contact with Australian then Captain Cook, then the First Fleet, then the life of the convict. I’m not going to get through that.

G: No.

D: I’ll be lucky if they get to convicts.

G: Yeah.

D: I’m going to have to test them on Captain Cook and early explorers and maybe the First Fleet.

G: And that’s it.

D: And the convict part was the fun part.

G: Yeah.
D: So… and I promised them a choice of assessment again and I don’t know how I’m going to do that. And we have to do persuasive genre so I was trying to type persuasive genre in to history and say what I wanted them each to take a role, either an explorer, a convict, a passenger off the First Fleet, an officer or whatever and write something from that point of view but I won’t be able to give them a range of choice because….

G: The time thing?

D: We won’t get up to that.

G: Yeah.

D: [Sighing]. Anyway…

G: What are you going to get them to persuade?

D: I as going to get them to – um I was going to get them to…. Well it wasn’t going to be persuading it was going to be like a letter.

G: Oh ok.

D: Talking about….Yep what the journey was like, or what life was like here or if you were the explorer oh how exciting we found this place but they have to talk from you know, they’re not going to say we found this place called Australia so you know they have to position themselves like that firstly.

G: Mmmh.

D: But then when I found out about the persuasive genre I thought I don’t know how to fit that into English.

G: And then….

D: And do something different in History and tie the two together.

G: Yeah.

D: So I’m just kind of like feeling like I’m just getting through the days at this stage. Um…… and the teaching of IT [laughing] is out of control but that’s all ok and then Photostory see again I want to get stuck into something, now it’s not on there.

G: You’ve only got yeah….

D: Well…

G: Some of them it is, some of them not which is bizarre in it’s own right having them on some and not on others – it’s weird.

D: Um so you got mmmh, I mean, I can tell you all now what their grades are going to be probably so that’s not an issue but I just really feel like were doing bits of things and were not…

G: See isn’t it a shame that the book trailer…that the library wanted to be done couldn’t be worked into what you’re doing like that the book trailer is for something related to something they’re doing in class so then it crosses not also library time but it also cuts into English and it may cut into history as well depending on the text.
And, and they've said you're gonna do a book trailer. Go into Photostory and do a book trailer. Well they see.

There's scaffolding and teaching of what a book trailer is and...

So I....

The genre of advertising and all of that sort of stuff!

(00:09:49) So boy I've learnt some things this year that are really going to make you know make things better for me for next year.

Mmmh.

But I am a bit worried that I might be the only form teacher.

Yeah you said that in the email.

And if that's the case I'm going to have a full class like...

And be doing it all.

And like maths how we stream at the moment, I mean I'm, I'm doing the low group and I have a small class so I have 13. When you have the low group that's ideal, that's manageable.

Mmmh.

But if I've got....

All of them....

Especially because I do like to individualise and I hate to think [giggling] what mayhem my life is going to be like next year.

How many students are they looking at?

We talk about numbers for next year. Numbers are down and so running one class is the economic imperative....which means one large class. Dealing with uncertainty at this time of the year is difficult. Also we discuss how the school promises things to parents and don't follow through on delivering the goods and that this puts pressure on the teachers and makes them look stupid.

(00:10:59) And at this year, at this age, I reckon at this age, you really do need two classes, two small classes.

Conversation of a sensitive nature and irrelevant nature has been omitted here.

(00:19:46).... you can only do your best and sometimes your best is not good enough but it just annoys me that they're sitting out there promising stuff and not giving us the support.

(00:22:00) And you know they just hear what they want to hear.

Yeah 'course they do.

Yeah there's no loyalty is there? It's just sad that you're just a number but same with us, it's the same with teachers like.
Yeah everyone’s indispensible, there’s always someone who’s going to line up and take someone else’s place which is sad, very sad.

Deb expressed her frustration about maths and says it should be developmental not what you should be able to do in year 4. She is feeling frustrated about having to teach concepts that are cognitively beyond some if the students. I ask her about her senior teaching responsibility proposal.

(00:33:00) Oh the senior teaching, yeah nuh still haven’t hear anything. Nuh but I’m not going to say anything I’m just going to wait and see what the response is ‘cause I forget when was it we had to have them in?

October sometime. 13th?

So I’m just curious about that but also I filled in the PD sheet because even though I didn’t need time off to do this training, you have to put it through so they record it on your history and they sent back the one for the conference, they sent if back yesterday saying um just could you keep a log of the number of hours that you spend online at the conference and now I’m putting in I’ve attached this and it says, “educators are invited to assist by creating and submitting resources and conference thing and then I circled our topic and the paper beside it. I didn’t say what I was doing and I wanted to see if they were curious to know. No there’s been no response. So when I put that form back in after the conference I will put in how many hours I spent and then I’m gonna put in how long spent writing the paper to see if they say ooooh!

Oooh can we have a look at it? Yeah.

Just to see. I don’t know if they’re playing me off as well since they, let’s see if she offers it. I don’t know. They could be. They could be but I don’t know. Anyway did you get that email from [name of editor] saying they were calling for papers to submit to that journal?

No, oh well, I’m saying no but maybe I did…..

(00:35:31) So that's what you’d like to do, as you say, get some more things published?

(00:35:52) After that [writing the last paper] I came away thinking that was so good as a reflective process to write that and to think about well you know we did assume we had to know a lot more than we really did need to know and the process it was actually really good from a time perspective because we didn’t spend that much time learning the technology, did we?

No.

So it was very, in terms of time it was very efficient as opposed to you know thinking oh God were going to have to spend 8-10 hours actually knowing all of this so we can teach it.

Yeah.

Which yeah…..

And see even the process of this emailing, it’s made me realise how little the students know about email. It was an assumption I had that oh yeah this’ll just be a time filler thing that will be fun but you know simple things like the etiquette of starting off with hello
Hello or dear or finishing with from!

Yeah and you know the fact that you have to proofread it as well and you know all that stuff and even oh half way through you've got to change computers now, saved it to your drafts folder. I just said save it to drafts and they're all going what, what. And I thought oh yeah to me that's something I know how to do so...... but now they know, they'll know how to save it next time.

We talk of students' incidental learning about computer functions, insert buttons etc as they used particular program. We reflect on explicitly teaching a concept as it naturally arises – authentic teaching and learning.

Our conversation then turns to the use of Epals. Deb has concerns about attachments because of problems people at the other end may have reading them. She has had this happen to her personally and is now a little wary of this. The timing of the school year has been a problem with international schools half way through the year and them finishing and the age of the students doesn’t correspond. She also wonders whether the computers and programs being run are affecting the opening of attachments.

I really think there are a lot of WebQuests out there that other people are not going to use because they and even that one, it's tailored to my class and my area and that's the beauty of it. So it's a good thing to share but if it's a decent WebQuest that's really aimed at the individual class it's hard to share. How do you do that? I mean yeah take my idea and rip it off maybe and in that case you think I don't know, I mean I guess there's some may be some things you can go straight into. Well there are lots obviously .... but they don't fulfill the criteria.... When I went back into the teacher thing I, it caused me to reflect, how could I modify this for next year when I look at it so I'm thinking some of those harder passages to read in the beginning those sources of evidence, I should be getting them in groups for that and I should get them to discuss the answer before they write.

Mmmh, yeah.

And I had a very specific reason why I wanted them to take notes. I still want them to do that. I still want the rough draft thing um but it probably was a lot so maybe it could be spread across two terms like I could do a bit of initial work, start the WebQuest and it could go across to the beginning of the next term so they're not working on it too long and getting bored with it but I could say ok learning sequences 1,2, 3 perhaps are from say the beginning to the middle of this term and then start again the next term ok now you do....

Yep, yep, mmmm.

...more collaborative work in the WebQuest......based on her reflections of watching them solve problems in groups.

(00:47:10) With the WebQuest though, what technology are we, I did think about this, what technology are we? To me it's not really technology, well it is but..... it's just click on, like everything's hot-linked so it's all, done for you.

Yeah but then you could actually....

Like you could click on YouTube and access the web....

Yeah it's a multimodal...

So it's a good introduction to that but they didn't have to find the YouTube stuff....
Mmmh.

…it was hot linked and that’s what you’re meant to do in a WebQuest so I was thinking it really isn’t …it’s not……teaching them a lot of technology. It’s using technology for their learning.

It’s using technology for their learning. It’s the inquiry-based learning.

Yeah it’s not teaching them to use technology.

Unless then some of the tasks that you create in the WebQuest are….

Mmmmh, well yeah but could you imagine how long that would go on for?

Well yeah it would, that’s right.

So then it becomes bigger than Ben Hur.

And that’s when I think your, you know your WebQuest has to be age appropriate so you’re you know if you’re doing the WebQuest in a the senior school

So you know how they say some of them, research this?

Yeah.

And then make a PowerPoint?

Yeah.

Well.....

That’s where, why I sent you through that ThinkQuest because….

Yes?

I thought...

Hhhhm, it’s the difference between the WebQuest and exactly what you’re saying sort of in some ways a low use of technology because you’re just opening up and looking at multimodal files and what have you as opposed to the students actually having to access the information, structure it and use the technology in the structuring of it to present it. Actually that’s what I said about the WebQuest in the variations, I said I have chosen to have the girls present a folder of information because that’s suited my situation….but I said the students could present in Prezi or something or even a poster, Glogster or something.

Yeah.

Um…. (00:50:12) The thing I liked about it was it was the terms work, and it allowed me to go around and you know, do all that and there was no standing in front of the class, blah, blah, blah [giggles]…and …and it put responsibility onto them and they all had to know so that’s what I loved most about it.

Have you ever worked like that before?

No.

No? So it was really your first foray into really student-centred, like because from what I’ve seen of you teach you’ve always been reasonably student-centred.
D: But see in Prep I needed to….

G: Yeah.

D: But who remembers how I taught before in year 4? Like things were different. We didn’t have a computer in the room you know? So you do what you can with the group you’ve got and the technology so but that is how I want to do it here. I mean but again, am I going to have access to the computers?

G: Did you feel comfortable doing it? That way? Like was that like just a natural progression for you to like step back and let them go for it. Like that?

D: Yeah and I’d do it every term, I could do subjects like that. Like even venture into doing some maths that way and things like that but the thing is yeah I can’t because I don’t have the computer time for doing maths and that sort of stuff so um….. to me it was so much better because like now I’m still planning as I go.

G: Mmmh.

D: That I had to…. it was a hell of work [giggling] at the beginning and you have to do it once so you can kind of get an idea but that, there was no planning to do for the rest of the term. Then it was all about the kids. It was nothing to do with me any more. It was…. I dunno….

G: So you didn’t feel at any point that especially at the beginning like oh my God I’m not actually teaching them, I’m not actually standing there and …. 

D: The thought actually crossed my mind that like, not…. I knew they were learning so that wasn’t an issue but I did, I in my own head, I thought God that’s a bit easy in that you know…. I felt like have I not worked hard enough!

G: Oh ok.

D: You know like….

G: Because it was so different?

D: I did all the hard work at the beginning and then I was, I was ooh it’s a bit easy now, I just sit back, You know I’m so used to having to do so much….planning, ok this is what we did today and I lecture this and I show that and then mhm where am I going to go tomorrow in terms of you know? And that’s how the SOSE was for me at the beginning of the year. There was a PowerPoint made up, ok week 1 and 2 you look at this slide and you discuss this they do that but it [sigh] it just wasn’t….

G: It’s all driven by you?

D: Yeah. I had to……I had to explain so much. There are some, where was I? I saw something. Oh …..talking about plans she bought….I gave them the tools to do it [the WebQuest]. This was everything tied up in a neat little package and then I could just go around and help the students and you know they were all up to different things at different stages though when somebody was struggling with something, I could say go ask so and so. What she wrote. You can’t copy her but go see how she explained it so it wasn’t me sitting in oh so and so’s away today, oh sorry you missed that lesson….. It just got rid of so many little…..

G: And by the same token when you were away?

D: Yeah.
Someone else could run with it. It wasn’t like they, the students were missing out on you being there and being the disseminator of the information.

I was quite surprised how well it worked as a first thing. You know considering that was the first one I had ever done. I still reckon it’s better than 90 percent than what I’ve seen on there and I’m still going back in and looking at other WebQuests and going….I think I sorted the inform….like I think I spent a lot of time going through and finding the right sort of information.

Irrelevant conversation has been omitted from the transcript.

And I hate doing things half heartedly. Like if you’re going to bother to do it.

More irrelevant talk is omitted and then we turn to talking about Deb learning to use Prezi.

I have got such a list of things I want to learn.

I know I know, we’ve got to have a play date.

We’re going overseas and I just thing I’ll come back and start.

Well we should set aside some days like a couple of days and just play ‘cause we’ve still gotta play with the whiteboard.

You know the thing I found out about the whiteboard the other day, ‘cause I’ve actually been using it a lot more….

Have you?

And …..I thought….

Why, ‘cause you thought you should?

No.

…..or ‘cause you’re not intimidated?

Um oh Ziptales, ‘cause now we’ve got this thing called Ziptales which is an online reading program thing and I’m making the girls get on it and I have one short English lesson on Monday which I’ve booked the computer lab for because that’s more exposure to the computer but they’re doing comprehension and they have to keep a record and there are a couple of interactive activities on there and when I tried to do it, it wasn’t interactive and then I realised there was something that I hadn’t done. I thought that to have it interactive I had to have my smart tools open on the Smartboard but the smart tools were stopping anything else from being interactive because that’s a separate thing. Um and I worked it out and I went, “oh I worked that out” and I’ve got a couple of kids …. [laughing] but you know the whiteboard is not the big deal I thought it was …..

Your focus has shifted?

I still would like to use it in the way I saw it used at the conference where it’s like a day book thing…… and making resources, the games and stuff but that’s the sort of thing you need time to do…..
Deb relates the story of another teacher ‘discovering’ templates in Smart tools already set up for teachers to input words to make games. He didn’t know about it and had just discovered it.

D: …..and I thought see, nobody told you it was there did they? That’s when you need someone who will go and learn it and then say look everyone at what this can do and I haven’t even had a look at it. That’s where I do want to know my stuff before I let everyone else know I know it so that I can say well I’ll show you and that’s part of the whole proposal for this senior teacher thing….that area was so that ok I’ll do the learning….

G: And then do the sharing.

D: Mmmmh.

G: Yeah.

D: (01:19:50) But it’s not the be all and end all that I, that was technology to me whereas now I realise no that’s just one, one more, something else you just have to learn how to use just like you had to learn how to use a computer but I want to get more into the use of Prezis and all that sort of stuff I want to get into.

G: In many ways the IWB is going back to that teacher-centred approach.

D: Yeah it is.

G: Isn’t it, it’s like the old whiteboard or chalk board.

D: Yeah.

Deb finishes our conversation by talking about fun component for games and the touching of the board being a novelty for the students.

-Ends-
Appendix J

Transcript 9

Date: 17/9/10B
Present: Deb and Gina
Location: Informally seated on comfortable sofas in Deb’s classroom, diagonally opposite each other.
Context: We are discussing Deb’s new understandings of using ICT with her students and how some teachers within the school have positioned themselves to be “experts”. From where Deb sees things, these people are not making visible what they are in fact doing with ICT and their students, and they are certainly not sharing this with their staff colleagues. Deb is commenting on the positive direction our collaboration has had in terms of her use of ICT and the interest and to a certain extent surprise this has been met with by certain administrative staff. Deb indicates that as a consequence and acknowledgement of her ICT forays, she has been forwarded an invitation by admin to attend a Women in Leadership conference.

D: See and that’s another thing, that you know, like…..
G: I thought she had a Masters.
D: She’s always been known as the one, no, no.
G: She must have a grad dip, grad dip in…
D: She has um, I don’t even know if it’s a grad dip. She has some sort of minor qualification in IT and see I think that’s the other thing, is people always thought of her as the one that was going to do that…
G: Well I remember [name] telling me when I first approached name to do this, um she said oh [name] is the guru of and…
D: But see then there are all the people and this is what [whispers a name] said.
G: Oh I don’t write names so….
D: She said ah, you know there are a few people around here who talk and who want to go up and they are out there being seen and they talk, talk, talk and she said that’s what you need to do and she said they know what you do. And I think this whole thing took them by surprise as much as it’s taken me by surprise but not so much because…
G: Well you’ve been working on it, yeah, yeah.
D: It’s really taken them by surprise that we’ve done this without hooahaa.
G: Mmmh.
D: So yeah.
G: Mmm well this woman from [name of institution] is brilliant.
D: Is she?
G: She is awesome.

D: Oh well there you go.

G: She is an absolute powerhouse and has huge respect at [name]. For someone in human resources you know she’s doing managing your own career.

D: Good.

*Gina point to a section in the brochure which identifies a talk on appearances.*

D: Yeah [laughing].

G: Oh can I come to that?

D: I think we’ve had her before…

G: I so want to come to that bit [laughing].

D: I’m pretty sure we’ve had her just come in for a session with teachers.

G: Yep.

D: And she was all about power dressing!

G: The exterior?

D: Like whether it, she had, there was no room for personal interpretation of it.

G: Oh really?

D: Which is really funny because they’ve all done it….Yep all of the women here have done it and you look at some of the shocking things. They seem to smarten up for a while and then they go back to their but you know we had the art teacher there who always dresses lovely but flamboyant.

G: Yeah.

D: In an art teacher way. And she was saying no way am I going to wear a pencil skirt and a blouse…

G: That’s not practical to her subject area…

D: …and stockings. And, and so, so they, it wasn’t relevant to education. Yes to the corporate world.

G: Yes…

D: Absolutely, but it was about the workplace is not the place to stand out in the way you’re dress.

G: Mmmh.

D: It’s that you should dress for whatever job you do. You tow the company line in that respect. Whereas teaching is I think very different. Of course, a prac teacher’s gonna dress very differently and teachers in general you know it’s not practical to be in …running around in your pencil skirt.

G: Exactly right and heels most of the time.
Yeah but you know when it’s open day or….

Yeah.

….whatever everyone scrubs up on that day kind of thing. Um I think teachers in general have a pretty poor….

Oh absolutely….

….dress sense.

I just look at some of the people at uni and just go…. you’re actually going in and teaching future teachers and yet you don’t present… and it’s not just clothes, it’s hair for women, it’s….

The whole look.

Whether they put a stitch of makeup on or not….It’s not professional. I’m a teacher and you’re a teacher and you know…. and it’s not hard….I was having this conversation actually back um mid year um when I knew that I was going back into the classroom and I just looked at my wardrobe and went oh I just need a couple of pieces that I can mix and match and that you’re not tottering down the corridor in high heels but by the same token you’re not wearing your sandshoes and I went into Sportscraft and the woman said to me oh are you going back to work and I said yeah, yeah and she said oh what line of work are you in and I said education and she said oh yeah well we’re perfect aren’t we and I said well yeah you are because it looks professional like, generally speaking their stuff is professional, it’s well cut, it’s tailored but there’s a casual you know sort of edge to it and yeah like yeah you dress it up with a bit of jewellery you know it’s all good but yeah, I mean some of the stuff some of the people at uni wear. Please you know. I so understand that those young naïve kids that are sitting in front of you are gonna go out on a prac and not think twice about what they wear because people standing in front of them aren’t thinking twice about it. Mmmh. It’s not oh I don’t know…. So yeah. Interesting, interesting affair but yeah [name] is fabulous. And she’s very good at talking about how you manage that whole, those things you were talking about, that tall poppy syndrome stuff and, and putting yourself out there but in an appropriate sort of a way not sort of grandstanding and yeah. Yeah. Yes.

Well it will be interesting. But it’s nice to kind of know that ok maybe with what I’m doing if that does inspire other people to lift their game a bit then so be it.

Yeah.

I mean they’re not taking anything away from me; I’m not stopping anyone from doing anything…

Well has what you’ve done inspired [name] to..

I think so.

Go and do her Masters. Yeah, yeah. Which is great and that’s taking other people on the journey.

Yeah. That snowball affect that is powerful…

But you know at the same time I think she’s over, I think she wants to leave. She’d be happy to leave now. She’s at that point where I think she wants something more than just being a classroom. Um so she probably be looking to move into something more,
mot necessarily that sort of management but something more in the IT sort of area. Um…we had an interesting session the other day on Scootle.

G: Yep?

D: Which I’ve looked at before and even when I did my WebQuest I went looking for stuff and there wasn’t that….there’s a whole heap more on there now.

G: Oh is there?

D: All of a sudden and the national curriculum is going to be linked into it.

G: I did hear that, yeah.

D: Mmmh, so you, it will automatically have the stuff there for you um. I guess to me it’s a bit like textbooks but it’s your curriculum resources now online sort of thing because it is still some, a third, it’s them making these resources. It’s not like everyone’s out there contributing. They have people there whose job it is to make these and there’s blow me down, a whole heap of stuff on the first fleet. Teacher’s name had this thing up the other day and I went what is that and she said that’s on Scootle it’s called Bound for Botany Bay and it’s some whole unit. Sadly my WebQuest is not going to see the light of say with me next year because I’m not allowed to teach year level curriculum because the year 3s in my class will have to do it the following year. And I can’t teach the year 3 curriculum because the year 4’s have already done it so I have to come up with something totally new which is, in some ways, like [head mistress’ name] just said to me you’ll love that. In some ways it’s good because I can do what I want but there’s no guidelines. I mean what I’ll have to do is just kind of look at the skills that I want them to come out with but like Science. Coming up with new Science topics which I don’t think I’ll try and do for a…I think I’ll do two and try and do them a bit differently but we have these things called Primary Connections where they put together science units so they look at the curriculum and what’s gotta be taught in year 3, 4, 5 whatever and they make up units and you buy them. It comes like with a teacher book and a work book and there’s all these experiments that you need and all this and some of them for the national curriculum are moving down so…so what I could do is find one that's moved from year 4 down to year 3 so that leaves me only one that I could do because year 3s might get to do it again and year 4’s haven’t done it so um so. What am I going to do in history?

G: Mmmhm [thinking].

D: (00:09:15) English and maths are not so bad because kids are always where they are.

G: Kids are, yep, yep.

D: With that but with SOSE and Science and I as I said Oh my gosh I’ve got to come up with I mean one thing I could do, I could do because were not doing SOSE anymore because we have moved to the History in year 4 I could still do what we used to do in SOSE ‘cause we did a thing on belonging to start with and then we went on to this one on inventions which was God awful boring and horrible but if I use those sort of topics and maybe…..belonging so what I actually did, I was actually chatting to [name] and she was saying something about what Ashley had to present this thing and I said whoa tell me about that so then I went on and looked at the cause they do the International baccalaureate thing so I um went on and had a look at that cause they do these units of inquiry which are um, all their subjects are linked in. 00: 10:24) And um, they do one on belonging. And I said oh can you get me…because it even went into like refugees and then I started thinking hang on, these kids, some of these kids…
G: ....yeah is it too sophisticated yeah?

D: ....even my WebQuest, those kids coming in? So, but I do want to get into some of that stuff but do it at their level like I don’t want it to be here’s your family tree and they’re going oh….we’ve been doing that forever so anyway I don’t know when I’m going to have time to think about this.

G: Do you know something that I reckon would be great in Science and I don’t think it’s done early enough is um, chemical reactions. I don’t think girls get a handle on that particularly well and this is just a, I’ve got no evidence for that, it’s just my perception and I think you could do it in a girls school particularly brilliantly with things like cooking and making soap and making face creams and the whole, how you make an emulsion and that you need your wax and an emulsifying agent to blend your oil and water because like your water doesn’t blend with oil and ....

D: Oh that’s interesting I could do something like that.

G: Making bath bombs.

D: Now that came to mind as soon as you started talking about that.

G: You know you could make um....

D: Bath salts?

G: Yeah and making um um oh what’s it called - bubble baths and looking at chemicals in our um bad chemicals in our food and bad chemicals in our makeup and skin care and I reckon girls would love all of that sort of thing because it’s very female and yet you’re covering really quite...

D: I tried to make contact ……

G: [Clearing throat]. With CSIRO because I came across this thing one day and I don’t even know how I came across it but you can link up with them and do this thing called the Scientist partnership program or something so you say what year level you teach and where and you send off and they’re supposed to link you with a scientist who could either, you can just have regular email contact with them, you can do Skype sort of stuff or if they’re somewhere close by they can come in. You know they’ve never done it though. They’ve never, they sent me a Christmas…. No-one ever got back to me and linked me with a scientist so whether it was just some big push by the CSIRO had or whether you really needed to pursue it?

G: That’s the new push for Science - is to work with a scientist. That’s the real value of why we do all this cause there is scientists out there whose job it is to do this. It would be so good so maybe we could get on to someone… imagine the girls experimenting with essential oils and making perfumes and things like that. Oh my God it could be so exciting.

D: So I need to get onto somebody, we need someone to help us.

G: I, like I’m only suggesting that because my girls love it and I have taught Ella so much about chemical reactions and weight and measurement and all those sorts of mathematical concepts have come into it. I started doing it when she was really struggling with those mathematical concepts cause I know that she needs it to be tangible and she needs to manipulate so we started making all the face creams and bath bombs at home and it’s them become cooking like but I’ve got um several books at home about how you go about making all of this stuff and I did a course years and years ago about how to do it um with a woman in West End who runs a business and
you can buy all the stuff there um. She’s not a scientist but my word she’s amazing in what she knows and I’m sure that you would be able to go online with some perfumery somewhere and….

D: And that’s the other thing. I’ve gotta do something this year that shows this you know this composite that everyone kicked up such a stink about….

G: ….actually works ….well that would be a really visible thing because you could have parents coming in and trying or Mother’s Day.

D: Absolutely.

G: Making things to go home.

D: Absolutely so that would be good.

G: Getting the parent, mothers to come in and actually have the creams applied and all of that sort of thing… that that could be a good marketing….

D: But I’d like to get somebody in the field. I wonder if Epals, if there’s something….

G: Mmmh, how did that all end up?

D: We just ended up, I just got my girls to all send all their Epals an email saying this will be the last one cause we’re going on break blah, blah, blah. Never even got a response from the teachers, never even got a response from anyone saying oh. Like I warned the teachers that that was how it would happen and I said let’s just let them have fun with it this time and you know we, we were so faithful to it every week and they didn’t follow through. One class did, the male teacher the one from South Dakota, they did for a while.

G: But the woman?

D: But still fizzled off at the end.

G: Yep.

D: And look, I understand but that’s where I didn’t want it to be just your pen pal thing because yeah that stuff doesizzle out. I wanted it to be timetabled and something that was going to have a purpose but I think they weren’t in that situation.

G: So do you think that would work then better if it was more related to like if you were doing that unit on who am I and my place in the world and all of that sort of thing that then it could link because you could, there could be very specific focus in terms of…

D: I think….

G: Yeah and it would drive it?

D: But you would need to know like it’s got to fit in with their timetables…. 

G: Timetables as well that’s it.

D: You never know what people have got going on in their lives so us setting a deadline may not suit somebody else but if I got in early and really shop around for somebody….

G: Or would it be…. 
I was thinking....

...even worthwhile looking you know closer to home at another Australian....?

Oh yeah there are a lot of things on there where you can um like I’d say that's how people use it most is finding out about other cultures and stuff and they have this, there is some sort of thing you can do where you video yourself, how you say hello in your...it's called greeting or something a rather and you just do a little yeah and you video it but I want to make a link with, especially now we do really have access to computers that way, instead of having to leave so much, my next, I’d like to buy 5 new computer chairs because these are rubbish and um they were meant to be the year before I came and I forgot to put it in so they've just messaged me and said so do you still need the chairs and I've said no, absolutely not but I was thinking you know how many times do you just need one or two spare computers when someone's computer doesn’t work? I was surprised to see them all gone. They didn’t waste any time. I only emailed them the day before yesterday.

Well what’s going to happen with the interactive whiteboards?

I think what they’re doing is they’re getting us some sort of connection from our own laptop computer.

Aha.

So you’ll have....

Which is what you should have.

Yeah.

That way you can make....

It’s portable and....

Yeah, yeah.

....because you’ve got the notebook software on them and then you can yeah but again more training like and that the other thing when we get the computers, imagine the.....the problems. Please God let them. I said to [name of head of school] will this be from day 1? Will they be in there, in my room on day 1? She said the good thing is that everyone’s going to get their own computer. They’re not allowed to take them home but it will be theirs so at least, at least it should be fast to log on because it’s their own computer.

Teacher comes in and asks a question.

(00:19:36) Um so yeah that that should be fantastic and we can just store them there like we can just keep them there um but you know that's going to be a whole new thing too teaching them how to look after them and you know....

...safety and ....

So there’s lots we can do.

Yeah.

And now I wonder what’s happening to the computer labs. The computer labs....like what?
TURNING TEACHERS ON TO ICT: ACKNOWLEDGING THE PLACE OF COGNITIVE AND AFFECTIVE CONSTRUCTS IN ICT-RELATED PROFESSIONAL LEARNING

G: Why would you go there when you can use these in your..

D: Why would you? But .....well they might be nice.....well they might take those computers, although the ones that we’re getting apparently are the ones the senior girls have. They’re getting them new ones and they’re giving us theirs and I’ve got a feeling they’re notebooks which means you’d be able to write on them.

G: Fantastic ‘cause that’s what, that’s what a lot of schools have so yeah you’ve got multifunctionality.

D: But you know their budget must be alright. Get me a printer. For this room. Oh so that’s right they emailed me and they said do you think you need new chairs and I said hell no, take that off my budget but I should have said if you’re taking the chairs off can I have a printer? I better get onto that ‘cause I’m not getting anything anyone else isn’t getting.

G: No, no that’s right.

D: For all the work of that proposal. Come on.

G: That’s right.

D: I mean I need a printer in here.

G: Yeah you do [Gina laughing].

D: So put me down for it.

G: So even though with your Epal, with the Epals experience it wasn’t um like they weren’t keeping up their end of the bargain and....

D: And I did it with two, two classes....

G: Two classes yeah.

D: So.... which was disappointing. I think what happened, they must have had some big um TV things, some big push on Epals and everyone signed up but without really thinking it through - how it could work and look I’m happy to have it as a penpally thing if we could go for a full year ‘cause this - just us finishing now, and when we start back their class would be finishing um that’s.... It’s always good to have a fun thing happening as well but..... I don’t want to only use it that way. I would like to use it. Yeah it’s got more educational benefit than that....

G: Like I see it as potentially being a good avenue for sharing like, a class is doing something, you’re doing the same thing and that you’re able to share the learning and share the...

D: Yeah I would like to ...the exact same thing and say look this is what happened and how did it work for you so kids can see that sort of thing/yep and....

G: Authentically sharing like the learning but also the outcomes like...

D: Being able to suggest things and ....

G: Try this and look at what I’ve made and ....

D: I was happy with my advertising thing.

G: Yep.
D: And that sort of thing would be good to share. Like when the girls did their - you know the book trailers and getting them to share (00:23:04) but it's got to be shared in some meaningful way like there's got to be some learning out of it. It's not just a show and tell. I don't want it just to be show and tell. I want it to... I want us to work together on something so I'm not sure how, how we get that happening. I need to go and do some exploring after this.

G: Yeah look I'm just thinking you know if there was a school that's working on I dunno I'm just pulling something out of my head, like a script but they're not going to take it to animation but you're working on animation so you take their script and turn it into an animation and then there's a sharing of you know that's sort of collaboration or... yeah.

D: (00:23:54) And it's probably hard at this year level too [coughing]. I'm getting too excited about all the things I can do and I think I should be and did you know they made a third year six class at the last minute too?

G: Did they?

D: Just like at the twelfth hour, they just....they....

G: They had enough.... students?

D: Not really, I think, I think they're scared. What happened here?


D: Um you go and tell the parents you've got one class of 26 and one class that's full already at 25 and possibly kids coming into the year and they're not going to be happy.

G: Mmmnh.

D: So they decided so there will be three small... smaller classes.

G: Well that's good.

D: For now anyway. But they're out there now trying like anything to get more students because they're yeah, yeah they're 50 students down on what they were 2 years ago I think they said and that's a lot of money.

G: Gee that's a lot isn't it, that's, yeah that is.

D: And especially they've got the new building.

G: Yes the outlay.

D: And that new building project and she said we had 50 extra students and she said by no means are we not going to be able to pay for it we're not that desperate but when you make that commitment and then 2 years later you haven't got the students she said you know so our PD budget has been cut.

G: There's got to be a flow on effect somewhere yeah.

D: You know things like that so....

G: Yeah.
D: So they've got to employ another teacher now so there's another wage which they didn't and the reason they didn't want two year 4 classes. Yeah so um....

G: Well I know I had a phone call from um ....[name] asking why Ella was leaving and if there was anything that they could do to change my mind. I said no, no. This is been a 3 year process and I still haven't got what she needs so no. She said oh what about Helena? I said no Helena's fine she's very happy, she's had a great year in Prep. I don't have any reason to believe she's not going to have a good year in grade one, Sophia's still coming like and then I put the hard words on her and I said oh is Prep full next year? Knowing that it wasn't and um oh no I think were at 17 or 18 and I said well I've got a number 4 child who is desperate to be at school. I said I don't care that she's a week, one week you know I could have induced her and you know, That's how ridiculous this all is and you know I'm very happy for her to do two years of prep but I want her there. What can you do? She said oh I don't know but if you're happy for her to do 2 years of prep I'll go away and make it my business to see if we can get her in, we can do something and um I haven't heard anything but....

D: See I think they're really scared to open the flood gates.

G: I'm sure you're right.

D: If they do one thing for one person.

G: I'm sure you're right.

D: And you know, the, I knew that would be one of their fears that.....

G: Yep, you open the flood gates, mmmm, mmmmh. But I thought I've got nothing to lose here so...

D: No.

G: I mean....

D: An if you, and she's .....

G: And nobody needs to know that she's 7 days.....

D: Mind you two years at Prep, she'll be...

G: Well she probably would but she's writing her name, she's taught herself to write her name, she's absolutely ready for the full time you know she's the social, I mean she's a social animal. I don't think it would faze her. I mean she'd be reading and writing well and truly by the time she got to grade one but that's fine like I think that there would be enough change and diversity and interaction, social interaction that that would keep her happy....And.....And for me it's more about that.

D: Staying in prep is not a problems, it's the....

G: Keeping her there?

D: The two years. It sounds like she's well and truly ready to move on.

G: I don't think that would be an issue because she is such a social animal like and she'll just....

D: Well she'll probably be ready, like she'll be ready for year one and who knows.

G: Well. that's right. that's right.
D: That's what I kept thinking. Surely you're not going to knock me back if they're not full and it's another $2,000 in your pocket like you'd be stupid to say no so anyway. They're probably holding off....

D: And they're doing a big advertising thing out Ipswich way 'cause apparently a male's just been made the head of [name of school]...

G: Yeah um what's...[name] from [name], head of middle school uh not middle school senior school at [name] he's been made, he's brilliant.

D: They were saying that a lot of women may not like that so they're doing a big push out [name of suburb] women about how [name] provides opportunities for girls and future leaders and da, da, da. So they said you never know what you'll pick up ....

G: Where that yeah. Um [name] she was the one that jumped on the... she was on, was it I think it was ABC news carrying on about it's ridiculous that a man has been appointed a Head of the an all girls school.

D: [Name]? Where do I know her from?

G: Um [name of school].

D: She was really outspoken about it an um saying you know it just removes, it's another um......[sighing], creating another glass ceiling effectively for women you know and it's...... this isn't what we need for young girls. We need girls to see that you know women can do anything and inspire being.....

G: Yes but it's about equality. It means it's open for all.

D: Absolutely...

G: Whoever is the best whether it's male or female.

D: Whoever is the best applicant for the job....... And he ....

G: You wouldn't want them ...the same argument if a woman wanted to be head of a boys school.

D: Exactly I thought hello, we're just fighting a losing battle here because there's no you know, were talking sexism it's just inverted.

G: Yeah. And he is an amazing, amazing person. He has done amazing things at that place and I said to Mark oh God, like oh 'cause I was a bit worried when I knew that [name] was leaving...and um.... he like when I found out it was him going there I said I've got no problems sending the girls there because it will be a really well run, efficient unit.

D: Yeah.

G: Like no worries about it so...

D: I think [clearing throat] the fact of the matter is like people aren't making decisions based on that sort of thing. I don't think in all reality.

G: No, no.

D: And like.... if we've lost enrolments or we're not getting as many, the financial crisis has had a lot to do with that. People are just considering or reconsidering well maybe we'll wait 'til high school to send our kids to a private school and now with the
…probably it’s gonna be…even worse with the National Curriculum because they’re going to say well if they’re all learning the same things no matter what school they go to why would I spend my money?

G: Yeah, yeah absolutely.

D: So we’ve gotta find something to offer that can’t be offered somewhere.

G: Like exactly.

D: Yeah.

G: You know and I’m sure that there would be some parents out there that would be horrified thinking oh my god my child’s going to be working with a computer from Grade 1, there are too many computers and eeeeh. But you’re always going to get that no matter what you do there’s going to be people that are going you don’t offer computers? That’s crazy. We live in a computer….you know so. It’s…you can’t please everyone. But you’ve got to differentiate…. And there will be classrooms where they sit there unused.

D: Oh of course there will.

G: You know and I’m sure that there would be some parents out there that would be horrified thinking oh my god my child’s going to be working with a computer from Grade 1, there are too many computers and eeeeh. But you’re always going to get that no matter what you do there’s going to be people that are going you don’t offer computers? That’s crazy. We live in a computer….you know so. It’s…you can’t please everyone. But you’ve got to differentiate…. And there will be classrooms where they sit there unused.

D: Like I was saying, we’re not going to be using them every second of the day but boy just that being able to …instead of sending your kids in 15 different direction to find computers and somebody’s booked into the computer lab. Just pray that they all work and there’s no teething problems cause we’ll be half way through the term and you watch the nightmare, of if, if there’s a major problem…

G: Resolving it will take …

D: You know we still haven’t got the interactive whiteboard working since the beginning of the year. So….

G: Yeah.

D: They’ll be hearing from me, if mine don’t work.

G: Well you assume they are, you plan for that. It’s their job to make sure they are all up and running and if they’re going to be the ones that the senior girls have used well that gives you a bit of hope that they’re going to be functional from day one. It will only be the logging on potentially that…..

D: Hopefully. Have you got your report card yet cause apparently they were out and…

G: Yesterday afternoon.

D: I had a message from somebody saying oh can you get access because I can’t get access.

G: Oh yeah no it’s….

D: So I was thinking was it a common problem and for all the parents and no one of them can get on.
G: Yeah, no I got on.
D: She said she messaged the IT help desk and they got back to her today and fixed the problem.
G: Aha and it's fine? Does prep, do prep get one?
D: They're posted.
G: Oh are they? Right.
D: You should get that today probably because I saw them in the mail a day or two ago.
G: Ok yeah. Cool I just yeah I thought oh Ella's was there but there's nothing for Helena and I...
D: They've always meant to put them online but I just, I dunno, there's always been something else more important than Preps.
G: Getting them...
D: And I prefer them not to be... because... you're supposed to write, [laughing] I looked at one the other day, three typed pages.....
G: Oh my Lordy!
D: ....of the general comments.
G: Oooh.
D: Yeah because I never used to put...I think [name] has done it differently this time. She's put a comment at the end of each, like you have your ....writ...maths sort of thing.
G: Yeah, yeah.
D: And she's put a comment....I did....I never used to do it that way. I used to do paragraphs at the end like the social comment and the you know?
G: Yeah.
D: And I was never restricted. Like I found it so hard this time because you're restricted to a certain number of characters.
G: Keep it to....
D: And you hear “bing” and like too many. Gotta go back through even if you've just gone over by 3 characters you've gotta think oh where can I change a word....and play around.
G: Oooh that's how [name of school] reporting used to be and it was like rrrr!
D: Like with prep I could just (00:35:16) write as much or as little as I wanted.
G: Go for it. Yeah, yeah.
D: I just don't think you can talk about a child for a whole year, 'cause they only get one report, you can't talk about a child for a whole year and...
G: And keep it….

D: …in the thousand characters, you know so.

G: Mmmh [laughing] No. Now what was the other thing I was going to ask about, Epals and…..did you get my digital Christmas card?

D: (00:35:42) Oh yes I did.

G: Oh good, good, good, it worked?

D: Yes it did.

G: Oh good.

D: Yes.

G: Good. Excellent.

D: That was good.

G: Cool.

D: But we just didn't have time ‘cause by then we didn't have the…things were….

G: Oh it was…. No, I just came across it.

D: We needed to move on.

G: No that's…

D: We didn't send one back.

G: I didn't expect you to, I just um….

D: Sorry I meant to tell you though that we got it.

G: Oh that's good.

D: And they were turning on lights and….

G: ‘Cause….oh cool and did it work on the interactive whiteboard?

D: Yeah, yes.

G: Oh excellent, that was my plan, good, good, good. ‘Cause um I just came across this website and I've bookmarked it, couldn't tell you what it is off the top of my head but, you know how we tried to do those avatars?

D: Yeah, yeah, yeah.

G: And they didn’t work, well this has got fabulous things for Mothers Day and Fathers’ Day and it's…

D: That same one?

G: Yep.

D: Alright.
G: The site’s brilliant.
D: (00:36:26) Well you have to give that one to me.
G: Yep.
D: We normally make one as a family every year from Jibjab, have you ever seen that?
G: Jibjab, no.
D: It’s hilarious. ‘Cause they have, they have elves….
G: Right.
D: And all sorts of dancing so there’ll be a rock and roll one, there’ll be a barn dance one, and a disco one and you actually put your family over those, like just the face.
G: Yeah.
D: It…the first time you see it, I just, you will cry with laughter.
G: Oh cool.
D: Watching your husband being an elf doing you know all this stuff.
G: Oh really I’ll have to go home and have a look.
D: It’s just so funny and so it’s called Jibjab.
G: Jibjab.
D: But you… the photos, I just tried to do one other day but the photos I’ve got are too big, like the mem….the space, the memory is too big.
G: Aha.
D: So you don’t need really great photos, quality photos.
G: Ok.
D: And you just need the faces and then you like most of them have got 5 in them so you can put um the family, it like if you had just two kids you could put like you can even put the grandma in or…
G: Yep.
D: ….the dog.
G: The dog or something.
D: You know or whatever but you can make them dance….
G: Sophia will have to be the dog ….or a monkey!
D: It’s just hilarious.
G: Oh cool.
D: Like I think we did…. We did it was like Staying Alive you know?
G: Yeah.

D: But they're Christmas things.

G: Awesome, awesome that sounds good. Alright. Well that's good 'cause yeah I didn't know if it worked or not.

D: Yeah it did.

G: And it just seemed too good to be true that there was all of this amazing stuff and you could actually um...tailor it.

D: I've actually seen those cards before but I've never....never got into it.

G: Actually gone in and..... played around with them? Yeah.

D: You know there are often things that are just passed on, passed on passed on type of thing.

G: Yeah. They had um quite a bit of functionality.

D: Yeah?

G: (00:38:09) So you could make decisions about colours and whether the stars were twinkling.

D: Yeah?

G: Or it was snowing or whatever, like so they were able to you know manipulate different um features and then and then of course you chose your text and selected your colour and font and all the rest of it so and like I just played around with it for 5 minutes and went oh I've got no time I'm just gonna see if this works.

D: Yeah.

G: Um but the reason I am surprised it did is because it said it would email me a copy back and I never got the copy so....

D: Well we got it.

G: Well that's good, that's good. Obviously it works so that's a good site then to keep in the bookmarks. Cool. Excellent Um I think they were the two things I wanted to check whether they worked or not [clicking tongue]....Now I've got some questions that I've thought about that aren't particularly focused questions but in terms of....the journey.....in the two terms that we've been working on this stuff.....um I just want to get a focus and a feel for where...where you began, where you...think you began and where you are now.....[pause]

In terms of your comfort levels using ICT....

D: OK [slightly hesitant - laughing]. Here's a comment I wrote in my very first session with you. It must have been that one with Angie and ...

G: Yeah, yeah.

D: Feeling complete sense of loss of control about not being confident or competent about anything. She's asked us to do homework [laughing]. But you know what I went home and I read that article on digital natives and digital immigrants and then I actually got on to some TED things and then I um got a bit interested. Um, um so in the beginning, that was way in the beginning but (00:40:41 the beginning of this....like
where we, I secretly hoped you'd forgotten all about it and were never coming back. Since that, you know how I said I didn't know where…..

G: Yeah, yeah.

D: (00:40:49) Part of me was thinking oh God I'm not sure I've got time like I'm not sure what she wants me to do or…

G: Yep.

D: And so I was kind of thinking oh maybe she's just moved on from us – we're not good enough [laughing from both] and I'm kind of like whew, were all kind of went oh my.. ..um so when you but and I mean that not in a, not in a horrible way but….

G: No, no, yeah.

D: …but deep down I was thinking Oh God I've got enough on my plate. I'm not sure I can do this anyway and then when you did come back and I, I sort of thought of all the years you know…

G: With the change?

D: And with everything, especially with me knowing that once [name of other teacher] was gone from there I wanted to change things and um I knew I'd have my hands full with that. I just kind of thought oh God, like I didn't want, it's just one more thing. I knew I could do it.

G: Mmmh.

D: But I thought I won't let you down. I was doing it for you, not for me.

G: Mmmh.

D: I thought oh….

G: So even though originally you wanted to do it for you?

D: Yeah but then you came in and said you didn't know how to do anything either [laughing] and I thought oh crap, I thought you were just going to show me so then I kind of thought oh look I'll do, I'll do I'll go along with it and I'll do whatever Gina needs to do for her. I was thinking more of you. But it wasn't long into it I though oh no it's not just for you, it's definitely for me, or for both of us but I could see definitely what I could get out of it…

G: Yep.

D: Um [pause] so I think after that first initial thing with the PowerPoint where I was really kind of thinking…. well I thought you knew what we were doing [laughing] so I think I didn't have a good understanding of that even though I'm sure you did explain it but it still, because it was so out of the realms of my experience, that whole, I don't have to be the expert before I do something….Um, yeah you probably did explain it because you, you did say you knew we're in this learning this together but truly that lesson over there, I and I every time someone would ask me something I would look at you and you'd go I don't know either [laughing] so and that was really faking it in front of the kids like I had to pretend that it was all ok. But and um but now it is all ok. Like now I, like they come and ask and I go I dunno, go find out, when you find out come tell me then I'll know too [smiling and laughing].
So can you explain then or put into words then the feelings as like as you've travelled that path so the feeling - obviously you felt pressured um…

Inadequate…

And inadequate

And that this could be the ting that really makes me look like a fool [laughing].

Mmmh?

Um….

To whom?

[Pause] I don't know. 'Cause it wasn't out there in the public eye.

No.

So I wasn't worried about that.

No.

Maybe to you, maybe to me.

Aha.

I don't like doing anything [giggling] unless I know how to do it well.

See I'm the same [giggling].

Um….

It's hard not being in control?

Mmmh yeah it was more that control thing.

Yeah.

I know it was a control thing not that I feel that I'm a real control freak over the kids like with their learning. I do, I've always tried to somehow let them, like at least I, I have always tried to let them see why we need you to know this kind of thing, it's not just that I'm the boss and I'm here and I'll do this…so [pause] um [pause] (00:44:42) and then I went through a period probably of [pause] I was kind of excited about the possibilities but still worried about gosh how how's this all going to work time wise.

Mmmh.

So I probably….

Time wise in terms of in the classroom?

No.

Or you learning?

No I still thought that even though we were doing learning in the classroom I still think that I need to go away now and…and not only that it just led me on to so many other tangents and I’d think oh I wanna think about that or I want to find out about that.
Even just when you hear the words wikis and vokis and stuff come up you think oh I must go away and read a bit about that and how you can use it. And that kind of stuff so you know that every step you take there’s going to be ten more directions you can go in. And the kind of ….and you want to go in a new direction. Now that’s my issue. I wanna go in every direction but I still know that’s not the right way to do it.

G: So how do you manage that?

D: Well I’ve just got to pick the thing I’m gonna do next and say I’m gonna do this. And even though some have come about incidentally like the day we did the vokis. Like that was a nonsense thing but you know what there’s no reason why something like that cannot be done on the spur of the moment. Unfortunately that particular one didn’t work so great.

G: Didn’t work yeah.

D: Yeah. You know there will be other times and we’ll just say oh let’s just do it that way you know.

G: Mmmh.

D: Um I still, I’ve come across so many things that I’ve bookmarked and I think I really want to go back and look at that.

G: One day yeah.

D: And you know sometimes I just skim read things and then even that’s enough to, to kind of….

G: Give you an idea?

D: (00:46:23) But I still, especially if I want to get into this conference stuff. I still think you’ve got to know, you’ve gotta know what you’re talking about and you’ve gotta read widely and be onto all that so I was probably just scared that it was taking my focus away from teaching a little much like I’m not the one doing the PhD here [laughing]. I need to focus on the girls and I was getting it, finding that I was more interested in going and reading an article than on what I was going to do tomorrow. So um [pause] so I do have to pull myself back and say well this is the thing to focus on now. Like see I did the WebQuest. I don’t want to lose the focus of that. I know that WebQuest can be used now but I can still, I need to do some more. I need to…see before I do that conference I’ve got to at least do another one.

G: Yep, yep.

D: Um but now I just want to put that in as yeah well I know that, so that’s something I can do now.

G: Yep.

D: That’s you know just in the same way you learn to work with a new computer or…. You know once you know, it’s not the centre of your focus any more.

G: Why, why would you return back to the WebQuest?

D: Why would I?

G: Mmmh. And do it again?

D: Oh do another one? Because it worked so well.
In all the ways we've talked about [laughing] In terms of … I just loved that I could tailor it and make it something like the kids felt like they had control of but really I had, I had control over who did what kind of thing but still allowing them a certain amount of freedom. Because I double-checked everything before it went up there. I knew what they would be looking at, I knew the information was there. You know even when you mark a piece of assessment you can actually go off in 50 different directions doing research. How can you mark their work because you haven't read what they've read? You know so there, you can mark it on one level, is this an interesting thing about an invention that they've chosen but it's so much better when you know how they've interpreted the information that was there. So it became not just about the history thing I could see they had totally misunderstood what that thing or ….So there were other things, other ways that I, that it was useful.

Um. I loved that I could get around to each of the girls every time they were working on it.

Mmmh, so pedagogically?

Sit with them and talk to them.

It worked?

So for all those reasons and if you work hard in the beginning, like that was a terms work basically done.

Which then freed you up?

Yeah.

So what did you, what were your initial thoughts about it? What did you believe about it initially? Were you, were you going into it initially thinking oh Gina's suggested this, I'll just give it a go or….

Yeah, I don't even remember how that came about. I think you mentioned it and then next thing I'd started doing one.

(00:40:44) Yeah I emailed you a….

Yeah.

The Questgarden.

Yeah.

Yeah.

And you were even surprised when I started like.

Yeah.

Started it but remember how long it took me…like I got so stuck on it there for a bit.

Yeah.

Because of the, the information you know?
Mmmh. Did you think it would work? What were your, like what were those um….yeah what?

It was good, to me it was just like doing a plan a, like a plan for the term. But everything I needed to do it. Like it’s one thing to sit down and plan a term but them you’ve got to constantly think ahead - God for the next lesson I must go and get those books and make sure they have this there and that there whereas all of that was not an issue because everything everybody needed was there. So it didn’t matter whether you were faster or slower each time so from that perspective I probably thought it, it could work. I don’t think I had any real preconceived …..I was excited, by the time it was done I was quite excited by it thinking alright I’ve done it. It was, it was um [pause] but I don’t know I just felt like I’d done a whole lot of work that [pause] sometimes you do a lot of work but you’re still really working all term.

Yes.

And you think God why did I do all that planning and I’m still you know whereas I knew once I was done I kind of knew. I didn’t quite know how long it would take but it only took them doing it a couple of times that I thought you know what I think I’ve actually fluked it that this will actually be the terms work

So you went away and did that whole planning of the WebQuest by yourself. Was it at some point during that or was it at the end of that process that you thought hey I can do this? Where?

Yeah.

Where did your belief in yourself looking for you to give me answers….?

I think I, I think I spoke to you about a couple of the issues that I had.

Yeah.

And then you couldn’t help me.

[Pause] And all I needed, I wasn’t really looking for you to give me answers I was just debriefing to you saying this, this, this, and all it took sometimes was to do that and then I would go away and think ah got it, I’m gonna do this. So [pause] so yeah it probably, I must admit I did have a real sense of pride when I’d finished it….In terms of, people can look at your planning and people can write anything on a piece of paper but this was this was a step more than that. This wasn’t just the planning this was the planning and all the resources and [giggling] everything’s there. And the fun was even built into it.

Yeah…

You know what….

….and you’ve mastered like a piece of a software program.

Oh yeah I was really, like I can hotlink and I can….You know doing all that sort of stuff so you know?

So it wasn’t just doing one thing in terms of ICTs that you’ve mastered?

Oh no.
G: It was ... there're were lots of skills?

D: But there was there was the whole hist, the whole history was new for a start. So the topic was new, the whole concept of a workplace was new that whole process involved and even, even that wasn't easy. Remember I had to get all the way through it before, cause I kept trying to format it to make it look good along the way and then I realised you do that at ....

G: ....the end mmmh.

D: Um [pause] and even now I'll think of something and I'll go back into it and change things in it.

G: Ok.

D: Although you know I added the teacher tube that I'd said no I'd not bother doing?

G: Yeah, yeah but you did?

D: But I've gone back and put that sort of stuff in as well.

G: Yep.

D: Um so yeah I think it killed many birds with one stone.

G: So what was it like I sent that web or Questgarden information through to you fairly early on in term 3?

D: Oh no it was before term 3 started.

G: Was it?

D: Because they started a little early....

G: They started, that's right sorry.

D: It was after we'd met to plan term 3.

G: Yeah.

D: Yeah, yeah, yeah so ok so that would have been towards the end of term 2 I think I started it in the holidays.

G: You did because I was away yeah.

D: It wasn't up and ready until a little bit into – the week into....

G: That's right.

D: Because we has some history, introduction, mmmh of history stuff I wanted to do with them first.

G: That's rights so what was it that made you take that quantum leap from saying to me, and in your journal you noting that that you're you feel out of control and anxious and all of those things so what was it that made you take that quantum leap from feeling helpless and I can't do this I don't know what I'm doing to going I'm going to have a crack at this by myself?
D: (00:55:12) [Pause] I think it was more just that like if we’re going to do this lets do it. Lets do it and do it like [pause] there were changes happening everywhere anyway.

G: Yep like with the history and class changes?

D: So I just sort of thought, I think I just thought look just kick it, focus on it, work your way through it, it’s like when I learnt to sew. I bought a really difficult pattern and I, it had inverted pleats [Gina laughing] and cuffs and a Peter Pan collar and it had everything on it and I thought if I can make this, I can sew. So I just sat down and I thought just do it step by step and it was like that. It was just pick the thing. Ok this is, we’ll just do this for now. I didn’t really, I think I just watched the video of Bernie talking about WebQuest and I thought yep this is good. I can see how this will work in my classroom and just thought ok step by step. (00:56:15) And I think, well I always knew that well it was having that I knew that I had to be accountable so I wasn’t about to give up on like I had to pick something and do it and see it through to the end. And not say I got too busy so I you know …which often happens. You think of a great idea and then everything gets in the way and you think oh yeah well look I leave that.

G: There’s no deadline or no expectation.

D: And look it didn’t take me long, once I was part the way into it I just, there was no way I was going to let it go. And I looked at other WebQuests and thought there’s gotta be...

G: More to them?

D: Better….So I dunno I think it was really just about making the commitment for, for you probably. You know like I’m gonna do this thing and….

G: So having the impetus…

D: So start, just start.

G: I’m part of this so….

D: Yeah, yeah. Oh absolutely. So um and knowing that well whether it worked or didn’t work it wasn’t going to be lost. Like, we could sit and talk about why it didn’t work kind of thing. I wouldn’t have done any of this without you.

G: Why? Because of that impetus?

D: Yeah. That was the thing (00:57:34). I will do it now without, with or without you [laughing] kind of thing, but rather with you than without you, you have to let me say but um but yeah I just needed the reason to, to get out there and swap because I think I was so [pause] I don’t know how things would have panned out here being in year 4 [pause] certainly in prep your life’s just taken up every second of it with little children. And here, I know I probably would have spent this year doing whatever with the planning or changing it and then I would have probably liked a year next year to consolidate [Deb’s mobile phone ringing] and then…feel comfortable for a moment! [laughing]

G: Yeah.

-Ends-
Appendix K

Transcript 10

Date: 17/9/10A
Present: Deb (D), Gina (G) and Deb’s class (S)
Location: Deb’s classroom.
Context: Deb and I move around to room assisting students with saving work, finding files and observing their work. Students routinely ask each other questions when they are not sure about something. There is a general buzz of enthusiasm and productive levels of conversation about what they are doing.
Transcriber: Gina

S: Mrs X with Publish….?
D: Uh, uh, uh don’t ask me anything about Publisher.
S: I know, I know! [student calling out]
D: But who knows Publisher really well? [hands go up]. There’s the people you go and see. Great. Best thing I ever did. Just play dumb to everything [smiling]. Um yeah so tell me about the copyright?
G: I’m pleased you didn’t come because it was very much oriented to Griffith staff.
D: Oh ok.
G: And I didn’t know that um Universities have their own license agreements for music um that are quite different to schools.
D: Oh.
G: And unless schools actually have their own licensing agreement everyone’s in breach of using everything basically [slightly giggling].
D: But do we have, do schools have ….
G: Well I don’t believe so from what I was told yesterday. I’ve got some websites that I’m going to go and trawl through but….. for example, now how many teaches would put up on a projector or handout a copy of lyrics to a poem or song? Breach of copyright. It’s scary.
D: Why?
G: Because you’re only allowed to copy ten percent and interactive whiteboards…..
D: But is that called copying?
G: That’s called copying and putting it up onto an Interactive Whiteboard that can save copies and duplicate copies is like eeeeh, so it’s one thing to put it up on one of these whiteboards…..
D: So is that, is that any full piece of…. 
You’re only allowed to copy ten percent or one chapter, whichever is greater so in a poem you can only copy….

Yeah.

…ten percent. It’s just scary, scary and then I got talking to a teacher…

Well if anyone wants to make money they just have to walk in…[laughing].

Well I was talking to a teacher yesterday…. I said oh, we were talking about the logistics like how the um the copyright body that controls all of this um like how they go about actually checking and apparently they do. There was a teacher in the room yesterday who said oh yeah I was in a school and they came in and went through everything. Right down to copies of videos that were missing in the library that were catalogued and um they went though and weren’t there and the school was fined.

They could walk into any school…..

They could …

….on any day and do that?

….and go for it – it’s just mad!

But how are we supposed to in the technological age, how are you supposed to, well it means like I know that all these photos that these girls here are using are at risk.

Well that was the other thing, I was of the understanding that the content on Google and….

*Interruption to our conversation.*

That’s frightening but, but why aren’t we all, why isn’t it mandatory that we all know about this thing?

Well that’s, that was exactly what my question was and nobody could answer it and I said well the implication then for me, like there were people there from other faculties there as well but the implication for me being a teacher teaching would-be teachers…..In IT….. is that I need to teach them what they are covered by under University well not law but under copyright law as students but once they’re out teaching what they can do as a student and what they can do as a teacher are two separate things because the university covers them under these license agreements that universities have all got together and collaboratively paid for but they, once they go out into a school and they’re using under that university license they’re in breach.

So we must have a license, see schools have legal people they must have….

Well you would hope so but this guy yesterday was saying the majority don’t so….

I wonder who we ask?

It’s frightening and um and he was saying it’s not just, like the individual teacher will be um yeah and then the school.

Oh we’d all be caught!

I know, I think oh my goodness. So I’m thinking for the IWB conference?
Yeah but we need to know what we’re talking about. You almost need a legal person to look over this don’t you?

Yep. Mmmh.

That would be an excellent thing but that’s almost a pap……… that’s almost a presentation it’s not a workshop.

No it’s not a workshop it’s a presentation and it’s like well you know and Limewire this last week has been taken down.

Oh yeah I think last week it went yeah.

That would be an excellent thing but that’s almost a presentation it’s not a workshop.

But they say there’s a bizzilion others to take its place.

Well apparently they’ve all been shut down. There’s a big case in Sweden at the moment with um Pirate Bay, there another one and Pirate Bay’s been cut down and um Zirrus.

Interruption as student comes in for assistance. We continue moving around the classroom assisting students with their work.

So I um, I did get some [inaudible] It’s called Creative Commons.

Yes, we know all about Creative Commons.

That’s the place to download the stuff from ….

Yes.

….’cause it’s got…

….photos and …. 

…. and music and …

Ok well we have had something recently about Creative Commons so……

…it’s still got some rights reserved.

Then you wouldn’t have every um….we do know about CC we actually had a workshop on it the other day.

Aha.

But I’d heard of Creative Commons from…. from the last whiteboard thing we went to but only for photos. Flickr, you go to Flickr and get Creative Commons. I didn’t know about music.

Yep.

But …..so really why are they, well they should block access to everywhere else then and I don’t see the point why are people put photos on like Google images if you cant use them? What’s that all about?

Exactly it’s just, it’s odd.
Alright but I still think everyone needs to know about so….

And I was thinking….

…. I think that would be really good.

It’s something that I really want to go like delve into and find out about and put a proposal forward maybe for this conference to do a presentation on it with a view to either trying to get some like legal eagle to come along as well or just do it as a teacher standing up there going well these are the things I’ve learnt. I’m not an expert, I’m not a you know I’m not a lawyer but these are the thing and these are the ways we’ve worked to get around them in class.

We, we, it would probably still be worth, yeah I wonder what the school’s legal…..

See I thought Ed Queensland….

Yeah.

….actually would have covered state schools but…..

Yeah you’d think….

… but he said yesterday no it was up to individual schools so I don’t know whether Independent schools have some arrangement or whether it’s on a school by school ad hoc basis but, very interesting and this is the other thing anything you upload to Facebook you do not have copyright over. So they can take your photos off Facebook and use them in any way they want to.

And I didn’t even know you could actually copy people’s photos on Facebook until I did it to someone. I was doing up a surprise birthday book and I needed photos that I knew were, and I did even know you could do that. That’s quite …. 

So you just think, all that social networking stuff…..

You should never really put those sort of passporty type photos like you know?

No, I know.

Well that’s it. That’s what we were saying yesterday, the implications of MySpace and Facebook and everything it’s like…..the other thing I didn’t get to ask but thought about afterwards um and want to find out whether um….. um what's it called, teacher tube, whether everything on teacher tube is ok because YouTube isn't? So when I show things on YouTube I …. 

You’re ok to show it, oh now hang on…..

Ooooh so what about the things I’ve put on my WebQuest?

Yeah I know that’s what I was thinking. At uni it’s ok to show you tube but you’re not allowed, like see all the lectures are digitally captured now and streamed onto Blackboard.

Another teacher arrives and Deb renegotiates the use of space so they don’t need to log off and move and then relog on again.

Um so my, remember I said to you I was really worried about the WebQuest at the time? I know some of those photos I put on there I got off Google images for a start and I though I should have got….
G: permission or…….

D: And but or the links to YouTube see this could change my whole WebQuest couldn’t it?

G: That’s what I was thinking.

D: So how do we find out? Maybe I should email that Bernie guy.

G: Yes that was what I was thinking too because he’s actually, you’ve created the WebQuest but he’s actually like through Questgarden he’s putting it out there and republishing it so….He must have…..

D: …. as much as I was saying isn’t mine great compared to everyone else’s maybe that’s why no-one else has got that sort of stuff [laughing].

G: Absolutely.

D: But no some do have images and they have links to websites.

G: The links to websites, now that’s fine.

D: Yeah?

G: You’re ok to link.

D: Yeah works like outside but what about to YouTube, can you link to YouTube?

G: You can link to YouTube.

D: Oh that’s ok then?

G: You can link, yes.

D: So it’s just my photos. I know there’s only a couple of those and I could easily go and change them.

G: Mmmh, there’s no copyright over links. Well I’m saying that under Griffith as a ….but….

D: Oh yeah but that would just be like me sending some-one a link and saying have a look at this.

G: Yeah it’s like recommending a book isn’t it? So ….there’s lots and lots of stuff that we need to check out.

D: See how do we get our heads around this by next week because seriously I have done…. general comments out of a total of 12 general comments and I still have 33 history comment to write, um 14 maths? Comments, 17 for semester art, 17 computer comments to rite plus collate all their results and……

G: Leave it to me. Leave it to me. We’ll just keep talking about what we should do. And I’ll just, I’m thinking that um what Brendan said to me is for these conferences and things you just right an abstract of what you propose to do.

D: Did you see the thing I sent you? I sent you what you need to do from that woman. You know when I sent you that thing?
G: It must be there. I don’t know what I’ve looked at and what I haven’t. I finished my uni marking yesterday and I’m just still in gaga land. Not functioning! Tearing hair out. Um if you sent it to me then I must have it.

D: Guidelines for writing the abstract and template.

G: Ok.

D: So this one tells you.

G: Can you just send it to me again just in case?

D: That’s the….

G: Ok yep.

D: And this is what got me, I thought gosh it kind of covers….

G: Everything?

D: But it does say if all of the above put it into your abstract.

G: Yep ok.

D: And then it does have the abstract…. [to student] What’s that? So that’s the thing you know?

G: Oh ok yeah.

D: Where we read the thing and whether it’s for beginners or whatever.

G: Mmmh.

D: Yeah that’s - and then there’s the presentation stuff.

G: Ok. I had a look at the um….

D: I’ll send it through ….if you knew about it then being a woman …. 

G: Yeah it must be there. I do remember having a look at the um, like the sort of what the conference you know the umbrellas that were being covered by the conference and I thought well we fit into so many of them it’s not funny. It’s good it’s not, no longer the IWB, ’cause a lot of those sessions, there ….

D: Yeah they’re not….

G: We’re not…. Into….

D: Yeah that’s what I was thinking. Where will the WebQuest fit into this and um if you get to go, if you get to present and go you don’t have to pay for the conference which will be good.

G: So that will be good.

D: Single presentations 55 minutes.

G: Yep.
D: Or single workshops. Possible to have double. Active boards, and Mimio. And see um that's another thing….. um …..Oh they'll try to get the brand of board you want. And look, the board is only really to….

G: Well we'd only be using it as a projection screen wouldn't we?

D: Yeah it's not to do anything on it. Um by Friday, but where did this I mean where did this date come from?

G: It's so annoying.

D: I reckon they've just, how dare they just tell us that now.

G: 10 months away?!

D: And the other one……

G: Did you love the PowerPoint? [laughing]

D: I reckon, I reckon I'm gonna show them the whole thing and it started laughing out loud you know that thing and the girls all came running to see what it was.

G: I very rarely laugh out loud at those things and I just roared laughing 'cause the similarities.

D: Um what am I looking for? Oh the IWB thing.

*Interruption.*

D: Now can you see a date here anywhere?

G: Mmmh. No.

D: So theoretically I'm the only one who knows that date.

G: Have you clicked on that one?

D: I think I did.

G: I like this normalising, like making it everyday.

D: I think that's all it said.

G: So oh so she's obviously then feeding back information to people about yes this is what you need to do by the date.

D: Yes but imagine like everyone else only got this yesterday.

G: Yeah.

D: So that that gives them all week and at this time of the year.

G: I know.

D: We're the only schools that are you know strapped.

G: Well would it be better if we email, I can email her and say this is what we're thinking. We are in the midst of marking and exams and all the rest of it, we need one more week.
D: We need one more week at least.

Exchange of conversation that is inaudible and irrelevant followed by an exchange relating to schedules and working out a time to get the abstracts written. Negotiation of time is based around Deb finishing her report cards.

D: [Looking at student's work]. I like that but, what's with the clipart? Does that mean something? I've not seen that.

G: Oh they're the ones that are usually ok to use 'cause the rights have been.

D: But then it's got clip art over it.

G: Yeah, yeah 'cause it's advertising clipart.

Deb shaking her head no.

D: Mmmmh? No we don’t want that on your thing do we? That's a very cute puppy.

S: You can’t really see it.

G: I can’t see it on this angle at all would you believe. It's only like this…. 

S: Could I like go onto like……

G: Ah go into paint…. Yeah and cut it out…. and see if you can cut it out, mmmmh. That's a good picture though.

D: It’s very cute.

Students require assistance.

G: So if I say to her that can we put in the proposal by the 26th instead of the 19th.

D: Mmmmh and that I want to run a workshop on WebQuests.

G: WebQuests.

D: And look even if I've got to do that myself and you're doing the other things. Like if I have to run it, you….. 

G: Like concurrently?

D: You'll do a stand up in front of, do you want to do one of those ones on stage? No they're only the keynotes aren’t they?

G: No not really, I don’t want to do one of those [mocking and giggling].

D: So what will yours be then?

G: Well.

D: Will it just be sit and listen to me, ‘cause I don’t remember any of those at the thing. They were all workshops weren’t they?

G: No, I went to a couple of sit and listens. Yeah they were just more presentations.

D: And what were they in rooms?
G: Yes.
D: Like the workshops?
G: Yeah.
D: That they just did a presentation in?
G: Yeah.
D: Well mine’s a presentation too really isn’t it?
G: Yeah. Mmmmh we could make it hands on though.
D: But how? Because once you’re in that Questgarden…..
G: Take them through it.
D: Yeah but you’ve really got to research sources of like you’ve got to have your sources, the links.
G: Well could you give them two, like set it up so you’ve got the resources there and they’re just using them and you’re guiding them through.
D: I don’t know that in 55 minutes….
G: You’d get through that much.
D: Like really, I’d rather show, I’d rather discuss the positives pedagogically. Like what it, why it was beneficial. The fact that you can tailor it to be really suited, you can use ones that ready made, you can copy those ones and refine, you know make them or you can start your own and you can really make it suited to your particular class.
G: Mmmmh.

Student asks a question……she can’t find a picture in her file. I help her find it. Deb and student watch the steps to go through as I locate the photo and help the student insert it into a PowerPoint slide.

D: You know the server things been down so I haven’t been able to log onto my desktop from home. The worst time of the year for this to happen so I thought I, so I couldn’t access, I couldn’t do anything on computer like I could work on Word.
G: Yeah.
D: Or on my own thing from home but I couldn’t see any of my results or anything. I couldn’t get into my desktop so I came to school and got this thinking….this is my desktop, take it home, any document I’ve worked on during the day would not open at home. It would open old documents but it wouldn’t open, I wrote a History test and put it on and it wasn’t even there.
G: Oh you’re joking.
D: And I’m thinking but when I bought my computer to school it was there. It’s there so I don’t know what was going on but it finally came on not last night, the night before. I came into school, that was the night I emailed you and said “I’m over this” [giggling] and by the time I got home Citrix was on but from Friday, Saturday, Sunday, Monday, Tuesday…..
G: Right while you’re trying to report?

D: Tuesday, five days. Like I only live around the corner.

G: Was everyone here working?

D: No. But ....

G: How did everyone do their reporting then?

D: Well other people just take this home and it was, see everyone else takes this computer home. I don’t, I leave it here and I work on my one at home. I just go through remotely.

G: Yeah.

D: You know um…..but I’ve never seen that problem before that I take my computer home and not have access.

G: Oh my God.

D: I just think…..

G: A disaster.

D: Anyway. I don’t know happen how it's going to happen. It will happen but I just don’t know how I'll write it. Don’t even expect a meal in my house at the weekend [both giggling].

*Deb tell students to log off.*

G: OK so we've got a plan so we’ll see how we go with that. Pushing it back to the 26th.

D: Yeah so you really need to find out a bit more about this legal stuff because you know people are going to ask you a lot of questions.

G: Mmmmmh.

D: It really would be interesting, a copyright lawyer to....

G: It would, mmmh....

D: ....to and that's what I said to you. I think when you when I read that stuff I said I think the whole school needs to know about it. Interesting enough we did have up there a session on um ....you know....a two hour staff meeting last week.....

G: Mmmh.

D: Um......*[mumbling....while looking for something on her computer. Attached is a document from [name of school]. Oooh. [Deb opens the attachment and there is a PowerPoint on Creative Commons. We have a look at it together and she emails it on to me.]*

G: I’m sure it’s just yeah just getting your head around where to go to get stuff. And being aware. Like I thought I was across it but it’s changed.

D: I know I think a lot of people are kind of aware but this whole legal thing about school, you know I think.....
Yeah that’s similar to, that’s what I thought, that there would be similar, see that was, satire that was introduced only a couple of years ago, the parody and satire. So I reckon a lot of it will be just across the board educational.

Pause as we read the PowerPoint.

To me that one should have been there [referring to slide order].

Mmmmh.

Doesn’t that one come first?

Doesn’t……

What is Creative Commons and then ….

Mmmmh.

So you can search on Google and just………

There’s also a Wikipedia free or copyright protected. Image stuff ok ok…… [reading] that’s a good idea actually. Instead of having your hard copies of encyclopedias up on the ….

See may, mmmh, I reckon I’m gonna go back into my WebQuest and change my pictures. And you’d think though they would day in that WebQuest design please ensure, you know.

Mmmmh.

I reckon though it would be interesting to email that guy and get his take on it.

Mmmh. And the thing too is that American copyright law is even more stringent that Australian so you would think he would be.

Do you want me to email him?

Yeah that would be good.

Um what it called, wiki, yeah Wikipedia commons as well. Oh the other thing I need to ask you to is how I go about, do you know how I go about adding this to my PD stuff, what we do?

Oh I started to count up the hours and then [laughing] got waylaid um must get back to doing that. Um……

So it's a self, a self- directed stuff?

Yeah.

But how do you, because they only allow a maximum number of hours unless you put in separate dates like, you can’t put any more than like about 8 hour from a day …..Like you can’t say …And you can’t put multiple like you can’t say from this time to this time. You have to put in a date and a time and a date and the hours, and the date and the hours that’s gonna be….

Oh that’s ridiculous.

Yeah.
‘Cause it’s hard, I mean it’s hard to quantify when you’re sending emails at 8 o clock at night sort of thing. Like I mean it’s all part of what we’re doing it isn’t it?

G:  
D:  
G:  Can’t it come under an action research project that’s just been ongoing?
D:  I don’t know. Um….. [inaudible] Checking online on the QCT website.
G:  I just hate having to remember copious logins.
D:  I know and with this Ziptales and Epals I’ve got to login to everything.

Laughing together as Deb tries to recall her password to login.

G:  And you’re supposed to remember all these numbers like your brain’s a computer. How’s Epals been going?
D:  Um good. Like because…
G:  They got back?
D:  Like I’ve got two classes. Yeah well see it’s not so user friendly because I emailed and said you know we an agreement that you send us emails at the beginning of the week, we’ll send one back to you by the end of the week. You know and a whole week went by and I’d not heard anything. And so I emailed him and said is everything all right we haven’t heard from you and he said no we emailed you on such and such a date, haven’t you got them? Oh and I said yes we did get them and he said, I finally got an email back after a day or two saying oh yeah they were all in my monitored mail account and he obviously hadn’t checked. So, yeah so we got a bit out of synch so now they’re all coming at different times because, not, not like obviously he tried to send some in a hurry so they were like one line. Um they’re good. A lot of the kids, like some of them obviously struggle to write and my girls get a bit disappointed when they get this one liner. And I make mine write and I say if they haven’t written enough to you, ask them questions you don’t have to….

G:  Mmmmh.
D:  So I say you’ve got to answer any questions first and then tell them and each week I sort of say well this week you can sort of tell them that [inaudible] summer holidays and…. [muffled] and give them a sort of guide of what to talk about.

G:  Yep.
D:  Um so now it’s um definitely just a fun thing. It’s not [sighing] you know and until I get some sign that they’re going to be onto it a bit better than this - the male one from south Dakota he is much better than the one from Florida who’s, and it’s her teaching partner that [teachers’ name] is having all sorts of issues with. So until I can find someone who sounds like they’re going to be onto it, we’ll just keep it as this fun thing. If he continues on, he’s quite good, so maybe but the trouble is by the time it starts school for us next year, and I introduce my girls to it his will be finishing up.

G:  Yep, yep.
D:  But [inaudible] maybe just for six months of the year, like and it’s linked to something in the curriculum.
G:  Yeah and so some science experiments?
D: So and we both agreed, he and I both agreed at the beginning let's just play with it for a while and see and then we'll talk about how we can use it. Um so see this ...... um...... so when you go to add one, you get to choose so it would be individually identified. But then you've got a date, you've got to put it in a date here.

G: You can't just type something in?

D: Ah no, you have to put a date and then you have to put this is.

G: Why don't you put in, when did we start, um I've got the dates at home, but [muffled] put sort of like first of July through, just put it as ongoing.

D: But I don't...... [muffled].

G: Um research project and has been ongoing and then I can give you um, I can give you rough hours then.

D: So what is it, action?

G: Yeah action research project started [said as typing].

Deb types the form.

D: Activity provider? Griffith Uni or you?

G: Me. And then Griffith uni um you have to put PhD research.

D: Research, or researcher?

G: Researcher, oh it doesn't fit.

D: See what is this? I'm going to lose this in a minute [inaudible]. I'm just going to do this so if they come and ask....

G: Yeah like yeah exactly.

D: Stupid forms. Verified evidence. See this is where you have a document that says yes you did it, so no and see...

G: Well I can give you one. I can give you something on letterhead.

D: Yeah but it's ongoing so....

G: Yeah well I can say that though.

D: Yeah but it's verified that um all I can do that.

G: Yep.

D: But see hours, it only lets you put 9. So how does, what happens there? I .... [laughing]. And then you've got to choose your standards.

G: So effectively then you'd be writing out one of these....

D: I know so every day.

G: Like once a week or...
D: Yeah I know basically and that’s what I don’t, I’ll just say that for now um…. [inaudible] see professional standards.

*Continued conversation about documenting Deb’s involvement in the action research.*

D: I mean a lot goes on in your head but a lot we’ve been verbally…

G: Yeah.

D: But see again I got this case, this feeling of [giggling] this isn’t earth breaking stuff. Why do you all think….

G: I know but maybe it is. Now who read it, someone read it, it must have been someone at Uni….

D: Oh a couple of people here, see it’s interesting. I told you that [name]….

G: Yes.

D: And she sent me an email?

G: Oh No you didn’t tell me she sent an email.

D: I said…

G: You sent an email to [name].

D: Yeah, saying about the paper and [inaudible].

G: Yes.

D: She must have forwarded it to [name] and she forwarded it to [name]. Nothing. [Name] emailed me and cc [name] in on it. “This is fantastic news, um this is a great paper and I think this is relevant for you know for people in the senior school. Louise can we please see this published in the professional learning journal and I left it and she said I hope that’s ok with you and Gina Deb and then I didn’t respond for a day and I thought I’ll just see if I get anything from [name]. No - so I emailed [name] back and said thanks [name], more to come and I cced, I replied to all…. [Laughing]. And next thing I get an email from [name] back saying oh great to hear, can’t wait and I was thinking….I want to put in for this conference though but then I think if I put into go to it they might say you went last year…… and if it comes to a choice they wont let me go ‘cause I went last year. She said why haven you old anyone? I said we didn’t do it for fame [both laughing].

G: That’s next year!

D: Yeah we’re just testing our toes, it was like part of me was thinking I hope nobody else reads it in case they don’t like it you know like it was like you have to test the waters and think can we do this or not. But I was surprised there wasn’t anything out there really ground breaking.

G: No, no.

D: No one was revolutionary which makes you think well you’re doing the right thing. There are people out there doing this.

G: The thing too, that comment about PP, isn’t it about challenging new ways of doing things using old tools? It’s like…
Yeah he was saying try this it does the animation for you.

Yeah and that's fine but if we're so into PowerPoint one, well it's good the kids learn that you can use it for this and you can use it for.....it's like using a pencil, you can write with it, you can shade with it. You know it's one tool but there are a range of application you can um....

We really must get on to Prezi though.

D:

Prezi.

G: Yeah.

D: We really must....see if we had Prezi....We are going to use it for the conference?

G: Yeah.

D: It is fab. You know I keep looking at it and think when I have time I'll come back and the tutorial things on it.

G: It's actually easy. Once you've got your head around....

D: Have you tried it?

G: Yeah. When you when you use your PowerPoint, you use your animation, like you custom animation and you mark the points and where you want the thing to move it's similar in Prezi. You’re moving from one point to another so you’re just marking your map.

[Referring to a TED excerpt]. His point was oh and one of the things he did I thought oh my God that's how I'll teach all the time now, he said, he challenged the kids to do something and they said how do you do that and he said I don’t know.

G: You figure it out, yeah.

D: And went away....And you must watch it I’ll send it to you again. I love TED I just love that site. See I could easily not work and spend all day......

G: I’m thinking maybe I should be presenting something about my research findings at this conference too because ....[inaudible].

-Ends-
Appendix L

Transcript 11

Date: 09.09.2010
Present: Deb (D), Gina (G)
Location: Deb’s office.
Context: Deb is teaching in the classroom. I am sitting in the classroom office trying to solve some technical issues with the WebQuest.
Transcriber: Gina

G: (00:00:34) Now I think I’ve worked out why that Jabiru document isn’t um linking. It was an XML document.

D: Yeah?

G: Saved as an XML document and that’s not a supported file.

D: Why would it be saved as an XML document in a normal word….?

G: Don’t know. It might be the latest Word…..

D: I should ask someone.

G: Yeah don’t know why that has happened but it’s definitely not supported in….so you’ve gone through all the right steps.

D: So how do I….?

G: So you need to just go back and save it just as, just a …. Doc?

G: Doc, docx with an X. I’m sure it came up as a, ‘cause I wrote it down XML doc. It saved as an XML doc zipped file so um…. let’s just get out of all of that….. close that…. (00:02:46). It’s a Doc.

D: Maybe.

G: Well why’s it zipped as an XML, I don’t know.

D: Yeah see. But see I didn’t zip it, it zipped itself. It zipped itself when I clicked on it and I don’t understand why it needed to zip.

G: No because it is such a small document.

D: Such a small document.

G: Ok. (00:03:24) Ok alright so maybe that’s not what it was, well I think it is. I think it’s something to do with why it zipped. Yeah. Ok I’m going to keep investigating that. Next one is…..

-Ends-
Appendix M

Transcript 12

Date 8/9/10
Present: Deb (D), Gina (G) and students (S)
Location: Deb’s classroom and office
Context: Deb is showing me her WebQuest and reflecting on the process of creating it. We then encounter difficulties uploading it and collaboratively work to solve the problems.

D: Have a look at this [pause]. I’ve stopped short of exporting it to me to um anywhere to put…just to try and get that done. I’ll go into preview. Ok, the introduction. Aaar, they need to complete all the blue tasks and some green tasks

G: Mmmh?

D: Now I think I, I think this is bigger than bigger than WebQuests normally are, ’cause normally you pick a topic, and go to these websites and [inaudible]

G: Mmmh.

D: So I think I’ve pushed the limit of …. [inaudible]

G: Well you needed to do that to scaffold it for them.

D: So I’ve put it under learning sequence. Once they’re more familiar with the whole process I probably wouldn’t have to do it as detailed as this.

G: Yep.

D: But….so I’ve started off with really simple….Then…. For this they have to do one of these so they choose which one, so I’ve hyperlinked all these things to the information, same with all of these.

G: Yep.

D: But I’ve put a variety of places to go to. Like you can go you one place and find all of these but I’ve actually made them go to different….It requires them to read and or find, like it won’t necessarily come up with the thing they’re looking for right there at the top. Like they’ve got to actually look through.

G: Look through yep.

D: Um so then I’ve got um sources of evidence so they have to choose three of them. Again the information I started with before I did this is actually not, some of it is not the information that I’ve actually used.

G: Mmmh.

D: (00:02:05) Like in the process of making this I’ve found more child friendly stuff.

G: Oh good.
D: Even though in the beginning I was typing in, I was googling you know information, it was coming up with those pages that you sent me um which, which, they're ok but they're still not, I don't, I still don't think they're really year 4 level. Because…. [pause]

G: Isn't it fascinating that this has been taught for how many years and there aren't that many resources out there….

D: Yes, absolutely.

G: For younger….

D: It hasn’t been taught at um year 4 although…. They did touch on it a bit in year 2 so I am a bit surprised so in the end I was putting in early childhood, just to see what would come up and it was coming up with all this stuff and it, it's still not as, although this is the teacher page, it's still not as um….

G: So that's the ed sign?

D: Yeah [interruption from another teacher]. And that's the other thing I’m so the um really bad…. 

G: Bad is it? Isn't that interesting?

D: And every time I go back and read it again I….

G: You find other things?

D: I just spelt nails and now I just cannot type [Gina laughing] I have been, I read the message that I sent to you it was complete gobbledygook. I can no longer use my phone or the keyboard [Gina still laughing]. [Deb speaking to students]. Girls who’s not sure what they’re meant to be doing now? Well then I shouldn't hear any noise. Um have I fixed it no, no it's an ‘I’

G: It's interesting it’s not picking it up. Spelling.

D: I can’t do it through the preview page.

G: Yeah.

D: But it won’t allow me to do that umm so this is not direct information, they have to go to that map and then they have to work out well they can actually put that in the Queensland side of it and then they can read what’s there.

G: Excellent.

D: And then there’s a bit of explanation type stuff. Which I’m hoping they’ll be able to read. If they click on that, if they read that they will understand why the Brisbane area was like a river and ra, ra, ra, ra. Anyway [pause] yes no I'll still have these things so. I forgot to take the books home. I’ve been carrying these books around ‘cause I wanted to link, I wanted to get them to go and look at books and I didn’t have the books with me so I found, I found [inaudible] and I dunno why it’s shrinking down but oh…. Um but these have been written like um, these are really quite good for this age level [pause] um [looking at books]

G: That is good isn’t it, where did you get those from?

D: Oh and that's the thing, that's the page I accidently deleted. I was, because I had each learning sequence, when you go into the processes, it will, it only it has three
processes, so three separate pages so I had the learning sequence per page but then I was up to like learning sequence 5 or 6…. 

G: And there weren’t enough?

D: And so I cut it off page two and thought I put it on page one and then went back here back to page two and deleted it and it wasn’t on….

G: It wasn’t on page?

D: And by the time I realised I couldn’t go to undo like I couldn’t just and I had hyperlinked all of these things.…

G: Ooooh no so then you had to go back?

D: ….and I didn’t know where I found them, I found them some unusual way, like they weren’t in anything I already had and then I remembered oh I can go back through the history of the pages that I’ve clicked on that was the only way I found them again ‘cause they’re in some unusual, they’re under some cultural centre from whoop. They’re information tasks that they must have [noise level is the classroom is rising]….So anyway. So then I’ve gone to the Dreaming so they’ve got to read something and they’ve got to watch a Dreaming story this is what I’m trying to here, answer the questions so…. [speaking to the class] Girls. The next person to speak gets a warning. [Silence] Thank you. Um you go to oh I can’t do it from this page [sighing], anyway. Ok then we’ve got Dreaming stories now this is where there’s a bit more involved research so again they’ve got to, they’ve got to do all the blue and then pick two of the green.…

G: Fantastic.

D: ….and then they’ve got to look at some dot paintings and they have to notice the colour, shapes, divide a page and then include elements of Aboriginal art and then this was actually interesting that I came across somewhere, it’s got these….So they might wanna use some of those.

G: Wonderful. Oh that’s excellent isn’t it?

D: And these things again, as I said this site is um, it’s all about didgeridoos so how [inaudible] I don’t know. Then there’s some fun things [looking]. [Deb leaves to speak with the class.]

D: (00:10:18) And then I’ve even done YouTube, YouTube!

G: You’re so clever, very good.

D: But by the time I got to this, I was like, like this was from 9 o’clock yesterday morning ‘til 11.30 last night and after wiping pages and all of that, trying to link that….so I think it’s done.

G: Looks wonderful.

D: But it’s very, I mean that’s way longer than, than it’s meant….meant to be. But the thing I haven’t got on here is I don’t have a …

G: The criteria?

D: Nuh and I don’t know that I even want it on there so I don’t know if I can leave it out, that’s just the proforma that you get um I don’t know if I can remove that though.
Ok.

Um so if I go back to um….

Why don't you want to put the criteria on there?

Because I want it up. And I….

‘Cause you just want to get it going? Yep?

Want to get it going today I just thought well I don’t know what… that’s the other thing I don’t know if I can add to this ‘cause I want to get them, they want to start on it today but I don’t, there might be some things I have, oh the other thing I want to show you. This is another thing I can’t get to work and I need to [pause]. So see normally there’s process one on everyone else it’s just one little short thing but because I’ve had to and it comes up with this alert and I click on it and nothing happens. I think it was kind of saying be careful. I was waiting it to say you’ve gone over the limit.

Ok ok

It's too big or something.

But it hasn't?

(00:12:12) But I don't know why it's, what that is there for and I can't find any.... why it's there ok, so the alert....I can't [pause] Ok this is what I'm trying to do and it just, doesn't know why it's doing this. I want them to answer the worksheets so in the end to get around it I said collect it off your teacher.

From you. Yep ok. That's the one that won't hyperlink?

This is what you're meant to do. You go to that, you go to document. There's the document I want, click it and say insert and that should be all I have to do.

OK so where do....

Now it's there but when I go to it, it's zipped it for some reason. It's only a one page document so I don't even know why it's zipped it.

Ok.

And when you click on it, this is what happens.....

It's in an XML ok?

And know matter what I click on, it's not, it's not ?

Ok so it's an XML doc and it's a zipped file.

And I don't know why it's zipping it anyway. Why and I can't find any examples on other work that, where they've actually referred you to a document.

Right.

Like in, not in the couple I've looked at. They were all websites.

Ok.

So that's one issue I had.
G: Ok.

D: And the other one was [pause]…. There's a sheet over there [name of student]… See these. I found some good information um [inaudible] but so for example this and I've taken them again from different sources so this is Australia.com [both giggling] but there it's got how um

G: ….the plants….

D: So that's fine that linked well. Then I get down to here. Excellent, excellent. Good. Clear and this is from the same site but it won't bring up just this page it takes you to their main site and you've got to come over here and know where it is over here but I can't get that page up like the other ones....

G: Ok yep

D: ….and I think the reason, the way I found it in the first place, these ones I accidently found them and it came up like that and I thought oh excellent and then I went back to the source to see what other information they had and it won't. It keeps taking you back to that. Yeah it won’t come up with the actual page and I don't know how to make it and this, I tried putting it in, I tried looking at how they formatted this and I just put in arm or something, but it comes up with the same, yeah it doesn’t tell you.

G: Mmmh, ok.

D: And I just want it to come up with that and not the other pages. Or at least come directly to this page but it won't. But you know. I can't deal with it now. I've just gotta get this up today. Um and I didn’t know at the end of this fun thing whether to make another you know. Another, isn't it pretty [laughing] Can I have a new computer? Can I have a new computer? [Technician comes into the room] This run of….no....

[Dina laughing]

G: [Gina laughing]

D: Because these are actually, um that's a primary site and this is that um Questacom thing where you can actually and the only thing is doing this at home because I was, I never thought to just log onto…I was doing it through [name of school] I was doing it remotely so whenever you do that, anything that requires sound, like say on my home computer cause I'm going through [name of school] so I had to get off and I had go to youtube or these sites and look at them and think yeah that's fine and then go back and log back into [name of school] which is incredibly – time consuming….but in hindsight I could have probably just gone in to the internet to the WebQuest and worked on it through my home but see a lot of my, a lot of the sites I thought I was going to use, they're saved in my favourites through this [name of school] thing. So it was just the most time….and I started to think why would I do this. I mean I enjoyed doing it when I was on a roll but.... It's those little things that throw you because not…. for [hesitation] some unexplained reason won't do what you've done before is very frustrating. But the linking, the hyper linking was the easiest thing, like that was fine.
(00:18:35) And if you do not remember to click save you’ll lose…that’s the other thing I did, I do a page and I’d even hyperlink some things and then I’d click back to look at something and then when I’d come back everything I’d done wasn’t there.

G: Gone? Mmmh.

D: [smiling] So I was just like click and save. Every time I did one thing I’d click and save um you know? I don’t know, I don’t know whether given that I’m maybe not be going to publish this, I don’t know really what the benefit of this website really has been now although I guess making a um hyperlink is just a matter of clicking that but then it is in a normal document isn’t it? Isn’t making the hyperlink really easy?

G: Yep, yep.

S: I’ve forgotten what to do in our grammar?

D: You rewrite your sentences and if it was singular there you’ve gotta rewrite it as a plural, if it was a plural there you’ve gotta rewrite it as a singular. There’s another sheet there for you.

G: Yeah I think the Questgarden concept if very much the sharing, the professional learning community.

D: And isn’t it funny cause mines very involved but I’m still hesitant to publish it because I think, is it good enough [laughing and smiling].

G: Really?

D: Yeah.

G: ‘Cause I think it looks fantastic and I love the way you’ve layered the tasks so there’s something on there for everyone and it’s very….giving them plenty of choice but that concern that you had about getting the content? You covered which….

D: Yeah I’m pleased the, like I haven’t taken the easy way out in terms of….I haven’t just said here’s some websites go and look at them. I really layered those tasks, scaffolded it for them. They still have to read, and they still have to interpret. They’re not allowed to copy but yeah I think I’ve, but there’s still, I still don’t know [laughing].

G: (00:20:45) Right well think the test is well, from a, st, from the students’ point of view how is the, how well is it working for them? Have you scaffolded sufficiently for them to be pretty self-sufficient?

D: Yeah. But the thing is, because this is only on a trial I’m scared now like if I export it, does it still, can I still gain access to it from here or can I change it from wherever I’ve exported it to? Is it still a working document that I can have access to?

G: Can go back to?

D: That’s what I’m not sure of so I’m scared to take it off here.

G: It must be able to be….[talking to my little daughter]. You want some play dough? Just a minute then. Can you say please? [Deb walking into classroom and asking students:]

D: Who doesn’t remember what we’re doing next? You’ve read your sentences [name]?
S: Yes.
D: When you’ve done all of that there’s another sheet over here

[Deb returns to her office].

G: Well you should be able to. You can take other people’s um [pause] WebQuests and change them but that’s only then if they’re saved into the Questgarden isn’t it?
D: Yeah and I don’t want to, I don’t want to publish it here.
G: Mmmh? Until you….know that it’s good?
D: Yeah [laughing].
G: (00:23:10) So how are you gonna know that?
D: How will I know it’s good?
G: Yeah.
D: Yeah by how the, well the kids do at it.
G: Yeah.
D: Like is it all clearly explained, although, and also there’s someone, some parts I haven’t done. Like I haven’t done that assessment thing. And you know…
G: But that’s you know [pause] personally I think that’s ok because you’ve done, you’ve scaffolded the assessment [pause] for the girls in another way and this is, like, this is…
D: I know but that’s going to come up, because you can’t get rid of that, that thing, so that’s going to be there.
G: You can’t delete it
D: No, well not that I can see. And see the teachers, what is it, the teacher, this, oh so there’s the conclusion, see how I’m not getting those examples any more.
G: Yeah, yeah, I’ve written that down to check that alert.
D: Now it’s not. You can save one per place. One place.
G: (00:24:27) Um [pause]. Well I, if you don’t want to include the tas, the um [pause] the matrix [inaudible]. Yeah….
D: Oh haven’t I done enough?
G: That’s purely for other teachers who might want to use it.
D: Something I typed up at the beginning…. 
G: Yes you explained….
D: ….that you can’t look at now. But it does come out in your, when you when you look at the overall thing.
G: Aha.
D: I don’t know where it went to like….

G: Because I remember you doing that.

D: And remember I put in the standards in.

G: Mmmh.

D: Where have they gone? Now they don’t appear on the um, on the actual WebQuest, that the girls see but where does this go to?

G: That’s all I think, know how you go into the teacher…

D: Yeah but see I thought it would automatically be in there.

G: Be in there, yeah.

D: Oh no now I’ve gotta write up more stuff.

G: Mmmh [pause] look so I think it’s perfectly valid that you know if you look at this as as a um form that needs to be filled out but you only need to fill out what you think is appropriate for your use.

D: See that. Where do I …like I can’t find where that is even typed in the…because I didn’t like the way this was coming up I had that as dot points sort of thing

G: Aha.

D: And this is….I wanted to go back and change it.

G: See may, that’s probably in the, the designed layout….

[Noise levels in class are escalating]

D: Shhhh. Girls when you have finished can you just make sure that all your pieces are glued in your folder please and then you can start thinking about writing an introduction for your story if you have yo

G: Okay. I would say that has got something to do with the, just for consistency of presentation if you’re going to upload it onto the website so all WebQuests eventually look the same.

D: I know but, I wanna put….

G: Put it like that yeah.

D: If I’d known so um…. [inaudible] (00:25:53) Well that is so annoying that it doesn’t pick up things.

G: Yeah, yeah.

D: And that’s the thing I, I’m so over it now that I’m sure someone else should read it now and proof it for me.

G: Well, email it to me.

D: Um, where was it, where was that?

G: Ah it was the introduction. Email it to me and I’ll proof it for you.
D: Oh no I don't think I can no because...see that doesn't here....
G: Oh ok.
D: See that's what I mean. I don't know where it is. It might be back here [pause]
G: There we go.
D: See how I.... [to students] quiet out there.
G: Yes, yeah.
D: It wouldn't let me do dot points so I did it this way.
G: Aha.
D: So investigate [pause] [noise level in class rising]. (00:28:11)Yeah I just don't want anymore. I'm, I'm, I'm…..
G: You've done it.
D: I'm ready to do, for the kids to do now.
G: Yep.
D: And because I might tweak it I don't want to put in all that unnecessary stuff.
G: Mmmh, that's fine.
D: So should I try and export it? [giggling]
G: Yes see what happens.
D: (00:28: 31) If I lose it I swear I'm gonna cry.
G: Print it our first. Would you like to move your WebQuest to your own site or save a copy to send to your instructor or [laughing]. Aaaaah.
D: See [inaudible] zipped files..... read instructional file first oh but that's just unzipping it?
G: Mmmh. Ok so once you’ve zipped it you can actually go back and unzip it to add to it or reformat it.
D: Well you’d need to unzip it so they could use it.
G: And yes.
D: Now see what it says here. You should publish your WebQuest here [laughing hesitantly].
G: Click on that thing down the bottom.
D: [speaking to students] Girls when you’re coming up to me every 2 seconds saying what do I do now, imagine what you could if you think about it yourself. [Name] there will be no free time. You all had to do the first sheet, write the sentences all out again, then do the second sheet and then I said you could start writing the introduction to your story or if you have not got enough information today, get your handwriting book.
please because last week we had three pages written up there and I don't think anyone got to do their handwriting do they?

D: [speaking to Gina] So? [both laughing]

G: Where do you wanna, what do you want to do?

D: Well, I need to put it in my hard drive and then and I then I need to upload it to the portal.

G: Yep.

D: But if it doesn’t unzip or something [laughing] and it removes it from here……

G: I’m not sure it will remove it from there.

D: Well you’ll have it on your head!

G: Well see at the moment it’s in edit, you know what like when I go onto it it’s in edit version.

D: Mmmh. But it does say if you want to save a copy, to save it… ok….here goes [pause]. It’s just my luck it will delete. Now I want to save it, save it.

G: Now email it to yourself as well.

D: Hold on. And were going to call it WebQuest?

G: Mmmh.

D: Incase I do more [giggling and smiling] Ok here goes.

G: Oh it’s probably the um…

D: Oh it won’t let me save, I thought they said you can call it what you want?

G: Yeah it’s probably the, the um the semicolon [laughing].

Deb typing the name of the file.

D: Is WebQuest one word?

G: Yep.

D: Gee that was a bit quick. Downloaded that in 1 second [giggling].

G: 1 second. That's amazing. Well it had probably already done…..

D: Ok

G: It's there! [happily exclaiming]

D: But it didn’t call it [pause] what I had called it.

G: No.

D: Oh.

G: Ah.
D: Ah see….

G: WebQuest.

D: This is what it does to me.

G: It's called it up there.

D: I know but where is it?

G: Go back, go back. It's saved it as a web 3. And go up to file open.

D: Where?

G: Oh hang on, it's in web 3. So it should, ok just close that one down….Ok so that's all of it at….

D: Coding?

G: Yeah coding so open in web 3.

Deb is giggling and worrying.

D: Hang on I just have to go back and see if it's still on the thing now…..

G: Well you've exported it.

D: (00: 34:40) Okay…. I wanna, aw see I'm afraid you're gonna, go back here. (00:35:12) Oh it's still there.

G: It's still there [giggling]

D: God. You had me sweating there for a minute! [Both laughing] Ok so….And see now I'm thinking if I'd done this in Powerpoint or something…

G: 00:35:30 Power, yeah it would have been easier, definitely to have done it in PowerPoint but it's so good that you've gone through this process and once you do it the second time will be easier. It will be because everything is just a steep learning curve this time. Ok go back to…I want you to email it to yourself so you've got a hard drive copy, so it's in your hard drive and it's in your….

D: How do I email it?

G: Um when, go into export [pause] and it says you can, now why's it saying? Just….So the zip file will be named, can be attached to an email or tucked away for safe keeping on the hard drive. To reconstruct your WebQuest double click the file and a new folder will appear. That folder will be named but you can rename it to something more poetic. Ok so that's what we need to do. Oooh open up the index.

D: Index.

G: And you'll be able to see any other first page and you can edit these files. That's inside the folder, will be all the parts of your WebQuest in stand alone form.

D: I know but that's no good to the girls.

G: No, 'cause you've gotta then, you've gotta open it. Ok so then go into file and then go to the index.
D: That's my document I've been trying to put in there! [smiling] That's that.

G: So what's what?

D: ...that thing that wouldn't hyperlink.

G: Oh ok.

D: Yes, that's what I wanted, what I've been trying to hyperlink in there.

G: I wonder if it needed to be saved as something other than a word document? Here it says that you? So you should be able to, it's the most obvious thing

D: Anyway, but where's, where's the rest of it? What's a SFS?

G: I don't know, something else.

D: [speaking to a student] Name?

G: Ok. So it's gone into, Pen it up in the Expression web 3. We don't want that. Um go up into file and see if it's.....So just go back to our instructions again. Ok. Open up the file. Well we didn't even see that file. (00:39:41) No. A zipped archive will automatically be downloaded to your computer to whatever location other downloaded files go to.

D: I can't believe it took one second to download that anyway.

G: Yeah let's do it again. So we want to do.....save it.

D: Should we open it and look at it first?

G: Yeah. Mmmh it's still ok. I love instructions when – they don't work [laughing]. What are we missing, what are we missing? Click. Be sure to publish your WebQuest first.

D: Yeah, I know but....

G: Why's it saying that?

D: (00:40:39) They're probably just saying that because they want you to do it. Because they want it.

G: Yeah?

D: Then....

G: Attach to an email [pause]

D: [speaking to students]. Girls who are sharpening pencils, it doesn't take that long. Do you know what you're doing [name] if you're not don't want to start that story do your handwriting please. [Deb working with students while I still try to work out problem.]

Deb returns to the office.

G: Ok so go into your my documents and let's email that.

D: It's showing up, it's not showing up as a zipped....
No but it’s saying it won’t, oh no, well it doesn’t say it won’t it, it just says, what does it say now I’ve forgotten. It just says it’ll come up with that number so I wanna just check that that number is saying what it should be. So 100, 8, 0, 1, 2, 0, 3, 6, 5, 6.

It hasn’t got that in front of it.

No.

And it doesn’t say zip after it either.

No.

(00:42:29) See this is where you need someone from IT to be able to come right now and tell you ‘cause they….said oh email me a link and I’ll….yeah. And I said I haven’t got time to wait for you I’m sorry [slightly laughing]. See I want the girls to start it.

Yeah. (00:43:25) Ok so we want to…. I’m just going to save it again into your downloads.

Yeah don’t change the name of it this time and see….

See yeah…ok, ok.

(00:43:46) [At this point the IT technician comes in with Deb’s laptop computer so Deb goes into the classroom. Upon returning:]

We’ve got it!

You did it twice?

Into the downloads.

And did it open?

I haven’t opened it yet. I’m waiting for you! [giggling]

‘Cause you love to watch me! [smiling]

I don’t believe, yeah I definitely love to watch!

[Deb moving into the classroom as the IT technician is wanting to speak to her.]

[to student] (name) How’s that handwriting going?

Good.

[IT technician giving Deb some instructions.]

[Returning to office] Thinks it might be the signal.

(00:45:40) Ok so it’s saved into the downloads, this is the zip file that it’s saying it’ll do. So now let’s open it. So it’s going back to that.

You see we try all this technology and this is why you just give up and say open your booklet, page 57 and work [laughing].

Deb walking into the classroom.

[Name] do I need to move you?
[talking aloud to self]. So now we've gotta find that index file don't we? Yeah. Downloads ok downloads folder….so attach to an email, that's what I wanna do [inaudible and mumbling to self].

_A Deb returning to office._

D: But why bother attach it to an email?

G: Just so you've got another copy of it somewhere, just in case…. All…. D: Well it's still on the web!

G: Oh yeah it is too. Ok alright. So [laughing]…. D: A week on that [laughing] and that looks so tiny to me!

G: Um ok. To reconstruct your web double click on the file and a new folder will appear. [Gina talking to self]…..I've got the zip file named as that….so that bottle will be named.

D: Are these small wineries naming it? [laughing]

G: I just thought it might have been a step by step that you have to go through....... 

-Ends-
Appendix N

Transcript 13

Date: 3/9/10
Present: Deb (D) and Gina (G)
Location: Deb’s office
Context: Deb is reflecting on what she has taught the students about advertising and the techniques that are used to sell products.

D: The persuasive genre sort of structure.
G: Yep.
D: But then you’ve shown, talked about advertising and you can appeal to people’s feelings to their….to their feelings or to their emotions…
G: Emotion.
D: Are they the same, they are the same aren’t they? I forget what it was but anyway one was like so we talked, so I said if you go into a supermarket and you want to buy a cereal and you don’t know what any of them are like what is it that would draw you to choose one over another and even just getting every girl to say some…..one said oh I’d see if it was healthy and someone else said I’d go if it looked yummy.
G: It’s probably appealing to beliefs, beliefs and emotion.
D: Well one’s like the mind and the others like the heart kind of? So already I said well see - one person’s already said healthy and the other one’s gone oh the look. So this ones worried about healthy and this ones worried about….So we started having this discussion about you know like if all these products did what they say they would um…..they were talking about the zumba, the zumba ad, so we were all thinking commercials and saying what, who they were aimed at and what they were trying to make you believe and they were actually really good at picking that stuff out and then we talked about the…..oh I put up an ad of a zit cream but the picture was very big and it was just of a woman with… holding something up to her face and she was kind of cross eyed.

Laughing.

And I said what immediately….[interruption from student] um what attracted your attention to that ad and what that women, what’s she doing. So that was a technique you know? Like hook them in. We talked about hooks. And then I said what do you think it’s an ad for and they were saying makeup because it was… And then somebody said oh no it’s a something about [inaudible] so then we talked about who, where would you see this ad and they were saying in a magazine. Ok what a fishing magazine, a house magazine?

No. So they got… that all worked out and then we started looking at um the size of, what things stand out, oh the gun, oh yeah, the name oh yeah um and then the one zap and they’re gone. Oh what does that tell you? Oh that means it’s easy, sounds easy. And then I said look at the woman does she actually have any pimples? No [giggling] um and then we talked about how a lot of money in a product is actually in the packaging because it’s the packaging that makes you want to buy it and I said do
you really believe this rice cracker and that rice cracker are really any different? So then we, we talked about that and I said a lot of money is spent on that to hook you in and I said but if you spend a lot of money on this but then stuck it in a fishing magazine would it be money well spent? So spending the money alone….you have to target the audience…So then we talked about what ads are shown during children’s’ television time and they were all really good at picking up that and then I said well what sort of ads do you see at night time when your parents are watching television. [Name] said oh about um shampoo and I said because who buys the shampoo so they are actually a lot more clued in than what you, we think and they also see through things in terms of and oh I said why do you think they show the ads in the morning for the kids for the toys and stuff and they said because we use them and I said yeah but you don’t go and buy them so shouldn’t they be showing it at night time and they said no because we’ll go and [laughing] ask our parent to buy them. So they are onto it. You know they are onto it.

G: Mmmhh.

D: Um but they, everyone…

G: Loved it?

D: Burst in to tell me a story about an ad and um [giggling]. Yeah so and I thought yeah this is the stuff that is relevant this is the stuff we should be teaching and so….. um that’s yeah. And it’s their world? Consumerism. I mean they were telling me oh who was it oh [name of student] had a lose tooth and she came and showed me and I said that things ready to come out and she’s trying to pull it out and I said I don’t think it’s lose enough [name] yet and um and then someone pipes up and says oh how much do you get for your teeth [name] how much does the fairy bring you and she said Oh $2 or something and someone else goes $2! The fairy brings me $10 and them someone else piped up and said I got $28.60 and I’m like what!

G: $28.60 that’s like oh my Lordy the tooth fairy has changed…. 

D: But see do you really believe that anyone in here believes in the tooth fairy… They’ve just all cottoned on to oh you know? I’ll just play along with it until I get the money.

G: Yeah.

D: And like I was so tempted to go well what do you do with that money like but you know what they do with it you know. It’ll be they’ll be going out and buying clothes or they’ll be saving up for something or….it’s just such a consumer society so much earlier than when we were…. 

G: Absolutely.

D: At…I mean we were lucky to get 5 cents I think or a tooth.

G: I know, I know!

D: And it was like enough to go and buy 2 or 3…

G: We just never, never…..

D: No we didn’t.

G: Never had money until I had my own.

D: No, no we didn’t.
I mean you were lucky to get some pocket money but you it was, you never got things outside Christmas...

Or birthdays. I can remember for years and years and years the only clothes I would get, it didn’t matter what I needed, the only clothes I would get would be my birthday eeeh the beginning of December and Christmas.

So the whole year would go and I would have….I can remember, I was desperate to get coloured socks, coloured socks were the go when I was in about grade 2 or 3 and we didn’t have a school uniform and um, like……they just never came [laughing] just a pair of socks, the cheapest…..

How many fashions…that what I think, how many fashions came and went before I, like because I wasn’t allowed to have, I remember when those stupid slaps, they were called those Chinese bambooey....

Oh the thongs....

Thongs that had the velvet....

String kind of things.

Yes.

And my mother just hated and so I wasn’t allowed to have them and every other child had a pair of these. This was in primary school. I was not allowed to have them.

Yep.

And that fashion came....

Came and went....they have never resurfaced either have they?

I know. And after them came those surfie ones, the wooden ones with the batik things. And I was clomping around in them. Yes so fashions come and go because…and I never got onto them but then we did talk about how get a celebrity to wear something and I said you know what happens when you get a whole in a pair of jeans or they get tatty. Oh they get thrown out. And I said Oh really cause now you can go and spend hundreds of dollars and actually buy them....

With the rips in them!

With the holes in them and I said that’s all because ..... I said who decided who said that was the fashion? That gets them thinking. They don’t quite know how fashion happens. I said who? I said someone important, famous just wore it one day and then we’ve gone oh I must have that ‘cause that’s....Mmmh but why is it one year Baby Born is the doll you must have and then the next year it’s the Cabbage Patch doll and the next year like and the Bratz doll, and you know there’s just this cycle of....

That keeps....Yeah. The perpetuating, you’ve got to have, you’ve got to have....which is what advertising does.
D: And I actually, when I was searching for some stuff to show them last night I found this ad on TV, oh and ad that showed this new doll and it shows the doll walking along and butterflies...[laughing] and then it showed and she talks and they, this little girls was there having this conversation and you know and then they interviewed the children and they gave the toy to the children and they said so how does this match up to the ad? And they said the doll doesn't walk by itself, well it does but it goes whereas it had it la, la with the little butterflies and it’s in the garden and then and they said...and it says the same phrase over and over and over [laughing]. And you think, you see they know that, they know but they still want don’t they?

G: Mmmh.

D: They still, advertising still makes you want it...you still and we do too. Maybe this is the cream that will take the wrinkles away... Maybe this is...have you seen the latest? I just so wanted to tell someone. That bloody things that stirs your pot. Have you seen that thing it’s called a.....?

G: No.

D: A pro stirrer or... it’s like one of those things that you just know in a few weeks time it’s going to be in the $2 shop. It’s one of those “for only 3 payments of 29.99...”

G: Oh no....

D: It’s this thing...how many times have you, have you, you know had food burnt because you’ve been so busy doing something else and no-one stirred the pot. So it’s this contraption, it’s this thing with 3 prongs [laughing] battery operated that sits in and churns [laughing], I just cannot believe in this day and age...like I said to [name of daughter], who do you think would buy and it’s so cheap it’s like $59.

G: Did you see on I think it was Today Tonight the other night this new shop that coming, it’s a Japanese shop, coming to Australia. It’s about to open in Melbourne. It’s called Dayco or Dico and everything in it is $2.80. Everything is $2.80 and some of the stuff was just, you just go why would you need that. The classic thing was this yellow piece of plastic in the shape of a banana with rungs along it and you sit your banana in it and slice it so you’ve got your...[both laughing]. And I’m thinking how many bananas are going to be that shape anyway. Like....

D: They make me laugh those things and I think by the time I go to the cupboard and get that thing out put it all together and go chop chop and then wash it I could have had my knife out gone, chop, chop, chop.

G: Exactly and it would be a lot easier to wash one knife...

D: And you know [daughter’s name] boyfriend’s mother is the sort of woman who buys all those gadgets. Like I always say, “Kim will have that, Kim’ll have that see.” And they’re the things that in a couple of months time they end up in the $2 shop.

G: Yeah.

D: You know they were showing not long ago these um cupcake, like a silicone cake tin....But it was like a full size cake but it was shaped like a cupcake so it was like if you made it was like a giant cupcake. And they were selling it for um I don’t know....you know they always say it’s $29.99 but if you order in the next fifteen minutes you’ll get 2 for the price. Sure enough we went to Mt Ommaney one day and went to the junk shop....

G: They were there....
D: looking for something and there was this cupcake thing and I just said see now it's like $3 and they were trying to...so they must capture a certain number of people. They know very well it's not going to last but they must capture those few people. But you wait until you see this thing that.....and the ad is one of those really cheap, crummy, you know like the Ktel, like the steak knives. Like one of those sort of really dodgy ads but this thing even looks so cheap and nasty but it doesn't just swivel, it actually moves so it gets right to the corners of your pot because you know how many times has it burnt and split and because no-one was stirring it. It's ground on, you know burnt on and you know here's this woman at the sink....

G: Trying to scrape off....

D: Oh my God.... If someone seriously buys something that sits in their pot and turns around like that.... And turns around like that..... They're demented, especially spending that sort of money on them.

G: That's just given me an idea. I think I've still got it. I think I saved it. Um. It was actually one of those circular emails that comes around but it was showing um how women are airbrushed for magazines ads

D: Mmmh?

G: And so it's got this woman's face, quite an attractive woman but like you can see all the pores and then it's airbrushed and then you can see how her boobs have been enhanced and you can see how her helps have been...Yeah it's fantastic and like to show the girls how you know yes she's a pretty girl but she's made even more beautiful, fitting into someone's model of what beautiful is and what we should look like by using a computer and airbrushing so...

D: Isn't it funny because they were... I heard a discussion on the radio this morning where they were talking about makeup versus no makeup and they were saying I don't know they were saying something about a touch up and the guys on the radio were saying [inaudible] and she said oh rubbish who doesn't want to be an attractive woman rah rah rah and so they had people ring in. there was not one single man who rang in who said he didn't prefer a woman without makeup. And then the woman was saying yeah but you're assuming we do it for men. It's not done for men. She said I love makeup and I wear it for me. And she said I like spending money on makeup ...

G: And if it makes you feel good, mmmh.

D: And he was, she was, they were saying you know today you look nice and she was saying but I've got makeup on and so then but then they were saying but when you go out at night you put a lot more on and she said yeah I do and she said but maybe half these men who think that they like women better without makeup actually just mean they don't like it when you wear a lot of makeup.... Because these guys were saying as the night wears on it starts to crack and do they even know what they look like and all this [giggling] and she was saying maybe, like rarely would you see a woman with absolutely no makeup, even if she's wearing some lip gloss and some mascara, she's' you know...So I though yeah.

G: See I read the psychology of that, it was one report, but it was suggesting men don't like women wearing makeup because they don't like their woman to look attractive to other men.

D: Do you think though that like, I quite often think, poor men they can't wear makeup so they are they what they are...

G: But they do.
They wear makeup?

The sales of men wearing makeup. Has hit huge...

You’re kidding?

No.

Not makeup, makeup?

Yes, yes as in tinted moisturiser it doesn’t come out as foundation it’s tinted moisturiser. Yes….

Oh I hadn’t heard that.

Yes.

I mean I know lots of men’s creams are in but….

No, apparently yeah, it’s a huge huge market now.

Well ok that might be new now but for how many years have men just had to…

Exactly.

They are what they are.

I know.

And that’s one of the thing guys would say, the guys were saying it’s actually false advertising cause you think a woman looks like this and she doesn’t really which is a bit shallow too I guess but men are just like, there’s no hiding.

That’s it, grow their hair, that’s it….

(00:17:00) So where are we up to? I dunno I feel like um (laughing).

Where are we up to?

Are we all right?

Yeah no, were good I think. Um what’s next week?

We’ve had no pen pal emails this week.

Oooh.

And were on the ball every time we get one. I said to them can you make sure we have one at the beginning of the week.

Yep.

And we’ll reply at the end of the week.

Yep but you haven’t had one?

We haven had ones from anyone this week.

Oh, oh no I was going to say wasn’t it a public holiday in the States on Monday?
D: Yeah but yeah I dunno if it is or not. When is it the 31st? We haven't had the....
G: Monday?
D: Yeah we haven't had that then...So I'm glad I didn't get too caught up in that. I mean it's fun.
G: Yeah.
D: Like we can do it but I really don't think that could be the be all and end all of...
G: Schools being schools things happen and yeah you can't rely on it.
D: And when they are hanging out for an email here to respond it's a bit disappointing.
G: Yeah.
D: That's why I think you've got too put it in perspective. I don't think it can be... see but this is where the difference between having a pen pal in our day you waited weeks for a letter whereas now it's email you look, you want that response straight away.
G: See I think it would be interesting to look at maybe next year in the sense of using it to share some work that you have done.
D: Yeah but the trouble is our year is....
G: Yeah exactly but it could only be a one off like for one term like we're doing the water cycle and you're doing the cycle so you tell us.
D: I'd like to share [inaudible] and they can put projects up and that I'd love to get into like humanitarian type things but I was thinking...but no we haven't got time to...we've got to get through a curriculum you know....
G: But in an Australian school like I mean if you could marry up with a or a New Zealand school um....
D: Yeah you would have to be.......
G: And share, so it was authentic sharing like just to have an audience and for the kids to get on line and go we loved.
D: Yeah.
G: And we thought this and to give them the sense of like we shared it and other people thought our work was cool.
D: But even see I gave them back their worksheets the other day, I said look what's just arrived. They've been out there on the table.
G: Oh yeah.
D: And so this week I put them out, when they were here I put them out, dumped them all on the chair and said look what's just arrived. No-one's gone what they arrived like that? But anyway. It was so, did they read mine, did they read mine? They still think that happened.
G: That's awesome.
D: But I feel sorry I couldn't have followed it up.
G: Yeah, yeah but I guess that you know that's perhaps where something like Epal could like you know, you form a couple of contacts and you know that you can choof something over and…. 

D: It's not enough just to write. 

G: And not just…. 

D: You need photos, you need to share stuff.. 

G: ‘Cause even doing the snail mail way that always used to peter out for me - it never sustained, sustained for particularly long. 

D: No. 

G: So yeah. So Monday oh no your timetable's changed now so it's Wednesday for doing the trailers? 

D: Um well now that they've started I will just do it when we can get computers which will be Monday. 

G: Oh it is Monday? 

D: Only one lesson though. 

G: Right. 

D: So 12 'til 12.45 is computer time. 

G: 12-12.45 yep. 

D: And then the other computer time is Thursday. 

G: Thursday. Alright well I will endeavour to be here on Monday 'cause yeah once they all start working on them it's easier to have …. 

D: I don’t think it's going to take long to do it once they have started. 

G: Well they were so organised weren’t they? 

D: Now once the text is done….But I did say to them if you’ve got to go and take photographs, then you’ve got to have that done. 

G: Yeah. 

D: So you can sit down and…. 

G: Yeah alright. Cool. Very good, very good. I can’t wait for Monday to see them. 

-Ends-
Appendix O

Transcript 14

Date 29/8/10
Present: Deb(D), Gina (G) and students (S)
Location: Multi-purpose room and then Deb’s classroom
Context: Deb is reflecting with her students on the process they have undertaken creating animated PowerPoint presentations. Deb and I then extend on this conversation in her office.
Transcriber: Gina

D: Before we started this process and I said, “Oh we’re going to work on this PowerPoint and you have to animate it and you have to make it entertaining and it has to look great and you’ve only got this amount of time to do it what were you thinking at the beginning. Hands up and tell me what you were thinking at the beginning when I said that?

S: [Inaudible response]

D: (00:00:23) Nervous. Why?

S: [Inaudible]

D: Under pressure for what? Time?

S: Time.


S: [Inaudible]

D: You were excited.?

S: [Inaudible]

D: Ok so you were more worried about the quality of what you were doing. Were you worried about producing one of the qualities you wanted in the time you were going to get to do it?

S: [Inaudible]

D: Ok put your hand up if you were a little bit nervous about this before you started…

S: Me.

D: And I’ll be honest, my hand it went right up.

Students giggling.

D: Very nervous. And I will tell you why I was nervous later but now that you’ve done it, who thought who feels differently about it now?

Sts: [chorus] Me.
D: Who feels totally differently now that they've finished than when they started. How do you feel now?

S: A bit better.

D: A bit better as in what? Why do you feel better?

S: [Inaudible]

D: You got good feedback did you. Anyone else feel better? [Name of student]?

S: Um I feel ok ‘cause there’s there’s one thing I tried to do….

D: So you’ve already seen something that you would do differently next time?

S: Yeah, like time.

D: Good. And would you know how to do that next time?

S: Yes.

D: So you feel better about that?

S: Sort of.

D: [Inaudible]

S: Yeah ok.

D: (00:02:06) Expression alright. Well does that make you feel worse? Don’t you….how do you feel about your PowerPoint presentation?

S: [Inaudible]

D: You didn’t have enough animation you think? Ok. Would you know how to do that now? Is that something you could work on next time? Girls this isn’t about you feeling good or bad about your presentation as it is now but feeling good or bad about getting to do it again. Already some of you are saying you know, I know I could have done that better. Ok that’s great you’ve learnt something. You’ll know what to do next time to make that better. It’s not about you know, this didn’t have to be the greatest thing you’ve ever done. We said that all along. It didn’t even have to be totally finished if you couldn’t manage that.

The class relocating across the road. As we are moving to the next classroom, Deb and I discuss the progression some of the girls have made in terms of critiques of their work and the work of their peers. Some are making good observations while others are still incapable or are too sensitive about hurting others’ feelings.

G: (00:04:35) I was wondering whether it would be helpful for them to brainstorm um some sort of poster that scaffolds the points to think about when you’re doing a critical reflection.

D: Yeah well, um mmmmh. I didn’t want ….. see even when you start telling them ideas about timing you straight away, I saw kids go oooh I like the timing.

G: Timing yeah.

D: They don’t understand what it is.
G: What about the timing.

D: So….what. Yeah. See it’s all part of them giving me what they think I want (giggling).

G: Yeah.

D: So um…

G: It’s finding a way….to get them around that. So I don’t know maybe that scaffolding needs to be points for consideration like colour, background, like for me, some of them didn’t have enough animation and that I mean obviously that’s a time issue with this but backgrounds were often white and for me I wanted, like I’m looking for the background to be there to position where the story is taking place and someone had, I don’t know her name, but she had used pine trees…like forest of pine trees.

D: I’m waiting, I’m saving hers [to show].

G: Fantastic.

D: Yeah, yeah. And I mean I can give my feedback and I think they should hear my feedback as well.

G: Mmmh.

D: Like I am but then see, this is where it comes to personal opinion too. I don’t like the mixture of cartoons with the real photographs. To me you’ve got to pick one or the other.

G: Hhhmm.

D: And….but I can’t say that until we’ve like, now I can probably say after we’ve watched those Dreaming stories because that was all in the same stuff so that’s something. You know there’s certain things you want them to pick up by themselves. Yep and there are some things like if I’ve said I want you to notice the colours…yeah I like pink, I like that colour you used. They’re not thinking you know this is a technical thing…

G: Does it actually….

D: This is the first time we’ve done it so I don’t expect they do.

G: Yeah, yeah.

D: But if we look back now if we, now they’ve had some chance to do some, now if we do some more and I give feedback and then let them have another go at doing it.

G: Or rather than even giving them feedback, deconstruct it for them. So…..

D: Ok, yeah.

G: Why, ask this student why have you used a pink background?

D: And they’ll say cause I like pink.

G: Yeah. Is that a good enough reason? What colour does pink generate in us? Happiness maybe or something they’ll say. Ok well is that appropriate to the girls who cried wolf?

D: Mmmh.
G: Maybe there's another colour? What do we know about colours and talk about the signifiers of colours.

D: Yeah.

G: Um..... deconstruct the movement like is something going around and around in circles you know just for the sake of it? Appropriate? What would be a better.....path of movement.

[Interruption from a student.]

G: Ummm...so that as you're doing the deconstruction, you're posing the questions that you're challenging and hope over a period of time then those are the sorts of things they should be able to pick up on and go yeah well actually that movement didn't actually work for me....

D: Mmmh.

G: Or that colour yeah I don't know why she used that. I think that this colour might have worked better um.....the other thing was that some of them have used different girls.

D: I know!

G: (00:08:33) There's no continuity, they just work....

D: That was something that came up. Even [name of student] was trying, because she wanted a girl on a swing, and she wanted a girl crying or whatever um she had totally different girls.....And we had that discussion and so she did at least go back an try and make like similar hair colour or whatever. I mean 'cause they are limited by their.....although there must be so much more investigation we can do into where they can get their clip art and....

G: Yep.

D: .... stuff from....

G: ....yep or that they then choose to use drawing like the...and we haven't given them that option yet have we? Like we haven't really investigated that.

D: We haven't no.

G: Some of them started to use it with the tears and found it quite frustrating

D: Yeah.

G: But I think I don't know whether there's a more accurate way of doing it. That's something we perhaps need to investigate but you know that dinosaur one I showed you.

D: Mmmh.

G: That was fairly basic naïve drawing too.

D: We need to, I don't know where we begin with that one [giggling]. I'm still getting' my head around this one [laughing].
It would all work in exactly the same way. It would all just be a matter of doing the drawing and grouping it together so that the elements of the drawing don’t move around. Yeah.

See this activity has to finish soon.

Mmmh.

Because we need to now move onto the other thing.

Yep, yep.

I wonder if they’ve learnt enough to do what they need to do on the next activity.

Do you think they have?

They could certainly put together a PowerPoint but will it be, see now we’re changing tack, it’s not an animated, it’s not a fable, it’s going to be a family history type story so…I dunno. I think….the fact that they have run with this and have experimented and come with ways of achieving indicates that they probably have come up with enough.

(00:10:53) See but you could spend a whole term just doing like that was just an animated one. You could try a more slick professional style using you know photographs next time.

Mmmh.

Or yeah you could really just work on it forever couldn’t you? Mmmh and I guess that’s where you need to be very clear about well let’s not go beyond this, let’s keep it realistic and it’s better for them to finish or do they take it home and work on it. Mmmm. They don’t have to take it home but do they work on it a little bit at home?

Yeah.

Um….

Mmmmh the music one [giggling] was interesting. That, that music one.

Yeah, yeah.

And it was like all this dreamy dreamy music and then nothing.

Nothing, mmmh.

Was that a time thing?

May have been, may have been.

Mmmh. I’ll speak to her about that. Certainly it’s better with the voices I think.

I think so.

So I think they’ll all have learnt that much. That it is better to….

So like I’d be inclined to use some of them as exams and deconstruct them say well challenge the girls whose actually created it, why did you choose to do this? Could you have done it another way? Girls what other ways could she have done it to get that message across? Um for the girls who’ve used all the different you know, girls and things, why did you choose different girls was it just that you kind of liked
because I know some of them will go through clip art and go oh she’s so pretty oh she’s cute.

D: Yeah.

G: And it was more about getting the cute ones on there than it was for the continuity so challenging those um decisions that they’ve made and scaffolding so for net time they are less likely to make those same decisions.

D: And you know what I need to do. I, I still haven’t come up with the criteria like a marking sheet for …. 

G: I think you just did it verbally with me.

D: No, but for actually when they do their next one.

G: Mmm but for what you’re going to mark?

D: Mmm. I still haven’t come up with the criteria like a marking sheet for ….

G: Basically what you were saying, getting them to talk about or write down. Those things like….

D: But I, they have to know, mmmh I don’t know….I did the oral presentation one (giggling) last night. It took me a while to think what it, ‘cause I mean there are stacks of them floating around here but they’ve never quite been what I’ve wanted them to be. See this is where I have to think. I know some of them are going to ch……because I’ve said they have to choose one of the ways of assessment so chances are somebody gets to do this and they do a really basic job and I give them a C for it or whatever, and then I know, some parents will say “she’s not experienced with it she doesn’t know how to do it.” And then so she is being…..you know she is being….disadvantaged if she hasn’t had the experience, you know what I mean?

G: Mmmmhh.

D: I’m talking about the girls who are trying to keep the B average [giggling] or whatever and if I, like they…. I’m asking them to step out of their comfort zone. I’m asking them to do, and this stands for the oral and the written as well …. 

G: Mmmmh.

D: I’m asking you to choose, at least one of the pieces of assessment has to be in your area of weakness [laughing] rather than strength…. 

G: Strength.

D: Sort of thing so ….. so…. You’re already at a disadvantage.

G: But do you think any of them are? …. working?

D: I think they’re all pretty much at the same level now.

G: Yeah, yeah. Um…..

D: So I think what I’ve gotta do is just really keep that animation thing separate. That is the way they’ve chosen to present, that is not, that is separate to the content. I’m still basically marking the content.

G: The content, mmmmmh.
D: In just the same way you would mark them if they were able to stand up and not fidget and speak clearly.

G: Correct. You’re marking them on the choice of presentation. The mode of presentation so yes if they’re standing up and speaking you’re looking for clarity, you’re looking for pronunciation, you’re looking for the fact that they can actually...

D: Yeah make-eye contact.

G: ….eye contact and don’t fidget. In the animation you’re looking for use of colour, use of um images to tell the story um you’re looking for appropriate use of sound or sound effects so yeah those modes of communication within a multi um....

D: Well they can get a C for their, on one part of it you know> But still do well in the con, you know the actual....

G: Exactly. If the narratives hanging together and it’s structured. Yeah. Yep. And ….I don’t think there’s anyone’s work that I’ve seen that for a year 4 level, for a first time doing what we’ve done, that would be anything below a C.

D: Oh no, no there wouldn’t be, there wouldn’t be.

G: And… in fact, probably I would say most of them would be, I would be saying they would be around a B.

D: Well see I’ve gotta think what is a C you know? I would expect just pictures with just maybe a title coming in. I wouldn’t expect tears falling, I wouldn’t expect um…. like somebody had their thing actually moving across, if, which some of them didn’t do. Some of them just had the picture floating. But you know the wolf just came up to her and it actually didn’t come up….So that’s a ...

G: That's a higher….Yes and then things like tears or um....

D: Putting the trees in and the background.

G: That sort of thing is....

D: Like a whole scene It’s not just the characters. When you look at a story book it’s not just two, a wolf and a girl on a page.

G: Two dimensional stuff yeah, yeah.

D: I know there was time pressure but ….We could still….You know even if they’d done two slides.

G: Yeah. And see there was opportunity for some of them to like bring in a bird flying.

D: Yeah.

G: And they could have done that um ….so I....they are the sorts of things, manipulating those um elements would be he sorts of things I would be expecting the girls that are up in the Bs and into the As to be getting. And there’s certainly, there’s got to be an aesthetic like, that wow factor.
D: Yeah.

G: There for an A. It all is working together.

D: But see they all got the wow factor when the music came on. And then it was like eeh, after that it was….[giggling]

G: Mmmmh, mmmmh and it’s really interesting ’cause when um, teaching FTV that was one of the ways we deconstructed text. We’d actually mute whatever we were watching. Psycho is, that shower scene where Bates comes in and does the stabbing….

D: It’s not even scary?

G: It’s not even scary when you take the sound away.

D: Without the sound and music.

G: Yeah so sound is, music is….a huge…..factor.

D: Oh look you know if they’ve worked on this sort of stuff imagine what they’ll be like by the time they got to year 7 or high school. Like if they could get all of this understanding now and start looking at things critically….Instead of just all, just absorbing it [giggling] like….you know sitting in front of TV and take notice of how things are done.

G: Mmmmh. It’s a…. yeah and I think it’s such a well, it’s a huge thing these days to be critical.

D: And like you could just spend all day just watching things and like it would be fun to make up some more really wrong ones like a happy music in the background and a dramatic story or vice versa, a dramatic music and….

G: (00:19:38) And how that changes the… I used to have heaps of things like that but it’s all on um tape [laughing].

D: Is it? Oh and you don’t have tape?

G: Don’t even know that the video tapes would work these days they’re probably all jimmied up and need throwing out but yeah exactly that and you, really boring voiceovers that are really monotone and that was the thing in terms of the visuals, some of the oh you know the classic typos and….

D: Yeah [giggling].

G: Um punctuation and that….

D: …speech marks down the bottom.

G: ….all that sort of stuff but um also a couple of or one in particular the text was tiny and it was like really faint um so that sort of aesthetic consideration.

D: o I probably should give them a checklist of the sorts of things they need to consider in terms of your font, size, colour, etcetera. Your background, your…. …..continuity of characters….

G: And you know…..I used, I had a book and some one borrowed it from me and I never got it back um and it had it all there. I wonder if I can drag it off the internet. It was excellent ’cause it just….it had like a ….an outline of the things that you should
consider from an aesthetic point of view. Um….. it was an Australian Film and Television and radio school’s book and it was a really good book. Really. Really good. Um I choof that out and see if I can find anything like……

D: (00:21:43) I liked the way Georgina’s girl zoomed in closer. Did you show her that? [Gina shaking her head no.]

D: She just did that herself? I thought that was rather effective.

G: And the one with the slide. How the slide actually moved forward to the point where the stone was I thought was actually quite good too. ‘Cause she obviously couldn’t get the girl sliding so it was , but it actually gave that effect that she was actually moving down…..

D: I wasn’t sure what that thing at the bottom was….because it actually kind of a square around it or something. And did you see someone had a picture of a girl that actually had that print across yeah Anya’s I had said to her be careful about using things like that but…yep. It was through to the keeper [both laughing]. The look on their faces too as they’re actually showing them, presenting them like they get so embarrassed don’t they?

G: Mmmh.

D: Like, covering their eyes….

G: Yeah [laughing]. Yeah they all go coy for a few minutes and then…

D: ….and how many times did some of them record it like ….on and see her strength is oral and this, this at least gives her another element because the only thing she ever even passes in English is oral presentation so this at least gives her another, like she will have 2 wins, like she’ll get an oral presentation and she’ll get an animation thing which will give her 2 opportunities to succeed so…. And then she’ll have to do a written task which so…..

G: But that’s nice isn’t it that yeah she can she can achieve and it’s not something that’s been modified just for her.

D: Well she’s always been taken out of things and that’s why I’m actually struggling with my aide situation now because I’m now having people come into the room whereas normally I’d be able to say yep you go and work on this but I don’t want any of them to leave. And so I’m kind of going mmmh I don’t want to say no to the aides because they’ll take the…. 

G: Take the time away, yeah.

D: But I’m struggling to get them to….how to, how to incorporate them into this at this point and like even now when they’re, when I give them time to work on their stuff, I don’t want the aide helping them because Jan is actually, will just go that doesn’t look very good, what did you do that for”?

G: Mmmh. [Deb giggling].

D: And then you’ve got no, and it’s’ like them working on something from home.

G: Yeah.

D: You’ve got no idea how much is theirs and how much is…I was going around the room today biting my lip wanting to say ooh…. 

G: Mmmh I know, I know….
D: I think your font size needs to be bigger and I'm going [impersonating biting lips]. Yeah but as you say well if we deconstruct it well them there's sort of the things and you know what some of them and this is where I separate the As and Bs and Cs is they don't take on board your feedback.

G: Yes.

D: And they will go ahead and do the exact same thing next time.

G: Yes.

D: And their, they are the ones....

G: That haven't shown any progression in terms of learning. I wonder, I'm assuming that PowerPoint, that they watched last year, that they made, that they would have watched on the big screen....

D: Yeah I don't know....

G: ....as opposed to the computer screen and that's something as well, you've gotta....I think Jenna noticed like when you sit back and you actually watch something on a big screen things like the timing and the little things that you may not notice on a little screen, it's like all of a sudden it's like you're in the movies. So maybe they'll have to choose an opportunity when they're working on it...

D: To trial it on the....

G: ....to come and have a have a run through with it there by themselves.

D: Mmmmh.

G: And then, and then continue to work on it.

D: Mmmh. It will be better when not all of them are not working on them at once [giggling] too.

G: Mmmmh that will streamline the process so much ..... more.

D: (00:25:4) [Deb sighs]. Anyway.

G: Mmmmh, excellent.

D: I think the girls have all surprised themselves a little bit. I think they, you know the fact that they have learnt so much from each other or from fiddling around trying to search for things. Um I think like Lucy is always quite competent but even she like she didn't know how to do those things and she just persevered and clicked on keys and ....

G: Which is fantastic....

D: And she didn't become the guru you know Lucy and that's good I like that. I like that somebody's not....like normally when kids help other kids they say oh how do you spell, oh you spell it like this, doesn't help them at all whereas this is full.... This is what you do now you do it and it....don't come back and ask again.

G: Yeah that's it and it's great.....I've just lost my train of thought. It's great that um......that they fell like they can be, it's not that Mrs X, Mrs X? How do you do this? how do you do this? You're able to move around.

D: I can't believe.....Yeah I've hardly had to do any of that stuff.
G: It's not a Labour intensive with one….
D: I don’t have kids lined up.
G: Yes.
D: Standing there while I’m…
G: Waiting for mark, something to be marked.
D: It’s not all [inaudible] you know what I mean?
G: Yes.
D: You’re trying to proof with someone and somebody’s is already standing at your door - go away and do something else…
G: And it sets them, up I think, they become more reliant on themselves to solve their own problems.
D: Yeah and Lucy even said after a day or 2 I’m done and I said, “oooh well everyone else is still working on theirs so maybe you can go back and have another look” and then she was still fiddling with things right up until the last minute.Well…. She took the tears out. She had a little pink tear there…..
G: Oh did she?
D: That was moving down. She deleted it. She wasn’t happy with it. Oh and I thought oh that’s interesting because in that decision, like it wasn’t it didn’t look good and I think she made the right decision and see that’s the sort of thing that knowing that, again that’s a higher order you know processing, making that aesthetic choice and opting you know oh it looks better without it so you know I won’t leave it there. And I think she would have persevered with that had there been more time and she would have got it looking right but she was really struggling with the free drawing.
G: Yeah I was watching her try and colour it and she was picking her shape first and trying ……
D: (00:28:51) And you know what I’m wondering….I’m actually starting to think that I may be able to let them work on this at home because I actually think there are not many parents that know how to use PowerPoint so…..
G: Not in this…..
D: ….and just being able to free up the time for them to really sit and without someone standing over them saying, “oh that’s good,oOh I’ll add that to mine. You know?
G: Mmmh.
D: I think that either have a safer, safer bet as far as you know.
G: I think you’re probably right.
D: And the PowerPoint only becomes one small part of the whole thing anyway……
G: Parents don’t have the same IT skills with PowerPoint as their children may have…for animation (00:30:30) and it…it’s kind of nice to think that the classroom is extended beyond the physical walls.
D: Oh and it makes practical sense as well you know we are still restricted to x number of computers and x point in time and you know when they’re in there higher levels of schooling, they are expected to work on things at home so I think you know, you always just have that element that you have parents that have just that little bit too much input [wry laughter].

G: Yep.

D: And you know you’re not stupid you can tell…..(00:32:00) so yes quite excited.

G: So tell me what you were nervous about? You were going to tell the girls

D: Oh….hesitates what I’ve already told you, time, and the fact that they’d be asking me things that I couldn’t answer and I’ll tell them that. I’ll say you’ve [giggling] done things here, that I don’t know how to do it and that’s fine, that’s that.

G: But you know it now?

D: I’m not nervous.

G: That’s great and just the fact well how do you think your confidence is, has it changed?

D: My confidence in the girls or my confidence?

G: Your confidence. Well in both actually.

D: My confidence in the girls, I I just didn’t know where that was. I had no idea what they could or couldn’t do with regard to this. I’m amazed at how they sit and persevere and figure things out and you’ll see that more in some girls. Like I’ve still got a couple that will just go I don’t know how to do it and they’ll, they won’t even try. They’ll just run off and ask somebody before they’ve even given it a go. Um um and my confidence in me doing this sort of stuff I think I don’t need the confidence I thought I needed because the girls are here to help me! [laughing].

G: Yep.

D: So I don’t have to be the expert on it to figure it out and if you’d seen Lucy and I leaping around the room the other day it was like we’d just discovered oil um I realised I didn’t need to know it in the beginning you can just figure it out and that’s wht I’m asking them to do so that’s what I should be doing too so….

G: So how does that then aaaaah set you up for the future?

D: Oh look I’m already thinking beyond PowerPoint now [both laughing]. I actually think this is not good enough now. PowerPoint’s not good enough fo what we can do we need to look at some other but then comes back the fear because at least the girls have had experience with PowerPoint [smiling] um that was one thing but if I bring in a totally ne program that none of us know theyre going to be looking ato me too so I’m really hoping I get something out of this conference little bits and pieces I can use.

G: What about for example using your um…..your idea of the, the lego….

D: Oh I so want to that, I so want to do that.

G: And the cameras and all so all it is is the digital camera, the computer and you’re just throwing in…..
D: I’d love to do that. I’d love and I hope we have time this year….I, I really think they can do any story at all and use the lego, I think I mean it’s, it’s no different to claymation type of ideas. So and the fact that they love that so much I think um… you know that that could be another thing we could….

G: I was thinking about it in terms of next term if we do colonisation and you know the first Australians and they started to build building and….You know you could do something….And to do that sort of animation would only require obviously your lego, your digital cameras, your computer and that’s it. You’re not using another software program….

D: Is it, do you put it into PowerPoint though?

G: You can put it into PowerPoint or you can put it into Moviemaker.

D: Yeah see MovieMaker.

G: And all you are doing is clicking and dragging those um stills into your frames….

D: So do you have to film, everything against a blank background though?

G: …..and that’s it. Ideally not. Ideally you set your background up….

D: I know but…..

G: And they could choose to paint it or they…..

D: I know, I know that’s what I mean you’re not taking picture of like lego sitting there on a table?

G: No. Like you would set up a little scene.

D: Yeah.

G: So you could paint it or they could set it up outside in the playground. And if they wanted someone to move, is it a matter of moving it and taking Mmmh one picture at a time, depending on how detailed they wanted but like if a persons waking along you get [demonstrating] and then it would be the next one so…..

D: But that would be a lot of pictures?

G: It’s a bit stilted. Yeah it will be a lot of pictures.

D: So we can’t expect it to be very long?

G: No it would need to be…..it would really depend on how much detail they wanted to get into it but you’d do a minute, get away with a minute and you probably have 3-500 stills but it’s not, that’s the time consuming process, ah clicking and dragging the stills into MovieMaker is not time consuming at all because every ph, well just about every photos you’ve taken, you might have taken a few dodgy ones that are out of focus or whatever, so you just dump those but pretty well the order that you’ve taken the photos in it’s just a click and drag, click and drag, and then you might want a couple of transitions that’s easy that’s just a click and drag again, you put your title on you record your narration or your music or whatever and that’s it. So the time consuming thing would be the photo, the actual photographing.

D: Mmmh. So it might be hard to tell the complete, like a complete…. 
G: Story ah but there would be no reason why you couldn’t set it up so that one pair were telling the first bit of the story, second piece of the story so at the end the whole piece is put together and the whole class has worked on a project and you get, yeah it’s probably ideal to work in pairs for something like that. One person actually taking the photo and one person is manipulating the…I think maybe three might be a bit too much.

D: Mmmh.

G: And yeah so..... there's one at the end one finished product that everyone’s contributed one scene to it or however it's structured. Yeah….mmmm. And again, …… scaffolding that would be a matter of us playing around with MovieMaker for an hour or whatever. It was about an hour we played around with PowerPoint wasn’t it? Just mucking around with it for an hour; hour and a half that day.

D: [With a look of shock on her face] Did we even do it?

G: Yes [laughing]. Remember and I, we did the tears?

D: Oh yeah that!

G: Yeah! [both laughing]

D: Yeah we were trying to draw something?

G: Yeah and then so like you’ve got a handle on it basically works and the process and then again a couple of lessons whee they’ve got some um images that they can work with and they’re clicking and dragging and getting used to how the titles and transitions and that sort of thing work. It’s not any more complicated than PowerPoint. In fact it's probably less complicated.

D: Mmmmmmm.

G: Um again they’re going to run with experimenting and working out how things happen.

D: You know the only way I’ve ever seen PowerPoint done, used before this was you know you do your information on another country type thing and I just thought…

G: Boring?

D: Next step up.

G: On a piece of cardboard that’s it exactly.

D: It never interested me.

G: Yep, yeah. See you’ll be waiting for the next thing you’ve got to [present] you’ll be using PowerPoint. No. I know what I want to show you. There’s a…. it’s the the replace…. I don’t know PowerPoint will ever be replacecd but it’s um, it’s a software program that’s been designed to I guess, as an alternative for to using PowerPoint and it’s called Prezi [spelling it].

D: Oh yeah?

G: And it’s amazing.

D: I saw one of those things going to be at the conference.

*Discussing how fabulous Prezi is....*
D: (00:42:07) You could really take 6 months off work and explore all that sort of stuff. It's the trying to keep up with everything else so...

G: Yup and that's where I think you hit the nail on the head when you said let's you know it's going to be good or me if we take one thing and we learn that and I feel good about that and then we move on. Because it's the on, ….. like there is so much out there and it does come back to that time factor you just can't do it all.

D: And the whole fact that we've got the new national curriculum come in and we'll have to rewrite documents and rewrite plans, unit plans and all that sort of stuff…..

G: (00:43:55) The other thing I was going to ask you was um ….. trust. In terms of working with a more inquiry based approach so ….. letting the girls find out for themselves hows that been?

D: Um that's been that's been good. [Laughin]It's come out of necessity because I couldn't answer their questions.

G: Hhmmm?

D: Um but it fits in well with the history that I'm doing because that's inquiry based so they've had to come up with things they want to find out about and every time they've asked me a question about something because we've had our introduction to history where you cant just take someones opinion for something you have to go to the source and find the evidence um so when they um ask me things I say, "well that could be right but I don't know [laughing] we'll have to see kind of thing [giggling] so that's, that been probably harder for me to do in the history side of things as well sometimes I want to answer their questions. I think no. I still haven’t got my head around what I cover, what I know I have to cover when and still allow them to um ….

G: Explore what they want to explore mmmh.

D: …what they want to do, although I just think you’ve just got to be a bit of a spin doctor and you know somebody said I want to know what sort of beds they slept in and I said, “oh yeah, that's a very narrow question maybe that could come in more” and I said, “you know what I want to know about their houses and maybe we could just put that under one heading about did they have houses and did they have beds and furniture and you know stuff like that” so you can usually find a way to answer that but I don’t know how I get everybody to know a little bit about everything when I’m letting them all go off and do their own thing. I think it’s no point in just becoming an expert on the housing…or the government or because then they haven’t covered all the content. And another thing I don’t want them to do is sit there and listen to 15 presentations because they don’t, they don’t…they don’t learn how… so this is where the animation type thing is good because they’re all keen to watch it animation. It’s just that extra element that you know?

G: Ok so that's something to think about, the sharing of the knowledge that they've learnt with others. Ok.

Discussing how the traditional curriculum often requires students to write a creation story ie how the parrot got it's coloured feathers. Talking through planning the digital story of a significant event in the student’s family life. Photo as stimulus, interview questions to frame the story…..teacher/student personal conferencing. Discussing about content for the term and assessment…..

G: (01:01:52) Well could they.... Would they be able to complete a WebQuest?
D: All doing the same thing? But then they can’t, it’s me posing the questions and them all going off and finding the things isn’t it. It’s not them finding their own answers although I could spin it as in ok you’ve given me a whole list of things you want to find answers to and then create...

G: Yes, the Webquest out of those....

D: ....out of those and everybody has to go and find those things.

G: Yeah, yep.

D: But I don’t know how to do a WebQuest.

G: We can do that, that’s ok.

Talking about Deb’s beliefs about the need to teach about local Indigenous people rather than focused on NT/WA. Also where Deb found information about local communities (ironically on travel sites).

D: (01:03:49) But again you are….it's very….you've got the danger of them going off to sites they don't understand.

G: Well that’s where the Webquest is good.

D: So what you actually....

G: Because you actually pick, find the sites.

D: See that would be good.


D: Because that’s, even when I set up a computer activity for them last time I went and found the site and then I posed all these questions based around and they were so good.

G: Yep and it's great because you can assess their comprehension.

D: Yeah I know, that's the sort of thing I need.

G: That’s yeah so it crosses over into your English as well as your history, um and that could very well just be done at school. Yeah and you could use it to assess your comprehension and they could have like you know um, have they done any précis writing like um....?

D: Summarising?

G: Summarising yep. You could assess their ability to comprehend and summarise the points.

D: Yep, yep.

G: Um or extract the main points and, and....

D: Can I, WebQuest...can I, I can’t set up my own website can I? Could I have a share point type website so I can get a piece of information out of here, pictures in but put it almost like I would write a comprehension sheet...

G: Mmmh, mmmh.
D: But where would they go if I….

G: Well you could do it through the portal.

D: I can put it on the portal.

G: Yeah.

D: I don't have time [laughing] I'm sinking.

G: We can do it together. I have never done a WebQuest but I've seen lots of them and the, the best WebQuests are the ones that are very specific. They don't like, and particularly for this age group, you don't want them going off on different tangents. So the most important thing is finding the good websites that have the information that you want them to be able to access. Yeah it's like getting them to do a written assignment except you have much more control ….

D: Yeah.

G: …over where they're going to get their information from.

D: That's right.

G: It takes away that element of them finding stuff they don't understand and…

D: Mmmh and if they've identified those areas that they want to pursue…. Like their interested in houses or the beds of whatever….

G: It's basically their their system of government for want of a better word.

D: Right.

G: You know their housing, their oh their celebrations.

D: Oh yeah. Someone was saying did they celebrate birthdays and then they were going they wouldn't know what day it was and you know all that sort of stuff. And then someone said they wanted to know if they had everything they wanted and I said well what would they want and they were saying I don't know, television [laughing]. I said I don't think you'd want something that didn't exist you know so there's, there's….

G: ….those levels of thought!

Deb talking about the discovery of different spellings for didgeridoo…. didgeridu. Two accepted ways for spelling the word.

G: (01:11:09) Anyway so yes the WebQuest would be the ideal assessment piece. That that culminates, they could work on that throughout the term and I just get it at the end of the term and there's your, there's your um, that that your knowledge, that's your content knowledge and then these other bits become more of the English thing which is good.

D: That would be really good because then they've all got something to be working on with and they can be independent. I need to get that sorted.

G: We need to get that done. Alright. So um…

D: How's your weekend looking?

G: This weekend is absolutely foul! But lets see, ahaha ahaa.
I can gather, I can get the websites, I can go and hunt, I can gather some questions, I can pose some questions, I can go and hunt websites, I don't know how to put it all together.

Put it all together ok so let's set a time for doing that. And there's a lot of websites on those ones that I sent through that should be able to be reused.

You know I copied some of the hyperlinks though into my PowerPoint?

Yeah and some don't open?

Well they open but they don't open to the….like there's was this one that said for a creation story listen to this, for moral story listen to this and then I just copied that over into my unit plan thing but when you click on it, it just takes you to the general beginning page and you have still got to go in to find the stories like it doesn't click on the actual story. It just takes you to a page.

Yeah?

So I didn't realise that I could have probably gone a step further. Yeah I don't know that they would be. OK well I'll have a look too 'cause I think I've got a few more websites that might have those areas in them.

I found a really good plan too…..

Did you?

Talking about the plan……comes from down south. Comes with the resources as well.

Deb expressing concern about the websites level of comprehension required by students to understand the content.

Deb mentioning she has a staff review next week and she has to complete a form. She ends up reading some of the questions from the form.

(01:29:43) How have you responded professionally to meet these challenges? So I can put in there my frustrations with technology that doesn’t work.

Deb questioning some of the questions on the form.

(01:31:26) That's what happens with this computer. I do not touch it and that's what it does.

And then it goes like that. Oh that's weird.

That's why they reckon, …. (interruption Mrs X). They're [It are going to reimage ther computer] going to do it all again. I started to think maybe it was the bracelet I was wearing because …

Oh yeah.

And it would be shooting off and doing things by itself.

Yep, yep.

Mrs X can I please do PowerPoint? [Deb laughing] So I can get ready to show it to the class?
D: Are you excited Halle?

S: Yes. Please?

D: Um yes just a moment. When they’re desperate! [laughing] (01:32:43) But one of the questions it does ask is what’s been the best piece of professional. Outline the most professional, beneficial professional learning experience you’ve attended this year. I think I’ll have to say there well I haven’t attended it yet but I’m hoping it’s going to be the [laughing] whiteboard thing. And this, this bothers me. Your professional goals. Medium and long term.

G: Mmmh.

D: Now this is where I feel it’s just…See what I deal with on a daily basis. This is where I think, this is where I feel like the pressure is on if you don’t want to become anything more than a teacher it’s almost like are you setting yourself up to…. Are you saying, unless you are saying I want to be the head of junior school or I wanna be a HOF or something. I struggle with this and you know what I’ve hear [name of head of school] actually say to people is um, she will actually say oh well I know you know you don’t need the money……Money has got nothing to do with why I don’t want to go up the ladder because to me the ladder takes you out of teaching and I want to stay in teaching and there’s plenty I can do on a daily basis to make myself better or improve and go up in my own little world without, like I don’t have to want to get into that....

G: Aspire to be….

D: Admin. And I mean they want everyone to aspire to that because it gets them doing….no well they’ll say, well if that’s what you want to do well you’ll have to position yourself, so maybe you could run a workshop on this. That’s how they get their free labour. That’s how they get people doing stuff because the....

G: Where’s the…. Why aren’t they valuing what’s going on in the classroom and saying you’re such a brilliant teachers and.....

D: Isn’t that what our whole, that’s our business and isn’t it enough just to be.... Who wants to work in admin?

G: I know I have no desire.

D: So yeah I just, I struggle with this because I just think, so my professional goals are I don’t know just keep getting better at what I’m doing but I think they want me to say you know what this time next year I wanna be…. I don’t know.

G: You….this is your professional learning too. What we’re doing, just because you’re not at a workshop....

D: Yeah, yeah.

G: Doesn’t mean…this is um, this is what ?

D: And I feel like saying you step in here and do what I do everyday. You tell me I’m not getting anywhere with everything I’m doing. Seeing the enthusiasm in the girls, that should be enough.

Session ending with Gina needing to leave to move car. It is agreed I will send any appropriate websites I find through to Deb.

-Ends-
Appendix P

Transcript 15

Date: 15 August 2010
Present: Deb (D), Gina(G) and students (S)
Location: X’s classroom.
Context: I have finished with the other class and have returned back to Deb’s classroom to view the finished animations. Deb is talking the girls through how to critically analyse their peers’ work…….

D: Perfect on the first go but there were some good things in there. There might be something…..please bear in mind…..things like the pictures. Did they suit the story? Did the colours and, and the movement of the pictures suit the sort of story that it was? That were there? Is it….was it easy to hear, easy to read? Did it flow smoothly? Did it get the message across? Did she use music or sounds or anything that you can comment on? Anything at all that you would like to give her feedback on…..

S: Excuse me Mrs X I don’t have a rubber….

D: Well you’ll have to write in your diary that you need to buy one don’t you?

S: But I need to rub out…….

D: See this nice plain school rubber……Um who else has finished their animation, totally totally, totally?

A chorus of me’s and hands go up…..

D: [Name] get yours up now please.

S: Um Mrs X, can I please um…..

D: No you can borrow a rubber off the person sitting beside you.

D: [talking to me] I’ve just banned Smiggle rubbers.

G: Oh have you. They’re doing the craze again?

D: I, I try not to ….it’s not like I haven’t warned them. There’s been so much….they come in so many shapes and they?

G: Mmmh.

D: While [name] is getting hers set up you should all be jotting down some points for [name], [name] is going to get all these pieces of paper…

S: I don’t know how to spell [inaudible word].

D: Have a go [name].

Speaking to me.
We just watched a couple of Aboriginal Dreaming stories.

G: Mmmh.

D: Native ones.....

G: ABC ones or different ones?

D: No, well it's off one of the links you sent me... It's from the Australian Government website, that [inaudible] site.

G: Mmmh.

D: And one was just an Elder you know talking and we couldn't even understand [laughing]....and the second and third one was animated and they were ...a bit creepy.

G: Oh really what about them?

D: Well like one was a creation story, one was morals about why the crocodile rolls. Because this girl was really mean and nasty and she was always causing trouble in the mob so eventually, when she grew up the Elders decided she needed punishing so they took her and rolled her over and over and over in the dirt and then they so she went and asked the spirits to turn her into a fierce creature and they turned into a crocodile so now whenever the croc gets it's prey it rolls it's prey....

G: That's a bit macabre.

D: Aagh there's not meant to be any noise....... girls who is about to show her animation is having trouble finding it on the computer].....Documents [name]. No go to your English folder [name] Double click ok alright we are going to watch [name's] now........

Students talk student through how to start playing her animation.

D: I love the way they all tell each other...

G: How to do this [Gina laughing].

Animation starts....girls are silent initially then one girl calls out "no." There are timing problems with the animation.

D: Um [name] if she says she's set up the timing then we'll just leave it as she's done it....

Clapping at then end of the animation.

Ok.

Girls all talk.

D: Right feedback sheets.....Girls if you have feedback and you've suggested something be very clear about what you mean. If you said it needs to be clearer, what needs to be clearer? The pictures or the sound? OK when you get another piece of paper I want you to work on giving [name] some feedback. Now I don't ant to see good job written on. OK that doesn't tell [name] anything. That's not helpful at all. ...Alright seriously give it some thought and girls you don't have to say nice things about
everyone to make them feel good. While that's commendable really they need to know what they can work on, what, what worked well as an animation? Good job what does that mean? [to student] Good point, sound picture….what about the sound? Don’t say good points are the sounds and the picture. Tell me what was good. What was good about the sound? Did it suit the animation? Did it suit the story? Did it add anything? [Moving around the room looking at what students are writing]… Pictures were really good. Why were they really good? What does that mean?

Students talking.

D: Alright now I’m not going to give you a new feedback sheet for every person because I’m not going to photocopy anymore. But now you know what I want for each one. This time I’m going to give you scraps of paper… everyone will get their pieces of paper. I’d rather you just? You now know what I want from you…..so I’m going to give you scrap paper, especially for….. right so you know the deal you write at the top the person’s name…..[Name of student] you must be getting very tired of sitting near your friends are you? Are you ready for a move?

Right so this time, top of the page is the person’s name then under that you write the things they did well, the good points. When you’ve written all those, then you can write the things that they need to improve upon or things that you think may have made it better. Just because it’s not like yours ….if you’re going to say oh no she should have read the story just because you did 

Inaudible question is asked by a student.

D: well that might…you might have a reason for it but the girls are just going to tell you what they think makes a good animated story… Ok [name] could you get your up please…… Um [name] if you don’t know that where might you find it in the room……Shame that you have to log on and off everybody’s thing to….So [name’s] animation…..Watching….

Students clapping and cheering at the end.

D: Write down the things that you liked, the things that you think didn’t quite fit, that didn’t work so well, the things could be improved upon. Name can log off and [name] can log on. Write [name] on the next sheet of paper….Ok ready to….oh has everybody finished with [name’s] feedback? No not yet?

S: No.

D: And girls you’re not hurting anyone’s feelings by, by you know, if you really found something that you didn’t quite like about it or you thought didn’t quite fit…don’t be afraid to put it down. She might decide to take that on board, she might decide she like it the way it was and that’s just her opinion and your opinion. But you’ve seen a few animations so far this term, we’ve watched some fables, some parables, and now we’ve watched some Dreaming stories so this is all helping us work out what makes a good story or a good animated story……Right [name] go….

Animation begins.(00:15:44) Clapping at the end of the animation.

D: How do you spell animation? ANIMATION.

S: (00:16:25) Mrs X can I go next?

D: Um girls you are all going to get a chance. Um, actually [name] you can go next go and log yours on.
S: Can I go next?

D: Not if you keep asking me. Go [name]. Um that's not necessary [name]. I hope you're all not writing the same thing on everybody's feedback form. I hope you're really trying to think about gee I really like that thing she did or you know what, that didn't work so well... maybe it moves too quickly. Maybe the sound wasn't clear. Maybe the pictures don't seem to match. Maybe there was a bit too much movement, not enough movement, anything like that. ...If you've never been on that computer before it does take a long time to log on.

[Speaking to me] I've got a new projector.....after all those weeks of me trying to say.....[inaudible] ...but now it's my notebook that's playing up [giggling].(00:18:30) [Deb gives instructions to a student]. Go into your documents – there we go. Right, ready for [name].

Press F5.

Animation starts and there is more clapping at the conclusion.

D: Thank you [name] um [name] please.(00:20:09) I'm seeing a few little errors in punctuation in these by the way. That's the teacher in me. I can't help saying that.

S: Mrs X?

D: Yes?

S: [inaudible question]

D: (00:20:20) Ok....[name] next.....

G: [Name] go to the suit-case. No, no, no see that little suitcase down the bottom, it's got little symbols down the bottom and little files, yeah click on that, then go to documents..... Alright this is [name's].

Students clapping at the end of the animation.

D: Say what you liked, what worked well, what didn’t work so well? Think about the timing of the slides, you had to read that one. You don’t have to put voices in but if you had to read it was there enough time to read the slides? Alright girls...listening to [name’s].

(00:24:53) Animation begin.

D: Watch this girls.

(00:25:34) Clapping and cheering at the end of the animation.

D: OK feedback and that's probably the last one we are going to watch right now... Right.... what did you like? Make sure you write the person's name on the sheet because they are going to need to get these feedback sheets. There's nothing she could have improved upon

S: No.

D: That's your opinion so that's fine... anyway. OK would the girls who have just presented, right today stand up and pick up your feedback sheets. Just the girls who presented. No if you just presented today have all the feedback sheets in your hand
and your going to go around right now and pop them on the desk of each person who ? Nobody except for the girls who presented today. [Name] did you present today?

S: No.

D: So you need to sit. Just the girls who presented today. Alright once the girls who presented have put their sheets of paper on the desk, you need to go back to your seat. No stop [name] that wasn’t what the instruction was. Ok the girls who have gave feedback, oh sorry who presented should have a whole bunch of feedback forms with their name on it….

-Ends-
Appendix Q

Transcript 16

Date: 29/7/10C
Present: Deb (D), Gina (G), lab technician (L) and students (S)
Location: In the senior school computer lab.
Context: This is the third session the students have had in the computer lab playing with the features of PowerPoint.

L: [speaking to Deb] Ooooh, did you BYO headphones?
D: Well yeah you don't have them here [giggles].
L: I know.
D: We don't….I've put it in for next year's budget….
L: Yeah…..there's actually [name of another teacher] is also getting um…..yeah there are 25 there. At least already. USB ones, like the ones I was just….yeah there's some there now and there's also another lot up… Thanks for reminding me I was going to make another class set.
D: So we don't need to buy our own?
L: I don't think so…..

Deb and I walk about the room, individually helping students, initially finding where they have saved their work on the computer and then helping them use PowerPoint. The students are particularly keen to explore recording their voices so they can narrate their work…..Using headphones with microphones they test the levels of their voices and practice their narration.

D: I think we read somewhere [name of student] and I that voice overrides other sounds.
G: Aaah.
D: So I don’t think you can have… and when you do the voice - it doesn’t come up with a microphone… with a speaker on the screen.
G: Speaker? It comes up with?
D: No it doesn’t come up with anything.
G: Aaah.
D: So when we removed her other speakers, then we could, then the sound came through.
G: Ok so you went into insert sound, record sound?
D: No we went to record narration.
G: Oh you went to record narration.
D: Into slide show.
G: Aaah.
D: Record narration…..and then you do a microphone test.
G: Aaah.
D: So [name of student] speak into it. So no, something’s not right if that, that should be…
G: Moving…
D: Doing a test see and [name of student]?
G: Aha.
D: And see when in doubt that’s what we do? [Inaudible] That’s too loud [name of student].

_We continue to move around the room assisting students to set up the narration mode and set their sound levels._

_I check with Deb about what she has found out about recording voices….._

D: And then when you are recording the narration,
G: [to student] It'll tell you…..
D: You click onto…..You click……if it’s not loud enough….Then you just re-record it.
S: Yeah we did.
D: Ok, so….  
G: And I think you've got to speak fairly closely into the…(speaking back to student) OK so it's on this one ……

_Evidence of self discovered learning is supported by Deb’s comments. During this session I observed students working together collaboratively to solve problems and input ideas into each others’ work. Students saw Deb giving me instructions, thereby reinforcing the process of learning is real for us all._

D: Gina are you staying for the other class?
G: Yeah [name] just said…
D: Well I'll leave them [headphones] there.
G: Yep and I'll bring them back….  
D: Um….We’re going to go and watch – do you want us to save doing that? We were going to go and watch – so I might do, we might watch a Dreaming story now then instead
Alright.

And we'll wait for you.

Ok thank you, if that's alright?

Yep that's fine.

Good.

-Ends-
Appendix R

Transcript 17

Date: 29/7/2010B
Present: Deb and Gina
Location: On the comfy couches in Deb’s classroom
Transcriber: Gina

G: Yes so tell me what happened?

D: (name of student) said um she was finished and she’s done a very brief story like [inaudible] and her PowerPoint she so she so I said, “Ok show us what you’ve done” and she put it up and she had this little [inaudible] to press to change the slides.

G: Yep.

D: So I said well it’s all good except you know the whole point of the PowerPoint is you know … so I said [inaudible] and she said yes she had a …oh and then she talked about the swing. I said well you need some sound in there and she said well I could try and make the swing squeak or something and then because hers is really brief I said … oh no because she was reading the story to the class as she did it and I said aaah how could you incorporate that and she said well I could record my voice but I don’t know how to do it. So it was so exciting. She just sat there and we clicked on everything we could think of and we found a testing thing where you test for voice level…couldn’t get it to work. She thought she was recording. It was saying it was seconds were going by but nothing happened. So she tried it again. Then we worked out she had actually plugged the headphones in, incorrectly so that’s why we were getting no sound. So we just you know, we were just trying everything, trying things out….

G: Yeah.

D: …starting again you know and then we got the sound check up and it actually worked so then we were so excited. So she read the story and it was too soft so…..

G: Mmmm.

D: We were leaping around. Like she knows, like, like we had just won something and every child came running from everywhere and now they all want a go which is fine but I did say that’s it’s just one of those things that you can, if everyone does it, you know you’ve got to think about what appropriate. You can overdo it, just because you’ve found something new…

G: (00:02:10) Mmmh.

D: So the challenge is out there for someone else to find something new as well.

G: Mmmh.

D: And (name of student)’s done a great job showing the others how to do it.
G: Fantastic.
D: Um, they’re not all going to get a chance to do it.
G: Mmmh.
D: Because they’re not up to that stage but it’s opened up yeah…
G: So many…
D: Yeah. And (name of student) says she’s done which may well be true but I’ve said you thought you were done 3 sessions ago so you can probably still find something that you can play around with…
G: Mmmh.
D: She has a girl crying, but the tears are static so I thought she could work on that.
G: Mmmh.
D: But it was all very fun and I went home [giggling] thinking this is all going to work out after all. Um so I was so excited.
G: Did you think it wouldn’t?
D: Um, I didn’t think it would be that easy.
G: Yeah and you were worried about the time?
D: And really I did say, I know some of you are not but everyone’s got their story up.
G: Great.
D: And I said I don’t care if it’s the right number of slides are not done but this was all about the process and what you’ve discovered so now you may have a better idea when it comes to this next assessment piece if this is something you are ready to tackle…
G: Mmmh.
D: Or whether you’d still like to….and now I’ve got all of them saying, they’re going home and saying [inaudible].
G: Yes, fantastic!
D: So…
G: And the other thing in that first planning session you said one of your concerns and one of your overarching things was for the girls who are less able, that you weren’t modifying their assessment, that yes they could choose but this is something they have all achieved without you having to modify what they’re doing. So yes they mightn’t be at a higher functioning level but they’re all achieving the same task….
D: [nodding yes], Mmmh. And the girls who I thought, the girls who I usually have to help the most, support the most, scaffold the most, are the ones that I’ve hardly been near….
G: Oh really?
D: …during this activity. And it’s given me time to work with [student’s name] someone who never needs my help but we could even up the ante for her.

G: Mmmh.

D: So it wasn’t just her, about, doing something she knew she could do and you know. Now it allows me to extend her more and the others are all looking after themselves and they’re having a go.

G: So from a pedagogical point of view then it’s freed you up….

D: Yes.

G: ….to help as you say those kids that…

D: And I’ve sent them away [inaudible]. They’ve all been working unsupervised by me in other classrooms and if they say they are stuck on something I said well ask…

G: The peer tutors?

D: ….the peer tutors. And they seem to really like doing that from what I’ve seen.

G: Mmmh.

D: Like there’s no issues in terms of their ability to help one another.

G: Mmmmm. Awesome.

D: So it’s been an exciting week. So we’ve all jumping around saying we can’t wait to tell Gina…..

G: Oooh I’m so excited too.

-Ends-
Appendix S

Transcript 18

Date: 29/7/2010A
Present: Deb (D) and Gina (G)
Location: Deb's classroom
Context: We talk about deconstructing the student's story trailers. I observe some of the work and Deb tries to get the students to talk about the work but they find it hard to move beyond saying they like it. I suggest she leads them with specific questioning like why did you use pink? Is that an appropriate colour given the situation in the story, why did you use movement in circles instead of straight lines? In order to challenge the students' understanding of the construction of multimodal texts and the way the elements of design work together to convey meaning. I also suggest she could ask the students if they could have done it a different way and then challenge the rest of the class to offer different ideas and scaffold it so the students are learning about what to do next time in terms of continuity, appropriateness etc.
Transcriber: Gina

D: (00:13:33) See this is where I know some of them are going to ch….. because I've said they have to choose one of the ways of assessment so chances are somebody gets to do this and they do a really basic job and I give them a C for it or whatever and I'll have some parents say she's not experienced with it, she doesn't know how to do it so then she is being, you know she is being disadvantaged if she hasn't had the experience. You know what I mean? I'm talking about the girls who are trying to keep the B average. I'm asking them to step out of their comfort zone, I'm asking them to do and this stands for the oral and the written as well, I'm asking them to choose at least of the pieces of assessment has to be in one of the areas of weakness instead of strength sort of thing so, so you're already at a disadvantage.

G: But do you think any of them are working…

D: I think they’re pretty much the same.

G: Yeah, yeah.

D: So I think what I’ve got to do is really just keep that animation thing separate. That is the way I've chosen to present, that's what, it's separate to the content and I'm still basically marking the content and just the same way you would mark them if you would mark them if they were able to stand up and not fidget and speak clearly.

G: Correct you’re marking them the choice of presentation, the mode of presentation -yes. So if the mode of presentation…so yes, if they’re standing up and speaking, you’re looking for clarity, you’re looking for pronunciation, you’re looking for the fact that they can actually make eye contact and not fidget yeah? In the animation you’re looking for um use of colour use of um images to tell the story um you’re looking appropriate use of sound or sound effects yes? ah so those modes of communication within a multi um...

D: So they can get a C, for one part of it you know but still do well in the content and their other choice?
G: Exactly. If the narrative’s hanging together and it’s structured. Yep and … I don’t think there’s anyone’s work that I’ve seen that for a year 4 level, for a first time doing what we’ve done that would be anything below a C.

D: Oh no, there wouldn’t be, there wouldn’t be.

G: And in fact, probably, I would say most of them would be, I would be saying they would be around the B.

D: Well see I’ve gotta think what is a C.

G: Yeah.

D: You know?

G: It’s what I would expect given the circumstances, given the time you know, I would expect just pictures with a title coming in. I wouldn’t expect tears falling, I wouldn’t expect um like somebody had the thing actually moving across which some of them didn’t do they just had a picture floating you know but when the wolf came up to her it actually did come up

D: Yeah.

G: So that’s an A.

D: That’s a higher and I think things like tears or um…. 

G: …putting the trees in the background…

D: ….that sort of thing.

G: …the whole scene, it’s not just the characters, when you look at a storybook it’s not just a wolf and a girl on a page. I know there was time pressure but still, even if they’d done two slides.

-Ends-
Appendix T

Transcript 19

Date: 22/7/10
Present: Deb (D) and Gina (G)
Location: Deb’s classroom
Context: Deb debriefs to me about a lesson she has taught earlier.
Transcriber: Gina

G: 00:00:23 Do you think that their um enthusiasm for what…like obviously their enthusiasm is huge, just like I was going through one of the transcripts over the last two days and the comments that I didn’t hear when I was in class…. That I’ve now heard um, little comments like, that’s so cool, oh how did you do that, show me, show me….

D: Mmmh.

G: … that sort of …do you think that um, that would be there if you were struc….if things were more structured, no.

D: Um if I just said this is how you do it?

G: Mmmh.

D: But even when I did, when you were showing that movie….

S: Mrs X?

D: Four of paid absolutely no attention to that.

G: It’s like….

D: But then when I said you go fix that and they went oooh we didn’t – they didn’t know how to do it.

G: Mmmmmh.

D: So we actually came back and we had a bit of a discussion then. There are times when I want you to discover that sometimes when we’re setting something up I really do need you to look and listen and….

G: Mmmmmh.

S: I’ve finished.

D: Did you save it to your English folder?

S: Yep, I saved it to my English folder.

D: Did you find, did you open it in your English folder? Was it already….
S: Yep.

D: Yeah well that’s where it would be….(00:01:50) Um but it’s having its effect in other ways too. This calligraphy teacher….

G: Hmmm mmm?

D: ….and so now they’ll come to me to ask something and I, if I’m busy I’ll say go and ask somebody else to help you even if it’s spell a word you know…

G: I noticed that too… so they become more self reliant or reliant on other people which was one of the things that you’d said you know your in a class, how do you get around all you know to help everyone…Mrs X, Mrs X, Mrs X you know – you can’t do it.

D: And it’s still like it sometimes but ….You know I can now just say and that’s the beauty of working on shorter tasks too. You can’t get to see everybody because …. if I’d made that a longer task I still would have had some finished but the others would be far away from finishing whereas this is the first time everyone has finished their task in the time given, like a writing task every single one of them has finished that and the motivation came because I let them start it before they’d written it. So we did the front page before we wrote it and then the deal was when you’ve written it now, you can come and you can get back on and continue working on it. Totally changed the [inaudible] If I’d said you can write a story, when you finish writing the story you can only get on and do it I would’ve had some girls that just would have dragged it on forever or some that would have done some slap dash thing whereas the fact that they had the start and they new exactly so we had the….we read different examples, and I warned them before they’ve got to have it in their head don’t sit over there and go I don’t know what I’m going to do they were warned about that and then … um…. the fact that they did that front thing and they loved that, the loved the computer and they loved that thing, that was good and Georgina told us this story and she’s one of my ….. she’s very creative but she struggles with the mechanics, the physical mechanics of writing

G: Mmmh.

D: She was first finished and as soon as I said good you can go back to PowerPoint now and everyone else was heads down but being a short task, it was something they could all manage, even the strugglers who… you know… they’re all good, they all got their stories done.

G: So what are you attributing that to? The computers or the fact that it is a short task and they can stay on task or…

D: (00:04:22) I think it's a bit of everything. I do think this is all new to them. Their, I think they're surprised by their own excitement because I’m thinking of some of the stuff they’ve done before and that sort of thing draft, and redraft sort of thing it's just became too daunting for some of them so the fact, we’ve already done four writing things like we’re not even, like we’ve had not even two weeks at school and they’ve written three decent pieces of writing for me which you know normally they’d approach it with a Oh God you know.

G: And that was one of your concerns when we were doing the planning that the you may not get them through like you know the time factor and having enough….

D: I didn’t expect to be at this point….

G: ….point this quickly?
D: This quickly. I’ve planned the unit just 4 weeks so far. And I thought I’d have my first piece of assessment done, at least, I was hoping to have it done term wise in terms of trying to fit 3 pieces in this term by the end of the 4th week leading into the 5th. This will be done; this will be done by the middle of next week at the latest.

G: So how does that make you feel?

D: It’s good because and I know now why it is they are actually better at it than I gave them credit for possibly because I do think I’m not trying to tell them how to do it. And part of me gut, like I saw something over there before aw I don’t, oh what the heck, it’s their thing it’s their call. That smiley face, I was nearly going to and then I thought no ok she thinks it fits her story and it is, it’s not an intense story maybe that fine. It’s about getting a message across.

G: Mmmh. Mmmmh and maybe it would be interesting at assessment time to challenge why she actually took that image as opposed to something yes….

D: Well I did, I did say - I said do you think that belongs there and she said yeah because she’s really happy at the end and this is showing and I thought fair enough.

G: Mmmh and thinking back to the other day those animations, those little animations, one of those was actually the images were kind of a bit discordant they weren’t all in the same…of the same animation quality.

D: Yeah. The picture of the castle or the village was like a real picture and then there was….

G: Yeah, yeah so maybe she’s, maybe that’s sort of factoring in….

D: But the fact that she got the emotion across…..because she can’t make the person go like that…..

G: Mmmmh.

D: ….but it’s still a way of getting the emotion across.

G: Yeah.

D: So I’m glad we’ve got a little short thing done which, I still, I often feel like you often compromise one thing for another when you, I mean I’m trying to do an English task but do it as an animation and it becomes all about the computer and we’ve lost sight of the, the English activity kind of whereas I feel that it’s they’re both there, I mean I think it’s something manageable, all of them could do this in the process of doing it, it is, it’s not too big a task, it’s not, there’s no need for outside help…this is something that, and then now I know next time I can just push a bit further. You can up the ante a little bit which is much better than just going along, me showing them do this, do what I’ve done – modeling, and then say well you keep going and you present it and I’m going to mark you on these really hard criteria and that’s what we do when we ask them to write I follow the rule and they’ll say how do you do it and they haven’t got the faintest idea whereas this way they’re doing the stuff I can’t do so it’s taken that level away where … we just think ‘cause we model kids learn….

G: So would that change then, that sort of pedagogical approach, having seen it working for them so well, would you trial it again with a view to

D: I’m doing it in my other lessons, I’m…
G: Are you already?

D: I, I and they've got nothing to do with computers.

G: Yeah, yeah.

D: But I'm finding myself taking that step back now or I mean I always try to build that stuff into my lessons but…. to, like yesterday when we did our introductory thing to history and then we came back and we started to [inaudible] culture and stuff and I said I, they said what are we going to learn about and I said I don’t know, what do you want to know about it and you know we do our [inaudible] but this was really and then they said well I want to know did they use money and someone laughed and said they didn’t have money and I said you know what they didn’t have our money but maybe there was some way, something that they used I…. the form of money and then after I want to know if they lived in houses and I want to know….and so I thought wouldn’t it be good to make a collection of all those things you want to know and who cares if I had a preconceived you must learn about the kinship, you must learn about the [inaudible]. Let’s just get a collection of this stuff that they said they wanted to find out and maybe as they’re going along they might want to find out more. I don’t know how we’ll go but I’ll see which is why I’m not writing the unit plan at all.

G: Mmmh. Yep so….

D: So….

G: In your planning you've got an idea of the starting point?

D: Yeah.

G: And where you’d like to get to in those four weeks?

D: I know the sort of….I roughly know what I’d like them to come out the other end with but who knows if they go on a different tangent because they’ve expressed a need that’s ok.

G: Yep. Yep and how are you feeling now about that stepping back and that not being the sage on the stage but the guide on the side? How are you feeling about that?

D: Fine.

G: You are?

D: Yeah.

G: Is it, has it been easier than you thought it would be?

D: As I said I think I always tried to do that but sometimes the teacher in you would just take over you know. It’s easier to do when you’ve got a class all at the same level but when you’ve got this one there and I thought it would be hard to do, to do it with them and keep everyone going but now I’ve had time to sit with [name] who struggles with writing I would rarely in a whole class situation have time to work with [name]. I often have to take [name] out from the class situation to work with her, to be able to work with her, to be able to sit there and do that with [name] and everyone else was wanting to do without needing help but no-one bothered us and it was a short you know? Even she finished so but being able to do it with this class and their ability levels was kind of easier, and I don’t think I’m there yet, so I’m not going to get, be celebrating just now. I need to see this happen.
G: But it's like... a step, isn't it?

D: Yep and look I always have... well I feel that even at the beginning of the year when I've taken a step up to this year level I thought they are responsible, they have to have ... and also I keep saying even though they are sociable in here I keep saying it's not my classroom, it's ours and I think they're starting to realise all of that and now I'm not just saying it I actually believe in it [giggling]. You know what I mean? I'm not just saying it to get their co-operation because it really is, it's...

G: Learning together?

D: Yeah.

G: Mmh.

D: And see like this, seriously they're doing things I don't know how to do. I mean it wouldn't take me long to find it out but I'm impressed like and I just said to [name], [name] how do you... I could not insert my picture and it was because I was trying to put it in a text box...

G: So....um..... how, how does that make you feel then in terms of 'cause that was one of your concerns - oh I don't know how to do it.

D: You know what, my concern is more that I can't do something in front of an adult than in front of a child.

G: Ok, ok.

D: [inaudible] .... going to be watching me teach and I'm concerned about how to do something and I'm gonna look like an idiot so I should really sit in front the night before and you know what I'm so busy right now that I thought, you know I got home last night a nine from parent teacher and I think oh I was meant to prepare a PowerPoint lesson and then I though no I'm not. They can do it.

G: That's great.

D: I'll just do a story beforehand and I'm not going to touch the PowerPoint.

G: Mmmh.

D: So yeah I'm more I'm more happy with them showing me how to do it and it's relieved me of that um, oh God I have to know, especially if you're watching.

G: And that's a good feeling.

D: Yeah.

G: Yeah and one of the things that struck me the other day was that you were very um open about oh wow that's fantastic show me how did you do that, I wanna learn that too. Um so yes, obviously you're comfortable, you're feeling good and comfortable about that. Um what about when I've said Oh God I don't know how to do that? Have you taken any?

D: Absolutely.

G: Comfort from that?
D: Yeah, yeah, yeah if you knew how to do all this …..I, yeah I would feel but now because I saw you didn’t know how to do either then I’m thinking phew you know that’s [inaudible] you know it actually surprised me because I thought that’s what I thought you were coming in and you were going to teach the girls to, like, like when they did that thing before. That’s what I was expecting and I was surprised with them with these girls...

G: I lulled you into a false sense of security [giggling].

D: But um so I thought it was going to be like that and then you said no you’re going to teach it and I went oh shit how am I going to teach this? How am I going to fit the homework in? Where do I find time to learn how to do this first before I show them? And I don’t have to [laughs].

G: So is this working from your point of view?

D: Yeah.

G: Like….You’re learning as we’re going along and it’s not too onerous and you’re not feeling intimidated by me?

D: I was more worried about the time. Like I know I can do anything it’s….

G: Having the time to….

D: But my concern was start of term, trying to put together a history thing, you’ve got to have year level newsletters done and parent teacher inter….all that. Oh shit I have to have my plan done by tomorrow. Um you know there’s all this other stuff and I thought, I even said to someone the other day and I’ve got this PhD student [laughs] why did I ever agree to that? This is before school started. I mean where and I said it’s great for her and it’s great for me and it’s great for the girls but I said I don’t know where I’m going to fit the time in. And then I realised ….and today I must admit I’m very excited. I did not expect to have some girls where they’re at.

G: Good.

D: You know?

G: That’s great.

D: And they’re excited that’s what, you know that’s the best thing is that they’re loving it.

G: Mmmh.

D: But like they’ll go home now today and say I did a PowerPoint. I wrote a story I did a, you know and they all finished.

G: Mmmh.

D: So it’s pretty amazing for them.

G: Mmmh and in terms of, I was just going to say something and it’s gone right out of my head……. Yes in terms of your journey is the, like is there anything else like you feel I need to be doing because I’m learning as much about facilitating and like this is my journey, the facilitation and as much as it is gathering the research data, I, I’m writing reflections on like I listened to myself the other day and I was blah, blah, blah rather than listening to you and this isn’t about me. I’m more wanting to learn from you and I though whoa I just need to pull back and listen so um …….. yes so….
D: I don’t feel, like I don’t expect anything from you to be honest. I don’t. I don’t know, I’m assuming you’ll ask things of me but I am unsure what I can ask of you.

G: You can ask me anything you like.

D: Like I was…

G: Because we’re…..

D: But you know I said on Sunday I sat there all day on the computer just thinking where do I begin with this.

G: Mmmh.

D: I….and I was so busy reading and learning myself.

G: Mmmh.

D: And I thought I haven’t planned yet what I’m gonna do.

G: Mmmh.

D: I want to do this and I want to do that and I was chopping and changing and I sort of thought you know if I left, I should have written it before I knew anything about it [laughs] that’s what I was thinking ‘cause then I could have made this structured thing that would have looked like a plan. And then I was so carried away with reading and learning myself then I got all confused thinking so then which of this do I want the girls to learn, what do I think is important for them to learn and given that the, the history curriculum thing is not that detailed. I don’t know yeah so I but now I have a clearer picture after doing that um, after the teacher came over and did the introduction to history I thought yeah I’ve got to pin it all around this, what are we learning, how do we gather the information and really does it matter what we’re learning it’s more about, this is what historians do, if they want to know something this is how they go about it so let’s pose some questions then we’ll know where to go once we’ve got the questions there so…again it becomes the girls are making up the, the girls are writing the curriculum kind of thing [giggling] ‘cause they’re saying what they want to know. Now they’ll need some guidance you know with getting content covered but I’m surprised with the sorts of things they came up with and I thought yeah remember they were asking did they have schools and I was thinking there’s education, you know did they did they happen houses…you know so it can come out in other ways.

G: Mmmh yep so would um….

D: And I was… oh sorry. Yep I was thinking oh God can I ring Gina; I need to talk to someone about this.

G: Oh absolutely.

D: And I thought no, no.

G: Absolutely.

D: You’ve gotta do this.

G: Absolutely, no absolutely. I, I see the collaboration as being a two-way thing. I’m getting so much from you it’s only fair that that’s reciprocated so absolutely. And I’m
just thinking that planning, would you have felt it to have been more productive if we’d done it together or would you just kind of feeling…..unsure because you hadn’t done….

D: I thought that until, until I realised you’ve got no idea either. You know what I mean? But then I thought…. 

G: Are two heads better?

D: Yeah

G: Than one?

D: That’s all. First of all I thought um I expected that the History document would have been more prescriptive and then when I saw that it wasn’t and I thought oh gosh so now it’s up to me …so I think I thought you knew about the History document [laughs] and then when I realised we knew as much as each other then I thought oh well then I can’t ask Gina should I do this should I do that because I was thinking about what I had to cover in terms of what’s enough history like what are, this national curriculum, what, what do I have to teach and because I’ve taken one small part of it and doing it you know the unit that the year fives did. I’ve only taken a very small part of that but I hope I’m going to do it in a way that they really will understand it and really get something out of it.

G: Mmmmh so do you think your approach would have been different had you been working with the old SOSE curriculum and you’d been teaching SOSE for three or four or five years or whatever? Do you think you would have been as inclined to adopt this more student centred approach? [shaking head no] No?

D: I would have just, I would have…I probably would have taken comfort in the fact that something was already written but see my issue always is it’s never quite how I want to do it but at least if you’ve got the guide thing there and you can say, when people say where’s your planning you can say here it is and then you can still come back to go you know what but I’m gonna do this a really fun way or it like it yeah. That’s there so you can go look at it, isn’t it pretty, aren’t I organised isn’t it done, I’m doing everything I’m meant to do but that’s what I mean, planning, that’s what I always say about teaching, just because you’ve got something written on paper doesn’t mean anything about what’s happening in the classroom and I care more about what happens in the classroom so that’s the sort of stuff I think look someone’s written it great and even now if I have to show this document I can write up a lesson part of it that… that’s no drama to me, it’s all that …. 

G: That’s going to unfold…. 

D: Guff that goes on beforehand that you’ve gotta write about. You know? That I’ll lift out of the the docuemtn itself - you know? I’m not interested in that whole thing [giggling].

G: Yeah but then you don’t need to be….. if this is, if this is the way you work in the future do you?

D: No.

G: Like that’s not what drives the content. The content is driven by the girls and you.

D: But again you know I’ll write this up and that will be my thing but I wonder, I still wonder too is this going to be…like I’ll write it up but and they’re going to come along and say great you’ve written a History thing and this is what we’ll do in one term and I think but that’s my thing like it may not work for someone else.
G: Well it wouldn't work for someone else who was very teacher centred would it?

D: Well it wouldn't.

G: No.

D: So the intent behind these activities may be lost if you take a different approach so that's a problem with writing units of work up too prescriptive you know if you do it too prescriptively like set certain assessment you know even this sort of assessment okay you can present your work as a written thing as a this or that or whatever um if you're going to really prescribe how you want that PowerPoint done then...

G: It's lost some of the dynamics yeah, yep.

D: Um see this.... yeah this even just this PowerPoint I, I thought oh, most of it will probably only get one or two slides done and then it will be left alone and then we'll move onto the next thing and the girls will decide like the, I said you know I'll give them some choice with how they do their assessment pieces and I thought they'll all want to do the PowerPoint, they will have already done two slides and they wont really know enough and then, and then I'll have to step in and show ..... 

G: Then it becomes a labor.

D: Yeah but I don't think it is going to go that way now.

G: Good.

D: I'm fairly confident [laughing].

G: Just think some of the things like you know the look of amazement on the girl that got the swing moving and some of the girls were doing their custom pathways and getting the things to you know/yeah/ follow their tracks and things like that and the little conversations that were happening about oh how did you do that?

D: Mmmh and ....

G: Wonderful.

D: In the beginning....I know that they'll all go a little bit overboard about how to you know they'll put pictures in everywhere and they'll go a bit crazy but hopefully once that's out of their system.

G: But I think also you've handled that several times while I've been observing you've actually referenced is that appropriate for this and who's your audience and so you're getting them to think about um the PowerPoint within the context of the audience and the message and so on and as you say that's a learning process for them it might also be something that they can critique other people's work as part of the assessment. The other thing I thought of was, as um..... as they're actually using the computer to create their PowerPoint I wonder whether at some point before they finish someone else needs to edit for any spelling mistakes that might just slip through, for commas, full stops, um images, like get the girls to challenge, well why have you used that picture there so again..... Pulling back from you being, you having to do all the that editing work and getting them to collaborate which you know is hard when there are kids that struggle.

D: But as girls, though we teach them to praise each other and all that but it's never constructive.
G: Never constructive. Can you start teaching that? Those skills?

D: Yeah. Yeah I mean I, I absolutely I think it needs to be addressed because I think especially in the younger years, “that’s not a nice picture” Don’t be so mean’ and like you and you tell everyone to praise each other and whatever but being rude and telling someone their works no good is very different to being constructive and saying…..

G: Constructive and saying this might have worked better or….

D: You could have you tried this maybe.

G: Or what would have happened if you’d done this and not this? How would the message have changed?

D: Yeah.

G: Like bring it back into the multiliteracy side of things and how images and text, and colour and all of that work.

D: Yeah. And I just happened upon when I was looking for those fables and things like that…. I was, you know normally like I clicked on that one animation, The Boy Who Cried Wolf and I thought what a really amateur sort of job and then I thought this is exactly where we need to start because that was me making my judgment based on, on something slick sort of thing just …

G: And that’s very you isn’t it? Like you, your, you are very particular about presentation and about aesthetics [nodding]. Yeah, yeah.

D: But when I saw that I thought no that’s, that shows them how easy it can be to do. The wolf was just a cartoony sort of thing and it hopped about, it just moved like that [indicating with her hand] on the screen and I thought that’s where they can start.

G: And at this level that’s really important. Someone over the road was asking about getting the legs to move. I heard you say no they’re just going to slide across. You know you can’t get that to happen in PowerPoint unless you draw those thousand an on pictures with the legs slightly moving um and insert them on heaps of slides but there will be other programs as they go through that.

D: The other thing I sort of feel now I can now I can explore some, like there is that Comic Life and now like I’ve clicked on it a couple of times and then gone oh yeah when I have time I’ll come back and look at it again and then I was thinking you know there’s probably stuff on there that we can start to use and you know how they’re all obsessed with Lego at the moment there’s that thing on there….

G: I’m just thinking…an animation….

D: I know….Oh my God and that’s something I’ve only done a little bit on camera…..

G: You know digital camera, upload the photos and I’ve got a really simple one Samuel and Ella did a couple of years ago it was when Nemo the movie was out and they painted the background and they used little um plasticine models of fish and all it was the fish just moving across the screen and you know it took 50 or 60 pictures and yeah they all moved across the screen but amazing like if you set just a little task um and but there’s you know a purpose in terms of the communication and it would be easier in terms of the Lego because you’re not constructing the plasticine models and that sort of thing.
D: Well the next thing, I would like to do this again, a similar thing again but this time I’d like to put their voices in reading the story.

G: Well we could do that.

D: In PowerPoint?

G: In PowerPoint. You could do that as another layer in PowerPoint or do that like as the next thing that we move onto. And the same with adding the music. We can look at them and then go ok ell this is great but how could we enhance it even more and create our audience interest. Or if music, sound or well they’ve already nutted the sound effects out or we could look at using um another program and doing that sort of thing. We, you saying about the budgets, is there anything like technology wise that you’ve got a wish list for.

D: No, but…. I need to check, our budgets are due tomorrow. Ah but normally they say if you need any software you need blah, blah, blah you need to let the IT, like it doesn’t go through the...

G: Right, mmmh.

D: But I didn’t know what to ask for, I think they already put the call out for months ago and I didn’t know what to ask for and look there probably already is a lot...

G: On there.

D: We have that I...

G: And maybe we should spend some time....

D: And I’m sure the senior school, they must have stuff.

G: Yeah maybe that’s something we need to do, have a look a the resourcing that already exists.

D: But in terms of my budget……I’ll have to do it tonight. [Gina giggling]

D: Um, …… I, I’m wondering if these headphone microphone things are, they seem, I didn’t even know they existed, apparently there’s a box of them in there.

G: Aha.

D: But I’m wondering if I should buy a class set for myself so that we don’t have to share. I mean I think the idea is that when we went to a lab you just picked up a box and took, I think, the thing of headphones but if this is going to become how I work um I still have the issue of the five computers but, but again I felt confident enough to let the girls go off to the other room because I felt fairly sure they knew what they were doing I don’t, I’m not sure I’m assuming that the lab we get here may come with headphones I don’t know - it may be a help thing and maybe you’ve got to bring your own. I need to check that out.

G: Yeah, yeah.

D: Um can you think of anything that you think we should, see I’ll probably come back from after that conference and go eew, eeew I wish we could have this and ….I wish we could have that but by then it will be too late.....
G: Aah so they have got microphones those...

D: These have got microphones.

G: Aha.

D: But I haven’t used them.

G: So we don’t know what the quality’s like?

D: But they’re, they look reasonable.

G: Yeah…… [Thinking time]. Unbelievable.

D: And you know what I watched the senior school history teacher teach her lesson yesterday and she so knows how to use a whiteboard ‘cause I use this for interactive, if you know, if I’ve got something but I still come here to write and I stood here the other day and went ggood, I wanna write on this but, was it you I was talking to and I can’t use it. Yeah, yeah, yeah well but I should be able to with this.

G: Yes you should.

D: But I don’t know how to do it yet [laughing].

G: Okay.

D: And I haven’t done it.

G: Okay.

D: And you can press something here.

G: And you can print it all out and everything or you can save it to your computer?

D: I knew you could do that but I just uh, see this one is different to the one I had in Prep.

G: So that’s something for the interaction whiteboard conference to suss those sorts of things out.

D: See I’m worried about that ‘cause I’m worried I’m gonna turn up there to learn, I’m gonna sign up and it said, I’ve had the smart notebook stuff put on my laptop and everything yeah and I’m still gonna go grim face and people, I’m gonna get in there and go whoosh [indicating over the top of her head] and they’ll say now we’ll do this and I’m going how did you get to there….

G: That’s what you have to do then but I’ll guarantee that is highly unlikely to happen. The conference I was at in um in Melbourne earlier in the year [giggling] there were teachers who couldn’t even turn onto wireless. Like they had no idea what wireless was and that’s the whole idea of being there. That you know we’re all on a steep learning curve, it’s just some are steeper than others.

D: I know but I went to a workshop over here once and it was supposed to be for people who didn’t know how to use Excel, to, like he was going to show us how to set up a mark book in Excel and you know they just go and then you click on that and you know the formulae…

G: But was that an IT person?
D: No [laughing] but it was someone who was very competent in it. And they were saying go to your formulae section. Hello where’s my formulas. Like it was a cut above.

G: And that’s the problem with a lot of external um…professional development because you go and they assume that you already know, have a level of knowledge.

D: But it does say in that thing that it’s for….

G: It’s for beginners, yeah and look if it’s anything like what happened in Melbourne the presenters were really in tune with the fact that there are people who know nothing, there are people who know a little bit within the beginner you know frame and that there are know actually quite a lot and probably shouldn’t even be here they should be in the intermediate but they still consider themselves to be a beginner so I think it’ll be, I mean I’m going to be putting my hand up and saying explain…? [laughing]. So …the only thing I’m thinking of is um….and again maybe these exist, a really good microphone for good quality sound recording. I don’t know anything about these Verbatim headsets so I don’t know….

D: Look I’m sure there will be somewhere in the school.

G: There should be in the ….yeah.

D: And if there’s not, even if it means I’ve got to buy one …

G: Well I’ve got one.

D: From my classroom budget, that’s fine.

G: Fine ok.

D: I can just buy it.

G: Yeah, I’ve got on too so and it’s…well it was a pretty good one. I let some kids use it a while back and …[laughs] they love blowing into them and doing horrible things to the diaphragms so um…..I can’t think of anything….I think you know as we go along there maybe some software that might crop up that might be good but you know….

D: Well I might just, you know I might just put some stuff aside anyway, some money aside anyway and if worst comes to worst you just stick it through as a purchase.

G: Um yeah…..

D: Have you um, now you’re booked into the conference but you didn’t book accommodation?

G: No…oh that’s what we needed to talk about.

D: I have not had anything back from the school so last time I emailed them and said, like they did ring me and say….’cause I spoke to them and said if I want to share with Gina how do we…you know how is that sorted so and so I said they had these 2 bedroom suites so I said can you book one of those. I’ve had nothing from….and then I got some reminder yesterday that it’s three weeks ‘til the conference or something,

G: Mmmh. I got that yeah, yeah.

D: And I thought….
G: Is it only three weeks?

D: I hope I’ve got the accommodation. I’ve received nothing back to say yes you’re booked in and so I emailed them and I said I’ve got nothing and they said oh um yeah we’ve definitely paid for it and we’ve booked Marina Quays or whatever it’s called and here’s the booking number.

G: Right.

D: But I want to check to make sure they actually got…the double, like the suite. The 2 bedroom…..

G: Yep, yep.

D: ‘Cause the idea was it’s the same cost to the school for me as if I’d got a normal room but it meant for the same price but for me and they say they’d bill you remember I said.

G: Yes, yes. Well that’s what I needed to check with you so I can just put it though my uni account.

D: Yeah. So that should be good.

G: I’m really looking forward to that actually. Um…..just one thing I did pick up on I the other class is that Sally had said just you know put in as many slides as you need to….That could be a problem and I didn’t feel it was my place to….

D: Yeah.

G: ….actually say well you know keep it limited.

D: See I haven’t spoken to her about it in detail because at that stage I didn’t think I was teaching, you know teaching the two classes, you know so I thought oh that whole side of it might be for my class um so…..

G: I just thought oh it could be a bit problematic if they’re writing….

D: Absolutely.

G: As I said earlier, PowerPoint’s not for copious amounts of text yeah.

D: And isn’t it funny ‘cause one of the girls started writing a story and started to write and you know normally that is what we’re saying to them…..

G: Yeah!

D: ….give more detail and I had to say if you put that much text on your screen where’s the picture going to be and where’s the fun in that in terms of what you’re going to hold that thing up there while we read that/mmmh/ you might as well just write it on a bit of paper…

G: Mmmh mmmh yep.

D: ….but I can’t see why now a lot of their work can’t be done this way. Like you know?……

G: The sky’s the limit isn’t it?
D: If they’re more motivated this way. And the reality is that this is whether we like it or not, this is the way of the world. Probably the number of them that will get jobs that use IT or are in IT will be huge.

G: Absolutely. And it just always kind of strikes me as being a bit odd that and look I so get when you’ve got five computers in a classroom it’s very difficult but, that a lot of writing still goes on and it’s like writing, writing, writing, we edit and then we go and do up our good copy on the computer like the computer is designed as a tool for editing or Word is...

D: And that you know that even crossed my mind when I got them to write the story but only because I thought gee you’ve moved faster than even I thought you would and now we haven’t got access to the computers so how about we get that fixed up and that was [inaudible].

G: To some extent or other unless you’re tracking editing changes and they’re allowed to do all of that stuff at home, it also becomes problematic because parent are yeah.....I don’t know how a teacher with 20 kids in a class and two computers gets around that unless there are laptops that you can use. It’s kind of one of those cart before the horse things [laughs]. You know you’ve got all of this technology and, and so on at your disposal but the way schools are set up and the way or the access to resources is such that those tools can’t be used in the way they were designed to be used. [Bells rings outside]. But yeah.....Well that’s good, no so I would like um yeah I would love for you to just be able to ring and say hey look don’t know about this, what do you think just....... as another you know, as a sounding, use me as a sounding board.

D: I know but sometimes I think you’re observing me just to watch me stumble.

G: No [horrified] because....

D: No, no, no, but I mean that in a nice way.

G: No but...it's not just, all of what we’re talking about is really interesting. It's not about you making mistakes ‘cause we all do....... so don’t feel like, yeah you can’t check something before....

D: No I was scared to ask you but I don’t know why I was scared to ask you before [Gina laughing].

G: No because some of what I’m....

D: I’ll be saying can we talk off the...record [Gina laughing].

G: But remember, remember the process. I will always be checking back with you and you will be having the final sign off on.

D: I know..... but that then if I’m gonna edit your work it’s gonna take...

G: I might just have to ply you with a few drinks first! No it’s gotta be that way though...

D: Oh ....I know I can have my say and I have my, my stronger views but I’m not out to, I mean [inaudible] I’m not out to damage anyone.

G: No.
D: This is about me just trying to do, I mean I’ve got their, at the heart of it are these kids. And you know yeah I will go out on a limb sometimes but I want to get done what I want to do but I’m not out to create waves for the sake of creating waves.

G: And like the whole point of professional development, professional learning is about just that – learning. It’s ….that’s ….No-one’s perfect…

D: [to students] Don’t you meet [name] up there now? Girls don’t you meet [name] up there?

Sts: Yeah.

D: For music now?

G: Yes so no feel free to use me as a sounding board and yeah just ask. I’ll say no!

D: Maybe that’s what I fear though.

G: What?

D: That you’ll say no.

G: Oh, Course I’m not going to say no! [Laughing] Oh dear. I had a chuckle to myself when I was at, at um at the Officeworks the other day ’cause I was cruising the isles, I love Officeworks and I love hardware shops, and I saw this and I chuckled to myself and thought I’m going to have that even tough…

D: You won’t let me read a book, you’re telling me just get in there and try it and you’re secretly going hmmm! [pretending to read the book]

G: You know what, that, I’m sure that 2007 PowerPoint software is not working properly.

D: Oh?

G: And that’s why I bought it.

D: Yeah?

G: Because I thought what we were doing that day, what was the point of doing that in PowerPoint then, you might have just used Excel.

D: Yeah. It makes me think, that’s when you worry like, is it really not working or am I so stupid and supposed to be doing something and like is it just me or… but then when I called them over and I went look at what it’s done and they went …. [pulls face].

-Ends
Appendix U

Transcript 20

Date: 20/7/2010
Present: Deb (D), students (S) and Gina (G)
Location: Deb’s classroom
Context: This is an observation. I enter the room mid way through a session. Deb asks the students to say good morning and tells me what they have been doing.

Prior to this lesson, Deb has read the students numerous fables, Biblical parables and stories that help to teach us lessons about our world and about life. Deb has supplemented the written texts with students able to view a selection of animated fables from on-line sources. When I arrive in the classroom, the students are watching some examples of animated fables on the Interactive Whiteboard. Deb is helping students deconstruct the texts by probing students’ understanding of animation techniques. She asks questions to focus their discussions and elicit response. Some are simple animations; others are sophisticated, high tech examples. They have also talked about how learning things through song and story can often be a simple and easy way to learn. i.e. ABC song, nursery rhymes.

Deb uses specific questioning to draw the students into the unfamiliar task of deconstruction.

D: (00:04:52) I’m wondering if at our next computer lesson we could actually try and do a fable.

G: Mmmh, yeah, that’s a good idea.

Deb observes a student using actions when the students sing Twinkle, Twinkle Little Star. She makes the connection for the girls that this is what Indigenous people did, linking story with song and dance.

D: (00:06:26) The actions help you to learn the song.

Deb gives the example of the way the students learnt phonics using the Jolly Phonics system. She reminds them how sounds are accompanied by an action.

The task the students are given is to write a story (didactic). Deb gives the example of a story with a moral that their parents/teacher/friend have told them to teach them to do/not to do something. The instructions invite excitement amongst the students and they query who can have told them the story. Deb clarifies it may be a relative (ie. grandma) who has told them a story to teach them something. The students partner up and share the story with their partner.

Deb and I move through the classroom listening to what the students are talking about.

Deb clarifies everyone has a story to tell. They all do. Deb instructs students in the next step in the process; that of briefly writing down the story. She uses a story a student has told earlier and verbally delivers the simple story. Deb then asks the students to write the story but instructs them not to write the message or moral because the story will be given to someone else and they will need to work out the moral.
D: (00:17:37) So you might need to be careful about how you tell the story in terms of you’ve gotta get the message across without actually saying what it is.

*Deb again clarifies that everyone has a story.*

D: Alright very brief. That story I just told you about (child’s name) dad was very brief. I didn’t use any names. It only look about 5 lines to tell that story. Not even five.

S: Four?

D: Four [child’s name] says…so just keep it as brief as you can, get the message across. You don’t have to use names and you don’t write the message in the story. *

*The students settle down to the task but some have writer’s block so Deb asks them questions and conferences them individually. Others in the class can hear what she says and pick up on her cues as they progress with their writing. Students are busy working. There is almost silence as they write. Deb moves over to talk to me.*

D: (00:21:52) I needed you yesterday to um… I was just driving myself nuts with planning this unit. I think I was [inaudible].

G: Mhmhmhmh?

D: I don’t want to plan it too far ahead.

G: Mmmh.

D: I really do want to write it up as I go especially if I can do this lesson like the [inaudible] practice and then consolidate by doing it there.

G: Yep.

D: Um, ……(large pause as we read) I tell you what was making it worse is I was doing it on PowerPoint and I was trying to format things….

G: As you went?

D: …. as I did it which was just so time consuming but seriously I sat there all day on and off just um just trying to work on it.

G: I like this fable connection, I think that….

D: Yes, that just came to me and I thought why am I trying to do – they need something – it’s really hard for them to start telling a story. I’d rather, because the point is and the connection with the Aboriginal is for the story and the moral to teach.

G: Teaching mmmh, yeah. But it looks like you’ve got so much (00:23:18) English in there as well like.

D: And you know what, also as it turns out I’ve integrated RVE so I can start teaching that because - parables.

G: Oh perfect. Of course.

D: Because actually I started a bit earlier, um ’cause we finished up a bit earlier but I started by asking how they first learnt the alphabet.
TURNING TEACHERS ON TO ICT: ACKNOWLEDGING THE PLACE OF COGNITIVE AND AFFECTIVE CONSTRUCTS IN ICT-RELATED PROFESSIONAL LEARNING

G: Mmmmh.

D: And a lot of them said “oh my mum taught me an A says a….” Editing checked that. [Referring to PowerPoint]. I said has anyone heard this song?

Deb continues explaining how she has discussed with students that we often learn things through song. Deb gives more background to the lead up to this lesson. She explains lesson content that has been covered while I have not been observing. She tells me she has discussed stories and the use of stories that teach us how to live. The concept ‘moral’ has been introduced. Some of the stories have been linked to different cultures. For example, in the Bible parables teach lessons, in Indigenous cultures, Dreaming stories have significance. Fairy tales and Aesop’s fables have also been read and discussed.

Deb says she thinks she will need to start a word wall with high (00:27:15) frequency words related to the content area.

Deb explains her plan for the term to me. She wants to begin by reflecting on what the students already know about first Australians, how they lived and evidence we have for that. She will then provide some background history. She explains the History curriculum requires students to come to new understandings of our past by drawing on evidence ie. Indigenous paintings, Dreaming stories, artefacts from the past. Deb explains what she has learnt about Dreaming stories an ownership of them. She says many of them cannot be told by anybody except the Elders of a particular mob.

D: And that's the stuff I want to get across to the girls (00:29:10) without me standing there just telling them.

G: Yep.

D: So that might be the sort of stuff I've got to get written into some little work sheet.

G: Yep, yep.

D: Or, I've been trying to find, once we get up to the actual stories there's online stuff. Oh and I'll show you what I've done ..... that's me doing PowerPoint as I go…. ?

G: Mmmmh.

D: But I have to be sure when they do Elder, for example they use the Aboriginal…

G: In the Aboriginal context yeah.

Finding age appropriate web resources has been tricky. Deb understands for young students to be independent learners they must have age appropriate materials and
she has found it difficult to find a great deal that is suited to this age group of students. Students understandings of words they may encounter in the unit, may have different meanings in Indigenous culture, leading to misinterpretation and confusion. (00:30:40) Most students have finished the task and they are dismissed for morning tea.

D: So yeah it will require me doing a lot of um … I, I’ve tried to find (00:30:54) websites. A lot of them, even though they, you type in for children or whatever, they’re still, they’re still…..

G: Yep.

D: I know that their level of comprehension…..

G: Will not be there.

D: It’s not there but then again when I make up worksheets too I think yeah but you know it’s lucky all the, the eye catching stuff too that’s on some of these websites [laughs] but when we get to the actual stories there’s lots.

G: Lots. Mmmh.

D: That’s fine. It’s the information, it’s the, it’s the actual content knowledge about their culture and everything which is going to be a lot harder…..

G: Harder to yep.

D: to …without me falling into the trap of “go away and research about something.”

G: Yeah and then just being very unfocussed.

D: I don’t want that. Now but I did, there’s a WebQuest……

G: Mmmh.

D: Which I ….oh there’s a good one about bunyips that when I get up to….. [looking at the work Deb has done on PowerPoint]…..it actually I think…….??

G: It’s quite surprising isn’t it given that this is a unit of work that’s ….

D: So when it comes to something like this (00:33:16) [referring to PowerPoint]……there’s heaps, heaps stuff heaps.

G: Oh, ok.

D: So that right from…..

G: So when we’re getting into the stories….)

D: Yep.

G: …..it’s ok?

D: But so and I’ve also, the stories fall into three categories I think: the creation, the moral ones about….I think….. it’s the wars?
G: Oh yep.

D: I didn’t know that the dreaming is about their law as well.

G: Oooh.

*Interruption from another teacher.*

*Deb explains about one site she has found that is age appropriate for students.*

G: I’m quite amazed at how little there has been, you know (00:36:48) this has been a topic that’s been taught, it’s been taught when I was at school and I’m sure when you were at school.

G: Yeah.

D: It, you know like, that, that technologies haven’t….

G: Mmmh.

D: ….. Well, if they’re there they are quite difficult to find [Referring to the website].

G: So in something like this potentially then, there would be some (00:37:46) of those words that were …. that….

D: That’s what I mean so I’m wondering do we start with those def, there are some words they’ll need to know straight away.

G: …. straight away and others that….

D: But then I think what we, if we can’t find them we put them on a word wall or something and we wait until we can find them.

G: They come up in, yeah, yep.

D: And we’ll make that a bit of a challenge.

G: Challenge. Yeah, yeah.

D: But anyway there’s this Questacon and there’s this other one (00:38:31) called WebQuest [said hesitantly].

G: WebQuest.

D: Which is not as – I’ve never seen one of those WebQuests before but it is a matter of, I, I expected something a bit better actually.

G: There are WebQuests and there are WebQuests.

D: Yeah I thought it was going to be much more – but somehow in this one…

G: I’ve just had a thought. Remember when we went to that Interactive Whiteboard….

D: Mmmh, yeah.

G: …session down the coast.

D: Yep.
Steve Neill said his company had set up a site, a portal for teachers to actually um forward on ….

Make up their own.

Yeah. I’ll check that out. That was Iteach wasn’t it?

So this one starts out with an invitation to visit his people and you can go, I guess you go to find out before you visit or you can just go to visit him. [Deb explains some of the WebQuest]…..But maybe that’s where they’ll get content knowledge.

(00:40:07) Mmmmh.

You know the actual Aboriginal….. So there are two separate things I need to do. I need to teach them about Aboriginal culture and beliefs which is so fascinating and now I’m thinking God there’s so much we can do but again unless I can do it this sort of way, where they can discover stuff, I’m not interested in getting them to go away and research you know, hunting tools or ….

Mmmmh. Well there’s not context is there?

So but then the stories, the Dreaming stories which…. don’t teach us about their way of life they were meant to teach the Aboriginal children…..

The Aboriginal children, mmmh.

…. About their lives so there’s two things happening and the dreaming stories…and using stories as, to tell about creation and teaching laws …. Mmmmh.

…. and things like that is the part that I take over to the English side of things. Yep and I’m thinking to give that a context could actually then draw in then the New Testament …. Yeah.

…. and the Gospels and the teachings of Jesus.

The thing is I’ve got, this is where I’m struggling to get it (00:41:56) written down because I don’t know…I, I in some way I want it to go, I want it to go…where it leads us …..

Mmmmh.

…. but by the same token I have to have …

A bit of a plan?

Some control over it.

Yep. So when you say you want, want it to go wherever it leads you, in terms of their interests?

Yeah.
G:  Yeah, yep.

D:  Or like even now, I’m disco….just from my reading on the weekend I’m thinking oh that would be so interesting to know more about…..

G:  Mmmh.

D:  And that’s just me so I would like them to have that same…..


D:  Yeah

G:  Well I think that’s good because that…

D:  But there is a certain amount of content I have to cover because of the history curriculum.

G:  Yeah, yeah but that’s giving, I mean that’s very student-centred learning then isn’t it, if you’re giving them you know, there’s an opportunity for them to say well this is really interesting to us or no that’s not so interesting but that really is Mrs X, so let’s go off on…and so long as you say you’re covering the …. content.

D:  And it’s that actual other content stuff about um, and I’ve now learnt that just, it’s wrong to class them as a whole group.

G:  Just Indigenous Australians?

D:  When you say this is how Aboriginal people lived because they all, they were saying that’s like saying the Italians and the Germans …. 

G:  All Europeans live the same way. Yeah.

D:  And they don’t’ so there’s that to address as well…. And so this Aboriginal part is only a (00:43:58) small part, a very small part and I’m choosing to do it as a whole term.

G:  Yep.

D:  The pre-contact.

G:  Yep.

D:  There’s a lot of interesting stuff post-contact um but in order to get my English and all that done and because it is a bit experimental at the moment, I’m choosing to do a whole term so um and I think it, I mean I think we can easily fill a term with it if we want a true understanding of them (mmmh, mmmh) and so I thought that was interesting too that even though were being very proper and learning about them we’re still brushing over it fairly quickly. Let’s get over that and let’s get into the European contact even though not all of that’s positive, it is about the Stolen Generation and all that as well (mmmh) but how, how quickly, you know this is one of the oldest cultures in the world ….

G:  And we fly over it.

D:  And we’re doing it in two lessons.

G:  Yeah.

D:  And then let’s get onto the Europeans - it’s all about us.
It’s all so Eurocentric isn’t it? Mmmh.

And you know maybe it’s not our place to know it all either but we certainly spend more time on Roman and Greek history when we get to high school.

Mmmh, mmmh.

So…

Deb and I have a discussion of Mabo, land rights, tribes and material possessions, walkabout etc and our personal experiences of teaching (and learning from) Indigenous students. We reflect on our individual upbringing and our understandings of Indigenous people due to this upbringing and our own development of new understandings. We talk about our own prejudices and political correctness and the possibility our teaching of this content is impacted by these things.

But again I don’t want to stand up and lecture these girls. I (00:55:13) don’t want to stand up and say this is what I found out but then without, you know it is going to be a hard thing to get across to a year 4 level because I think you’ve gotta have a full understanding. It’s no use doing it piecemeal.

Mmmh.

But it’s got to be the full understanding but at their level.

At their level yep.

So I think I’m going to have to write you know, worksheets, comprehension type sheets in, in..

That they can access.

Recess is over and the students are waiting outside the room to come back inside. Deb says she should let them in. As she moves from her chair….

See this download site. I don’t know, when you download (00:55:50) something I’m never sure about the options of, like you click on download site and it will come up and say do you want to save it or open it. Now I’m assuming ‘cause I want to download it I’ll have to save it.

If you want to access it again, you need, yeah.

‘Cause if you read that it says the best way to do it is to download it so you can work on it off line.

Yep.

But then where does it save to? I’m never sure?

Deb goes to door to allow students inside. They move in and she asks them to continue on with silent reading for ten minutes.

Well it should give you the option. When you click on save, click on save …. so do you want to save it?

Yeah. So what do we do? I want to save it where I can find it again. It’s not saving.
G: It’s saying completed. Ok so it will give you the option now to save it onto your computer, or whether you want to save it into one of your disks or you can save it to a USB or into one of your drives.

D: Oh yes. So... I’d save it to my desktop ’cause you want to...

G: Yeah, yeah.

D: So you’ve gotta click it twice?

Deb moves out of the office and goes into the classroom to assist students while I save the file.

D: Did it save?

G: (01:01:11) Yep it’s up on your, it’s as a zip file.

D: Yeah and then it said once you, once it’s zipped it gave me some instructions, something about you click on it....

G: So if we open that then you'll....

D: Things.....

G: So then you can go in and open it like with different images.

D: It tells you which one to click on I think in that..... see ’cause that just opened that.

G: Yes it has. It tells you which thing in that instruction, it said you’ll see....

D: Yep. Is that it?

G: Mac OSX? Mac OSX that’s for Mac computers. Now let’s just ok now so windows needs to know what program you want to use to open it. Back when it was at that download instruction see when it’s zipped you’ll click on it and you’ll see and icon with such and such.

D: Did it? I missed it.

G: We’ll do it again. Oh did you save that in your favourites ’cause I’ve closed it down.

D: Yep. It’s under history and it’s that one.

Deb gives me instructions to find the file.

G: Ok. So, God I’m so lost on this [computer]. So if you go down um, down there….and it says, it says it should take about 25 minutes. Double click the zip file to decompress it. After you unzip it, file number index HTML. Double click this ok so. And it should open it in the Internet browser.

D: The other thing we need to talk about is um, now if I’m doing English in this period on Mondays....

G: There you go. Yep.

D: You probably don’t need to be.... like I don’t know how much, what you need to observe. Is it just the, when we’re doing the computer stuff.
G: Um no ‘cause what I’m going to do is frame it around our integration of a new unit of work so and the fact that you’re…

D: ‘Cause sometimes I feel like I’m wasting your time.

G: That’s fine cause I can be note-taking. Don’t feel like you’re wasting my time. That’s not a problem at all ‘cause what I…

D: Can I use you for bright ideas? [laughing]

G: Yeah.

D: Because like well hang on, like I’m looking at you like you’re a co-teacher here and, and really you’re here to observe and ….

G: No I’m happy to do whatever.

D: Ok.

G: Like that’s fine um I just think it would be interesting from my perspective to look at ex teacher [pointing to self] ex, um integrating a new syllabus in a class you haven’t taught before and to ground my research in that context rather than it being…

D: So it’s not all to do with ICTs?

G: Well no, because the, your beliefs extend beyond ICTs. I’m particularly interested in um, the journey that you take in having moved from prep to grade 4 in terms of using the ICTs, the knowledge that you need to have, the knowledge you have already, but then that journey that you take with those.

D: OK that’s fine then.

G: So it doesn’t have to be….

D: Ok so the Thursday, oh no my Thursday’s not changing…..

I volunteer to help the other year level teacher to implement “playtime” with PowerPoint so her class can also experiment with animation techniques the software affords. She has indicated to Deb she doesn’t feel confident to go it alone. However, when it comes to teaching English, Deb will teach the other teacher’s class. This will afford her the opportunity to teach the content twice and may result in her refining the process and her own understandings of the software.

Together we continue to endeavour to solve the issue of saving a zipped file.

G: This is weird.

D: (01:13:06) I know but I face this sort of thing all the time and I just give up [laughing] I just think…..

G: It’s definitely a different Flash, so when….see I don’t know PCs that well.

D: See I wonder if I need to get one of the guys?

I continue to try to save the zipped file while Deb reads her class a story.

-Ends-
Appendix V

Transcript 21

Date: 15/7/10C
Present: Deb (D) and Gina (G)
Location: Deb’s classroom. On the comfy couches.
Context: Reflecting on the previous lesson in the computer lab.

D: (00:02:05) Well that was interesting…

G: Yeah. How do you think that went?

D: Um I liked… well the session over the road was great and that whole discussion see that's what I mean about time getting away from you too because it is so interesting to talk about things and to allow them the opportunity to but we just wasted a whole lesson….

G: Yeah.

D: ….kind of thing. But um….I was interested to hear some of their ideas about computers and what their parents have said and things like that and that whole thing about if they chose to stay inside at night or what they, playing are they unless they want to read and write all day and really that sometimes for some of them that's what were doing with computers….

G: Mmmh, I was interested…

D: And I like how they think it affects you imagination!

G: Yeah 'cause I was waiting for someone to go well you’ve just got to….it’s just like being a piece of paper, it’s like a blank page and it’s not the computer that’s doing it it’s what I'm doing to make…. The creative….

D: I think um, and then sometimes they were talking about it as a keyboard and sometimes they were talking about it as a writing, as a writing tool and other times they were talking about it as a presentation tool or it can be a gaming tool so they… it’s even…. It's not even one tool is it?

G: Mmmh, no, no but, I've wondered whether…

D: And books, the people who write books…

G: Books yeah….I've wondered whether it’s because so much of the focus has been on inputting information or writing up stories that their focus isn’t on the creativity?

D: Mmmh.

G: And it’s… and also about researching, so getting information as opposed to creating layers of meaning and the creative side of the computer.

D: Mmmh.
But they haven't actually realised that you can do all of that.

Mmmh.

So that, that for me was really interesting. But good to establish yeah where their knowledge base is and their belief system.

And I thought that was really telling that the...for ones that... the thing they struggle with in their writing is the very thing the computer can save them with.

Save them with. Yeah.

Like [name of student] she is just so worried about keeping it neat that she just sits there and gets and [name of student] has a million ideas in her head but can't spell...

Mmmh.

And then you know then she often writes something and then you go and make her a good draft, a draft and then a good copy and I think whoever wants to sit and write the same thing out a couple of times.

Mmmh.

How horrible.

Well when there's a tool that you can be writing and editing as you go, yeah exactly. Yeah. Yeah. I thought it was really um interesting too the way, like I loved the way you structured what was going over there. To start with everyone was off doing the same thing to start with and then they just kind of started to take over and the peer helping the other peer, that worked really well because that took the pressure off you having to be there and I did wonder though next time whether the with um......there could be PowerPoints set up on the front computer.

Mmmh.

And then as girls hit on being able to do something they could go to the front...

Yep and do it....

....and demonstrate. Um and I wondered....

Yep that would be good. They have no idea where it's going to go at this stage.

Yeah. They all seem really keen with it and happy to experiment which is great. I wonder whether the next time it would be good to get them to start thinking them about, like giving them some structure so maybe putting up...

Yeah.

...you know this is what I want you to um, import a background from Google, I want you to draw a little person...

That's the thing I don't know if they know how to do that is to...

Google so maybe maybe semi structure those steps.

Yep.
G: …and set them the task so they can create like a little stick man and get him animating on the screen.

D: Can you do that?

G: Yeah.

D: You’re not making [inaudible]?

G: Yeah.

D: Did you see how long it took to make a tear come out of a koala’s eye yesterday. You’re going to make a stick man walk across the screen?

G: Well he can sort of jump!

D: You mean he doesn’t bend his legs and walk?

G: Well you can if you want to get really….yeah you can but…

D: [Inaudible] task about how amazing and long it must take big screen animation projects to be completed….

G: Oh a labour of love but…

D: How about the old animation, the drawing and flicking…

G: Flicking…huge and you can do that, like you can do that here because all you are doing is slightly moving the image and then creating heaps and heaps of slides so it’s not like… it’s not as labour intensive but you can also get like the little images and just have instead of the leaves moving you know they’re just sort of sliding across the screen. It depends how, the level you want to go at….

D: I wondering if before we do this now, see I’m so desperate to get into the part where I can show them some things…. 

G: Mmh.

D: But I can’t do that yet because I have to do the other stuff first but I want them to start having some ideas about it but yeah you’re right I need to structure some lessons to ok put your title in, go to the next page, put a background, get a picture of anything you want but it has to come from Google…

G: Yep and I thought it was really good the way you were alluding to you know yeah there’s a lot of effects that you can use in PowerPoint and you wouldn’t use them, they have to be appropriate for the text you are designing and maybe you could layer that into the next task as well so this is going to… this that we’re working on today is going to be blah so that the colours that they, all of the um literacies, visual literacies are selected appropriately. And that probably, with that MCEETYA criteria, [looking through document] the three areas of literacy in terms of ICT, so the first strand is working with information, the second is creating and sharing, and the third is using ICT responsibly so in this creating and sharing…

D: And what are these levels?

G: They’re levels that work progressively through the years but I don’t know that it actually…
D: So what level…

G: Yeah it is year 6. These little levels go 6 – 10

D: Yeah level 6 like high school.

G: This was used at year 6 and year 10 level as an assessment of ICT literacy………..

D: So…..

G: I thought they were good because they give an idea about the use of certain functions so if we’re looking at animation, obviously they would need to know how to use the animate function and then the finesse with which they are able to manipulate the timing.

D: I don’t know whether you hear d [name of student] came up and asked me over there what would be, when we do this am I being marked on….like you could see her thinking is it about how pretty I make it …..or is it still about….’cause she’s the one who said she didn’t like doing the research.

G: Yep.

D: So very interesting. Um so actually I should look online I suppose and see if there are any rubric things.

G: Well that’s what I was looking for with the ICT um, with QCAT, QCAR or whatever it is and I couldn’t access anything so that’s what I’d started to do look for some rubrics where we could just sort of go oh yep well were looking at this and I know I’ve got some from when I was teaching multiliteracies at uni and I’ll have to go back through the folders ’cause they’re all hard copy stuff um but I also I really like this dimension of it’s not just the creating it’s also the sharing.

D: Mmmh.

G: Because um the text has to be designed to suit an audience so what other um….what are the …what’s the word? I’ve lost the word….the design elements of a text that appeal to that audience.

D: Well it will be easy enough to come up with something.

G: Yeah.

D: If we want to.

G: Yeah oh like there’s plenty.

D: See now I’ve seen them in action too I reckon I can up the ante a little bit [giggling].

G: Yeah.

D: You know it’s obvious they know, they cotton on to this pretty easily.

G: Yeah.

D: And that’s why I’ve asked them how many slides they want to do because they… See one but see one girl, when she said oh 7, 7’s really hard because but that was about the information.
G: The information not actual creating the slides. Yeah.

D: Yeah I reckon they run with the slide making.

G: Yeah And that’s why I think yeah to set them some tasks in the next session where they’ve got to, it’s all self-directed, um, they’re just jumping through….

D: But I could tell a little story beforehand and at least…

G: Scaffold it?

D: If I tell them a story and say you have to make up an animation to illustrate… it can be the most basic…

G: Yep.

D: Little Mary woke up and went to school and…

G: Mmmh.

D: You know it can be really something really simple that they have to come up with.

G: Yep and they….yeah….And maybe as you’re doing that fleshing out, how visually and aurally, like some of them picked up on the auditory um, and they can actually record their own voices, or they could use speech bubbles so um it could be more comic like so those different levels of…communication.

D: But do you think …but yeah but see we won’t get that done in one lesson.

G: No.

D: And that’s week 2, and then if they want to add speech bubbles and voices…

G: But give them the option that these are things you can consider….these are the things that you can do. Have a play around with that and leave it up to them to see what they come up with. Because even though one may not do it, another girl will and then hey can share….oh how did you do that? oh and at least they’ve seen it then. Project them up….um. That was what I was going to ask. Has that computer room got the capacity to switch over from the teachers’ computer to the other girls’ computer to project…

D: I don’t think so…

G: Ok well at least then the girls can move around the room, exchange, share what they’ve done and talk about how they’ve jumped through the hoops so at least they’ve got a really broad overview of all the possibilities for when they come to designing and making their own animation…they’d get through that in a lesson. Like it wouldn’t be finished but they’d have done two or three slides.

D: Well even if I, if I’ve got time in other times, you know they can experiment on these computers.

G: Yeah, yep. Although some might even go home and experiment.

D: Yeah.

G: Well could you do that for homework tasks.
D: I don’t want the parents um…doing their thing.

G: No well or structure it so that they have to be able to demonstrate to other people how they’ve done it so they know….yeah.

D: Very good.

G: So….. could you scaffold…the story….are you going to read them something or could you scaffold your story?

D: My…

G: Yeah the graduation…….

D: ….. [thinking time] Graduation would be a difficult one…

G: Might be a bit tricky…… something to think about…..

D: Mmmh.

G: ‘Cause they’re using, then there’s no preconceived ideas about the pictures in the books for example, that you’re reading.

D: Oh yeah yeah…. I didn’t mean to read them a picture book, just give them the text.

G: The text, mmmh. Um…

D: And then it only has to be like a paragraph?

G: Yeah short.

D: Yeah I’ll come up with something and I’ll book that room again for next week so we can get our…

G: As a back up. That would be good. Beautiful…..

D: Alright.

G: Um. Loved your reflections again about how that went. How you were feeling before hand going into it and how you felt afterwards having seen like what they’re able to do without you know you standing over them and having to give them every instruction and stuff. That was really good and I’ve just written down here um the girls are talking about their beliefs and their adopted beliefs from other teachers or parent about computers.

D: Oh yeah… that whole [teacher's name] thing was quite funny.

G: Yeah and it’s interesting what they like.

D: But it wouldn’t have come up…there would have been a reason why she even spoke about it but isn’t that interesting how they transferred that to mean oh you don’t watch scary things on You tube.

G: Mmh.

D: I mean I’m sure she was talking more about watching appropriate stuff, whether it be movies whatever….. you see how one thing gets…. 
It's like Chinese whispers isn't it?

Yeah.

And so if when you get a chance and I'll be asking this all the way through, but if you can reflect on your beliefs, what you've asked them to do, if you can reflect on your own beliefs about computers and how they're positioned for you in terms of um a tool for teaching and learning. That would be great.

Alright. Can you jot those down...

Yes. Yeah I'll email it that's fine and that's sort of the ongoing crux of yeah what I'm interesting in gathering that information and whether it changes. Yeah. Beautiful. There was something else I was going to say.

I love how Harriet thinks you can learn the times tables through a computer. Can't do it without it!

That to me came through .....I've noted that down in my notes, loud and clear....the girls, girls are under the impression, I can't find it now, the fact that computers don't do anything, CAN do anything!...

Mmmh!

...without people inputting functions. It's like you stand there and you...

It's like looking at it and you learn it.

Yeah, yeah. Really interesting.

And you can play maths games!

Yeah!

You can learn stuff and actually when she said that I was thinking tomorrow I must get them to play naughts and crosses or something.

Do it ....Yes.....

And then I can, just play a game.

Yeah and then do it on the whiteboard or something!

[Inaudible section].

That would be so fun because they play things like that on the computer and think they're fantastic and it must all be about the colour and the sound and something.

Yeah.

It'll be....but maybe we don't play enough games with them now. Maybe computers have taken over that role.

Mmh.

And we don't actually sit down and do that.
G: Do those....

D: ‘Cause parents and other people don't have to be involved. You can just go and you've always got a friend when you've got a computer.

G: Well that's right.

D: Always got someone to play with.

G: Yeah that's right, Yeah.... interesting isn’t it?

D: And see but some of them were saying... I know they were looking in the...you can play maths games?

G: Yeah.

D: That was for my benefit!

G: Educational!

D: That was for my benefit. Isn't it funny?

G: That’s what I was going to say....that that whole discussion about their beliefs and what they know about computers and their beliefs about computers and stuff – really interesting because there's just been this debate with um Mirandanet, these professional um teachers that use computers and someone was saying well what like, what are the benefit? There’s a lot of supposed research out there saying there aren’t any benefits or it’s actually detrimental.

D: Mmmh.

G: And it was actually on TV the other night.

D: Mmmh. I did see that girl was talking about...

G: And someone emailed back and said yeah look at the research it's not in peer reviewed journals it’s, it’s questionable research and some of the funding for the research has come from family groups that have an agenda so probably some of the research is quite skewed. But then it went on to say, this particular book I am trying to get a hold of ‘cause I’m not buying it – it’s 460 pounds!

D: Holy moly!

G: A thousand dollars for a book!

D: Have you had a look on the computer?

G: Well I actually haven’t got to checking but I am sure it’s not because it’s only just been published.... But it's got, I think it’s got 40, I think it's 40 odd articles in it um and research papers that are all peer reviewed all um European, um yeah I'm pretty sure they’re all European studies, but long term studies showing the benefits of cognitive processing and deep thinking and stuff if the computers are being used appropriately and not just as you know rote learning, a rote learning tool.

D: A point the parents.....I think a lot of these opinions that they get from parents and stuff more comes from my concern that I have with my son...he's the one we all run to whenever there’s something wrong with our computer Elliott rah, rah you know and yet, he's the one that spends half his life on it but it’s more the fact that he does that and he’s not out socialising.
G: Mmmh.

D: It's got nothing to do about…see he…if we thought he had a balance we wouldn’t even question it because we are actually very in awe of what he can do.

G: Can do, yeah.

D: You know we think it’s fantastic that he knows his way around it and not only that but anything he doesn’t know, he doesn’t know how to do he finds out.

G: How to do it yeah, yeah…

D: But yes I think parents get that and that’s what …that’s where the kids…that bit about…

G: Yep well you shouldn’t…

D: Yeah.

G: And I like…you know…. you do have to have worries about those social….I mean how many kids are out there socialising via the computer now?

D: Oh yeah.

G: Instead of face to face?

D: Yeah absolutely but it’s more about knowing…

G: Balance.

D: ….how to talk and stand and look someone in the eye those sort of things.

G: Yeah, yeah.

-ENDS-
Appendix W

Transcript 22

Date: 15/7/10B
Present: Deb (D), Gina (G), students (S) and another teacher (Tr)
Location: Deb’s classroom
Context: The students have returned back from the computer classroom to their regular classroom space. They were experimenting with PowerPoint.

D: Okay girls we’ve just been over the road and oh [student’s name] you need to go and do some comprehension – sorry.

General talk as students get organised….

D: (00:02:05) Girls think about what we’ve just done over there with um our introduction to PowerPoint. I know many of you have used PowerPoint before. I want you to think back to when you used PowerPoint before. I think last year you had to do something on PowerPoint.

S: Mmhh.

D: How many pages, how many slides did you have to use?

S: At least five.

D: At least five. How many did you use (name of student)?

S2: I used seven.

D: Seven. Did anyone use more than seven?

S3: I used seven.

D: More than seven? How many did you use (name of student)?

S4: Eight.

D: Eight. Right. Was it hard to make slides?

Sts: [chorus] Yes….No.

D: What was hard about it? No, excuse me one person said yes and I’m now asking her what she found hard about it.

S5: It was like too much research.

D: [Slight hesitation]. Oh, so that …you’re talking about the research though.

S5: [Response not clear….]
D: Ok but you're talking about the research. I'm talking about the actual PowerPoint itself.

Tr: Sorry Mrs X we're just double checking on the topic for the limerick. Sorry, I thought it was water, they thought it was litter.

D: It's on our portal.

Tr: Oh is it.

D: I haven't got that...I can't lay my hands on the sheet right now but it's on the year 4 portal....Um what was I saying oh [name of student] tells me seven oh five was hard because it was time consuming because of the research. That's not the actual PowerPoint itself though.

S5: Oh the PowerPoint was easy [slight laugh].

D: What was easy about the PowerPoint?

S6: It was easy because you just had to copy....

D: Um can you see who I am talking to? What was easy about it?

D6: Well it was like....it was....

D: Was...Did you do it in the same way that you just did it over there? You were making things happen on your screen or was it just slide to the next info?

D6: No it was like different slides and different words and shapes and ...

D: [Name of student] you did PowerPoint from last year. Was it just and everybody think about this 'cause I might ask you.... Did......[Sneeze pause for student to settle]

S7: Sorry Mrs X.

D: Did you just have your pages slide in and nothing happened on the page, you just read the information and saw the picture? Is that what your PowerPoint was?

S7: We had...No it changing pages like....

D: Yeah changing the pages but did anything happen when the ch, pa, th page changed and there was you picture and the information did anything happen? Did you have anything happening on the page, any movement, anything?

S7: No.

D: So it was really just the sliding in of the pages?

S7: Yes .

S6: Yeah but.....

D: Ok.

S6: Yeah but......[General talk from students]

D: One at a time. (S6)? Inaudible.
S6: Yeah so there words could just slide in or something.

S4: No the words didn’t slide in like it …..

D: Well they may not on yours. Did your words slide in? [Student nods] Her words slid in.

S6: ….well I had a background.

D: Ok so you just did background, you just did colours upon, did you make anything change about your picture. [Student shakes head no]. No what was your research on?

S5: Ah animals.

S3: Animals and …. 

D: So you just had to present an information report and you used that as a way of presenting it?

S3: Yeah.

D: Put your hand up if you enjoyed presenting your information that way. Not doing the research, presenting [emphasised] your information that way. [Name of student] did you enjoy it or not?

S8: Yes.

D: Ok. [Name of student]?

S9: Yes.

D: You did? Alright. What we would like to do this term for you is working you can chose to do your presentation as a PowerPoint, as an animation thing on the computer. I want you not just to do it as a slide in thing where then I, I’ve got that page in front of me and nothing else happens. I do want some other things to happen but we’ll talk about what sort of things are appropriate as we go along because having words zip in from all over the place and turn circles and things like that might be fun…but a bit…..but it might not be appropriate for what we choose to do. So we’ll talk about what things might be appropriate and what may not be. And it may change because remember I said if you choose an animation to do one of your projects, your assignment, you assessment pieces, you don’t choose that again the next time so different people will be using their animation for different topics so what is appropriate for one person’s presentation may not be appropriate for another persons so we can’t tell you exactly what is appropriate or not yet until we know what it is you’re going to be working on. But we’re all going to in our computer lessons from time to time, working on some more PP um skills. Who learnt something today that they didn’t know how to do before today? I know I did. Did everyone learn something they didn’t know how to do?

S4: I learnt…

D: You knew how to do it all [name of student]?

S7: I learnt one thing.

D: Who can tell me one thing they learnt that they didn’t know how to do today, before today?
S7: How the words came in and spun around.

D: Ok so you learnt how move, to animate your, your text.

D: What did you learn?

S5: How the pictures like blew up.

D: So animation again that movement of your picture or whatever. Yep what did you learn?

S9: Inaudible.

D: Yep same thing. Who learnt something other than the animation today?

S6: Um how to make the words like in different writing.

D: What so you didn’t know that before.

S6: No.

D: Didn’t know how to change the fonts? That’s a great thing you’ve learnt today because you remember S6 at the school she was at before she came here she didn’t have as much use on the computers as you girls so many of you will be able to help S6 with some of those basics that we think everyone knows how to do so that was great that you learnt that today. Do you think you’ll remember how to do that?

S6: [nods]

D: Okay. Who else learnt something they didn’t know how to do?

S10: [Inaudible]

D: Yeah that’s that animation again. The movement of the picture or the words is that animation. That’s a word you’ll hear a lot.

S4: The checking, the checking…that's the thing I learnt.

Sts: [Yeahs of agreement from around the room].

D: Who learn how to spell check?

S11: [Inaudible] and then what I learnt was that spell-check didn’t arrive, that spell-check didn’t come.

D: …..automatically come up for you. But [name of student] discovered how to spell-check and it was clicking on …

S7: Review.

D: Review. One of the little words across the top of the page.

S11: Oh yeah.

D: Review.

S5: What's her prize?
D: Ooooh she gets to …..put the fish in the bowl for me.
S5: Yay [student claps].
D: I knew she'd love that. Um ..... alright I think we're going to have to leave that for today because I actually have to move on……
(00:10:04) Do you know what would be really good I think Gina. It would be really cool if we could actually have the girls keep a little learning journal as well.
G: That would be fantastic. Mmmhh.
S4: We could like have a journal for the fish [lots of giggles from girls , Deb and me]
D: Oh no not the fishy!
G: A journal for the fish!
D: Why would we bring the fish in?
S3: Yeah and we could write the fish some [inaudible].
G: I've got a really good name for two of them too…. Annie and mate!
D: Ooooh I like that….I think it would be lost on the girls though [Gina laughing]. It's very topical. I've gotta make them think they came up with that!

*Distribution of books to be the girls’ learning journals.*

D: (00:11:55) But we need to do it now while it's fresh in their heads…..could you get your books out girls please. Draft books. Part of what Gina is doing with us, is no, no, no, is observing us learning not just you learning but me learning as well and I learnt lots of things off you girls today. One of the things I learnt apart form the technical thing, that….that yeah apart from those things I learnt that you girls seem to not be scared to have a go and mess around and play with it and discover how things work, how things work. I heard a couple of people say oh I don't know how to do that but then people give up like they do sometimes in maths don't they? They actually said I don't know how to do it but straight away they went to try to find out how to do it. What do you find about computers that's…… why, why are you not afraid to fiddle around and aren't you scared you're going to break it?

S3: Yes.
Sts: [Chorus of yes and no].
D: Who can answer that question for me sensibly? Why are you not afraid….[name of student] are you not happy sitting there? Would you like to move?
S5: Because when you find, you might break it but most like you wont and you find out new things.
D: Can you, do you think you really could break it?
S5: Yes.
S7: No, no.
Why? How why do you think that S5? Why do you think you can break it?

S5: When I was using my mum’s computer, I loaded all these things onto Word and it broke.

D: When you say it broke what happened? It fell apart?

S5: No.

D: What happened?

S5: This thing got cut out because I was playing with too many things.

D: Were you on the Internet at the time?

S5: Yes.

D: That…do you think that’s different if you’re on the Internet, messing around with things?

S5: And PowerPoint.

D: Yeah but you were on the Internet were you?

S5: Yes.

D: Do you think being on the Internet and messing around with things is better or worse than just being on the computer and messing around with what’s already there?

S5: Um worse, no better.

D: Well which one is more likely to cause a problem?

Sts: The Internet [several girls chorusing].

D: The Internet?

S9: Because like there will be viruses.

D: Ok.

S9: And .

D: Right so when you mess around with things on the Internet you might get a virus or something. Is that what you’re saying?

S9: And also even if you’re not messing around viruses can pop up and you might not know what it is and then it might change the name or…

D: OK yeah. So if I’m not on the Internet, if I’m just on the computer in the school somewhere, is there anything that I can press or click that might break it?

Sts: [Chorus of] Yep, yes and no

D: Some people say yes, some people say no. which is it?

Sts: [Chorus] Yes/no/yes/yes.
D: Which is it?

Sts: [Chorus] Yes and no.

D: No, no, yes? Who said yes? [addressing student] Why?

S10: Because you could...

D: You've obviously broken a few computers in your time?!

S10: Well you could have something that you’re not supposed to touch.

D: Ok but do you think they are going to put computers out, in the school for us to use if it's possible to press a button and break it?

Sts: [Chorus] Yes/no.

S: They won’t put a button on a computer that can break.

*General discussion breaks out.*

D: That's just as well because I was about to ban you from the computers!

S3: There could be an imaginary button on the computers.

D: Is there?

S3: No but there could be like....

D: In the future?

S3: Like press that button.....

D: I think you watch too much Simpsons!

S4: I watch too much Simpsons.

D: Um [name of student] I’m really interested in hearing what other people have to say so I suggest that you allow me to listen by constantly not interrupting. Sorry [to student trying to talk].

S3: [Inaudible].

D: Alright but my point is do you think they are going to put all these computers in the classrooms, in the library, in labs if it’s as simple as pressing a button you’re going to break it ?

S3: No.

D: No. Do you think there are safety things built in that...

S3: Yeah.

S5: And you can ask someone.

D: Yeah alright so does that help you feel better about playing around with things on the computer knowing that it is pretty hard to break it really isn’t it except if you’re....
TURNING TEACHERS ON TO ICT: ACKNOWLEDGING THE PLACE OF COGNITIVE AND AFFECTIVE CONSTRUCTS IN ICT-RELATED PROFESSIONAL LEARNING

S3: [Inaudible]

D: Now girls actually physically breaking a computer by dropping it is not what were talking about. I’m interested in knowing [name of student] why you all seem to feel so comfortable about clicking on things and working your way around?

S7: We’re brave!

D: … the ….your brave?

S7: Yeah. [Students laugh].

D: How did you get to be so brave?

S7: ‘Cause.

D: No, [name of student] what makes you feel so brave about using them? I’m curious to know….

S7: [Inaudible]

D: That’s a good point isn’t it?

Sts: [Chorus] Yeah.

D: You can always undo [hesitating] and how easy is it to undo something you’ve done on the computer? What if you do an assignment and you spend half an hour doing this beautiful page of your assignment and you’ve decorated the edges with a stencil, this is not on the computer, I’m talking about doing it with paper and pen, and you’ve decorated it all and you get right to the end and you realise you’ve left out a big chunk of something in there. What do you do then?

S4: Start again.

D: You have to start all over again?

S6: Oooh no, and you can press it.

D: But on a computer do you have to start all over again?

S6: No.

D: I’ve left something out accidently what do I do? No I didn’t do, I’ve left something out what do I do?

S9: Space and write what you need…

D: It’s so much easier isn’t it? [Name] I’m listening, I’m interested to hear what [name] has to say about this because [name] finds writing a bit of a, a bit of a hard slog sometimes, don’t you [name]?

S4: Yes.

D: Tell me why you find writing such a hard slog sometimes? What is it that you find difficult about when I’ve given you a written task and you seem to sit there for ages and ages. What is it that you find so difficult about it? Be honest.
S4: Um, sometimes if I leave words out it's really hard to fit them in.

D: And do you know why that bothers [name].

S7: No.

D: ‘Cause she’s such a neat person, and she, her work is always presented beautifully. She has one of the neatest books in the entire class.

Sts: [Chorus] Ooooh.

D: But that's her problem if she accidently leaves out a word she gets all frustrated because she thinks oh now if I go and squeeze it in it's not going to look neat, if I rub it out I'm going to make a whole in my paper and she gets, that's half her problem. Does that bother you on the computer?

S4: No.

D: Why?

S4: Because….. [inaudible].

D: (00:19:44) So you feel more comfortable about writing on the computer than you do on the okay. [Name]?

S2: Inaudible.

D: [Name] has this got to do with what we're talking about right now?

S2: Yes.

D: Ok.

S2: It was on the news and it said that they, that they might banned kids on the computer under age 9.

D: Why would they do that?

Sts: [General chatter].

S2: If they’re 9.

S6: Yeah.

D: Stop, [name]. Annie's just told me something really interesting. She thinks if you’re under 9 and you go on the computer, some people think it might wreck your mind. What does, who does….what would it do to you mind S5?

Sts: [Lots of oooh I knows].

D: I’m talking to S2.

S2: Well it would probably like [inaudible].

D: So do you think people think if you use the computer your imagination doesn’t work so hard?

Sts: [Chat].
D: No I’m listening to [name].

S4: You’re doing, at doing something active....

D: Oh so it’s about being inside as opposed to being outside and running around and doing things like that?

Sts: [Chatting].

D: Do you think though. Ok [name] that’s a good point but do you think if I chose to stay inside and write stories all day do you think anyone would complain that I should be outside playing or do you think they’d be really happy if I was inside writing stories with a pen and paper.

S4: Both.

D: If you said to your Mum you know I don’t feel like going out to play today. I think I’ll stay, I’ve got a really good idea for a story I’m making in my head and I’m going to look through some books to get some ideas and then I’m going to write my story. Do you think your mum would be happy or say, “Oh no don’t do that go out and play.”

S4: Happy, happy, happy, happy.

D: If you said mum today I don’t want top go outside on this nice sunny day and play. I want to stay inside and be on the computer.

S4: My mum would say ok.....

D: Well what if you were on the computer searching around, getting some ideas to come up with something creative.

S4: Happy.

D: It’s interesting...

S6: No but if you’re always on the computer just like playing games and doing all that all the time it can really wreck your mind.

S9: It can kill your brain cells.

D: How do you know it wrecks your brain cells?

S9: I don’t know. I heard it.

D: Did someone tell you that?

Sts: [Giggling from students].

D: What do you think Claire?

S4: Um, ‘cause there’s too much games on the computer and you don’t much think with games.

D: Don’t you think when you play a game on the computer?

S4: Yes.
I don’t.

You think….? Some of the games I’ve seen, I’ve really had to think.

That’s a good point though [name]. Is that what your mum says to you or is that what you believe?

Believe.

You believe that playing too many games on the computer is not good.

Yeah.

Okay and um [name]?

Can we go back to the first subject?

Which was? I’ve forgotten what our first subject was.

How……

[Name] and I’ll be interested in hearing your and Jades’ opinion on this too so…
Stop. who wants to share something and they haven’t had a chance to yet?
Yes? Ah we listened to you can we listen to [name]?

Mmmh.

When you’re on the computer like everyday your brain gets more mature and you get dumber.

[Laughing from students].

When you get more mature you get dumber? [Students laughing].

That doesn’t make sense…really stupid!

[Laughing]

When you get more mature you get dumber! She may have made a mistake, she meant immature.

Oh yeah.

Teacher interruption.

Thank you I understand what you mean now. [Name]? Girls it will be interesting to hear this.

Sometimes if you go on Youtube and watch scary stuff it will wreck your imagination and ……

My minds like truly wrecked from that.

It will shut off your imagination….

Sts chattering.
D: Stop, stop, stop. Are you sure you understood carefully what Mrs M said. We’re discussing something [name] so sit down and listen. So if you watch YouTube…. Scary stuff!

S6: If you watch scary stuff.

D: It’s going to shut off your imagination.

S6: That’s what Mrs M said?

S12: It will shut off your imagination like cause somehow your mind….and if you don’t have happy thoughts in your mind your bad thoughts will control, will

S7: No, no, no she said this … since you have imagination….

D: Ok.

S7: Since you have imagination, your imagination well… in your dreams and you start having nightmares after watching scary movies and …..[inaudible].

D: So are you, was she just talking about the effect of watching scary things on TV or computers or whatever?

S7: Yeah.

D: Yeah but that not just relates to computers, does it? What about watching movies or seeing scary things in real life?

Sts: [Chattering].

D: OK so girls who have been out of the room while you were gone, we actually just had a discussion about computers, what we had just done over there and about what we think about using computers and some of the ideas that he girls bought up were that they are not afraid to try things on computers. [Name] brought up she thinks it’s easier for her to write when she’s using a computer because it’s easier to go back and fix mistakes and undo things easily and add things in easily. Do you agree with any of that?

S2: Yep.

D: Do you agree with that?

S10: Yep.

D: Do you find it easier to work on a computer?

S11: Yeah.

D: Ok what I’d like you to do now in your draft book. I want you to underline the last thing you did. I want you to write the date. [Name] has, can you write that up there on the board for me? Have I got your draft book?

S3: Yes.

D: Go and have a look through that pile of mess. Underneath something. What Id like you to do is write a little [name] are you listening [name]? I want you to write a little reflection [name] about what we did today, what we discovered, mention your feeling
or thinking about what we’ve talked about or what we’re going to be doing on computers. I don’t want you to say I’m looking forward to working on computers. I want you to jot down anything that’s in your head, anything that you still haven’t had a chance to tell me, anything that you think about computers, about using PowerPoint about using computers in general, about using them in the classroom, using them at home. What’s your opinion or your ideas, feelings, anything. There’s no right or wrong answers here. This is the answer every time, every time [name] I ask you to give your opinion I get I don’t know.

You’ve just been talking to me and giving me ideas. We’ve all had a discussion which I bet half of which is running through your head. You’ve all just had some experience over there playing around…… write what you’re feeling, what you’re thinking, about computers, about learning with computers, about learning with computers in the classroom. Just write any ideas you might have. And April I wish I could put you on the computer and say go ‘cause now you’re going to worry about how neat you are.

Sts: [Laughing].

D: Right you’ve got ten minutes of silent writing and [name] please.

Sts: [Lots of chatting].

D: Who doesn’t understand what I’ve just asked you to do? [name]? Well ask me any question that’ll help clarify it for you. What do you need to know? If you’re waiting for me to tell you what to write, it’s not going to happen, I can tell you that. I said and listen carefully [name] because this is the last time I am going to say it, I want you to jot down your thoughts, your feelings about working with computers. What do you think some of the stuff we’ve just talked about. Is it good to use them is it bad to use them? Do you enjoy doing it, do you not enjoy doing it? Are you confident about doing it are you not confident about doing it? What do you think about the fact that we are allowed to do it, we’ve got the resources to do it? Would you prefer that we didn’t do it? Your ideas please. Alright so we’re going to do this silently and I am assessing as I’m watching you this week about whether I’ve made a good decision about allowing you to choose where you sit. Okay? There’s no…. look [name] has written half a page already.

Sts: Whoooo.

D: There’s no right or wrong just get down your ideas and don’t be afraid! [said slowly and spookily].

D moves around the classroom and reads girls work making comments and offering assistance as she moves.

D: (00:39:39) Girls when you’ve got down your idea of what, of anything that’s floating around in your head, I do want you to answer one question for me so that’s the last thing. I want you to write down what s the one thing you want to learn or know about computers? What’s something that you hope to get out of what we’re doing? What’s something you would love to come out the other end knowing how to do? Do you just want to do what you already know or is there something you would wish you could do, wish you could produce from the computer, wish you could learn how to do on the computer? No you should just write what I tell you because what I say is always right.

Laughter from students.

D: Exactly! What do you think? Do you think I want your opinion? Of course, I want your opinions.
S1: There’s nothing I need….
D: There’s nothing you don’t know?
S1: No I, there’s I don’t know what I want to know.
D: Isn’t there? About something in your life? No if these something people do with computers or something you’ve seen done on a computer.
S1: Yes.
D: …. or on a you know, you think gosh I wish I knew how to make one of those. You know what I wish I knew how to do?
S1: What?
D: Make one of those DVD’s like your Dad’s makes them.
S1: Yeah.
S4: I know how to make movies.
D: Oh yeah I know how to make movies but I don’t know how to make it as good as I’d like to make it so….if I was writing this reflection…..but that’s fine if there’s nothing you think there’s nothing you want to know…..Maybe it’s just that you want to know how to do something faster or better. Maybe it’s something that [name], if you’ve got comments to make write it down rather than calling it out. Okay so just get an answer down for that last thing so something that you would love to know how to do or you would like to learn or something you hope to get to have a go at……. Yep?
St: [Asks an inaudible question.]
D: If you’ve already mentioned that that’s fine you don’t have to write anything more. You’ve already included that in what you’ve written.
St: What do you mean by that?
D: I don’t know how else to explain it [name] so ask me a question that can help me help you. Instead of saying what do I mean, ask me what you need to know.
Sts: [Laughing].
D: You have to write, [name] if there’s something if you would like to learn about the computers or working with the computers and working with technology in the classroom. Is there something you can share how to do because maybe if it’s something I can help you with, you, I’ll let you learn how to do it. We’ll make a time for it. (00:44:00). Alright who’s done and who’s nearly done? Stand up if you are happy to share your contribution. One person’s happy to share. Now girls are there any right or wrong answers.
Sts: [Chorus of no].
D: Is everyone else’s opinion just as valid as your own?
Sts: Yes [chorusing].
D: Name do you want to share do you?
S3: Yep.

D: Have you finished? It’s not about how much is written there [name]. I don’t care how much is there. Have you said what you want to say. [Name] are you happy to share? Right. [Name]. Share with us your opinion. Big voice.

S3: I think that it’s good that were allowed to use computers because we can research and write story and we don’t need to fuss about how neat it is because the computer makes it neat for us. Um yeah.

S9: I’m looking forward to the assessment task because I think, making a PowerPoint and doing like an animation and I would like to [inaudible].

D: Good well done. [Clapping from students]. Um interesting that [name of student] should mention the neatness thing again because unlike [name of student] [name of other student] can she’s got so many ideas floating around in her head when she’s writing and she wants to get it all down but she actually makes a real mess sometimes don’t you [name of student]? and we have to go back and fix it at the end and sometimes when you go to all that trouble of writing a beautiful story the last thing you feel like doing is sitting down and writing the whole thing out again neatly.

S9: Yeah.

D: So it’s a good thing she said about the computer. [Name of student]. It’s a good point she raised about when you write it on there it turns out neat.

S4: Yeah.

D: And she also mentioned that’s she’s looking forward to being assessed on some sort of PowerPoint or animation type thing because she obviously feels quite confident about her ability to do that. What if I said no [name of student] you have to do it as a oral presentation? How would you feel?

S9: I wouldn’t like it.

D: But you do have to…You don’t like oral presentations but yes you are doing to have to do an oral presentation but there will be a year level choice. I told you that. Alright well done [name]. Thank you for sharing. Um [name of student] up here, big voice. By the way who agrees with some of the points that um [name] raised?

Sts: Me, me [chorus ing].

D: Ok, off you go.

S7: I think using computers is a, really fun because you can do whatever you want to do. I even feel that happy that computers were invented. It’s really fun to use computers. It’s like well you can virtually do anything and you can play games with friends and other things. And I think everyone should use them. They’re really fun and I use them I want to learn karate on the computer.

Students all laughing.

S7: And you can [inaudible].

D: You can what?

S7: [Inaudible].
D: So you even want to learn karate by the computer you don't want somebody to teach you how to do it? [Student shakes her head no]. Interesting. But then [name] once you print the books out what do you have to do?

S7: Read them.

D: Is it any different to getting a book on karate form the library? Is it any different though? But you would still prefer to learn it from the computer? [student nods yes]. Yes? Okay.

S7: The computer's smart.

Students all laughing.

D: Are computers smarter than books? Are they?

S7: Yes, yes.

D: [Name of student] I'm asking you a serious opinion. Do you think that computers have better information or are smarter than books?

S7: [Nodding].

D: You do?

S7: I do.

D: That's fair enough……

S7: Like people research on the computer and look into their books…. D:

S7: Yeah and sometimes they get from the computer and they get the stuff out of books.

D: Do they?

S7: Yeah.

D: Ok. [Name of student] would you like to share?

S5: I like the computers because you can play games on them on the computer…. Hang on. I like the computers because you can play games on it and watch movies, things on it. What if we didn’t have computers. We couldn’t watch any slide shows and it would be hard to do maths on it.

Sts: [Laughing].

D: What’s so funny about that? No keep going, keep going, keep going.

S5: I wish I could know how to make a movie on the computer and make it really fun.

D: Ok thanks [name]. [Name] do you remember when we did inventions?

S5: Yeah.
D: Did computers exist when like I was little or your mum was little or your great grandma?

S5: No.

D: Does you mum know her times table?

S5: Yeah

D: How did she learn them?

S5: The teacher.

D: Teacher? She didn't need a computer?

S5: No.

Sts: [Laughing].

D: Right now [name]! Would anyone else like to share? [Name]. Right two more people are going to share. [Name] and [name].

S11: I think [inaudible] it will tell you the right spelling and then you can fix it.

D: I think you left out a word. Can you go back and rub that out and fix it up?

Sts: [Laughing].

S11: Also you can make sounds on the computer.

D: And what would making sounds do to your writing, your beautiful stories on the computer?

Sts: [Laughing].

D: Excuse me. I'm being serious. Make it more interesting or?

S11: Yeah.

D: Make it more realistic? Make it more realistic? That's a point….Are you done?

S11: Yeah.

D: Thank you for your thoughts. [Name].

S2: It would be cool on the computer if you were talking about bombs you could say and then the whole place exploded and when it says the whole place exploded the words could explode into little bits and it makes it….

D: Like your writing a story when you say something like that?

S2: Yeah.

D: OK yeah last person to share. Off you go.

St: [Inaudible].
D: Good. Thank you. Interesting how none of you want to learn how to type faster. You can’t type??? Um how could you do that? Do you want to type like that because you’ve seen mum type like that?

S3: Yep.

D: Or, you just want to be faster. Who’s confident about their skills on the keyboard?

Sts: [Chorusing] Me, me!

D: Alright. What’s’ very interesting about all that is the people who said the things, the points they raised about working on computers often relieved them of the thing that they struggled with most with writing, the spelling, neatness all that sort of stuff so computers must fix all problems do they.

Sts: Yeah.

D: No actually they don’t, computers are wonderful things. But they don’t fix all your problems……It’s interesting isn’t it, computers are a bit like your brain and yet here we are saying if we use computers too much they’ll ruin our brain. Computers store more than your brain.

Sts: [Laughing].

D: Right I’d like to collect those from you so please leave your draft book open at that page and who are our ah, our handing out people? Go around and collect……Ah [name can you go and wash your hands and rinse them well….People I’d like you to move to the floor please.

-ENDS-
Appendix X

Transcript 23

Date: 15/7/10A
Present: Deb (D), Gina (G) and students (S)
Location: Deb’s classroom
Context: The session begins with organising the classroom for the day. Then she introduces me. This is the first time I have met the students.
Transcriber: Gina

D: (00: 00:53) Ok girls….. first of all before going any further I would like you to say good morning to Gina who is going to be with….helping us out a lot. I spoke to you about this earlier in the week. She’s going to be in our classroom lots during this term. Um some of you….who knows Gina? Does anybody know Gina? Mrs Blackberry you might know her as. I’m going to allow you to call her Gina because that’s what I’ll be calling her all the time. I’ll probably say go to ask Gina or something. Um so Gina’s going to be helping us with computers or working with us when we’re working on computers and when we’re doing a bit of History, bit of English. So today she’s here to observe us but she’s also a helper and …. Oh you know what, is that Mrs S wandering around out there looking for us? Oooh. I probably should have called her. That’s alright I can probably ring her. Now what we’re going to start today, you know thank you to the people who have followed my instructions and not done anything else. The fact that I can see immediately who is doing the right thing and who’s not. Remember how I promised you this term that you would have a bit of variety with how you present your assessment pieces. One of the things that we’re going to offer you as an option is to do an animation on the computers. Now remember I talked about that? Now in order to be able to get our skills up to be able to do that were going to have little bit of a practice today with um PowerPoint. Put your hand up if you’re familiar with PowerPoint. I think last year if you were here at this school you were introduced to something about PowerPoint.

S1: PowerPoint and animals.

D: Yeah ok. So did you just have to use pictures and some text and make like a slides show?

S2: Yeah and we could um…and we could do background.

D: Yeah, yeah so it was PowerPoint as a slide show. So it showed a picture and some words and then it moved onto the next slide. Is that what happened?

S1: Yeah.

D: And you could choose how you [inaudible] and then move onto the next. Yeah ok so we’re going to have a little practice with that then. You might even be able to teach me some things about PowerPoint because the last time I used PowerPoint was a long time ago and they’ve actually upgraded PowerPoint since I used it so I might be getting some learning off you as well. You might know some things that I don’t know so together we’re going to come up with as much as we can know and do about
PowerPoint. The first thing we need to know is how to find it. ....Who knows how to find PowerPoint? Alright tell me how you would find PowerPoint [name of student]?

S4: Um usually it would be on the bottom of the computer.

D: Oh but is it on the bottom of your computer?

S4: No.

D: Is it on one of your task bars?

S4: No.

D: No it’s not so what do we do if what we want is not on the task bar? [Name of student]?

S3: Go to start.

D: Yeah click on start.....

S3: Go to all programs.....

D: Go to all programs.....

S3: Then you go down and hopefully find Microsoft Office.

D: That's right so we're looking for the folder that has Microsoft Office.... When you click on Microsoft Office it will come up with a list of other things and you're looking for the one that says PowerPoint. It's red. The icon is red. So when you find Microsoft Office PowerPoint click on it and don’t do anything more. It should come up with an example page that says click to add a title...... Did you click on Microsoft Office though? So try typing in PowerPoint.....(00: 05:15)Now girls, what I would like you to do actually is move PowerPoint to your desktop. Who knows how to do that?

S5: I know how to do that.

S4: Me!

D: OK so you may go back a step which.......Was she there?

G: Yes she said she’s not with you until 2.30.

D: Oooh. Sorry.

G: That's alright.

D: I've got her down as 1a, I mean 2a.

G: It was JS?

D: Yeah.

G: Yeah.

D: Yeah, it wouldn't be the first time we've had this happen.... Um [name of student] tell me how you go about, did you just close it down?

S6: Yeah.
D: S6 has just chosen to close it. You've put it on your tool bar. So put it on your tool bar or on your desk top. So even if you've got to go back to that process again, so closing down, go to Microsoft Office again, close that [name] and go and find it again and if you click it and drag it to your desk top 'cause if we're using it lots that will be a useful thing to have. Microsoft Office just drag it somewhere to your desktop, not Microsoft Office but PowerPoint remember, click on Microsoft Office, no click on Microsoft Office now click on PowerPoint, now drag, drag to your desktop. Just put it up here. Here. There you go. Have you put yours on? Click on Microsoft Office first. Click it. Don't drag Microsoft Office. Find the one that says PowerPoint. Stop going into pictures…..No…you click. Get Microsoft…PowerPoint. OK. Once you’ve put it on your desktop, have you put it on your desktop or on your task bar? What if we just fix that again? Oh is on a task bar down the bottom? NO. Alright who’s done that? Who has PowerPoint on their desktop?

S4: Me.

D: Good anyone having trouble doing that? Right now go back into PowerPoint please. Now you see a screen with two boxes there. Do I have to use those boxes?

S: Yes/no responses.

S2: You can delete the boxes.

D: Thank you [name of student] says I can delete the boxes. Why would I want to keep them there? What are they for?

S3: Typing…typing and…?

D: Alright. [Name of student] tells me I would need them if I was going to add a title. I could delete the boxes and do that a different way but this, this is the sort of short cut to help you put a title there neatly in the middle. I want you to um…. we'll put a title in just so we can have a play with it. Um I don't know who can come up with a title?

S1: Me, me.

D: Might be a good idea to keep it to something we're doing now…..How to make a slide show, history….Um…..do you think that might be useful for what we're doing now. Alright let's write how to make a slide show as our title. Um now you can just type it for now don't worry about…[name]. Just type it don’t worry about changing the fonts ‘til you’ve actually got something written there. Slide with a name. Alright. Is it an interesting looking title?

S7: No.

D: Why?

S7: Because it's not.

D: Black's boring is it?

S7: Yes.

D: Ok alright. You all know how to change fonts and change colours. Make it to something you like then. If you don't like the way it looks there change it to something you do. How do you spell make? MAKE [name of student]. …..Kind of a little experiment with what you want it to look like. Oh my goodness I'm just seeing someone do something amazing. Have a look at what [name] has done with her title.
S8: I did it too.

D: You did it too? Have a look at this.

S: Whhooooo.

D: She said drag the green thing. What’s the green thing girls? What does she mean drag the green thing?

Students all calling out.

D: Oooh have ago at doing that.

S2: I’ve done that.

D: Do that again…. Ooooh [name of student] is moving hers around all over the screen….What’s the other box on the screen for?

S5: A subtitle.

D: Yes you could use it for a subtitle. What’s a sub-title? Does anyone know what a sub title is?

S6: Oh yeah… Mrs X that’s where you put your name and…

D: That’s not what a sub title is… A sub-title is where you have a big heading and then a minor heading but yes we can use it as, for putting your name in so why don’t you use that one and put by and put your name in and then fancy it up as well. (00:11:39) And now might be a nice time to think about proper nouns and capital letters.

…..Someone find something interesting to do with that now and show me what you’ve done with it. Do something pretty with it or interesting with it or……but remember if you were doing some sort of slide show, you’ve got to think about the purpose of your slide show. Is it something fun that you can mess around with like this and make look bright and colourful or is it a really important document that you would want to make look very formal and very serious and [inaudible].

….. So you may decide as nice as that slanted title is, it may not what, be what you want. You might play with it for a while and then decide to put it back as a straight heading.

(00:12:46) Now I’m seeing some girls put backgrounds behind it. They haven’t got white colour behind their, their um title. How did you do that girls?

S3: Mrs X look.

S: Several students call out responses to Deb’s question.

D: You just speak one person at a time to tell me and show me how to do it. Who knows how to put a colour background in? [Name] you’ve got a coloured background. [Name] you’ve got a coloured background…..um. you’ve got a coloured background. How do you do that?

S9: Well what you do is go onto design and click…um

D: What did you click on S9?
Design.

Everyone find design. What's that called name?

Taskbar.

On the taskbar at the top, she went to design. [Name] might need some help [name].

I don't know….

Well you know more than you think you know by the looks of that. Oooh I like that….Does it look good slanted now, now that you've got these nice formal dark holes or not?

Does mine look good?

I don't know does it look good to you? Well that's interesting except your name goes over the top.

Yeah.

I know how to make them different colours.

How? I want you all to spend a few minutes just changing the colours, changing the style…. Find something that you really like….

Do you like that?

Cool.

Mrs X I've finished what do I do now?

I want you to put capital letters for all those that need them. Yeah but why would you put it for all of these but not these [name?]

Mrs X?

Yes?

Um how do you [inaudible] with words?

Oh somebody’s put a smiley face onto their um… onto their…..How did they do that? Well I don’t know, [name] how did you do that?

You click…..

Listen up [name].

You click on home.

Click on home.

And then you find pictures.

Oooh and then she found, she clicked on home and found a box of pictures.

Ooooh yeah, yeah, yeah I’ve got a smiley face….
D: Ah [name], you had to hear the next bit. Girls listen to what she said. She said find the box with the pictures. Everyone's done that but what do you have to do next?

_Inaudible response._

D: The cursor… Put the cursor on what?

S6: The arrow.

D: (00:15:27) Put the cursor on the arrow [name] and you might find some more and there's a whole lot more. There we go…

S4: Found them.

D: Oooh, someone's got a lightning strike on their… We've got lightning strikes, we've got love hearts. 00:15:53: A PowerPoint slide by [name]. Is that what you wanted [name]?

S8: No.

D: Well what did you want? Well it hasn't just appeared on the screen somehow. How would you get that? Who know how to undo something when they've done it and they can't remember how they did it but they just want to get back. What do you do?

Student answers.

D: If you click on that it will undo what was the last thing you did.

S8: And it's also another…..

D: You can click as many times and it will keep undoing whatever you've just done…. Now it you want to redo it, if you went oh I went back too far click that and it will redo what you've done.

S: Whhooo!

D: Now girls that, that title page that you've got happening now, ooh name's got rid of, you've just got rid of…. did you get rid of all your background stuff? OK… that's like the first page of a book isn't it? Do you agree that that would be the first, like if you were presenting a written report or something, it might have a front page like that. So what's the point of doing it on the computer if I've just got a page that looks like something I could do in a book? Is there some way I could make it better using a computer, and using technology than if I'd just presented it in, as a report handed I on paper?

_Inaudible response_

D: Yeah but is that any different to me just typing on one page and then printing it out and typing another page and printing it out? What can I use the computer… I want to make my project a little bit more exciting, a little bit more interesting. What can I do?

S1: You can um, put it on a slideshow.

D: What's a slideshow?

S1: You can like decorate it.

D: Yeah well I can decorate with a stencil and colouring in pencils ….
S1: Like you can change…. [inaudible]

D: I can have, oh make it move. Can I make my pages move and my things on here move girls?
S: Yes.
D: Can I?
S: Yes

D: How? Who can make something move for me and show me what you mean, what you’re talking about?

(Student gives a description of the process….[inaudible].)

D: (00:19:15) Someone do something and then when you’ve got it done, when you’ve made something move on your, on your page can you let me know.

S7: Mrs X I’ve done it. I’m moving something. Tada, tada, I’m moving something. Tada, tada.
D: Oooh.
S7: Mrs X I’m moving….

D: Oh no but you’re moving it with the mouse. I want to see it move by itself.
S7: Oh I know how to do it. Well…almost how you do.
S4: Oh keyboard, you use your keyboard.
S9: Mrs X look, look, look.
D: Oh yes, [I giggle] clever you can use the mouse on the keyboard. But look what um [name] has managed to do… she had all sp….. things happen. That’s something I couldn’t do with my piece of paper.
S5: Oh I can do that.
D: Show me.
S5: …and the you do that…

D: Can you make it do something else? Can I make my words slide in or something?
S3: I’m not sure…
S5: Yes.
D: Well let’s play with it and see if we can work it out. Let’s see if someone can make the words move…. ’Cause I saw a slide show once and I saw the words come in across the screen. How did they do that?
G: Yep. Click on some of these and see.
S: Oooh Mrs X you can make sounds.
D: Yeah well we’ll leave the sounds just or now. Work on the movements…. So highlight the word.

S7: Oh wow. I can move pictures now…let’s get some movement happening on there.

S4: See how that moved?

D: Try different things. Who doesn’t know how to make it move? Who doesn’t know how to make their slide, their first page just appear in some interesting way. You don’t? [student shakes head – no.] Well name doesn’t so how about you show her.

S6: Oooh now I get it.

D: Try some different ones. Find one you really like.

S6: Oooh now I get it.

D: Try some different ones. Find one you really like.

G: Got it – good.

D: Has anyone managed to make the words move yet?

["No" chorus from the students]

S9: Except that they come in sideways.

D: Can you? They just don’t move – aaw I’ll be disappointed [giggling] if the words don’t move because I like moving words.

S3: I know so do I!

D: Well you’ve got to figure out how to do it [giggles].There must be something we can click.

S3: Yes.

D: Why click um, just try clicking on it. Unclick it again, make it bold again. Notice how it changes on the screen when you click it. See that appeared once you….so maybe…

S3: Got it! [Deb laughing]

S5: Mrs X?

G: Whhooooo that’s a nice effect. What Mrs X has asked you though is trying to get the words to move now so that’s called a transition when you’re getting that special kind of line effect.

S7: ‘Cause this is different to my one at home.

G: Do you have a Mac at home?

S7: No I have an Apple.

G: Yes, an Apple Mac. Yeah. They are a bit different. I’ve got an Apple Mac too. Now show me how you did this…. So….this time just try and select your words, so highlight your words, that’s it now go up into your animation, custom animation. OK now over here you’ve got that one. See what happens when you click on those. Click on the words. You’ve got to go to….now how did you get that up…

S4: Mrs X I did it.
G: .....so click on animations, yeah click on animation first....now across the top, go to home then click , That’s it, good girl.

S5: Have you got animations up?

G: Ok.

S4: Yep?

S5: Right now click on words.

S4: Custom?

S5: Ooh custom animations. Yep. Now click on the words you want to move.

G:: [Name] could you help the girls next to you? Have you worked it out girls?

S: Yep.

G: Yep. Fantastic, let’s have a look.

S1: Which one’s correct?

G: Well you can chose whichever one you like. So you mightn’t like that one so you can go and change it. Try different things, try different things.

S8: Mrs X….I’ve found something really, really cool.

D: Oooh [name] had hers spin, spin a complete a circle. Her title went around in a complete circle and now it’s stopped. Go and have a look at what name did.

S5: I can do that!

G: Wonderful.

S3: How do you spin it around a circle?

D: Girls don’t just try words, try, try picking one of the objects and having it move as well as the title. Before you go too far just try it. Stop. Get it to stop, now try it. Double click it...... you might have …no actually you clicked on the words so it’s probably the words that are going to be doing it. Click on the star....

S3: How do you do the circle?

S9: OK I’ve done it. I’ve done it, I’ve got it!

D: Oh!

S7: Oh that’s so cool.

D: (00:26:43) Name did you work out what that thing did?

S7: Ah yeah

D: What does it do?

S7: Make it move all around.
G: Show me….oh ok but it’s not the words we want to move…and actually you should adjust the speed of that too. It’s moving really fast, maybe you can slow it down…..

S5: (00:27:01) Mrs X?

D: Woooo!

S5: Mrs X? Mrs X, come and have a look.

D: Girls, can we not Mrs X, Mrs X, Mrs X because I am….inaudible] can only be in one place at a time] [giggling].

G: Nice work. Good.

Girls um [name]’s is having fun playing with the one where you click add effect there’s one down the bottom when you click on add effect it says motion path. Have a go at that. You can change the direction of the way things move around the screen. And you should be able to adjust the speed of it somehow. Name did you work that out? …..See how it’s got speed and it’s got very fast, try changing….

(00:27:42) So if you were to select that on like your little face, you could move it up or down or….

S11: How do you do the spinning?

D: Who’s stuck on something and can’t make it as interesting as they want to and they’ve seen someone else do something? Anyone? They’re all happy great. Oh yeah (name’s) pretty good on the computers. She’s um…

G: [student’s name]…..S7 said she’s got a Mac and it's different!

D: Have you got a Mac at home [name]?

S7: Yep.

S5: Look at this.

D: Oh how do you get that?

G: A lot of the effects will still be there S7 they’re just in different spots I found out.

D: Girls you’re welcome to go on and do a second page if you want to…. Girls can I show you [name’s] work?

S11: Mrs X I know how to do it too.

D: Yes ok but just a moment and see what she’s done first. Have a look and see if you like what she’s done. Well yes, she can [name] but you need to come around this side. OK when everyone’s here show them what you’ve done.

S2: I don’t want to see…..

D: S6 have you figured out how to get those stars down? [inaudible response] but it’s good you can change the speed of the stars. Girls how about you move onto your next page and make, I’ve seen some people put pictures on, racing cars and cats. How do you do that?

S5: Mrs X?
D: Oooh S8’s worked out how you can draw on the screen.

S4: I do too.

S9: So do I!

D: OK how about you draw something S8. Make a second page girls and how about you put some pictures on your second page and show me some interesting ways to get pictures up whether you draw them or you get them from somewhere. That would give me a headache that one. S6, make a second page.

S6: Oooh I don’t want to I’m still working on it.

D: I would like to see you make a second page and add some different pictures to it. Aaah does that mean you don’t know how to make a second page? You’re sitting beside some people. Ask if they know how to make a second slide.

S4: Mrs X I know how to make something disappear. Mrs X?

D: How do you make….

D: [Laughing to me] Are we going to do the animation? Gee….I think we also have to address that issue of um…..that you can, that it has to suit a third person.

G: Absolutely.

D: You know because it can get a bit carried away.

G: Mmmmh.

D: Can you make a second page yet? Ok.

G: Which is why it’s good that they can do this and play around so that they can get it out of their system.

D: Mmmhh.

G: All of the wow factor.

D: Mmmmh. How did you get words inside those things?

S3: You just type, you click on [Lots of girls talking at once].

D: No no no. I asked S3 so just let her explain it to me. How did you do that S3? How did you get the shape up though? Where did the shape come for a start?

S3: There.

D: So you clicked on the shape yeah? And then how did you put a word in it? And you changed the font when it’s in there? Or does it have to be a certain type of font? Can you change the colour of the font? Can you change the colour of the shapes? What if I don’t want a blue one? (00:32:35) Ooooh. Cool. [Watching student work]. What are you spelling?

S9: Pitchers.

D: Picture, that one of those tricky words to spell. Girls does spell check work when you’ree working in PowerPoint?
Sts: No/yes responses.

D: Well I get a yes and I get a no so…?

Sts: Yes/yes.

D: Sssh…..type picture for me……does it spell it correctly?

S5: Excuse me Mrs X?

D: Aaah, let’s just check…..Name is just experimenting…..Um Name click your word…..

G: So how did you check your spelling?

S7: Inaudible.

G: With your left?

S7: With your right? Your right mouse click?

D: Good girls, well done. If it doesn’t come up automatically underlined as a mistake how do we check? Um S11, we’re not sure we’ve spelt a word correctly and it, the computer didn’t tell us it was wrong so how do we check it? That word there, she wants to know if she spelt pictures correctly. What does she do?

S11: [inaudible]

D: OK but can I check the spelling on that. How do you normally check the spelling on a word if it doesn’t automatically underline it for you? Don’t know? Does anyone know how to check the spelling of a word to see if it’s correct? Nobody? Do you know? Come down here and show us. We’re not sure if we’ve spelt pictures correctly, what do we do? It hasn’t underlined it to say that it’s wrong so what do we do?

S7: Inaudible… I don’t know now where it is but I think there was something that said check, check spelling.

D: So you’ve seen something well we need to find it. Yes but that’s what comes up when you get a red line under it.

S10: I know/ I know…. I know how to do it.

D: Good. Yeah then what?

S10: Then you highlight it. It comes up….no….

G: The try right clicking it when you highlight it. Or left, left…..Try left clicking.

D: Try right clicking.

G: It’s either right or left I think.

D: No, no, no, highlight, highlight it. Did you right click?

S7: I have right clicked……

G: Might be left then.

S7: Oooh that’s definitely wrong…..
D: Isn’t that interesting…..you can’t…. 
G: You can, you definitely can…..
D: Ok.
G: Um…….It should just be ….. Searching the help area of PowerPoint. It’s pretty bad if you can’t spell spell-check properly [giggling].
D: (00:37:35)Watch the following video to use and make changes to the spelling and grammar features. Now we’ve got no sound…… oh yeah it does say PowerPoint……
G: Is this a version of um Office that had lots of glitches, is this 2007?
D: Mmmh.
G: I think this had lots of problems with it.
D: Even our portals, even before they upgraded us to 2007, we could upload multiple pictures at a time onto the portal and then when they put Microsoft, then when they put Office 2007 on, it’s apparently it’s broken in 2007 so you can only upload one photo at a time so to upload photos like to, 30, 40, 50 photos you need to do it one at a time and it’s a really slow process. Apparently Microsoft are not going to fix it because they’re about to launch some new thing….yeah
G: I think it was.
D: Hey did you get it right? [spelling] How did you get it right? There must be a way to do it though. We’ve got to find it.
S11: Mrs X?
D: Yes darl….Um girls unfortunately we’re out of time/ pack up. Spell, spell check the spelling of the word…well you did it over here didn’t you? When you checked the spelling of your last name. Go back to your first slide….. Highlight that one. Yeah now how did you get that to that? How did you bring this up?
S7: I clicked the right.
D: The right this side so you went. Ok so if we go and I highlight that….Girls I would really like someone to find out how I spell check on PowerPoint. Like how do I check if a word is spelt correctly?
S9: I know!
D: Well come show me.
G: Oooh it won’t even stay up there – what’s going on?
D: Well type in a word, any word. Dayes, D-A-Y-E-S, now that’s spelt incorrectly but the computer hasn’t told me it is so how do I check it?
S9: Now it’s not doing it……
D: Oh you told me you knew. Oooh. Do it again for me and I’m going to watch what you do. Oooh you were bluffing me, I thought you knew….So you just clicked the middle one? You clicked the right one? Oooh I’ll have to offer a reward……
S7: Why won't it do it for me?
D: If anyone can show me how to do it.
S5: Um Mrs X this one’s coming up as incorrect spelling. Look.
D: Yeah
S5: And when you right click…
D: Mmmh?
S5: It’s coming up spelling…..But not…
D: So why?
S5: It only seems to do it in…
D: With some……
S5: In the subtitle and not in the title!
D: Title, yeah? What about in the title? Click, spell jazz incorrectly in your um, put an extra z on jazz for me.
S5: Now?
D: Ok. Now right click that and see what happens. It won’t do it? No so, yes you think you know?
S7: Go to review. Ooh yeah and go spelling.
D: She did it!
G: Oh well done, awesome!
D: You’re the winner, you’re the winner…claps. I so love it when you solve a problem…
S5: How do you…
S7: No it’s a secret, you’ll have to pay me! I know it I know it.
D: S7 will tell you!

-ENDS-
Appendix Y

Transcript 24

Date: 14/7/10
Present: Deb and Gina
Location: Deb’s classroom
Context: This is the first time we have come together to play with technology. This session follows our mid term planning day.

Deb and I spent about an hour today after school in her classroom playing around with PowerPoint. We proceeded with my plan to open it up, familiarise how to create new slides, change background colours and type in text boxes before progressing to saving some images from Google in a picture file and pasting them onto a slide. Once we did that, I set some challenges for us to complete. I got a tear to slide down a girl’s face reasonably quickly while Deb was still playing with the other animation features. She commented about forgetting how to do things several times and at this point, I felt it was important to support her rather than going off on my own tangent. I stopped what I had been playing with and together we focused on getting tears moving on her slide.

I planned far too many activities and completely underestimated the time needed to feel comfortable with playing and experimenting. My plan wasn’t too teacher-centred but based on constructivist principles. This allowed for experimentation and discovery at our own pace. The challenges were set to guide the work but also to make it fun. Although I didn’t allow enough time, Deb certainly had a better grasp of the software’s capabilities by the end of the session. So although Deb and I spent an hour familiarising ourselves with some of the animation features of PowerPoint, we are still very much novices ourselves. My aim was to demonstrate to Deb that she did not need to know everything about PowerPoint to teach with it in class. Rather she needed to feel comfortable about some elements of the software and then facilitate student learning by asking questions, setting the students challenges and allowing them to discover. I hope I have modeled some of these skills sufficiently for her to adopt tomorrow. Time will tell! She knows I am there as a back up and to support her. We also talked abut setting the students’ challenges using peer mentoring and asking them questions as strategies so she doesn’t have to say she doesn’t know all the time.

-Ends-
Appendix Z

Transcript 25

Date: 2/7/10
Present: Deb (D) and Gina (G)
Location: Deb’s classroom
Context: Planning session for the next term for History and English. We begin by looking at the new trial History syllabus documents.

D: (00:00:06) So although this sort of stuff is useful for me, it doesn't help me work out um what activities…. Is that it?

G: Yes. I downloaded it. But it's very non-specific.

D: Mmmh.

G: It's very ffffh, interpret what you do.

D: I wonder how our, it's going to change though…

G: Mmmh.

D: Whether it is going to change as a result of any feedback because that's the thing is, National Curriculum are thinking we have to be a little bit more specific.

G: Mmmmh.

D: If you can expect that we’re all teaching the same stuff but….

G: The biggest thing I've drawn from that is the move away from teacher-centred practice….

D: Mmmh.

G: To um student-centred and that there's constant reiteration in it about um the students’ fining their own information and creating their own knowledge and their own understanding and then reshaping that um and, and, and communicating their understandings.

D: And these girls will need a lot of support...

G: Heaps of scaffolding to do that.

D: See yeah, they've, I just wonder if there is a more specific document that we haven't got yet ‘cause it's …..

G: I would say there has to be.

D: There has to be.

G: Because that's just....
Because if you saw how the Maths was broken down, did you see that?

No.

How oh my God, that's so specific, so, so, so specific so this must just be a broad...... it’s obviously just a [inaudible] but this is good that they’re....

It’s great that they’re actually....

....linking all that in

Yes, other KLA’s and digital technologies gets a big mention which is really interesting because just this week I've had some correspondence from the UK and they've the new British government have axed BECTA the educational technology body that sort of interfaced with schools and provided a framework and has done great things. They've axed BECTA and now, in the last two weeks there have been two speeches, one by the Education Minister, one by aaaah who was it [tongue clicking], I don’t think it, I think it was the Deputy Prime Minister and both talking about the future of education in the UK and neither one mentioned technology!

Really?

Mmmmh, mmmmh. So it’s good, it’s there and it’s explicit.

(00:02: 54) Mmmmh. Alright well, we need to make this though the core of what we’re doing I think in terms of if we’re going to change, we might as well change in a big way.

[Gina giggles].

And um and my English does have to be pretty much tied in.....to this because of, not the science though....

Well I think the Science as I read it is more for high school.

Yeah.

Like the linking.

‘Cause they’re talking about Pompeii....

Hiroshima and tech, um warfare you know, chemical warfare and that sort of thing.

So we could certainly do, we can certainly do a lot of that.

Yeah a lot of the English stuff. Mmmmmmh.

So what do we do?

Well I thought an interesting way to start might be to look at the knowledge and skills break up. Break it down into knowledge, skills and technology and I don’t know about you but I don’t ever work with goals ......

No, I don’t.

....and objectives....as your starting point [laughing] I always come back to those at the end.
D: I've just got to think of ways of assessing.

G: Yep.

D: In terms of um, what I think happens a little too much is that we teach what we want to teach and then you, "oh now I've got to make up a test…"

G: Mmmh.

D: "….to suit that whereas I think I want to have in mind what it is…I want them to get out of it.

G: Mmmh.

D: But apart from that….

G: And do you want to assess as a process as well as an out, as an explicit end point?

D: As a process as well.

G: Mmmh.

D: So……

G: So……

D: And I want to allow, the other thing I do want to do is I do want to allow options for assessment. I want the girls to have a choice if they want to do it, a piece for assessment, I want them to choose, to have some say

G: Yep in how they go about it.

D: In how they do it. I don't necessarily want them to all be the same.

G: Mmmh.

D: So that allows them to choose their area of strength if they feel that's what they want to do.

G: Well….

D: So...

G: Let's start, how do you feel about starting with the content knowledge and then once we've established what it is…

D: Mmmh, yep.

G: Like the core….

D: Yep...

G: ....content to be taught or learnt….

D: Yes?

G: ....then we can look at ped, the pedagogy.
D: Mmmhh.

G: And then we can look at the technology or they might all blur together.

D: Yes alright well….. from what we've looked at I think with this, as I said, we need something a bit clearer broken down because this is pretty much a trial um we are just going to focus on pre-European settlement to start with (00:06:15) and then…. and then see how far we go but just getting to European settlement. You can't go too far into that. Like I don't want to go into the history of Brisbane or of that sort of stuff. I just want the big picture type of stuff.


D: Um so they'll need to learn it'll be interesting for them to start back with how the Aborigines even began, like how, where they came from and then look at their culture, how they lived before, before you know we, we [inaudible] we'll look at the historical records that you know that, if any and how they, yeah how they passed on their history. That would be a good thing. Um……I'm just trying to think is that [inaudible] to change?

G: Yeah.

D: But ah actually what I'd like to start with is why we need to study this probably.

G: Yeah set it in a context. Yep.

D: Rather than just saying we're going to study Aborigines, just talk about why. And what they know, what…..

G: Yeah…..they actually know about…

D: Yeah we probably need a little bit of an introduction to history then.

G: Mmmh.

D: In that case, why would we study history?

G: Mmmhh.

D: What you know what do we know in the past that can help us in the future and we could even put it in the context of their families?

G: Yep and actually that document frames that nicely for the P-2 about….

D: Mmmh.

G: ….their family context but I think that having read that, it's, it's very, clearly the focus of history is about learning from the past.

D: Mmmhh.

G: And using that information, synthesising that information…to hopefully not make the same mistakes and to yeah, so….so if we start in that context of the family context about how information gets passed on though the family….

D: Mmmh.
G: …through photos and objects and all those sorts of things then put it in terms of the big picture about studying history in general and then looking at ok let’s look at Australian history and see where that leads, what we have, what records we have.

D: Um…..and see we’ve got 2 terms so maybe this terms going to be all about the Aboriginal history and then depending what sort of um how meaty the assessment sort of task we get them doing and maybe following term can be the more European…

G: colonization….

D: Yep.

G: …and um yeah, yep, yep.

D: (00:09:16) We’ve got to make it interesting for them because um, I think history traditionally has pretty [laughing]….

G: Can be very bogged down in facts.

D: Yeah I remember my children doing the explorers and all that and I don’t know they remember much having done it the way they did.

G: Mmmmh.

D: Alright. I’m not sure. See this talks about specific events and personalities but if we’re doing…..I need to see what resources we have as well but…..Torres Straight islander influence will be interesting too because I don’t know much about that myself. So it will be…..

G: Mmmmh. I don’t either.

D: Interesting to see how it can….

G: Why, why they…..yeah. How different they…..

D: So did the Aborigines start there, come from there or something? See that’s something I don’t know [moving away].

G: I don’t know. I think they’re quite separate cultures with quite…..

D: (Deb calling out from the classroom (inaudible)) Why do they always talk about them as though they’re….

G: Aboriginal and TI?

D: Yeah.

G: Yeah I don’t know.

D: I wonder if that’s where they think they came from or whether they came from somewhere and some went one way and some went the other way.

G: Don’t know.

D: We’ll discover that.
G: Yeah. ‘Cause that could actually be a really interesting um exploration to, to document the, the commonalities and the differences.

D: Mmmmh.

G: And ..... why why’s whys it necessary to do that.

D: Mmmh.

G: Is that is that cultural, like clearly demarking cultural differentiation or?

D: Yeah, that might be just your thinking and my thinking. I don't know whether the girls will get that far but we can move that way.

G: Mmmh, mmmh. Now I don't know any of those texts, oh well.

D: There's actually a ....a class set of um.....I don't know which book it is but there's some novels that are class sets as well.

G: Oh ok.

D: Maybe it's the First Fleet..... oh that's another one but I think see I think that's more the European, the colonization.

G: Mmmh.

D: More stuff, Rabbit Proof Fence would be interesting.

G: Yeah I wrote that down Rabbit Proof Fence um....

D: See that's the part I wanna get into the....

G: The text?

D: Yeah but, but um no that time, the Stolen Generation.

G: Oh the Stolen Generation.

D: But, but we've got a lot to do before we get there.

G: The um, the other things I scribbled down um .....using some [phone rings] indigenous and ......

D: I better get that.

G: Yeah you’re right.

[Deb gets the phone in the office]

G: (00:12:51) Um the indigenous and non Indigenous Australians songs which have like with the, look at um text and the difference between what the Indigenous Australians are yep......and what the Indigenous um artists are singing about and what the non Indigenous....

D: Mmmh but again that will be later.

G: Mmmh.

D: Won’t it?
But it will be interesting. [inaudible] well that's good. Um...well I guess the time is right for me to start [laughs] to see, I, yeah it will be more about the language, the culture the spirituality. That sort of stuff we need to learn about as far as having a full understanding of a culture other than our own...

A longer history yep. Do you think they're like are they going to need scaffolding in terms of what we mean by culture.

I think their only understanding of anything like, anything to do with other countries is, you know I think they've had to research another country and talk about a few customs and stuff like that.

The term culture is...

You could go off in different directions....

So what makes an Australian and Australian? Mmmh. Which is kind of an interesting question.

You could mmmh.

But it is history [laughs]mmmmm

Although we can bring some of these things into the English side of it like songs and things like that as well. Songs and also the way history is told from an English point of view you know story and photos and um oral, the oral story telling tradition or the painting tradition of the Aborigines so then yeah the language, the spoken language wasn’t necessarily a way of trans, like the cave paintings.
G: With an English focus.
D: Yeah without getting into the colonization.
G: Mmmh.
D: Not without talking about white/black thing.
G: Mmmnh.
D: Talking about yeah...
G: The cultural and the....
D: Passing on.....
G: Yep, yeah and are there any girls in the class that have....other backgrounds
D: Um New Zealand and....
G: Maori or just?
D: Yeaaaaah....I think.
G: Oh that could be interesting.
D: Yes um.......is there anyone else? But you know at my last school there were so many white kids that had [laughing] so I dunno maybe they just hide it now.
G: I was just thinking of the [name of family], like Nonna you know who is...
D: Yeah.
G: Such a proud Italian heritage and there’s you know, it would have been interesting even if there’s a grandparent that someone’s grandparent that might come in.
D: Yeah we’ve got a….I think we’ve got Scottish and South African and yeah Italian but a bit removed I think.
G: Mmmnh.
D: So but we have done a bit on family trees and stuff and I don’t want to go there. Because....[inaudible]. Yep so I want to move away from that sort of thing.
G: Yep it’s just what’s their understanding of where they’ve come from.
D: Mmmh.
G: That, you know the history, where’s their history? What’s their family history, not, not necessarily the, the plotting of the trees, like oh I’ve got a bit of Scottish ancestry and that’s why every year we celebrate whatever... Or um....
D: Yeah I don’t think we’ve got any that, that have kept them going.
G: The traditions, well that would be interesting to, why what is it....
D: Yeah.
G: …about traditions, why are some traditions so important to hold onto?

D: It would actually be fun to relate it to, see we can relate it to, from a personal experience to it’s when cultures become mixed what you choose to take from one and what you choose to take from the other.

G: Yeah yep.

D: Although that’s not really the historical thing.

G: But over time it is.

D: It is but we can’t, we can’t bring that in unless we start talking about colonization really. (00:18:33) We’ve got to keep it more to how do you pass, how do families pass it on?

G: And why do they pass it on because in terms of Aboriginal culture it was obviously important for their, their understanding of place.

D: It was very much about how the world was made. Why did things happen.

G: Yeah why things happened.

D: Whereas now we have sci, science tries to find that same stuff that they used stories to tell.

G: Mmmh and in some ways, that, hanging onto that is a bit like us hanging onto in the face of science, and what science says, we hang onto the bible.

D: Mmmh.

G: Don’t we?

D: Mmmmmh.

G: As our understanding of creation and….

D: Mmmmmh. Very interesting. This one would be fun to teach older children I reckon.

G: Mmmmmmmh.

D: You could really….

G: Mmmmh.

D: …get them questioning things but that’s not in year 4 and in a private school.

D: Yeap [both laughing]. Alright so….[inaudible] What the words mean, what it means to be part of the cultural whatever, yep and then we want to, why….why…..um then we said looking at family and then why we study history in general.

G: Yes, so to put it in context of Australia.

D: Australian.

G: Yes.
Yes. And then we go look at our history and then we look at that Torres Straight connection.

Mmmmh so the T.I. Oh, I've a sneaking suspicion the T.I, the Torres Straight Islanders are, are…cross breeding if that's the right word of Australian aborigines and Papua New Guinea. 'Cause they live on the Tiwi, the Tiwi Islanders don't they?

So were they two separate?

I think so, I think they have quite a different culture.

They're so close, it's so hard to imagine they were so separate.

I know it is. It would be quite interesting to find out.

Writing notes from what we've discussed. Deb tells the story of a history PD session she did and the presenter used a rubbish bin and the students pull things from the bin and the students piece together the life of the family where the bin comes from. The point was assumptions can be made on artifacts. "It would be fun to do something like that." We talk about Deb bringing in items and doing the same thing with the students.

Some times what we see and the facts are very different.

I tell Deb about storytelling in drama with one grain of rice, who grew it, where was it grown etc? Also used this technique with portraits of people I had found in National Geographic magazines.

Um it would be fun to do that sort of stuff but these girls, it will be so far removed from their experience it will, really would have to scaffold a lot of this stuff.

Mmmmh.

But it would be fun to do it.

Mmmmh and like from you were saying, God that's resonated with me, what you were saying about last term about you know them just being captured by those stories millions that they were and creating something they could share like sounds like they'll....

I hope so.

They'll run with it.

I hope so.

Yeah.

Reference to ABC website with Dreaming stories as a possible source of information.

See that would be an interesting perspective too because that also is a modern interpretation of a, of what once would have been a verbal story you know a story being passed along.

exactly.

And even we don't know how much it's been changed to make it look better.
Exactly.

As far as technology goes….

That’s exactly right, and I reckon that’s another way in to talking about how as time, history is constantly evolving and nothing stays statics but yes the people who have put together these texts have reshaped them. And the fact there is no-one, Chinese whispers, the fact the story gets changed the more times it’s told.

Mmmhh.

Who started the story? Who?

And the fact that the stories would have been originally told in the tribal language and they were all different languages and that some of those languages no longer exist. There aren’t speakers of those languages but in the um interpretation or the translation of those languages words have been lost so mmmhh…..

We look at lyrics from different Indigenous artists.

Isn’t it funny I reckon we’re walking on dodgy ground there, you know considering kids aren’t supposed to art work that you know just for the sake of it.

Mmmhh.

I think yeah but here we are making ‘em [giggles] tell stories like that.

Mmmhh.

Now what do we actually get them doing. What do we actually get them….

Working on?

Some of this I think we’ll be making up as we go along in terms of how far we go with this or that [inaudible]if we make that, that decision that this term will be about that….Side of it. Try not to bring in colonisation too much yet and then but yeah now we’ve got to think about how we bring in….I mean we will have to at some stage do a straight out knowledge test.

Yes.

But in terms of….

In terms of the pedagogical….

In terms of assessment we need to…..

Deb goes on to say there is a new student coming into her class on Monday the following week.

So let’s hope it’s not another struggler [laughing].

Mmmh.
D: Because that the other thing I want those girls to be able to take part in this as much as possible without really having to sit different things all the time. I want them to feel they're doing, which is why I like that choice of, so they can do something that their peers.….  

G: They're feeling?  

D: ….yeah and that's important.  

G: How many plodders are there?  

D: There's one really – she's a lot of problems and the other one her, her sort of more, she actually. Ones very good orally but she needs so much scaffolding and needs lots of help to write the other one has the, has it up here but struggles to get it down, she's got verbal and she even struggles to get it out.  

G: Have they both got learning support?  

D: Yeah.  

G: Yep, yep.  

D: And then I've got another two that just um it's more a, a motivation, a ….sit still and focus and that sort of thing so they need tasks that, like it's no point in giving them a research tasks that lasts over weeks because….  

G: It won't happen?  

D: It won't happen. (00:36:17) I mean they could do……no biographies are personal history, that's too….um ….. see that's the other thing they did that Beatrix Potter stuff and they looked at biographies.  

G: Mmmm, mmmh what about scaffolding you'd have to scaffold it but that they have to find maybe a couple of pictures would be good from a photo album.  

D: Mmmh.  

G: About something that is significant in their family's story. So if they just arrived in Australia or they went overseas at Christmas time on a you know a big family trip or um the day Grandpa kicked the bucket or, you know something significant that is…  

D: I would have to do one first….or could it be the birth of a child?  

G: Aboslutely.  

D: Or the graduation of somebody?  

G: Exactly, yep.  

D: Ok.  

G: Yep and it could be something funny and it could be something really sad and serious it could be something very mundane but it has to be important for them.  

D: So we could do that as an oral?  

D: But they really will need, yeah to know. I don’t want the coming in here, here’s a picture of my great granddad.

G: No, they will….

D: They need to …..

G: ….have scaffolded what they need to know.

D: Yeah.

G: Yep.

D: Ok that’s a good idea.

G: And in the, I was just thinking [smiling] in the scaffolding they are accessing the information that then makes it a narrative worth telling so it has gotta be something worthwhile communicating so maybe the scaffold, in the scaffolding there’s talk of well what makes a good story, what, what make, engages someone to listen to a story ‘cause it’s quite different to reading a story so fleshing out what makes a good story to listen to and it will be in the presentation as much as it ill be in the content.

D: So that can be done in the English side?

G: Mmmmh.

D: So we’ll teach these things separately. We’ll have our History lesson and our English lesson.

G: But it will all link.

D: Yeah.

D: Ok, so that would be the first thing we’d do then. So what makes a……so that’s the English. (00:39:38) because I’ve just done that, that interesting story book with all the pictures they’re going to say, well as soon as you say what makes an interesting story they’re going to say “the pictures”.

G: Good! [Deb laughing]

G: Well use that as the starting point. That’s the knowledge they already have.

D: Mmmm.

G: So start, you use that as the framework Ok yes pictures do make a good story. Ok what about when we don’t have pictures?

D: Mmmmh.

G: What happens when we don’t have pictures? What happens when we’re just relying on our voice and it changes from if we’re just listening to something and we don’t have any images, it changes again when were listening but like on television or on those Dreaming stories on the ABC site where there are images um it changes…..

D: Now is that the one where they don’t have Aboriginal images?

G: It’s kind of contemporary animation.
D: Like psychedelic people?
G: Yep.
D: So that would be interesting so we could read a book or remind them a the book we read that sounded boring until we looked at the pictures and then I’ve been reading those Andy Griffith ones……(00:44:09) Where the girls, that might be where they decide how they want to present their story...
G: Yes so….
D: Some could tell a story.
G: Yep orally.
D: But it has to….
G: Some could …. 
D: Yes some could write it.
G: Some could do an animation.
D: Yeeeeees.
G: A very simple animation.
D: How long would that take though? See this is something that's going to be at the beginning of the….we can’t spend a lot of time on it. ‘Cause you know they’re all going to choose an animation if you suggest that because they don’t understand the work that’s involved in it [ironic giggle].
G: Mmmh, um…..For the more competent of the computer probably a couple of hours.
D: So that would very much have to be done……
G: There’s no reason why they couldn’t do it at home if they’ve, they’ve got PowerPoint at home.
D: You’d have to show them…
G: Yep just scaffold.
D: So maybe it could start off as…if we do group work, those that are doing the animation could work on that but we couldn’t see we are going to have to manage this because I know if you say computer and animation they’re all….Well…..and I’d like them to have a variety.
G: Variety…is yep.

I share some examples of simple animations with Deb that are on my computer. I open it and find them. As I am finding them Deb talks through how she might structure the unit. As we watch the animations, we talk through how to create a simple animation in PowerPoint. We also talk about technical requirements and software needed.

D: (00:49:27) Ok then that sounds good. Then it will have to be a short story and
yeah and then I'm thinking in terms of the, the equity, um….what else could they do? I guess they could do a picture story as well….

G: Hhhm.

D: …..of what led up to that event….

G: Mmmh.

D: or something….

G: What about a scrapbook?

D: That might be hard - they all, it may cut down on what they can get their hands on though. May change the pictures they're using…

G: Yeah because then it will become more about….

D: The images.

G: Bits that go with….

G: Yeah.

D: I'd rather them just work with one image….

G: Yeah.

D: ….as their primary source…

G: yes

D: ….and the rest has to be the story.

G: Yeah.

D: Yes.

_We discuss the choice for students and the importance of rotating choices so the same people aren’t always working on computers._

D: (00:55:05) Isn’t it amazing how much you don’t know when you start thinking about it?

G: Absolutely.

D: (01:19:54) Now the next thing we work out is, if we do group work and we’re working on this in groups….

G: Mmmmh.

D: Um so you’ll be working with the computer side?

G: No I want you to do that.

D: Oh bloody hell. Oooohhhhh [semi- laughing]. Ok go back to scratch, we’re changing all this now!
[Gina laughing]. Written work all round. OK ooooohhhh. It will be fine, I'll be here holding your hand.

D: No you'll be busy doing the research.

G: No, no no, that's where it's good though because you can do it, between the two of you, you can do it. And I'm no expert in this either.

D: I know but we're going to have other groups working on other things in here.

G: Yeah.

D: So is it going to work?

G: Absolutely. It'll work.

D: Alright. (01:21:04) Shame we don't have a laptop for each, for each of them. Wonder if there's laptops they can borrow. Oh and we've now got a computer lab too so we've got a computer lesson once a week.

G: Aha.

Deb looks for timetable to see when her class is scheduled to be in the computer lab.

D: It's on a Tuesday I think. Are you working on a Tuesday?

G: No Monday, Thursday, Friday. (01:22:50) Now what happens in the computer lab time?

D: Um, anything....

G: You can do anything?

D: As long as it involves computers, they can do their animation.

G: So that's the perfect time then.

D: But, but they will all be there.

G: Yeah no that's good because that's a perfect opportunity then for you to actually do the scaffolding of this is how we do an animation.

D: Ah yes and how would I be doing that?

G: Because we're going to be doing it together first. ([Deb laughs]. We're going to make one.

D: We need another weeks holiday now.

G: It won't take us that long. I, I deleted accidently the one I'd done but in 10 minutes I'd made 5 slides and it was, it is simple. It can, you can make it as tricky as you want to or as tricky as you want to. (01:26:36) So then how are you going to develop all of this in terms of your pedagogical?

D: Well......??? [laughing] I'm not sure. Um .... [Thinking] I don't know, I really, it's going to be very trial and error for me this time. It's going to be making some moves
because it has been a long time since I taught in this way and this is my first time this year to have the freedom kind of thing not being handed…

G: Not being handed stuff…..

*Deb talks about the frustration of last semester being handed units of work to teach with no input into content of delivery modes. She then says a new teacher will be taking the other year level and we discuss how she will teach the same thing. Deb says she needs to go away and research the history side of things. We talk about using D-volver for writing tasks, in particular speech marks. (01:39:05) Deb also comments how student's research skills are poor and how they haven't been able to find appropriate websites and students copying notes without understanding what it means. Comprehension of text is an issue for many of them too.*

D: (01:39:43) I don't know how much, that's what I don't know. How much is out there that is aimed at children like do they have to use certain browsers or certain or….

G: No I just…

D: They just go to Wikipedia automatically for kids.

G: Yep, yep.

D: Which is actually quite over yeah….

G: Mmmh. I actually have been punching in of late for my guys for kids, suitable for kids or um information about Aborigines for kids, for primary age and that seems to be coming up or teaching resources and that brings up a lot of stuff that's relevant um

D: So I need to go through and collect some websites I can or that was yeah the other thing yes. Find the websites yourself and say from this pool of websites, you will be able to find this information and yep. I made up an activity for them last term just to get them and um I went through an got, I found this good website that was suitable for them and it was short bursts of information but then I and it was all to do with inventors and inventions. I think it came from, I got to it through National Geographic or some thing. And I just went on and I made up questions about and they had to go through alphabetically like I’d say who invented the such and such so they had to know oh well if it was the yo yo I have to go to Y. See if I can find you y other or I would say what did John Smith invent.

G: Mmmh.

D: And then they'd have to know not just go to John which they were all doing but go to Smith, John and look it up and then I wanted even to say what…in what year did the ferris wheel…. was it first opened for public use or something which involved a little bit more reading. They'd pick the first date they found which had nothing to do, so I love them doing those sorts of things.

G: Mmmh.

D: Because they're getting a bit of everything like they're the sort of skills, they should know that to look up a person's name you go by their surname.

G: Mmmmh, it's that practical everyday…..

D: Lots of stuff they don't have enough. Too often it's just here this will lead you to a website and you know to the page you need. Rather than making them jump around pages and go back to the home page which you don't see.
G: Mmmh well that's a WebQuest. What you've done.

D: Is it?

G: Basically yep. Usually it’s um, but at this age retrieving straightforward information is yah as they get older you can structure it so they’re actually piecing together information and they’re coming to conclusion and synthesising information.

D: See it would be really good to have some of those activities as, set aside so you finish the particular thing you’re on now and go to grab it and be working on that. Although if it involves computer use….

G: Yeah.

D: It’s no use.

G: That’s the hard thing yeah although do you, can they use the interactive whiteboard?

D: [thinking] Well they can but they don’t. I mean they…they haven’t had the need to. I mean usually when they’ve used it we’ve done it as a whole class.

G: As a whole thing, mmmh.

D: I haven’t had anyone just work by themselves because again it takes away one of the computers.

G: One of the computers. Mmmh.

D: So but we could do some of that during computer lesson time as well.

G: Mmmhm. Mmmhm. So there’s five computers and one that drives that yeah?

D: Well I do wonder if I can borrow….

G: Some laptops?

D: Yeah.

G: Mmmh.

D: You’d think our laptops would have some you could borrow. They do over in the Senior school.

G: Mmmhm. Is it yeah look I think something like, if they’re struggling with that sort of fundamental stuff like you go by Smith not John to retrieve information then I think some guided fairly structured tasks where you’re modeling would be really good. And also getting them to understand if they read something and they don’t understand it on the web it’s just like reading a piece of you know.

D: That’s what I mean a lot of what’s on there is too hard.

G: It is, it is too hard.

D: For them. And that’s where I think at this age the website needs to be given to them.

G: Mmmh.
And they've been vetted basically (giggling).

Mmmh.

For content suitability. I know some of the Aboriginal sites I was looking at. I was hard pressed to understand….

Mmmmmh.

….what they meant by Dreaming. It was you know and they were authored by Indigenous people but trying to get a handle on what they meant was pretty difficult so…Well I might do that this weekend just really start hunting around for some, um you know some child friendly type stuff.

Yeah.

For this.

Yeah.

But it wouldn't hurt to have a heap of those things see what I don’t like is you have that constant problem of some kids finishing something and some needing longer and you don’t want to start on the next thing because you want everyone to be doing, or there's a certain amount of teacher work needs to be done. Direct teaching needs to be done first, so I need some of those activities set up that are fairly guided but that you can grab one, you can go and work on it. Yeah and you know I can even do that with some Dreaming stories.

Mmmh.

I can photocopy some and have some comprehension, sort of things and you know that could all be used as assessment too if I mean that, that little incidental assessment pieces along the way.

Mmmmmh, yep.

And even if it is draw a picture to go with this little….

Well it's still, it's still valid.

Answer some questions, draw a picture, any of that sort of stuff. Pick out some words, some parts you could make direct speech.

Mmmh, mmmh. Exactly. Yeah, yeah. Yeah and that would certainly then mean [pause] everything's like been linked back to the…

Mmmh.

….the key goals that really you've set.

Because I think what we do, as I said when we were doing that Beatrix Potter stuff I just like I've been doing this for weeks and weeks but it was we were all doing the same thing like we had to write one as a class, and now you’re all going to write one yourself [laughing] and I kind of think ah….

Mmmh.

Like [sighs, exasperated]
G: We’re not all the same?

D: Yeah.

G: Why do we all have to do the same, you know……

D: Yeah.

G: Yeah. I think this is……

D: (01:47:20) I mean they, they need to venture into learn, not to stay with their strengths. They need to sort of venture but they should have a certain amount of choice I think. And if you drag anything on for too long they do, they just……

G: Bored yep. Yep. Um…… I was going to say, ask something about….what was it? Oh we haven’t done the history facts, where’s that going to come in? Or will that come in later when the First Fleet and ….

D: Some of it will come in, I think some of it will come in …

G: Here yep.

D: Yeah.

G: But the test sorry. The assessment.

D: Oh where will it come in?

G: Yes.

D: When will we do it?

G: Yeah.

D: Oh end of term.

G: End of term right.

D: (01:48:07) And I can even structure the test, I know that [slight laugh and smile] I know I said I need to start with the test but I can structure the test around their own pieces of work even.


DL: Like again allow them to choose.

G: Individualise, yeah.

D: And, and write something

G: Mmmh.

D: And even they can write something about what they’ve done but they may have write something that they’ve learnt from someone else’s as well.

But what I, before I can do that I need to go and get, read up a bit about the history myself to have an idea of the sort of factual information and how it relates um to well…. I still think I will find, I have a feeling I’ve read something a bit more specific

Bit more specific ok.

So….

‘cause the older year groups are a bit more specific in that.

Um…. see this has just got asking questions….

Mmmh.

….finding relevant answers.

It’s very generalised, it’s not specific to content at all really.

No so there must be more.

We’ll go back and have a look.

Yeah. Um, oral histories, maps, and real or virtual artifacts.

Aaaaah so we could yes, we could look online for some virtual, well the stories will be in part virtual, but we might be able to… view like a corroboree and ….um yeah like….Indigenous painting.

Yeah see the first part is knowledge you know the knowledge test, and what,. you know it will be you know why did they have corroborees. You know and how did they record their history. How you know that sort of…But again a knowledge test is a written test so I’ve gotta be um, well it usually is so I’ve gotta be careful to allow you know some, some’s just going to have to be short answer type stuff .

Yep.

And some’s gonna have to be…

Multiple choice?

…yeah and then allowing a little bit of explanation. But the girls traditionally have done ok in, my girls have done better in those, that sort of test than they have in their research type thing.

Ok.

Because I know I can give the ones that need the extra guidance that sort of guidance.

Yep. When, is, are research skills taught explicitly?

Mmmm. Supposedly.

Yeah?

You know again I think it’s been, although it’s been taught, unless you have the right, unless when they go away they can find similar….you know stuff they can comprehend it falls back into that trap. Yeah they’ll know how to go to Google and
they'll know how to look up who invented what, whatever but then it's the reading that information and you know I did it, I did one of the phone or something first an went through and went you know I read this paragraph what I mainly got out of it was this, jotted it down as a note and you know so they've kind of done the note taking and that but when it comes to back to their um you know writing that again that's where we see oh that you didn't really understand that information, so….

G: Understand, mmhh. 'Tis a skill isn't it?
D: It is.
G: And it’s not just one skills there are lots of skills.
D: But you know back in my day, we just copied great chunks out of a book.
G: Yeah [both laugh].
D: And it wasn’t until high school that we had to think for ourselves.
G: Yeah.
D: And start just actually….
G: Yeah that’s right.
D: So no one really taught us to note-take. We did it ourselves.
G: Ourselves. Mmmhh.
D: Out of necessity.
G: Mmmhh.
D: And in some ways I think they are still too young to, to do it in the way we think. We think….they should be able to do it.
G: Have you, have you explicitly taught um, writing a précis?
D: [shakes head no]
G: I remember doing that, it’s just jumped into my head. I remember doing that in grade 5 and I hated it. We were given paragraphs and we were asked to read it and then we were asked to put it into our own words so it was like a summary.
D: Well that’s interesting because when I did, I because I do think their writing skills are so you know ordinary. I think they need a lot of work and so instead of getting them to write these, the Beatrix Potter story and all that I though no you need more and so I got them one day and that’s what I said, we’re going to be doing this often next term. I read a short story and then said tell it back to me.
G: Mmmh.
D: And that was such a relief for some of the girls because it took away that thinking bit [smiling] but again I could still appraise their work on did you put in your full stop, capital letters.
G: Mmmh.
D: Have you got your s, and that it took them no time at all, they were happy with my feedback I said you’ve got all the main points in here, oh look you still haven’t been doing your editing check properly. That was so much less threatening for them….

G: Mmmh. It’s concrete.

D: …than doing that whole thing you know so they do need lots of that so maybe I can bring in that sort of thing. And I can read them ….

G: ‘cause that’s a really good skill to have isn’t it?

D: I can read them Dreaming stories.

G: Yeah and it can be a listening task.

D: And writing the same thing back.

G: Yeah exactly.

D: That way you’re not writing your own Dreaming story, your not, you know your just telling it back.

G: Mmmh and what are the key points here if there’s a word here you don’t understand how do you try to solve what that might mean.

D: Yeah.

G: Look at the context.

D: Well see and again that’s also what we’re doing in our comprehension because we’re doing that Stars and Cars thing which um and you know I get frustrated with the girls and think how can you not have picked out what that word meant even if you don’t know that word. Look at what, but again you’re giving them one level of comprehension.

G: Mmmh.

D: You’re giving them you know now we’re trying to teach that you know finding the main idea, about that inference and but the text [emphasise] is of a certain level.

G: Mmmh.

D: And who’s to say they are all at that level?

G: That level. Mmmh that’s right. Mmmh.

D: So it’s not just a simple as comprehension in that. You know it’s not can they infer something, can they bloody even read it [smiling and slight laugh] to start with? Which is kind of the problem with texts.

G: Yeah, yeah.

D: Isn’t it for a year level?

G: Yes.
D: ‘cause not everyone’s going to be at that [level]. I think all that stuff you can judge at a later level when you know they’re all sort of you know that gap has finally closed a bit more.

G: Mmmh but doing the primary….

D: There’s still quite a gap between the higher readers and the lower readers so you know again I’ve got to find time to keep going with that- that comprehension program we’ve been doing but there’s nothing that can’t be, you know I can still do those Dreaming stories. And again they’re the sorts of things I can have more of in a go - grab one type thing.

G: Yes, yeah.

D: But they do need to hear each other. Like when I teach something like that explicitly I get girls to read them out and then we talk about what they’ve missed or what they got so they hear each others work a bit and they, you learn, you learn so much more when you’ve heard someone else do it. Better than me standing up talking and doing it.

G: Mmmh, yeah and I think too the Dreaming stories are going to add a nice element in terms of comprehension because it’s……they’re explaining but not in concrete ways. Like they’re going to have to use their….

D: It will be totally unknown to all of them….

G: …..their imagination…..

*Deb talks about Stars and Cars book. First book is comprehension. Questions are coded to fit into inference, prediction, summarizing, finding facts…… teacher maps the questions to see what sort of questions the students get wrong. Second book targets each skill set.*

D: It’s, it’s, it’s taught a bit in isolation I do think [laughing].

G: Mmmh.

D: (02:00:00) It’s do this then work out where your weaknesses are then you go through the 12 types of questions and then you do the next book of comprehension which is the same as the other thing but your supposed to do better at it this time. But I do think you need to do lots of like rather than just teach that skill and then move on to the next skill and the next skill, I think you need tot each that skill and then lots and lots and lots and then you, you know it’s kind of a bit weird the way it’s done but there’s no reason I can’t do that myself.

G: Yeah, yeah. It’s very old fashioned isn’t it?

D: (02:01:48) Mmmh and isn’t it funny cause I actually think they are worse at so many things that we were, that we, they struggle with things we didn’t struggle with. Even though we were taught the old fashioned rote, there’s so much and you know and some kids either missed it totally, that’s true but there are things I learnt that way that I still remember to this day [smiling] and there but then again there are other things I think why? Who cares? Who cares nouns, verbs, adjectives now who cares what it’s called, the conjunction and the…yeah you know?

G: Yeah.

D: Is it necessary we need to know all that?
Yeah.

It’s more important you can...anyway. It’s hard to know. Education is so much trial and error and there steps forward and a couple back and …but I don’t know that we’re doing the kids any favours. I do think high school’s a different thing. I look at the things that my kids did in high school and think wow this is high powered stuff, this is what I would have done at Uni.

Mmmh.

So maybe somewhere it’s all working out but primary school is very much about building those skills and in some ways I think we expect too much without giving them the proper you know...

Well where’s the time?

That’s the thing. Yeah.

Where is the time. Like you were saying earlier you’ve got two assemblies, you’ve got this you’ve got that.

We’ve got kids who get taken out for private music lessons. You know.... It’s like....And no one thinks twice about interrupting your lessons for things you know, you’re going to lose your lessons tomorrow because this thing the senior schools doing or something. We have to all change over where - because of the specialist teachers so....

Mmmh.

Yeah and this having to do a certain number of things which is why I so much wanted to combine a couple of things because you’re supposed to do a set number of lessons in English, a set number in History, a set number in Science all that and they’ll come and check, look at your timetable and make sure you schedule it but again I put it on paper and the girls go oh were doing history, are we at science now and I go huh we’re doing SOSE now [laugh]. We’re always doing English you know I still, you still have to do it, however it works for you.

Yeah absolutely.

Um but if I can do this English and history thing together that does....

Well it does seem to make sense.

Yeah it does .

And it’s what’s being....

Yeah.

....Um espoused in the new curriculum.

Yeah.

So I mean the two really do go hand in hand.

Deb also makes connections between Indigenous culture and science topic for this term which is materials.
D: (02:33:48) So if it is available [the new computer lab] can we start on that day?

G: Mmmh.

D: And …. And what are some basic sort of stuff we can start doing?

G: With the animation?

D: Or PowerPoint, is it in PowerPoint you said?

G: Yep, yep.

D: So even if it’s just a matter of showing them how to log onto PowerPoint and have a go at changing….

G: Changing the background and fonts and just a real, maybe not get into the animation….

D: Mmmh.

G: ….as such but them you and I need to get together and go through like have a look at how you do it.

D: The animation?

G: The animation yep and then um…..

D: It’s already on PowerPoint you say?

G: It’s PowerPoint.

D: It’s part of it?

G: It’s all you’re using.

D: So you just get a picture? But what makes it move?

G: In aah….. You can go into ummmmmm where is it, it may not come up because it’s not open.

D: And also…..

G: Here your action buttons.

D: Oh ok.

G: And you can customise them or you can tell it what to do with the preset animations.

D: Alright.

G: Yep.

D: So alright well maybe when do you want to meet to do that then?

G: Anytime’s good for me.

D: And I’ve got parent teacher interviews booked week two.
G: Mmmh.

D: So there's not going to be a lot of time.

G: Mmmh.

D: So Monday, I don't know......whether we've got our final, we will have a little bit of time for personal planning, I think we've got a whole staff meeting in the morning and then a junior staff meeting and then I think the rest of the time might be ours but I'm going to have a bit of time with Sandy.....

[We work out time to meet]

G: (02:36:24) I imagine an hour tops to have a play around but look even if we don't get to it, um ....Otherwise we can do it one afternoon.

D: Yeah.

G: During the first week.

D: Yeah.

G: (02:37:14) What's worrying you most about the animation?

D: Nothing just that I don't know how to do it.

G: How to do it yep.

D: And I don't want.....I time. I just want to be how many times have I stood in front of this thing and gone look at oh it's not working, hhhm sorry girls, waste of time.

G: Yep. Well you know how to do the background colours and change fonts and thing like that?

D: Yeah but I haven't played with it much since it's been the new one.

G: New one. It's not that much different.

D: Mmmh.

G: It's just a matter of working out where it all is you know.

D: Mmmh.

G: There are a few - little difference.

D: Oh look ever since the start of this year and I've had to learn as I said I've done the portal and the I've done year group, the reports....

G: The reporting system.

D: Done spreadsheets and God knows.

G: Yeah you get thrown in at the deep end.

D: Yeah.
G: And you’re laughing. Yep, yep.

D: And but it’s finding, often you know I find when a term starts, you need you need a week at school, then you need another weeks holiday because….And then you launch back into it [laughs]. Because…especially a the beginning of the year because you spend the first week fiddle farting around and with books going here there and everywhere and all that. And also I want to rock into things the first day and you can’t get access to the library, you know with books and …. 

G: Mmmh, yeah which is pretty hard [laughs]. It’s like that first week back a couple of years ago and Cathy came in and nothing was working and everything was on the computers and ready to go up on the IWB and she had nothing for a week or something.

D: And all that halts you up.

G: Yep.

D: And puts you behind.

G: Yep. Well I’ll have a play around and see what I can find in terms of resources as well and flick pass them through to you.

-ENDS-
Appendix AA

Transcript 26

Date: 22/10/09
Present: Deb (D) and Gina (G)
Location: The preparation room adjacent to the Prep classroom.
Context: Deb and I are seated on the floor. We had set this session aside to begin planning our actions for next year. However, shortly before I arrived, Deb found out she would be moving up to teach a year 4 class the next year. She is devastated. I have brought in a large piece of cardboard for us to notate our brainstorming on.

G: Um what’s the date, the 22nd. So yeah, so um arising out of the last session a couple of things were, it was very me centred um ‘cause I just wanted to get a feel for you know how people felt about it and, and, and meeting, coming together for the first time, which was important I felt to have something a bit more structure um but after I went away and reflected on that, I thought I wish I’d done it differently because I didn’t wish to impose anything that wasn’t relevant or useful and waste time and you said something like I think it was something like oh no not PowerPoint again or something like that and I thought oh shit, oh shit they know PowerPoint it’s like, it’s old, it’s an oldy but a goody.

D: Did I?

G: Yeah, yeah. And look it may not have been taken….

D: Sorry that was rude of me.

G: [Laughing]. Don’t be silly. And I might have interpreted it, ‘cause I was questioning my approach, I might have taken it to have been oh she doesn’t really want to do this, there’s something more she wants to do. Um something that might be interesting um would be creating a WebQuest...

D: Yep.

G: …using well, I’ve never done one so I’m only kind of hazarding a guess as to what you do but you know like if the students have to research a particular topic...

D: Mmmh.

G: … that you can then structure the WebQuest and individualise it for different students’ needs. That could be something and that would incorporate potentially all of these three things.

D: [pause] Yep…[hesitation] I’ve heard it talked about but I know nothing…..

G: Um what about coming back to Epals. Um…

D: Yeah.

G: Do you think that’s something worth exploring?
D: Not until I feel confident with some stuff I think.

G: With the technology? Ok yep and look it might be that it’s done retrospectively like that you are looking at water, you create a DVD with the girls and then that’s shared as, Epals is used as a venue for validating their learning experience with another class and the other class might talk about you know living in the cold or something and yeah so it might be just purely a tool for publishing the work as opposed to…

D: (00:01:47) Mmmh…..ooooh actually you know what I wouldn’t mind doing. That thing that Catherine’s doing. Do you know anything, that she’s, that they’re….I think they’re looking at I don’t know whether the schools gonna set it up or whether teachers set it up but she has a portal, like a year 5…

G: Oh that was referred to the other night.

D: ….portal thing.

G: Yeah, yeah.

D: Where all the parents can just log on and all the girls’ homework, all their assignments all their criteria sheets, anything that the parents need to know…

G: Communication, yep.

D: (00:02:17) And see cause I’m really big on communication with parents and like I do that weekly newsletter and all that sort of stuff that would be a good. I mean I’m not going to, I would want that communication happening so that would be a good….good way to….manage it.

D: …but I don’t know and that’s something I would want up and running like straight away.

G: Yep, yep, ok.

D: But whether I don’t, I’ll have to speak to Cath about that. I don’t know whether the school’s doing it or whether it’s up…… Cathy says it’s quite easy.

G: Yeah I would imagine once the portals actually set up, because, I would imagine IT would have to do that.

D: But I still need to put it up.

G: But you are managing the data.

D: (00:02:55) But the um, the trouble with that is at night you can’t always get access to the school website. It’s always the night you need to get something. I mean that. I find that just working from home.

G: Mmmh, mmh.

Silence while we think.

G: That’s a good one though because you can also use that as a forum for then sharing the girls work any, any digital work so it kind of creates. I think it was [name of school] had a teacher there a couple of years ago who was using a similar thing and then all the homework was on line and um the kids, between 7 and 7 o clock I think it was, homework time, he would be online as well so if the kids had any questions then they
could interface with him and you know he had down time so there were certain
periods of the week when he would be online and they cold chat about whatever, um
for that matter parents could as well. Oh look so and so has doing this. We're not
sure what’s going on. Yada, yada, yada. Um and the kids loved it apparently. I wasn’t
privy to actually seeing it work in you know but from all accounts of different people,
different parents, different kids I spoke to that it was great.

D: Um so what do we call that?…..

G: Um put just call it classroom portal I reckon.

Deb writes this on her cardboard sheet.

D: And I’m not sure how that would work either but [sighs thinking] I’m just wondering
whether that becomes like a closed website so girls can upload their work and share
their work but it’s within the constraints of, you know, access by parents and by the
girls themselves, by a password so if you like it’s like a protected webpage.

G: It needs to be something like that.

D: Yeah. Um [sighs] [pause thinking] (00:05:30) I’m just going to go back and study
interior design, computer aided design (CAD) ware [giggling].

G: Yeah?

D: (00:05:40) Um, see that’s… the thing is, is I don’t even know the stuff that’s out there
yet so…

G: And that’s, yeah, that’s where I think once we start exploring some of these things it
will open up other avenues for exploration.

D: (00:05:59) Now I imagine none of these things are going to be that hard it, once
you’ve done a little bit sort of …? 

G: No, and I think the way, like I remember going into the first [smiling and giggling]
multiliteracies class I taught at uni about 5 years ago and there being all of these
digital natives sitting in front of me, absolute computer nerds and here I am trying to
explain how to use this bloody software program and really having no idea because
I’d never used it before and in the end like as [laughing] much to save face as
anything, I said, if you know what you’re doing put your hand up. Excellent. Alright.
Pair up with someone who doesn’t have their hand up. You’re going to talk it through
together and work it out together and you can teach me at the same time so it
became a real collaborative thing…

D: Yeah.

G: … and I was talking to my supervisor about that not so long ago and she, she um had
a third, no they’re a 4th year class and they’re doing some amazing digital stuff and
she was saying “whhoo how did you do that? That’s great, that’s wonderful, teach me
how to do it” and she said it’s so refreshing to actually be the learner and the kids that
know what they’re doing be the…

D: Mmmh.

G: ….your guide, your teacher…. 

D:  Yep, yep.
G: ... and I think um I came away from that experience thinking you know we can all learn something from someone else and it doesn't really matter it doesn't have to be an ageist thing. Like some of these kids are...I mean Elia the other day she's great at PowerPoint. Samuel has to do a PowerPoint at school this term and he was getting so frustrated and she comes in and he says I don't how to, animate I don't know how to do this, and she just goes oh you just do this and this and this and this and like all of a sudden this horse is trotting across the slide and so you know within the space of 10 minutes she's shown him, they've talked about it, the he's applied what he's learnt and he's got it working and it's all good so I think um sometimes we fall into the trap of being because were the teacher we have to know it all and I think it's a matter of experimenting and being comfortable doing that, not, not feeling like you've gotta be the person who absolutely knows everything. Well that's a good start then. What would, and, and like add to this 'cause there will probably be things that pop into your head over the next little while but what would be your priorities then?

D: [Sighing] Now...

G: It's probably hard because...yeah.

D: Well I could have told you that until this afternoon and then now I don't know because I don't know what the expectations are for what I will, you know for what the year 4s will have to do.

G: Have to do.

D: And I suspect that [pause] for me what I want to do is this because I just think that's something you can do with the kids, it's something I can do. Um but definitely some of this, this is sort of stuff is going to be [pause] part of my teach, you know part of what I need to do every day. I mean I can go and investigate this sort of stuff now - just look at what sort of resources are there and um but see a lot like we get a lot of information about this sort of stuff but I haven't ever taken any notice over the years because it doesn't relate to Prep so I just...

G: There's some good stuff on the Learning Federation...

D: Now there is, there's actually some very good stuff but it is kind of like yep I'll, I'll look at that next year. That's what I can do with kids so it was this these two things that I was going to suggest we have a look at. (00:10:09) The thing I struggle with though with the, some of these pre or these already made resources is that it's just like you were saying earlier, it's not your own and you kind of want to reinvent the wheel because you stamp your personality on it and um and you have a degree of comfort with that content whereas if it's someone else's it's kind of I don't know how to put it into words, but it's not yours and you don't own it and it's kind of like walking around in someone else’s shoes.

G: (00:10:42) Oh the um interactive whiteboard?

D: [Sighing] Oh yeah see, bloody hell [giggling and smiling]. And I.. See all these things are linked too [writing 'IWB' on cardboard] yeah absolutely. Now...

G: That's probably one of our biggest priorities.

D: Yeah I've just got my head a round this one and now I've got a new one.

G: So what are they, what's in that classroom then?

D: The different ones? Whatever, Cathy and, and ....
G: You’ve got the Smartboards?

D: Yeah, so they’ve got the Teamboards.

G: Teamboards.

D: I think it is.

G: Yeah I think it is too.

D: (00:11:14) And also apparently we’re all getting a tablet. All teachers in December are getting some tablet.

G: Oh so that will interface with your whiteboard then.

D: (00:11:24) Whatever that means. I don’t even know what…. see again?

G: OK, portability of your tablet…

D: Well what? Will it be just like having a laptop?

G: Well sort of but I think it will be set up to interface with your interactive whiteboard. That’ll be interesting actually.

D: (00:11:47) So we’re all going to be in-serviced on these things.

G: On that yep. Ok well one of the things perhaps that needs to happen so you’re up and running for eh, the start of the year is that I don’t know someone…

D: Are they just called tablets?

G: Yep. Someone spends some time with you whether that's in the handover between prep and grade 4 that Ally gives you some PD on the board she's used this year and you do the same for her so at least you’ve got a bit of a you know understanding and um from there we spend some time playing around with it and see it's going to change significantly too because the issues you’ve had with like the girls writing on the board and height issues and access issues and all those things we’ve talked about in the past will be different again. Diffe, see I think those ones operate with fingers. In fact I’m sure they do. Anna’s operates with a finger. We were prep….touching last year and writing. Yeah [Clicking tongue while thinking] and presumably a lot of lessons will be taught using it.

[Pause]

(00:13:20) So that’s probably yeah up there as well. When when’s the PD for the tablets?

D: Well we’re all, I only heard it mentioned at the P and F meeting the other night. Apparently it was a staff meeting but it was the day we were presenting that thing, thing, so we missed the staff meeting.

G: Ok.

D: Um but I just heard, Cath just said something about we’re all going to be getting these tablets and the year 9s as well, I …. you know…. 

G: Ok.
D: ....starting with particularly year levels or something but all teachers and that and P and F meeting the other night [principal’s name] said as part of her spiel that all teachers would be getting these tablets in December and there would be significant PD in December and January.

G: Ok. That’s something else we might be able to do too go on a little reckie to [name of another school]. One of the schools that’s pretty well all tab oh actually [name of another school] senior years are pretty well all tablet as well and just have a look at what teachers are doing, how they’re using it um all that pedagogical stuff to see what...

D: (00:14:28) My learning curve is going to be so steep.

G: It’s going to be enormous isn’t it. I’m just thinking that.

D: I mean because I’ve gotta learn content, I’ve gotta do all this [referring to the list we have brainstormed] all about… so and physically move [laughing].

G: I know [laughing] just that in itself is a ...

D: Like go through all of this stuff and sort it out and I mean look a lot of it can stay but physically I’ll be moving rooms, I've you know...

G: Like moving house?

D: Getting my head around, even in that space.

G: Space? Or lack of it!

D: Yeah, exactly and yes, the desks... the formality of....

G: Yeah, yuck! It’s all of that stuff isn’t it?

D: (00:15:06) See it’s so against everything I want to do, it’s just wrong. I shouldn’t have to teach against my philosophy, should I?

G: Well I would struggle, Well what if….what...

D: You know lack of movement in the room and desks....

G: Mmmh. Well I don’t know maybe you don’t have to. Maybe you make in, the...

D: ....the um, um the national curriculum you know that’s upping the ante for a start and then the number of hours that you’re supposed to teach per subject area. Like I just look at it and think how? This is for kids no wonder they hate coming to school [laughing]. And it’s already, all the other poouncy stuff you’ve gotta fit the school. See that’s the other thing I get out of, all that assemblies and the wasted time.

G: As Mum said the other day you know kids are only probably learning for about an hour every day of school...

D: Oh absolutely.

G: ....because you know what there’s so many...
D: ..... you know what at least here [in Prep] when they're not learning they're having fun like they're still learning in a different way...

G: Yeah, yeah, yeah.

D: You know what I mean like?

G: Yeah there's not formal learning but there's learning going on in the imaginations and....

D: You should have seen them in there building a restaurant today because I took them all to Prima Vera for lunch on Tuesday and they were just so beautifully behaved and so, but we told they you know they had to take notice of what things were in the restaurant cause we want to set that up today. Well they sat there seriously, 25 minutes waiting for our food and they went we need music and we need flowers on the table and we need this and they were so good and they've come back and they've set, they're in there today setting their restaurant up.

G: Oh how cute.

D: And you need a telephone on the counter and ra, ra and just, and you need pens and paper. You know...

G: (00:17:07) Ooooh, the detail...

D: So I was thinking see you take so much for granted.

G: Yeah.

D: And look at them - they, you know....

G: Oh how cute. There's no reason though why you can't do those things in grade 4. See I think a lot of those....

D: (00:17:20) Time wise though, the restrictions on your timetable.

G: I know that there's a lot more um the bookwork.

D: Mmmh.

G: You know which I just think is wrong. Like that's not what, learning by rote, it's learning, it's constructive learning that I think's important and that's what happens in here. That's, it's that, the girls are creating their own knowledge. It's not you coming in and telling them well ok well or a restaurant we need..... this and this and this.

D: And that's why, that's why they learn so well 'cause their doing it all themselves, you know, it's fun for them.

G: See and all of that concrete stuff too the manipulation of blocks to learn mathematical concepts and things like that, see I, I have a fundamental problem with Go Maths.

D: See as soon as the... [pause] I said something about, “Oh my God I don't even know what they do” and she said, “oh it's all there, there's Go Maths and soon ....” As she said Go Maths I was thinking God.....

G: Ooooh.
D: Nooooo!

G: Some of the questions that are asked in that book I cannot, I cannot understand what they mean. They are so badly worded. Ella brought home, she having problems with um, they’re doing three dimensional shapes at the moment and there are these three dimensional shapes that you’re meant to look at and say well that’s going to create a pyramid. Well how can kids do that if they haven’t physically…

D: Mmmh I know absolutely.

G: ....manipulated and ....

D: You know those things when they do Nets and they and they say here’s a pyramid unfolded where would this point be...

G: Mmmh, mmmh...

D: Oh my God I look at those things and I think unless I, you gave me a piece of paper...

G: …the bird’s eye view perspective...

D: Yeah, I couldn’t do that.

G: Correct. Correct. (00:19:08) Well I, Mum and I just looked at it and went well no bloody wonder because most people need to have some physical sense of these things to learn and surely there must have been something that went with that like, there must have been something that happened in the classroom that, you can’t just look at stuff like that out of a book, you know and it hit me today, I was getting these girls to share things like here’s 6 paintbrushes, share. But it was on paper….

D: Mmmh……and only that I had a lot of them do different things. Normally I would sit down and we’d get counter, something like paintbrushes....

G: ….mmmh something physical mmmh...

D: ….that we would make the next step, we would say this can be your counter and I just kind of said, “oh look, what, just draw one in each thing and as you draw it just cross it off here” and I realised, and I was doing it ‘cause I was in a hurry, hurry and then like they did 5 paintbrushes in 1 pot and 1 in another and I thought see you just need to go and get some counters [laughing] get, I’ve never had a, you know anyone else’s got up to that bit before and I’ve taken the time to sit and do it...

G: Mmmh they’ve never had a problem with it...

D: Mmmh and I thought here I’m asking them to do it from a piece of paper like, they can’t pick up the paintbrushes [laughing] and put it in and, but that’s the same at any level, you know you cannot, that’s what I hate about...

G: (00:20:26) So I was just blown away that like there hadn’t been photocopying of these shapes blown up, that the girls could then cut out and ....

D: (00:20:35) See it’s time though I reckon. It’s because there’s urgency to get to… yep and that’s then where it all unfolds with the Naplan test because the things have not been taught from the start [smacking side of hand on palm] properly. I know see the thing is not everything, see those Naplan tests judge your ability to do space and shape for example on 4 questions. If you haven’t particularly cottoned on to that section, I mean there’s a lot more to do with space and shape...
G: ….that's right….

D: ….than just that and then you bomb out…..

G: …that’s right.

D: ….because of that so I, I object to those tests. I object to it all [laughing].

G: (00:21:10) I know! [laughing] Well, well let’s, let’s talk about then, your, the philosophical underpinnings of teaching for you [pause].

D: [Hesitating] I, I, ....

G: ‘Cause I think we speak the same language.

D: I hate comparing kids, I hate, I hate grading them, testing them, I hate making them feel they’re not as good as someone else just because they don’t get a mark. Like I hate a, hate putting them in boxes. I hate that whole A, B, C thing. I hate academic awards…

G: Hhhhhmmm.

D: I hate even the old girls award. Why should someone, who, what makes one of them more worthy than another? Why should 1 person have to be singled out or not so much… why does 1 have to be singled out but why do 20 not get recognition, you know?

G: Mmmh, cause everyone does some thing good and it may not be academic but…

D: (00:22:03) And who cares if you’re the perfect all-round little sweetheart, so what?

G: Yep, yep.

D: You know there’s just so much…

G: ….there’s multiple ways of yeah…

D: ….so somebody has said this one is what an all round perfect little person is?

G: Yep.

D: …and it’s not and you know like I think back to the kids, the ones that I’ve… have been a bit of rat bags, are the ones I love the most. You know the ones that struggle, the ones that…

G: The ones that have got a bit of spunk?

D: You know what, you can just, like little Patty. I don’t know…

G: Yeah [nodding].

D: She’s as mad as a hatter but she’s smart as a whip but just…

G: Doesn’t fit into the box?

D: You’ve just gotta know how to handle her and I look at her now and I think you poor little thing. She sits in here in after school care being made to do maths because she
TURNING TEACHERS ON TO ICT: ACKNOWLEDGING THE PLACE OF COGNITIVE AND AFFECTIVE CONSTRUCTS IN ICT-RELATED PROFESSIONAL LEARNING

didn’t get it done in class and I think you poor thing, how’s this going to teach you to like maths, you know?

G: (00:22:57) There’s more ways to skin a cat than dragging out a text book and making a child sit and do maths the traditional way.

D: And I know they’re hard to have in the classroom when you’ve got a full classroom and you’re trying to make them sit at desks, but she was never hard to have in Prep because that not what we make them do. It’s got nothing to do with me as a teacher, it’s just not what’s expected of them at… and they can get up and move around and…


D: …so it’s just wrong and the thing is….what…. so I can have any philosophical you know release I want but I’m being forced to teach against what I really believe. I mean I can do it with the girls in the classroom but ultimately, sorry girls you’re gonna be a learner in the box at the end of the year regardless of what we’ve had

G: At some point…

D: …you’re just gonna be….

G: You’re reduced to a number. Yep, yep, yeah. (00:23:59) Yeah I can see why that individualising is important.

D: …and ‘cause I hate what happens so often the higher up in the school you go.It becomes so competitive and not just with the kids, with the parents. I’ve heard the stuff and I’ve seen the stuff and I think [pause] they’re probably taking a risk putting me up there [ironic laugh] because I probably, I’ll probably upset some parents.

G: Do you like, do you think it’s um… I know it’s not peculiar just to this school, that you know, reducing students to a number or a letter and [hesitating]…

D: ’Til you did Prep?

G: …back at it.

G: Ok so it’s not something you started teaching with?

D: Well kind of. You know…to. The only other experience I have had is in a tough, tough school where they don’t particularly care about you know, you’ve got probably a handful of kids in the class who care if they get an A. Everyone else is just happy

G: ….to get a mark [laughing], not an E.

D: Yeah exactly. Yeah and I’m, I can’t even remember what it was, it must have been As, Bs and Cs. That was basically it. But it was still more your judgment. It wasn’t down to, like there wasn’t such a fine line between and A and a B and a C. like here. Literally the criteria sheets are so specific and I understand why they have to be here because you’re arguing with the parents. There it was like you know what, I’ve watched this kid all year. Yeah I’ve got this test that they’ve done and I’ve got this assignment they’ve done but I’ve seen them all through the year and I know what the big picture is so I can, I still had the freedom to base it on …and nothing came

G: ….your observation.
...as a surprise because I was having constant communication with the parents all along (00:25:55) so that was never yes sure you do your basic tests, your spelling and your number facts and whatever but the rest of the stuff still had a leeway whereas here you don’t.

G: So it was much more summative?

D: Yeah, yeah.

G: The assessment?

D: Yeah. Because you could, like a child might not perform well in a formal test but you had witnessed that they could do this and this and this and so you gave them the benefit of the doubt ‘cause the test was probably a bit lower than where you would have scored them so you would…. but also here you’ve gotta justify it like, another parent can say [imitating parent voice, “well how come I know my daughter got this mark on a test, I happen to know that so and so got this mark on the test, how come they got the same?” and that’s the sort of shit you’re dealing with here.

G: Mmmh, mmmh.

D: ….which didn’t happen back where I was so I’m very… and I hear the stuff that goes on in the staffroom and I go thank God../thank God I’m not a part of that. Yeah.

G: Yeah

D: And now I’m going to have to deal with it.

G: Well even our experience last year, working with the girls on that DVD and the crap that went down.

D: Mmmh, mmmh.

G: Um just because these girls… You’re professional….

D: Yep.

G: …opinion was these girls needed extending. No-one else knew that they were the words that we put to it.

D: No.

G: But there was a perception by some parents that…

D: Yeah and that’s the whole, that’s the whole culture of this of where we claw our clients from. It’s that whole, we are a very competitive, you know, the more professional you are, the [laughing] more competitive you are I think (00:27:24). You know back there, you know dad went to work, mum went to the bakers [laughing]. It just wasn’t that sort of stuff so um….

G: Mum and Dad in a lot of places don’t care.

D: Well they were grateful to have their kids looked after and and it’s primary school for goodness sakes you know? Let them have some fun as well and…All this academics, and I’ve heard how it works too. Is there anyone we need to bump up, or anyone we need and I think you either make the rules [pause].
G: And apply them across the board or don’t have them?

D: What’s the point of bumping people up? See all of that grates on me and I just think yeah poor person who, who didn’t you know the year they weren’t bumping people so she missed out and someone else got, you know like where do you draw the line with that stuff?

G: And does the bumping even work because when you do a Naplan test you’re not going to be bumped up.

D: That’s right.

G: So if anything that’s going to be, well it’s not a…

D: And these parents who do their kids assignments [Gina sighing and rolling eyes] I mean I feel [inaudible] carrying their masterpiece of some display they’re going to, and I think you didn’t do that.

G: Actually that’s something, that was something that was...

D: How do you mark that? Do you say they didn’t do it?

G: Reach the criteria?

D: ‘Cause everything’s there.

G: Yeah, how do you…?

D: And poor little so and so whose mum and dad didn’t help…

G: ….done it all…

D: …you know? And how does that make them feel?

G: Mmmh, mmmh.

D: I don’t want to see any go home assignment. [Name of senior administration person] actually made that point the other day. There are no go home assignments.

G: Oh really?

D: I thought oh, not in my experience…

G: Oh must be a new!

D: So maybe there’s a new, maybe there’s something new coming in. There’s been, well nothing goes home that is assessed.

G: Ok.

D: (00:29:16) So whatever goes home that needs finishing at home is not assessed or there might be a rough draft of something that has been written and checked by the teacher and then the child types it up at home or whatever.

G: Ok. Mmmh, mmmh. Interesting. Alright so alright well what do you want to do from here? How do you want to proceed with…[pause] Do you want to plot, like I know this term is hideous in terms of your marking and you’ve got to think about moving - all that sort of thing so um I’ll be guided by you as to how you want to and when you
want to start playing around with all this stuff. Um, and then we can yeah. Like I don’t know whether you want to set yourself a little bit of a calendar to follow or whether you want to do it on a more ad hoc manner that we’ve done and fit in what you can. [Pause for thinking]  

D: (00:30:20) See I want to find out about that now, if that’s possible and if that’s possible that’s something I would want I want to start from day 1.  

G: Yep.  

D: (00:30:32) These things I need to investigate but I don’t know how I would use them yet. I just need to investigate these things. I would say Learning Federation stuff’s going to be um you know like it might be an interactive whiteboard presentation that shows um I don’t know the changes of the season or something in a really visual way and is, is a bit interactive. That sort, they’re the sort of things, resources I’ve seen on there.  

G: (00:31:01) See this thing, this thing actually has little videos that you can watch. They introduce the concept.  

D: Yes, yes.  

G: And there’s little activities.  

D: Yes.  

G: And there’s even tests and, and it’s really quite good, yeah. Yeah Ella actually loves it. She plays with it a lot. Um something that I have got and ‘cause I don’t have Internet access here I’ll have to download it all onto a USB but I have got a whole lot of interactive whiteboard sites. Um there’s another, another site, something Kent, education, Kent or [pause] and again it’s English but it’s got some fabulous stuff on there but once again it depends on what you’re teaching.  

D: (00:31:54) Yeah see I don’t even know what…  

G: Your content?  

D: ….I don’t even know what I’ve got to cover in Science and SOSE and…  

G: This year in English they’ve done author studies. Um there’s been  

D: I know there’s going to be a big push next year…  

G: … Roald Dahl.  

D: …on narrative, on writing narrative.  

G: Yes ‘cause that’s in the Naplan test. There’s um, who what was the name…Peter Rabbit, who wrote Peter Rabbit? The author…  

D: Beatrix Potter.  

G: Beatrix Potter. There was an author study on Beatrix Potter. I’m pretty sure it was Road Dahl that Ella did.  

D: I wonder why they picked Beatrix Potter? [amazed and horrified].  

G: Yeah. Ella loved it.
D: I don’t particularly like Beatrix Potter stuff. I mean even as a kid.

G: No, even as a kid, no. I didn’t.

D: I never read it to my kids.

G: No.

D: People gave Peter Rabbit as a present.

G: I know and they sat of the shelf [laughing].

D: I’d always choose another book.

G: Ditto. Um …, what were the other authors? Oh um - names are escaping me - Cat in a Hat….

D: Oh Dr Seuss.

G: Seuss.

D: Oh wow.

G: Mmmh, mmmh.

D: That’s quite interesting.

G: They were all author studies. Then in SOSE they’re doing a travel brochure for an Asian country this term. In Science they’re doing light. [Deb pulls a face] Music to my ears too. Um property, like last term it was properties like plastic, bags, materials, materials and property. Um…

D: I don’t even enjoy any of that [slightly giggling]. It’s all a bit weird.

G: (00:33:36) They did, was it water cycle or weather? Energy. Energy I think it was. Energy sources. Mmmh.

D: See what about the joy of teaching history and [inaudible]. [Stressed laughing]

G: Um so yeah a lot of what’s useable on these sites, well not so much Smart Kiddies, but certainly Learning Federation and certainly Top Marks and any others like it will be dependent upon content.

D: (00:34:01) So what are they like um, like you would use them as a, like in the classroom as in let’s watch this little video on it?

G: Yep, yep.

D: OK.

G: So some of the things I’ve seen on Learning Federation, like there was a really lovely one on the changing seasons and um ah then what happened the um, there was a drought and you knew the sun and parched bones and cracked earth and then the rain came and um created a flood and then you saw the whole, you know the holes covering over, what happened in the flood was people lost their homes and cows and animals died because they were under water dadadadada so it went through this really …and it was all um, um digitally done, sort of animated and there were, you
could click on certain, well I imagine you would on a whiteboard, on an interactive whiteboard you would touch various parts of the screen at various times and there would be um like interfaces that would come in and take you of on a different story line and so it was, it was very non linear, the process of exploring the site um and so you know you might have been talking about spring and what happens in spring, the, the buds forming and the flowers coming out and all this sort of stuff and then you might, you might just explore that for a session and then go off and do whatever you do so it was, they’re very visual. Um and because I can’t access them interactively from home, I don’t know…

D: …the locations?

G: …yes I don’t know how you know on an interaction whiteboard.

D: Maybe we should just get you a password, surely it’s…

G: Yeah but I need an interactive whiteboard.

D: Ooooh.

G: I’ve got Learning Federation but I can’t, I can’t , you need the interactive whiteboard to find out. I know Cathy’s did one a couple of years ago. It was a Woolworths site, of all things and it was the process of the cow being milked and what happens to the milk, once the cows been milked. How the cow gets milked and then what happens in the process from milking to distribution in the supermarket. Um and that was… you know the girls could come and click on certain things and you know that would explain the story. Um [pause] I’m just trying to think which other ones I’ve seen….mmmm.

D: (00:36:43) So it is, it’s more of a teaching thing. I see. Smart kiddies…. I use more…. as it’s not, I teach the stuff and then you do that?

G: Do that yep. No Learning Federation, well certainly the things I’ve opened up in it, no. They’re more the teaching resources, not for the kids.

D: (00:37:08) Alright so in terms of priorities, it’s going to be that first. That’s going to…

G: That would be that, the equivalent of that. Creating the WebQuest would be…

D: Yeah and I’d like to do that.

G: That would be fun I think.

D: I’d like to do those sorts of things.

G: (00:37:22) See the other thing you’re going to need to think about too is um the responsible use of these technologies. So the girls I know in grade 4 are emailing all the time.

D: Are they?

G: Yep. Emailing each other, emailing home um so God knows who else they’re emailing.

D: (00:37:45) When do they have time to do that?

G: Well they seem to. Not a week goes by when I don’t get an email from Ella saying hi mummy, love you. Yeah so…
D: Did you hear what Zara did? Sent and email to Mr Black supposedly from, no sent an email to her mother, supposedly from Mr Black saying he’s noticed her and thinks she’s rather nice [giggling]. Can you believe that?

G: See that’s the sort of…

D: I mean as funny as that is. That’s the sort of stuff that gets them into trouble.

G: I know, I know and this is through parent gossip but I’m, it’s a reliable gossip. There were girls in grade 6 last year, 7, sorry 7 last year who were using it and emailing BBC boys with disgusting stuff.

D: Really?

G: And I…

D: See how do, are they, I get, see we constantly get knocks on the door, “can we use your computers” from other girls.

G: Yep.

D: I mean, only that I’m in here and I, if I see them even just talking to each other, laughing, carrying on I say you mess with me kind of thing [smiling]. But I’m sure there are other classrooms they go into where something’s happening over the other side of the room. They could be doing anything ‘cause they’re not in their own classroom or anything. I wonder if they can do it from library at lunchtime sort of thing?

G: I think teaching, explicitly teaching Internet safety.

D: And also like they need to have the fear of God put into them as to what can happen if um…

G: Absolutely.

D: …if they misuse it. It’s not, you don’t mamby pamby them when it comes to that. Well I mean things like with Stuart.

G: Yeah. I mean that could become a lawsuit.

D: They need to know that it, you can be tracked down.

G: Absolutely [Deb giggling], absolutely and also you know in terms of their googling a… you know, some information and they come across pop ups….

D: Yeah.

G: …and that sort of thing, they’ve got to know there’s a certain line of responsibility that needs to be addressed.

D: [Deb sighing] Oh God. Ok. Alright. Mmmh. This, this will be something that will happen long term through the year I imagine. Playing?

G: Yep.

D: This needs to be done quickly, same as this.
G: Yep.

D: I mean that might be pie in the sky me thinking that’s how I’m going to work it. I might be so busy trying to find my feet that, that doesn’t happen.

G: (00:40:25) But I reckon even a simple WebQuest, like go to this, log onto this site, check out this, what do you think about this, discuss this with someone else and then they create their own PowerPoint about that particular issue.

D: But it can even just be used to, in class as a um……

G: Yeah individual….. for individualised learning.

D: Or even just for homework, go to…

G: For homework Go to this, read it and…

D: ….this read this, make a few notes about what you think, what’s your opinion or you know something like that.…

G: Mmmh, hhmmm. So they’re constructing their own knowledge.

D: And then they could email it?

G: Yes, yep, yep.

D: Oh God.

G: Yep.

D: Alright.

G: Now I was going to find……you just want to have a think yeah about how you want to proceed with those.…

D: (00:41:14) Oh I think before, I think I need to, I need to…. Oh God, when do I have time to do this? I can’t be thinking about year 4 when I’ve still got the busiest part of…..

G: I would say don’t.

D: …the term to get through.

G: I think you just need to prioritise personally….[Deb sighing]...like we know, we know that the portal is something that you feel needs to be up and running on day one.

D: Yeah.

G: So that’s good.

D: So I need to talk to Cathy about that…. 

G: So that’s something that, that can happen pretty quickly um…. 

D: And if that is just a process that um if it’s something real, if there's some sort of templatey thing, like if it's set up and we just have to add it in…

G: Add it in, it's not going to be …
D: That's not going to be a big deal....

G: Yep, yep but probably letting whoever knows, that you want it up and running so that you can...

D: Yeah. And see the other issue now is I've got a teaching partner.... and whatever I do [laughing] that's the other thing I hate...

G: You'll be expected?

D: You've gotta do what everyone else does, you know. Here I have...

G: Do you?

D: ...automony, I can do what I want. I really have gotta be very careful about that parents can compare across...“well next door they did this”.

G: That would do my head in.

D: And that was even going to be the case here in Prep. That I could not, probably not do and you haven’t seen how my DVD is now. Ike last year’s DVD is, was worthy of, it was,...

G: I’ll have to take it home and watch it. Can I?

D: You’ll be bored. But it was honestly, it was...

G: [Looking at the DVD cover]. That looks beautiful.

D: It’s a professional job.

G: But it was boring?

D: No, no, no.

G: Oh.

D: Oh God no. You will find it...no.

G: No I wont find I boring, I’ll find it lovely! [laughing]

D: But I was, see ah, I, I’ve gotta let this go. I cannot keep doing this.

G: Yeah.

D: It is consuming too much of my time especially like Paul and I did that.

G: Yep.

D: Now he has the right equipment.

G: Mmmm.

D: Um, this year we’re trying to do it on Windows Moviemaker, ? and I....It’s, it’s not, is, is um but I need, but, so I need to let go, so when I found out there would be 2 Preps I was thinking alright that’s the year I let go because.... I will never put that much work in to some other class as well as mine but and they, and I said, I made some
comment and they said yep you couldn’t do that because the other class wouldn’t do it.

G: But why don’t you give it to the girls to do?

D: Yeah that’s the other thing.

G: Because, I did that with my year 11’s and 12s, Film and TV….

D: Mmmh.

G: For the whole school, they did like, year 11s did it for year 11 class and the year 12s did it for the year 12 class. They ran with it, they loved it. There were kids lining up to get cameras at lunch time.

D: Mmmh.

G: They would spend their lunch times downloading and playing around…

D: Mmmh.

G: It was fantastic.

D: And what did they do it on though?

G: They did it on, um it was, back then it was on Betacam.

D: Oh.

G: And it was all edited in a proper old fashioned editing suite um but it was oh the learning that went on was fantastic and the pride that they had in showing it at the valedictory dinner was just…and the parents just raved about it because it was the kids work.

D: Well I mean there’s no reason why you can’t do something like that but…. 

G: See you, what you could um, you could allocate class roles, you know and these particular girls are responsible every term for….

D: Yeah but year 4, I still don’t know if that’s [possible] but even the graphic, you know? The work we’ve done on the cover and actually…..

G: But that could become their artwork.

D: Yeah.

G: Digital artwork.

D: But well….have a look, I’m really proud of that but it [laughing] does go for an hour!

G: Oooh [gasping].

D: I’ll tell you that but it is a year.

G: Amazing.
D: The best part, like the kids still watch it over and over and over and [name of mother] said, you know we had, Zara’s in year 3, and she said still once a week, once a fortnight [giggling] she watches the Prep video…

G: Oh ours still gets played and we thought it was superb, you know?

D: But…and that was crap!

G: And that was crap compared to this I imagine?

D: Absolutely. Absolutely. Just the quality of everything now…

G: Yep, yep.

D: It’s so….

G: It’s amazing and that’s what 5 years ago, four years ago?

D: And this is, but that was, you know the Clarks and we had a crappy little camera and they put it, this has come up because it’s all…

G: Yeah.

D: You know, anyway um….

G: But that’s… I mean that’s something that could be really good fun for the girls to do.

D: It would be so long as we can do it. And see, it might be time consuming though so…..

G: Oh absolutely but it would need to be I imagine, it would need to be….

D: I wonder if we could do…

G: ….their own?

D: A lunchtime club type thing?

G: Yeah and I mean you would have to throw this out and forget about this

D: Oh yeah, yeah, yeah.

G: And like it would be theirs and it would be easy and simple and what have you …it’s their record of their year and you’re there to guide them and you know take them through

D: Yeah. And it would never be as long as this. because the reason that’s so long is because like you can’t, we can take pictures in here across the day and you’ll get 50 different things happening. You take a picture of them doing maths, you take a picture of them doing science, take a picture, in our higher level.

G: Yeah, yeah, yeah.

D: It’s all there on the computer and the reason this is so full is because…

G: You’ve got yeah…

D: ….you get out and about and…
G: …there’s two of you.

D: Yeah.

G: You’ve got always a back up.

D: That’s right.

G: That would be interesting too to look at video as a form of narrative. Telling narrative through pictures.

D: See the thing I’m scared about is I’m going to be limited to, to wanting to do this sort of stuff because of curriculum expe, like because of the…

G: Yep the documents that guide and tell you what you have to do. I just think you need to, like setting that up as a lunchtime club once a week where the girls the girl, I mean they’ll run with it. If Ella’s Miss Average, she would be perfectly capable of taking a camera, taking photos, downloading it and she’ll create her own movie no trouble. I could show you what she’s done on here.

D: Mmmh, mmmh.

G: And it’s completely by herself, completely.

D: And they should know that, the earlier they know that stuff the better. Alright well…

G: And I’m sure there is, isn’t there in the documents there that you have to assess them on….

D: ….their IT stuff?

G: Yeah so it could form part of their…. I think it’s a bit of creative…

D: I think I’m going to have to look at ways of combining stuff.

G: Yeah, yeah, yeah. Creative um…curriculum.

D: Like instead of doing everything and ticking boxes.

G: Yeah.

D: Try and…

G: Yep you know?

D: So in English you might be knocking off their ICT and Art or…?

G: Mmmh. To become an imbedded kind of learning.

D: That’s if there’s um…

G: Thematic.

D: See that’s, that’s provided the basics are all there. That’s the other thing.

G: Yep…
D: If you’ve got kids who, who are still struggling with you know the stuff that you’re going to test them on, the …[giggling].

G: Yeah.

D: You’ve gotta find ways of making that happen too.

G: Yeah. Yep. Now I’ve got ....what am I doing……I had to run a couple of things by you and now I can’t find them…[groaning……muttering to self]. Where did I put it? [Clicking tongue]. Mmmh this is my problem now. [Muttering]…… Oh how annoying!

*Deb leaves the room to attend to business outside in the classroom.*

D: (00:52:51) I just got an email from SmartKids.


D: Saying we’re giving you access to set up 5 minutes of free homework every night for your students or something.

G: Ooooh!

*Deb’s mobile rings. She answers it.*

D: No I’m still with Gina.

*Deb hangs up.*

G: (00:53:35) Now I just needed to touch base with you…[giggling - another phone call for Deb……..]

D: Sorry, what do you need to know?

G: No it’s alright I’m just adding in some notes about the PowerPoint. Now I just needed to check with you um, how you felt about the last PD session.

D: The last one?

G: Yep.

D: Um I didn’t understand totally what….I understand we were doing a PowerPoint but I wasn’t quit clear was I learning to do a PowerPoint or was I presenting my thoughts on a PowerPoint to you?

G: You were doing both [Deb giggling].

D: Ok.

G: I wanted to do something, I structured it that way so that potentially you can use that PowerPoint as an example of your digital…

D: Ok.

G: For example, you had…

D: Because the template pages were set up it wasn’t teaching me how to do a PowerPoint. Is that how it, is that how…. [laughing]
Yep, the idea is that we will add onto that.

Ok.

And that you will then create your own, like I had created like little, like yeah but the idea is that as we go along we’ll come back to that and insert things and recreate and shape it.

Yeah ok. That's ok that's fine, 'cause I was going to ask that.

Yep.

And...the other thing......yeah I don't like doing things like that when everyone else..... ....like I almost feel like I have to do it, like I like time to sit and do that.

Mmmh.

So when I lost it, you know I got a train of thought and then I did it and I lost it, and then I couldn’t even think of what I’d written so I think if I’d sat and given it a it more thought and then I did go back and look at it on the holidays and I realised then oh God how did I do that again, like you know I wanted to fiddle again and I’d already forgotten how to fiddle. I couldn’t click on, I knew you’d said I couldn’t click on the link to that article, I knew I had to do something but I couldn’t remember what. But it didn’t matter cause I just cut and pasted it and read it anyway but then that did get me, that, that's and then I got onto that um TED thing which I didn’t even know existed....

Well I didn't either.

I thought you did.

No I didn't. No.

Oh and apparently it's amazing and now there's also an Australian one apparently.

Aaah, ok.

That was an American thing and it's like a thing they typed, but we got an email and I'd have to go, trawl back through my emails but it came from the senior school saying “oh I’m sure you all know about TED” and I’m thinking oh so was I the only one that didn’t know? Oh man.

No you weren't.

Then it said check this one out, it's an Australian it's like an Australian, it's an Australian version very similar to TED where the people get together and talk about...

Oh ok.

But did you look at it?

Yeah.

Did you look at that one about the gaming?

Yeah, the gaming.
D: Amazing. And I, I got so excited, [Gina giggling] and I'm saying kids you've all gotta come and watch and I'm saying to my kids and Elliott went Elliott said, "oh yeah I know TED. I watch lots of those things."

G: Oh!

D: See.

G: Ok.

D: Grade 11! I said do you have to do it at school and he said no.

G: No?

D: I just stumbled upon it. There's something you can do, something called stumble upon or something like that.

G: Mmmh.

D: I think that's what its called where if you don't know what to search you can….

G: Mmmh.

D: (00:58:01) like you can, just thinking, like I use the computer for everything. I use Google is my friend.

G: Mmmh.

D: I Google everything.

G: Mmmh, I do too.

D: I'll just be thinking about something and I'll just go and Google it.

G: Yeah, yeah.

D: And I'll think of everything from I wonder if I could buy such and such through to I wonder how that works.

G: Mmmh.

D: So I'll Google it.

G: Mmmh.

D: And he, he just clicks on this thing called, I'm pretty sure, I'll ask him, I'm pretty sure it's called something like stumble upon.

G: Ok.

D: And it will randomly take you to places.

G: Ok.

D: And that's how he got onto TED and he is….

G: Aaaah.

D: …watched them.

G: Ok.
D: I think it leads you to interesting things, like it's not rubbish.

G: Yeah, no.

D: I mean there may be rubbish I don’t know but he always comes up with the most amazing things and I say how did you find that and he’ll say stumble upon or….whatever it’s called.

G: Oh ok well I’ll have a look at stumble upon and see what we come up with.

D: Um…

G: So you, you would prefer to do the PD one on one as opposed to being?

D: I think yeah.

G: Yeah, yeah.

D: Yeah.

G: How do you feel then about sharing what you do like say with Anne? Anna’s is not going to play ball this, the rest of this term.

D: Oooh.

G: ‘Cause she’s snowed under with reports and stuff.

D: Aren’t we all?

G: So…

D: Alright um, yeah I wouldn’t mind sharing.

G: Yeah that’s alright?

D: I don’t mind that getting together every now and then

G: Yep.

D: But…I get more value out of…..

G: Doing the one on one?

D: Yeah.

G: Yeah no that’s fine, that's fine. I just think it would be nice to um to share what you've done and hopefully it will be reciprocated where it, stuff shared then with you and then you get ideas and it may not, you know, ideally it's not just limited to you and Anne, it, at um kindy that it might be that Cathy would come in and share something.

D: Mmmh, mmmh.

G: So ‘cause the thing to me is that this all you know, we all seem to work in our own little closets and everyone’s kind of doing a similar sort of thing or maybe not a similar sort of thing but nobody else knows about it.

D: Mmmh.
G: It’s like you saying about stumble upon.

D: Yeah.

G: Ok well let’s all learn about it and see what we can do to ....

D: But also, see I, I’m also am selective with what I listen to.

G: Yeah.

D: Yep, well it’s got to be relevant to your needs.

G: Yeah.

D: Yeah.

G: Yeah.

D: So probably a lot of what I’ll need to know now, I’ve probably heard it somewhere along the line but I’ve just filtered it out ‘cause I think…

G: Mmmmh.

D: Yeah Tell me something I want to…[giggling]

G: …needed to know?

D: That’s useful to me [laughing].

G: Yeah well there’s so much to know that I think you, you’ve got to have a selective filter on otherwise you just get bombarded. Alright so, if you find out about the classroom portal?

D: Mmmmh.

G: And can you let me know about that?

D: Yep.

G: And then...

D: And I’ll probably speak to [name of other year level teacher].

G: Mmmh.

D: And ask her like what, find out from her what, what stuff like without having to sit down and read curriculum documents at this stage.

G: Yep.

D: Do they use PowerPoint?

G: Yep.

D: Do they use anything else, do they?

G: Yep.
D: Does she use this sort of stuff, does she have WebQuests.

G: Mmmhhhhhm.

D: (01:01:17) I imagine she’d be fairly up on, you know, stuff.

G: Mmmhh.

D: ‘Cause she was involved in….there’s some new Science….

G: Oh yeah she’s the Science/Maths…

D: Yeah because her husband is in the…

G: Mmmh.

D: …Senior school.

G: Yeah well do that and then think about how…like whether you want to set yourself up with a bit of a calendar, for accomplishing these things or whether you want to go at it a bit more adhoc like, see how you want to do it um….when it comes to actually, like when do you do the planning for grade 4?

D: Well that’s what I said and they said OH the planning’s done, it’s all done, it’s all there for you.

G: Yeah but what about your teaching resources and stuff? Where do you grab those from? Thin air?

D: It’s all going to be there for me. I don’t know. She said oh well Brenda will probably give you her stuff that she’s got but…. 

G: But you’ve got to familiarise and make that your own…

D: I know, I know. I said I’m going to be, this’ll be me,[laughing] I’ll be swatting before going right tomorrow I’ve gotta teach…

G: Alright so if that’s the case, if there’s going to be stuff there, what happens in that first week before kids come back? Are you here?

D: Yeah this year, we’re going to aw, we’re going to the Coast for a whole staff getaway. Do you know how much that’s going to cost [starts laughing] as they announce fee increases again for the end of year! Um, I haven’t… actually it might be on my calendar. I haven’t got that but in fact it was a question I asked Naomi today. We’re going away for two days up the coast…

G: Right.

D: And I said is that the start of school as in like it's a Thursday and a Friday - Friday, yes. So I said is that when we actually come back or do we actually come back for the week, for the days leading up to that and then go away.

G: Ok.

D: I imagine we are going aw, we’ve gotta be here before. So my 2010 dates, now it would be somewhere, it would be on my, on the school calendar probably. So I would imagine we’ll probably, I don’t know if… we normally come back on a Monday.
G: Ok.
D: Or a Tuesday. But I imagine we’ll be at school for a couple of days.
G: Yep.
D: And then we’ll be up the coast and then we’ll come back to school.
G: So do you get your own planning time in that time? Or you don’t know. It’s filled with…
D: It’s filled with staff meetings and the states courses usually….
G: So it’s ….
D: ….and that is, has been a…
G: Ok.
D: But I think you’re expected to do your planning….
G: In the holidays?…..
D: ….in the holidays.
G: Ok. Alright.
D: Which again if you’ve taught the year before, you don’t have much to do.
G: It’s fine but if you haven’t ok.
D: And I’ll be moving…. 
G: Physically as well yeah.
D: I can’t move until she’s out.
G: Yeah, yep. Ok. I’m just trying to get my head around then when we sort of try and get some of this done [Deb sighing].
G: Can you find out from [name of other year level teacher? 
D: Mmmh.
G: …….well, I would assume you would have a say in the content that your teaching next year
D: Well…
G: …. or will that just be imposed on you? You have no idea either.
D: To a large extend it’s going to be imposed but again, you can tell me what to teach but you’re not going to tell me how to teach it.
G: How to teach it [both smiling], Yeah!
D: Um…
G: Yep so long as content’s covered.

D: I still have to get my head around um that side of things.

G: Ok ‘cause those kind, answers to those kind of questions are really going to drive then, I mean there’s no reason why then we couldn’t be working on creating some WebQuests and um creating some PowerPoint or you know and using that learning experience at the same time as you’re actually creating resources for the class instead of just learning how to do it and then not you know, then having to go away and create the resources. Um…

D: See I mean even at parent information night, I don’t know if there was a PowerPoint.

G: Oh there was this year.

D: Was there and who? See…

G: Mmmh it was oh actually no yeah I think there was but there was also one for the maths information night. I mean maths isn’t my thing but…..

D: Do you need to do that kind of thing.

G: Well yeah it was sort of a bit of a justification for how they were teaching maths which was interesting. I struggled with it! [giggling] but anyway. Um….

D: (00:06:180 I need to go home and write a big thing [giggling] how I’m philosophically opposed to teaching…. [laughing]

G: Oh I think it’s fascinating…because you know it….

D: I guess the ball’s in my court now. If I don’t like it, I go.

G: Go, yeah. Oh like I so empathise with you because I know how I’d be feeling…

D: But that’s like um….you know like where do you, or what other jobs do you go into and do it against the way you wanted. You know like it’s such a person driven job.

G: Mmmh.

D: And a pass, to be good, a passion driven job. Yeah so how….you know it, it just can’t be good for you to be forced to do [giggling] it the way that’s not natural.

G: Mmmh.

D: I mean I guess on the other hand, the other challenge for me is to, is to go and do it the way I want to do it but ultimately it still comes down to those letteres, and boxes and report cards…

G: Mmmh.

D: Nonsense that I then have to…

G: Reconcile your philosophical belief with…yeah. It’s the [laughs] yeah I’ve been reading about espoused and enacted beliefs.

D: And look I see that, I see that here anyway. I hear the, the, the spin and I think bullshit. [laughing]
G: Mmmh. Yeah but you know, see I think you’re pretty unique that you actually that you do reflect. I’ve written that in my notes and it’s one of the things that when that year that I came in and we did the script writing, it was absolutely clear in our conversations that you reflect on what you do and you try to make it better. Or you go yeah that worked, I don’t need to do any more to that - that’s great. A lot, I don’t think a lot of teachers do that and they’re not prepared unlike you, to speak out and say… I think a lot of teachers just, and I don’t know whether it’s to do with passion or whether it’s just cynicism, I don’t know but they just go, they do, they don’t speak up about anything. It’s like ok well this is what we’re going to do, whether my heart and soul’s in it doesn’t really matter. I don’t know…

D: Yeah, you might be right and I’d find it really hard to work like that.

G: Oh I would too. If my heart and soul’s not in something…

D: But I know people who do, like as much as again the school will tell you we’ve got wonderful teachers here, and you know…

G: Oh it’s blatantly obvious to me

D: Yeah.

G: and I don’t know many personally.

D: Exactly.

G: But it’s obvious.

D: And you know, thEre getting the same pay as us.

G: Mmmh.

D: And I think that yeah. Where’s the self satisfaction and you know even the way they connect with the kids, or don’t connect with the kids, it’s just… that can just make or break their understanding of things or their desire to do something and…

G: Absolutely, absolutely

D: And that’s why I said but that’s what I think it’s not, they’re more or less saying it’s more important for all this to happen higher up. No.

G: Mmmh.

D: Ok. And I used to throw that at [name of head of school] all the time. Why do you think it’s more important this stuff happen in the higher year levels? It’s not more important, it’s equally important.

G: Mmmh.

D: And if no-ones doing it you’re the boss here, you make them do it.

G: Mmmh.

D: Otherwise you’re not doing your job properly.

G: Well and…
They’re manby pamby. They don’t, they don’t tell people…

…how it is. See in most private enterprise you would lose your job if you weren’t performing.

Absolutely, absolutely. And here all sorts of excuses are made.

And it comes back to bite the ones of us who are doing the right thing because we look like, like you can have your, someone will say everything’s fine, they’re all great. And then they get a teacher the next year who says gosh this child’s struggling here, gee this one should be that….You know?

And then all the parents say well she was fine last year.

She got good marks last year.

You know and so it works that way

But then it also works when they go from a good year to a bad year then the teacher who cops [laughing] the crap next year looks back at you like…

You’re the one in the wrong yeah.

You set them up for…

Yeah. You know like what the hell did you do that?

That made them all so unhappy?

Mmmh [Deb laughing].

You know?

Yeah.

So yeah it’s a funny old place.

I’d love to take a year level all the way through, that’s what I’d love to do.

Yeah, couldn’t that be fabuous.

I’d just love to go up with them.
G: You know, what I’m looking at at the moment is narrative inquiry as the means of telling the research story and it’s about, it’s as much about the, the person, you, me, Anna if she comes back on board and Anne, as individuals and, and our life stories. You now, who we are, why we teach, all that sort of stuff but…

D: Yeah but you know…..

G: It’s…..

D: Even in that, people tell, people sound passionate and like they care.

G: Oh yeah but I want to see evidence of that.

D: Yeah.

G: I don’t want to, you know, the talk is one thing…

D: Yeah.

G: …what you say and do are two different things. But I’ve been reading today about how the environment, the context of what you do is so important and I was sort of thinking yeah you know I remember I was told I couldn’t take my Film and TV kids to Sydney because you know their film had made it into the top five of the film festival and I wasn’t allowed to take my kids but the kids that got into the Science awards [Deb laughing] were allowed to go you know and I was reflecting on that whole experience of yeah what was valued in the school that I was in and I mean I know that in another school, my subject would have probably been more highly valued than Science but it was very much an environmental thing and what I’m hearing you say is that you know in this environment what’s…you’re not being supported in terms of how you would like your career path to be or you haven’t been listened to, maybe not supported.

D: (00:14:23) Um in, on one hand like you know, [name of Head of school] has always said and this is a compliment I guess, “I know I never have to come and check on you.”

G: Mmmh.

D: The theory is someone, [name of Head and deputy head] is meant to meet with each teacher for a short time each week.

G: Yep.

D: That’s never happened ‘til this year for me and she came in once and the that was the end.

G: That was it yeah.

D: And her theory is [Deb whispering] “I know I don’t have to worry about you.”

G: Yeah?

D: So on one hand they’re saying you know what we respect the way you do it.

G: Yep.

D: You do whatever you want…
G: Yep.
D: …and anything I want, budget-wise I get.
G: Yep.
D: Because I justify it, I say why I want it.
G: Yep and you can see your move to grade 4 as being a compliment as well because you’re being seen as a person as…
D: If you believe the spin that they put there…
G: Yeah and you know I do think like they could really upset me and I could go there and do a shit job [giggling]. They know that’s not what I would do. (01:13:58) but I still do resent being asked to go there for the reason as much as they think they need, I’m the one that can do it.
G: Yeah.
D: I resent having to do that. There’s plenty of other teachers [ironic laugh] here you know.
G: Mmmh.
D: Um and [name of deputy head] said to me you’ve got a career ahead of you and I said no….I’m just happy doing this for now. You know what I’ve no desire to go upwards in this profession. I love being in the classroom.
G: Which is such a refereshing thing. For a senior teacher to say that, isn’t it?
D: I don’t want to be, I don’t want to deal with that….
G: A lot of good teachers do go into admin and then…
D: And surely this is where you need decent teachers?
G: Good teachers – absolutely.
D: And she said, “oh yes you have, you’ve got a career ahead of you” and I said, “no, I haven’t, like I don’t have a grand…”
G: You don’t have aspirations to?
D: No.
G: You’re happy doing what you’re doing?
D: And even on my damn thing, the…we fill out a um review…
G: Yep.
D: ….and answer all the damn question that take you…and it said you know what are your career goals. When it comes to personal goals I leave it blank - none of your business!
[Gina laughing]
My personal goals are my personal goals [smiling]. I said that to [name of head of school]. She said I noticed that you haven’t filled in any personal goals and I said no, they don’t relate to school, like there are personal goals, career goals, put career goals, pedagogical whatever....

Yeah, yeah.

And then what are your personal goals?

Don’t need to know that.

Yeah and then um something about career goals and I said I actually said um I’m more than happy [laughing], you know I get enough satisfaction out of seeing what I can do, and do differently here. Like I don’t teach any two years the same. And for me that’s enough right now and I said that and I said I’m more than happy [laughing] to stay where I am.

I suppose that’s hard for a lot of people to believe that’ cause you don’t very often hear teachers who are happy doing what they’re doing.

And the thing is I think that I am in danger of not being happy doing what I’m doing if I’ve gotta get up there and deal with that sort of stuff.

Yeah if you don’t believe in it. Yeah. Yeah.

And like it’s not like I’m cruising along in here. Like I work quite hard.

Oh yeah you re-invent the wheel all the time.

So, so it’s not like I’ve fallen into a comfort zone. And that’s why ‘I’ve gotta leave.

No, no and as you say you’re constantly doing different things.

Mmmh.

And creating new new ideas and opportunities and ....

And the fact that I have these different ability levels, like I run myself ragged doing up individual plans for thes kids now. And now I’ve got my head around it like, Yeah I didn’t do it so much in the beginning. Now I really think that’s ....something I really have got my..... and you know I know all the steps I can know where they are. Alright this is what you need to do next. Alright and I know...Like again I don’t keep copies of anything. I look at the work you did last week and I think you know what this would be good for you and I may create some of my own worksheets which everyone thinks I’m nuts for doing but I put the kids names in it and you know I try and talk about the things, the chickens we’ve got and make it all somehow fit together.

Yeah, yeah.

And yeah life would be easier if I just didn't look and photocopied 15 pages.

Correct.

But then it’s meaningless, to a point.

It is, it is but and that’s I’m scared that yeah open up to page 54 of your GoMaths book, we’re going to work through it. [Pretending to vomit]
D: Mmmh, mmrmhm. Ok well. Alright, I’m sorry, I’m just….

G: No, no, no it’s good because like it’s your story, it’s your reaction to a crisis really.

D: Yes.

G: Well how do you feel about Cathy, investigating…

D: I’ll talk to Cathy and see if this is going to be possible.

G: Yep.

D: I need to talk to [name of other teacher] about the…

G: About the curriculum.

D: Um, if she’s done anything ‘cause I can’t do a class report unless she does one. Yep and I’m sure she’d be more than happy to do that but I need to talk to her. Um

G: And then probably….the timeframe for…

D: The timeframe for…

G: Yep and look I’m absolutely more than happy to work through creating some resources so if you feel like you’ve got stuff to run with and I can help you with the technology side of things so that you’re ready to rock and roll with you know stuff, that’s yeah.

D: And if we decide to do something with kids, like you know at lunchtime?

G: Mmmh.

D: Can you help with that? Like?


D: ‘Cause it will be me, the blind leading the blind [laughing].

G: Yeah, no, no, no. Well it won’t because by that stage you, we will have you up and running doing it. You use computers like you were saying. It’s not like you’re frightened of them and you understand you can undo anything you do and you know it’s yeah. All it is, is the process of learning the steps you have to go through and doing it a few times so that you’re not forgetting constantly…

D: Mmmh. And that’s the thing. Unless I’m doing it, so in some ways [ironic laugh]maybe going to year 4 again will if I’m doing..dealing with this stuff constantly then I’m not going to forget.

G: Yeh.

D: Like there’s no, been no need for me in….

G: That’s right.

D: …doing WebQuests and…

G: No that’s right and I mean it’s like me. I opened up a um a new application last year and started working on it yeah that’s ok and I’ve gone back to it, it’s my um data
analysis tool, and I’ve gone shit I can’t remember. I’ve done a two day in-service. I’m like ooooh I can’t remember what I’ve got to do [laughing].

D: It’s the same with the whiteboards you know?

G: Yeah, yeah.

D: You forget it. Well that PD we went to down the coast. I remember at the time it was fantastic.

G: That was fantastic.

D: And you know but I’ve still got the paper work there and I think one day I’m going to sit down and I’m just going to go through it.

G: [Laughing] And now you probably won’t!

D: Now I’ve gotta go and learn a new one [referring to a different interactive whiteboard].

G: But it’s you know I think the thing is with PD, it’s got to be relevant to where you are at the time.

D: Mmmh.

G: Because otherwise, were all so busy that you just don’t get to use and you lose it so…..and there’s so much out there that has to, you know you could learn, sit and learn every day of the week.

D: Mmmh.

G: And you’d still never learn every, anything before everything because it’s changing so constantly. So see how you go between now and when whenever.

D: All I can commit to at this moment is talking to [names of teachers].

G: Yeah.

D: And then….

G: See how you’re travelling.

D: If the portal is a likely thing to happen maybe we could brainstorm some things about what that could include.

G: Yep and how it might look.

D: Yep.

G: Yep. How interactive you want…

D: Hhhm I guess I’m going to be learning PowerPoint as I go through your thing?

G: Yep.

D: Except I didn’t understand the last email you sent, and it said something about your story.

G: Yep well that’s…
D: Well are we meant to be writing something on that?

G: Well only if that's um, it connects with you trying to communicate something about what you're teaching so we've talked about your philosophies today because it's come up in the context of what we've been doing and um that might be relevant for you to put something in of that, your, you know, your professional.…

D: But are you meaning for us to write this down?

G: Yeah, if you want, yeah put it into your PowerPoint or it might just be things that you think have made you the teacher you are today like what shaped your beliefs about assessment for example, that might be relevant.

D: But you're meaning for us to write this down?

G: Yeah, if you want, yeah put it into your PowerPoint or it might just be things that you think have made you the teacher you are today like what shaped your beliefs about assessment for example, that might be relevant.

D: Being assessed!

G: So yeah it's something, it's not a chore, it's just something that might, I hope, well I think it will naturally, because you reflect naturally, it will probably just happen automatically. And that what's what that pink books for too just to oh you know I realised today that I do that or I think this because or whatever and it can be a little story.…

D: And is that relevant for you?

G: Yeah absolutely.

D: Ok yep um, yes. I can't really explain to you why [laughs] because I'm struggling with the words myself! Um at the moment in this paper I'm writing but yes I think it will but what I want to do with this narrative inquiry is give you a voice. And you're just expressing frustrations that um a lot of teachers experience you're… not only in terms of being moved but how do you learn all of this stuff, how do you prioritise, the struggle.…

D: Mmmh.

G: Just I mean it sound easy, which comes first well sometimes nothing comes first, they all overlap.

D: Mmmh.

G: That sort of thing, um how your story of how we managed this together is and my story about how we manage together is the research.

D: Mmmh.

G: Um alright so I just feel a bit guilty that this is all…you're waiting on us.

G: No, no, no this is the process.

D: And right now I'm saying.…

G: No I'm not waiting on anything this has been fantastic. This is part of my data. This is it. I'm not waiting for anything, this is …this is life.

D: Mmmh.
G: So don’t feel guilty because this is exactly what I need to do, we sit, we talk, we plan and this has been important because it’s pointless to do PD that’s imposed on you if I think you need to do something, it’s gotta come from you.

D: Yeah.

G: And your sense of need.

D: No, no, no and I kind of feel like you know what now’s my chance while someone can help me with this because so much of what I think about or see or do, I think oh when I’ve got some time I’m gonna come back and really sit down and learn that.

G: And when do we make the time?

D: And I never get back.

G: Yep. And that’s exactly how I’m viewing it like there’s stuff I said to you um, um, Photoshop, it’s something I have wanted to do, can I say for 18 years.

D: Yeah?

G: Since of first started at [name of school]. Yeah and you know when I want something in Photoshop I give it to somebody else because they already know how to do it and I think that’s faster than me.

D: Exactly. And the same with this DVD. Like I’m dealing with it well, I’m so grateful that this parent volunteered to help.

G: Yeah.

D: But you know I’m frustrated because we’re on an extremely tight deadline and I’m seriously doubting that it’s going…… and if all this work comes to nothing it will be even more…..Anyway um, but see I was thinking if only I knew how to do it I could be doing it. I wouldn’t be relying on her.

G: Yep, yep exactly so it’s the impetus, the, taking the time to learn it yourself.

D: Mmmh.

G: I so get that, that’s my life.

D: Yeah.

G: That’s my story [laughing]. Now well that’s good, that’s good. I think um…

D: Now I’ve got to put all of this out of my mind and think about finishing this year.

G: Yeah.

D: It’s the wrong time to tell me this stuff [regarding moving to a different year level].

G: Yeah.

D: They should have waited until….we have got the busiest, most fun term. Like seriously we have something major happen two major things that have happened every week. First week back we went to the farm, second week back we had Masterchef, we had the chickens arrive, we had swimming start, we started a vegie garden so we’ve got three weeks of cooking everyday……-Ends-
Appendix AB

Paper 1

This appendix was a paper co-authored by Deb and I for the iNet Educators Online Conference in November 2011.

Students & Teachers Inc. - a case study in co-constructing teaching and learning

Ms Deb Koh & Ms Gina Blackberry St Aidan’s Anglican Girls’ School & Griffith University Brisbane, Australia

When we were children we sat in neat rows in classrooms and were expected to listen to the teacher who stood by the chalkboard at the front of the classroom dispensing ‘wisdom’, ‘worthy knowledge’ and discipline. The cane was often used for those of us who were recalcitrant and dared to speak or challenge that ‘wisdom’! Our learning was assessed in one of two ways; either by a formal test prepared for by the rote learning of countless facts, formulae and definitions (understanding was optional!) or by completing a project which often involved cardboard, pictures cut from travel brochures, home-made paste and chunks of information hand-copied, verbatim, from an encyclopedia.

Less than half a century on and, thankfully, good teachers know this is not the way that students learn! The mere learning of facts and information discovered by others is not sufficient to equip students to take their place and function in the contemporary world. As educators, we need to address rapid and ongoing changes in our society brought about by technological advances, cultural and linguistic diversity and organizational frameworks. Increasingly, our job as contemporary educators is to act as facilitators of learning, and to design learning environments in which our students can
create their own knowledge and understandings of the world they inhabit. Unlike our childhood experiences of education, accessing information is now simple and almost instantaneous. It is our belief that a fundamental element of our facilitatory role is to equip students with the skills, firstly to critically assess sources of information, and then to select and use that information to develop and enhance their own understandings of the world, how it works and how they can contribute to it.

In an effort to meet this challenge, we have reflected on our own educational experiences and developed a philosophy of teaching that embraces a constructivist learning environment (CLE), and the notion of students co-constructing the teaching and learning experiences. Wilson (1995, p. 5) defined a CLE as ‘a place where learners may work together and support each other as they use a variety of tools and information resources in their guided pursuit of learning goals and problem-solving activities’. How might this look in the classroom? Following is one example of how we have addressed the challenge within a primary school classroom.

**Context for CLE**

A newly formed composite (multi-age) class presented us with an opportunity to explore new possibilities for curriculum content and mode of delivery. Overarching the planning phase were personal teaching philosophies related to encouraging higher order thinking skills and independent self-directed learning, offering students’ choice, and continual monitoring to ensure engagement and relevance to students’ needs. Other factors taken into consideration included the need to cater for a multi-age student cohort with different curriculum requirements, a variety of student learning styles and the understanding that technology integration was necessary. The latter was made tenable due to the fact the school provided all students with permanent access to their own laptops.

**Designing the learning experience**

In choosing the issue to be explored, we believed in the importance of making it relevant and topical to the students so they could recognise its relationship to their current and / or
future lives. The students’ engagement with the topic was fostered through issue relevance, the incorporation of all forms of digital technology (that are such an integral part of digital natives’ lives), and by providing students with choices in terms of work tasks, some assessment tasks and modes of delivery for both.

In order to cater for the range of students, part of the curriculum was delivered through specifically designed WebQuests that are based on constructivist-learning theory. A WebQuest ‘is an inquiry-oriented lesson format in which learners are given an interesting and engaging task which requires them to transform information they access from the Web and other sources. A well-designed WebQuest invites creative problem solving, judgment, synthesis, analysis and collaboration. It goes well beyond the usual classroom ritual of reading and retelling what was read’ (Dodge, 2008/9). These are the sorts of skills we need to be developing in our students if they are to participate meaningfully in the Digital Age.

The WebQuests allowed students to work at their own academic level, and at their own pace. They also gave the students opportunities to select learning experiences that supported their preferred learning style and that encouraged them to develop skills identified as requiring strengthening. WebQuests were a new way of working for our students. A ‘hook’ was used to draw the students’ interest. For example, one of the WebQuests presented students with an authentic reason to research, interpret and present their new understandings through a portfolio of information and pictures. This was to be sent to a class of similar aged students in another country, thereby allowing them, in turn, to learn about the topic through long-distance peer sharing. The WebQuest invited collaboration on a number of levels and had a cross curricular emphasis.

Benefits of this approach
Four forms of feedback about working in this new way were collected in an attempt to determine its effectiveness or otherwise.
Teacher monitoring of students, by means of observations and discussions during WebQuest work time, indicated students were motivated, on task, and working collaboratively. The students were also appreciative of the fact that the teacher was available to confer and provide immediate feedback or assistance. Teacher-selected websites and resources that were vetted during the design process to ensure content and age appropriateness, meant students were self-sufficient and able to proceed through the WebQuest with maximum autonomy, rather than relying on the teacher to impart the learning.

Upon completion of the WebQuest, students were asked to fill out a survey about their experiences of working in this way. Overwhelmingly, students indicated that they valued this approach to learning. In particular, they appreciated the opportunity to have a degree of choice over their learning experiences and the way in which they were able to present their understandings. Another feature of the WebQuests that students liked was the fact they didn’t have to search the Internet for information, thus allowing them to spend more time on comprehending and synthesizing the information rather than accessing it.

**The lessons**

This is just one example of a student-centred, constructivist approach put into practice in a classroom. It highlights how rich, deep and rigorous the learning can be when students are given the freedom to co-construct their understandings of the world and their place within it. Based on our experiences using this approach, our view is that several key principles need to underpin the design process. These include:

- **grounding the learning in real life**
- **allowing the content to evolve according to student interest while retaining the integrity of identified curriculum outcomes**
- **setting a specific purpose for learning so there is a student recognised value beyond the mere acquisition of theoretical knowledge**
- **finding exciting and compelling ways to present the curriculum which stimulates the students’ imagination**
and creativity
making the learning process fun
understanding the process is as important as the end
product and setting tasks in such a way that the process
of learning can be observed
using information and communication technologies to
support the learning, and as tools for students to
creatively demonstrate their new understandings
continually seeking feedback from key stakeholders
(students, teachers and parents).

References
October, 2011.

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ABOUT THE AUTHORS
Ms Deb Koh is a primary classroom teacher at St Aidan’s
Anglican Girls’ School, in Brisbane, Australia. During her
teaching career, she has taught across all levels of primary
school. Currently she is relishing the opportunity to seek new,
authentic and stimulating ways to enhance student learning
with the use of ICTs and to meet the challenges of the 21st
century educator.

Ms Gina Blackberry is a PhD student at Griffith University,
Brisbane, Australia. Her research interests lie in professional
learning for teachers, teaching and learning with ICT and
conceptual change. She is currently working on an Action
Research project that aims to track changes in teachers’
beliefs as they develop ICT skills and imbed them into their
daily teaching practices.
Appendix AC

Paper 2

This appendix was a paper co-authored by Deb and I for the iNet Educators Online Conference in October 2010.

You can teach a dog new tricks (they just don't have to be too tricky!)

Ms Gina Blackberry and Ms Debbie [surname] Griffith University & [name of school] Brisbane, Queensland, Australia

A case study in not needing to be as digitally literate as those we teach

Acknowledging that many forms of contemporary activity involve the use of ICT, and the need for citizens to live and work in digital environments, governments throughout the world have established mandates for the integration of ICT in education. Bawden (2008) concluded that digital literacy is an essential life skill for the Information Age. There is an expectation students will leave school digitally literate and, as such, be able to function in technically driven societies. Accompanying this reform has been an underlying assumption that teachers need to be as ‘digitally literate’ as they students they teach.

What is ‘digital literacy’?

‘Digital literacy is the ability to understand information’ and ‘to evaluate and integrate information into multiple formats that the computer can deliver’ (Pool, 1997). In addition to understanding, Spalter & van Dam (2008) suggested digital literacy also entails the ability to create certain types of digital texts. Digital literacy is therefore conceptualised as multi-dimensional. To be considered digitally literate, an individual must possess skills in both the analysis and construction of digital texts.

Digital literacy in the classroom

If one accepts the multi-dimensionality of digital literacy, it can be argued that teachers need to create learning environments in which skills in both digital text analysis and text creation are developed. Does this mean that teachers need to be as digitally literate as the students they teach? We contend this is not the case. Our position has been informed by our participation in an action learning / action research project aimed at furthering our own ICT knowledge and skills.

Classrooms in the digital age: the digital divide

Internationally, research has shown there has not been a wide shift to ICT use by teachers (Masters, 2009; Jamieson-Proctor, Burnett, Finger and Watson, 2006; Zhao & Bryant, 2006; Ertmer, 2005). Prensky (2001) recognised the problems associated with the digital divide
when he stated, ‘the single biggest problem facing education today is that our digital immigrant instructors, who speak an outdated language (that of the pre-digital era), are struggling to teach a population that speaks an entirely new language’.

The rapid growth of digital technologies has left many teachers feeling a little overwhelmed at the thought of having to conquer new and emerging technologies. ‘Do I really need to learn everything?’ ‘Is it possible to learn everything?’ ‘How do I keep up?’ are just some of the questions teachers ask of themselves and others. ‘Where do we begin?’ was certainly a question we posed ourselves in the beginning. Research suggests that teachers’ lack of technical competence is one reason for low ICT usage rates in schools. This was certainly our experience as we avoided what we did not know or feel comfortable with.

Our decision to develop our ICT knowledge and skills was, therefore, fraught with perceived dangers – technically, pedagogically and content-wise. Mishra & Koehler’s (2008) TPCK (Technical, Pedagogical and Content Knowledge) model provided a theoretical framework for our journey. The theory explains the interrelationships that exist between the technology, the pedagogy and the content and endeavours to capture the essence of what teachers need to know to integrate technology.

Noting that the efficacy of traditional professional development workshops for developing ICT skills had been called into question (Guskey, 2002; Zhao & Bryant, 2006), we adopted an action learning / action research (ALAR) approach (Zuber Skerrit, 1995; Dick, 1999). Fletcher (2005) observed ALAR is a means of facilitating change that is ‘teacher-centred, needs-based and outcome oriented’. Our change process is described according to Zuber-Skerrit’s cycles of action learning: plan, act, observe, reflect.

Planning the change

Prior to the beginning of a new school term, in conjunction with curriculum planning, we identified two areas of interest in ICT for investigation and self-development; PowerPoint and WebQuests. We both had some experience using PowerPoint for traditional presentations but wanted to explore its potential for creating some simple animations. WebQuests were something completely new to us but won’t be referred to further in this paper.

Acting to implement the plan and observing the process

We spent some time informally ‘playing’ with PowerPoint, rediscovering its features (particularly those relevant to animation), and discovering new ones. Exploring together allowed us to share new discoveries with each other and discuss the merits of the software to the planned learning experience simultaneously. Underpinning our ‘play’ with the software was the need to understand not only how the software worked but also its potential to allow the year four students to transform the stories they had written into animated PowerPoint presentations.

During class time, the students were also given time to ‘play’ with PowerPoint. Initially, there was a great deal of teacher scaffolding and instruction but, relatively quickly, as our own knowledge of PowerPoint was exhausted, the instruction turned to questioning and challenging students to find ways of solving problems. Rather than explicitly teaching skills, we became part of the knowledge creation environment, guiding and posing challenges, but equally observing and acquiring new knowledge ourselves. Instead of issuing instructions, it was common for us to ask: ‘How do you..?’; ‘Can you show me what happens when ....?’ A change in pedagogy occurred because we didn’t have all the knowledge to instruct.

Upon reflection, we realised that it is not necessary to have to know everything about ICT in
order to be an effective teacher. Indeed, it is impossible to know everything when it comes to ICT, not only because of the sheer number of software programs and Web 2.0 tools available, but also because of the speed at which technology is changing. A huge sense of relief came with this realisation. The students didn’t think badly of us for not knowing something. In fact, they enjoyed being able to genuinely teach us something and assumed responsibility for peer tutoring and sharing newfound knowledge with their classmates.

In terms of critiquing digital texts, students were asked to consider the appropriateness of the images, text, fonts, music and sound effects they selected. Design issues like layout, font size, and sequencing were key considerations, too. Technical terms started to become part of the language of these critiques. As the features of PowerPoint were explored, both teachers and students developed a meta-language for animation. Terms like ‘transitions’, ‘fades’, and ‘motion paths’ weren’t explicitly taught but evolved during the course of the unit.

**Reflection**

Reflection on our progress and the process has occurred simultaneously during the implementation / observation cycle, and at the conclusion of the cycle. Reflection has been both spontaneous and deliberate but very necessary as it has allowed us to acquire some new understandings of our job as teachers, our use of ICT and what we believe we need to know in order to use ICT in our classrooms.

As a result of our work, we have concluded we do not have to be as digitally literate as our students. By creating a digital, multimodal text, most of our students have surpassed our digital literacy with PowerPoint. Rather than positioning ourselves as experts in everything and viewing our job as disseminating that knowledge, we have embraced creating and facilitating learning experiences that allow students to create their own knowledge and understandings. Instead of explicitly teaching our students how to animate with PowerPoint, students were challenged with authentic problems and discovered ways of solving them. We have become facilitators of learning but we did not need to be experts in PowerPoint to teach with it.

Our experience of using one simple software program has led us to conclude that it is not necessary to be as digitally literate in the construction of texts as our students. What is more important is an understanding of how technology can be harnessed to facilitate and enhance the learning process and presentation of student work. To achieve this, teachers need to be savvy about the software programs and Web 2.0 tools available and cognizant of the potential these tools have to teach content. In addition, teachers must address pedagogical considerations raised by the use of technology.

The journey to this point has not been without its bumps in the road. Finding the time in our busy schedules to acquire new skills takes effort. The important thing is just to begin. We recommend setting small goals and progressing slowly. Small successes build confidence and encourage one to explore further. Once in the ICT mindset, it is surprising how many opportunities seem to present themselves. Enlisting the support of another like-minded person is also invaluable. It is great to be able to share the ups and downs of your journey with some who understands. At times, technology has challenged us, and on one occasion completely let us down. Having a ‘Plan B’, and determination, peppered with a good dose of humour, has allowed us to achieve more than we ever anticipated. Armed with a little confidence, some new ICT knowledge and skills, and a renewed passion for teaching, we are well on our way to using ICT in innovative ways in the classroom. Whether we are ever as digitally literate as those in our classroom is highly unlikely but, in our opinion, it doesn’t matter. What does matter is that we are taking small steps in acquiring new knowledge and understandings of ICT. Embedding these steps into our classrooms will engage our students and enable them to develop literacy skills for the Information Age.
You can teach a dog new tricks (they just don't have to be too tricky!)
This thread is for the discussion of the paper titled "You can teach a dog new tricks (they just don't have to be too tricky!)" by Gina Blackberry and Debbie Koh.

Gail Bousaleh
TTTGlobal
Teacher 1Australia
Re: You can teach a dog new tricks (they just don't have to be too tricky!)
Gina and Debbie said "Our experience of using one simple software program has led us to conclude that it is not necessary to be as digitally literate in the construction of texts as our students. What is more important is an understanding of how technology can be harnessed to facilitate and enhance the learning process and presentation of student work."

Yes Yes Yes. Please publish your experience far and wide..... we learn from each other and your positive outcome could inspire so many others.

We are seeing a rush in teachers from the "baby boomer" generation considering retirement for a range of reasons. Some, simply because they want change or feel they have "had enough" or feel they don't want to make the effort to incorporate change into their teaching. However your example shows that teachers can incorporate general life changes into the classroom, successfully, without having to be "an expert". We have e-tags for road tolls and manage Internet banking and ATMs... this is just another aspect of change and finding useful new technologies. And what better way to refresh and inspire teachers who are looking for change.

Re: You can teach a dog new tricks (they just don't have to be too tricky!)
As mentioned in the article, Governments around the world are including the explicit integration of ICT into the curriculum in their education policies. There are many teachers who have been doing this successfully for a number of years, and many more who have recently graduated who are integrating technology as part of their daily routine, not because government policy mandates it, but because these educators realise the value for teaching and learning in utilizing ITC tools. Thanks to these pioneers using technology in the classroom has never been easier.

There are a number of Web 2.0 tools (like Storybird for example) that do all the hard work for you and enable you to create animated stories more easily than using software like Power Point. There are new Web 2.0 tools appearing all the time and all subject areas have a range of tools available to them. Teachers need to be encouraged to become part of the Web 2.0 world through breaking down the walls of the classroom and building networks of professional learning.

Successful teachers in 2010 are collaborators, risk-takers, and sharers. Thank you Gina and Debbie for taking a risk and sharing your collaborative experience.

Re: You can teach a dog new tricks (they just don't have to be too tricky!)
Being a baby boomer who has taken on the technology challenges of the past decade, I concur with Gina and Debbie's words: You just have to make a start. After that, when you see the many ways students respond and interact, using ICTs is infectious. I have found "The Learning Place", a Queensland government education initiative a great way of learning both
for students and for myself. I believe the possibilities are endless.

Re: You can teach a dog new tricks (they just don't have to be too tricky!)
I read your article with interest, and then reflected on the education that I had received and being part of the education process of the students I face each day. Digital literacy has become a necessity for so many of us, being in education or some other fields. My mother, who is vision impaired, learnt how to use her 'reading machine' (similar to Microfish ??) about 8 years ago from a young man from Vision Victoria. She then taught us how to use it. One of my nieces was fiddling with it one day and found another feature that she taught my mum to use. It happens in 'real life' so why not in the classroom.
I agree with your comments Gina and Debbie, that we don't have to have all the answers, but we do have to know how to get started. Your exploration of Powerpoint as a team is soooo much that best way to go. That old bounce off another can help solve problems or open up opportunities that otherwise we wouldn't have.
Our students are so appreciative that we make the effort to be creative enough to have a go,; after all, is that not what we say to them?
The growth in the 'digital technologies' has been rapid, and unless teachers are well supported in their pursuit of knowledge and learning, and given the encouragement to use these new ideas, then pedagogies will not change to the extent of our student's abilities in the area of IT.
We should not feel threatened by our students' abilities in this area, which is what I believe a few teachers believe. We don't have to be the jar of knowledge. I recall a teacher in High School saying an expert is .. an ex is a has-been and a spurt is a dip under pressure. There are people who are proficient in many areas of study. We have talents of our own that we share with our colleagues and students. Our students share with us. How good is that! We do not need to feel inferior about asking for help, that is what we tell our students to do. Oh yes, we are indeed 'facilitators of learning', and we should be soaking up all the possibilities to be like this, because we then learn from what our students learn.

Re: You can teach a dog new tricks (they just don't have to be too tricky!)
Thank you all for your contributions to this discussion. Inspired by our PowerPoint 'venture', about which we wrote, we have also delved into doing book trailers (think of a movie trailer, only about a book) using Photo Story 3 for Windows. I've certainly learnt my lesson about not needing to know it all before letting my Year 4's loose with software. I simply researched a few software options which would best be suited to producing trailers and then made sure we had at least one of these on our school computers. We then devoted two timetabled 'Computer Studies' lessons to simply playing and exploring with Photo Story. Each time a student asked how to do something, I made it a challenge for the class to see who could be first to work out how to perform the task (I, for one, certainly had no idea and was not afraid to let my students know this). I've yet to see one student who is not motivated to learn faster than the teacher when it comes to technology. My class has since become a class of peer-tutors. Each time a student wants to use a particular software feature, they ask each other....I am no longer their first point of call. This frees me up to work on the "content" with the students and gives them a sense of real ownership over their work. I have to say, I have been amazed (once again) by the finished book trailers, and I have not had to hassle any students about finishing theirs within the timeframe I had set. As opposed to the traditional method of writing 'book reports/reviews', the students see a real purpose in using their knowledge of a book to create a book trailer. Trailers are part of their experience; they see trailers each time they go to the movies. I wonder when the last time was that a child voluntarily read, and enjoyed, a book review. Next stop for me, is getting the students to use Flip video cameras and video editing software to create their own advertisements......adds a new twist to persuasive writing in its traditional form.
TURNING TEACHERS ON TO ICT: ACKNOWLEDGING THE PLACE OF COGNITIVE AND AFFECTIVE CONSTRUCTS IN ICT-RELATED PROFESSIONAL LEARNING

Re: You can teach a dog new tricks (they just don't have to be too tricky!)
Thank you both for this very interesting article,

Also, thanks for the reference list, I am going to follow up the Guskey, 2002; Zhao & Bryant, 2006) sources regarding efficacy of teacher training. If evidence suggests that it does not work, why do we keep on doing it?

Often times PD en masse does not adequately allow teachers to connect what they are learning with practical application. It is very easy to demonstrate all of the potential of a given software application and be amazed by the potential, but this can easily turn to feelings of doubt in your own ability to achieve such great feats and fear of failure. It is not until you get the opportunity to sit down and play, make mistakes and learn from them that skills develop.

Re: You can teach a dog new tricks (they just don't have to be too tricky!)
Simon,

I couldn't agree with you more.

I think there are several reasons why PD en masse is the norm (and why is predominantly fails with ICT).

Firstly, it is relatively easy for administrators to organise.

Secondly, administrators seem to think they know what teachers need in terms of PD with minimal (if any) consultation.

Thirdly, it's my experience PD facilitators frequently speak ICT jargon that frightens the living daylights out of teachers (many of whom are already feel they are incapable/incompetent) and demonstrate applications but rarely accompany this with reflections about how the capability of the software might be used to teach. Consideration of pedagogy is essential.

Finally, (and this is my PhD) teachers’ beliefs are rarely considered in the ICT/teaching equation. Research shows our actions are determined by our beliefs.... it therefore doesn't take a rocket scientist to work out teachers don't change the ICT practices after a session of PD. We need to consider what individual teachers’ beliefs are about teaching and learning with ICT, and address these concerns. Other research shows, beliefs tend to alter if we see evidence of the positive outcomes that can occur as a result of adopting ICT.

Re: You can teach a dog new tricks (they just don't have to be too tricky!)
I watched the TED video session about computers in walls also. Such an inspiration.
I find the Computer PD at school is not what I need. It is aimed at a different level. I usually have the skills of what is offered and when I attend the PD sessions it is more of the same.
I find that with Where I want to go with ICT in schools--the schools are not ready with regards to the network. At home we have those issues resolved with our system and I find the school systems too slow and cumbersome so I get quite disappointed.
Currently I am exploring Mimio as a portable IWB system and I have projects at the Learning Place. I am also learning the workings of ARED with the Australian Flexible Learning Network.
NB A little story. Last night my grand-daughter (2 yrs old) was singing into an app. on the iphone which recorded her. The app. played it back and she listened and laughed (she pressed all the buttons) she did this over and over. Finally an aunt took her iphone and made a movie of my grand-daughter interacting and singing with the iphone and played the video back. At the end my grand-daughter was multi-tasking-- watching the video of herself on one iphone and watching the recording of the songs on the second iphone. 2 screens @ TWO YEARS OLD!!! I love technology. What is ahead???
Appendix AD

Transcript 27

Date: 6/11/11
Present: Anne (A), Gina (G)
Location: kindergarten classroom, at the computer.
Context: At my request Anne has just spent this session sitting with children at the computer and observing their capacity to work digitally. I have taken on Anne’s role in the classroom and worked with other children. Our conversation follows directly after her observation.

G: Oh really?
A: Mmmh he had more knowledge…well maybe not more knowledge but was more confident um yeah and he was good for me.
G: Yep, yep.
A: Um so whether he’s done that before I don’t know, or does things similar….
G: Which, which one’s little Matt?
A: Little Matt’s the one with the blue shirt with the [inaudible].
G: Oh, no he only watched.
A: Well he had, he had, he just kept going over Harry’s hand all the time!
G: Oh wow.
A: And he was quick and he knew exactly what to do so he’s….that was interesting to see.
G: Very interesting
A: Because he’s not usually an assertive personality either.
G: Ah no. He only observed and I’m just trying to think whether he observed them towards the end of last session or the session before.
A: Mmmh.
G: But he hasn’t done that.
A: And Harry was very systematic and he knew what to do but he was distracted by Lachie because Lachie’s done absolutely nothing today because he’s been at Prep and he and Harry are going home to play this afternoon.
G: Aaah so he’s lost the focus. The focus was gone?
A: He’d lost the plot.
G: Yeah, yeah.
A: Um, and then when Lachlan was there, and Lachy didn’t want to come because he knew that he didn’t know how to do it and he never wants to do anything he doesn’t know how to do so I said well learn, we can learn. I don’t know how to do it either but learn from them, they can show us how to do it.

G: Mmmh.

A: And um….. he learned more from Max I think because Max didn’t wait to be asked for help, he just kept saying click this, press this, take it up there, do this do that and um and um so then he said, Max said, “when am I going to get my turn?” and I said, “well how about we let Lachy have a turn because this is his first time today and will you help him because I can see you’re really good at it and Harry just probably needs some time to watch because I can see he’s a bit distracted but he’ll want to be near you.” So they moved themselves around and um he, Lach was tentative but Max took over and if it had been me taking over he wouldn’t have done that….

G: Wouldn’t have done that.

A: ….but he took it and I think that’s an important thing too.

G: Well I think it’s nice in terms of that it’s that peer mentoring….

A: Yes.

G: ….starts, it doesn’t have to be you showing them what to do.

A: Yes, yes.

G: But they take the lead and interesting that you’ve made that observation that Max is not normally out there and doing that sort of thing….

A: No, yet he…

G: ….yet he took it on….

A: Yeah.

G: ….as his little thing to do.

A: He obviously felt confident.

G: Yeah interesting.

A: But then it degenerated into….Lachlan wanted to put the text, he was perhaps a little bit more….once he realised it was doable, he started to, his confidence came back and he started to experiment a little bit more…

G: And he went into the text, he didn’t want to go, he didn’t choose the….he chose an image first, he chose the ball, put that on and that was how he learnt what to do and Max kept saying if you want two you click it twice and so he clicked it a million times and then when he came up [inaudible] Max said if you move and drag it, it will be underneath.

G: Oh wow! [Anne laughing]

A: I said, “oh” and that’s when Lach had great trouble clicking and dragging and manipulating the mouse.
G: Isn’t that interesting seeing the difference between their mouse skills?

A: Yeah, yeah. He didn’t even know what that function was, what the mouse did, and click and hold and drag and click and hold and then move with that muscle.

G: Mmmh.

A: But that doesn’t surprise me because ?? and write is tricky

G: Mmmh.

A: Um so but them it was when he put text box in he did the same thing and he must have got four or five text box and then I had to go and help whoever it was over there and when I cam back there was all that laughing and loud noise going on and they accidently I suspected expanded...

G: Right.

A: (00:04:16) And there was great hilarity about that and they were then trying to problem solve the colour of it but then it was more about the camaraderie and hilarity than it was about doing it [laughing].

G: About doing it. Mmmh.

A: And that’s when it was time to stop and I asked them to save it. It was Max, Max told him how to save it and then Max was the one that lost, lost the page....

G: Which as I said we’ve done that a couple of times and I’m not even sure what they’ve clicked but yeah it like oh, oh no we’ve lost it, we’ve lost it.

A: Yeah.

G: But when I went back up into that Chelmer Station it was there so and we hadn’t saved it so that was a good thing to learn fairly quickly.

A: Quickly [laughing].

G: ‘Cause you think they’ve done all of this work and they want to see themselves there.

A: Yeah.

G: And then oooh it’s gone!

A: Yes.

G: So, well that’s interesting and how did you find it working for you in terms of you able to observe them and...

A: I found it very difficult to disassociate because there were so many kids not connected today and I was worried for them.

G: Mmmh.

A: Um and I you know the amount of attention at this stage that I need to devote to knowing how to learn, I found that hard.

A: Whether I’d find that easier, I tend to be a controlling personality so I like to know what I’m doing.

G: Well and yeah, I just thought it might work for you in the sense of the time factor. If I can be…and they were….Like some of them were ok, some of them were gelling with me and others were like mmmh [indicating not really gelling].

A: Yes, yes.

G: So I mean hard … for them.

A: It is. It is a tricky thing to do…

G: And probably the time of year and stuff too.

A: Yeah, yeah.

G: It’s not helping but…. 

A: Yeah.

G: I just, I sort of thought I was thinking about well I wonder if that can work for you like that it just, and that it….you’re not just getting to use the software and experiment with it from an adult perspective.

A: Yes.

G: But you’re getting to see where their skills levels are at.

A: Yeah.

G: Because I think that’s really important that….

A: (00:06:19) The thing…do you notice with this age, I’ve found them spontaneously….and I’ve felt it’s because I didn’t know enough about the program, that they’ve just lost focus of what they’re trying to do and went into the fun of the ridiculous in the end.

G: No but probably because I spent probably half an hour playing with it so I had a bit of an idea of what we could do so then I set them challenges…

A: Ok.

G: ….if you click here what’s going to happen? Can you…

A: Mmmh.

G: And then I’d set them a challenge. How do you think we might change the colour here? What’s…. 

A: Mmmh.

G: ….going to happen if we click that…. 

A: Mmmh.
G: ....and to things that I wasn't sure about that's what I was saying.
A: Mmmh.
G: What happens if we....can we click that?
A: Mmmh.
G: Let's find out what this does for us.
A: Mmmh.
G: So um..... time to refocus...
A: When you... oh so you did that when they lost their own focus?
G: Yeah.
A: Is that the main....
G: Well I guess I guess I was challenging as we went you know...
A: So it was more, there was more of a structure to it than that?
G: Possibly.
A: See without me knowing what was happening, I'm a learner....
G: Mmmh, mmmh.
A: ....it’s up to the person that’s controlling it?
G: ....that’s controlling it – yes.
A: And they were. Max thought it was hilariously funny that that expanded and then they were all just off.
G: On that yeah.
A: And because I couldn’t bring that back I didn’t really know what else to do.
G: Yep, yep.
A: And they were already focused and enthusiastic.
G: Um I’m just trying to think in those first couple of sessions I was challenging them to find out what, what was....what would do, what clicking things would do but then like last session when ...Harry and Atkin and Lorcan worked on theirs.
A: Mmmh.
G: They'd all observed each other and so then it was very much about challenging the artistic....
A: Mmmh, mmmh.
G: …as opposed to challenging…they all, they knew how to change colours and they knew how to cut and paste the pictures and so then I was saying well would you put a snow flake there or would you put it somewhere else you know challenging that.

A: Mmmh.

G: (00:08:28) Positional, structural.

A: Mmmh.

G: Um those sorts of concepts.

A: Mmmh.

G: And would you have a black snow-flake?

A: Mmmh.

G: You know those sorts of things um, but yeah early on setting those challenges was…. 

A: Mmmh.

G: ….and they were invariable open ended.

A: Mmmmmh.

G: Not….so it was discovery based learning. Mmmh.

A: Ok.

G: Yeah.

A: Well I’ll certainly…I haven’t got a moment I’m sorry to do these reflections.

G: Oh look don’t worry don’t stress.

A: Just because I’m overwhelmed with portfolios and numerous other things…

G: Oh look that’s the least of my worries so honestly [laughing] just you know sometimes I just, it’s good just to reflect by talking. Mmmh you know and then when you’ve got the time and you know don’t feel you’ve got to commit it to writing either.

A: Mmmh.

G: I know that you do like to write to reflect.

A: Yeah.

G: But Deb actually found it was a time factor for her but then she said I kind of then started to think am I writing what I think you want me to write or am I writing what I really think.


G: Yeah.

A: Because that’s how I get depth, where I am going…
Yeah.  
A: Yeah and talking's great but I can't do it now.  
G: And no and that's right, that's right.  
A: So...you know your constantly constrained by the [environment].  
G: But it's good for me to have these little snapshots into what your thinking because I'm making notes on them because then at some point when we've got time we'll...and I can come back and say well you know you said that, is that still how you feel? Have you know have, where's your thinking on that now?  
A: Yes.  
G: No so that's good, that's good.  
A: And in the last week I think that might be a good time too because there will be kids that are otherwise engaged doing other things and there won't be the same focus on getting.....  
G: Yeah doing, doing....  
A: So yeah that might be a good time. Alright well I better get the beds out.....  
G: Yes.  

-Ends-
Appendix AE

Transcript 28

Date 18/11/09
Present: Anne (A) and Gina (G)
Location: Kindergarten classroom
Context: We gather to begin planning the direction our action cycles will go and to play with some software I have found that I think might have some applicability in the kindergarten context based on previous conversations I have had with Anne

G: Alright so what we might do is plot your….I guess your wish list for priorities um with what you, the things you want to do. Perhaps, just maybe, just put them all down and then we'll prioritise.

A: Yes.

G: I think so just a brainstorm of yeah all the things you would like to be able to do, the things that you would like to explore.

A: Ooooh [eyes widening at the thought].

G: I know!

A: Can I be functional about it?

G: Yes.

A: (00:00:45) Probably the biggest thing I would like to do is get a better system of observing, planning and evaluating or writing up children’s developmental progress because I just feel none of it links or flows through smoothly, particularly since Building Waterfalls and particularly since going onto computers.

G: Mmmh.

A: Um I’d like, I’d like to be able to um communicate the experiences within the program on a weekly basis or the reasons, or the outcomes from the experiences, not so much like a, a trip itinerary of what happens but just you know what some of the bigger issues were going on in the week to parents in a more user friendly, less, less literate way and safe.

G: Mmmh.

A: (00:02:00) I’d like to, I’d like to but I’m not sure my colleagues would like to be able to talk about those things too without the need to have to go to meetings. We’ve got an email list called a learning circle which we use and people around the state are asked to go onto the learning circle and then all of these sort of issues that crop up and mostly they’re practice but sometimes they’re you know, social issues as well. I’d like that to um, be more visual. Again it’s just emails at the moment I mean people can attach photos and things at the moment but it’s not safe to do that so I don’t know if there’s a way to set up something there.
TURNING TEACHERS ON TO ICT: ACKNOWLEDGING THE PLACE OF COGNITIVE AND AFFECTIVE CONSTRUCTS IN ICT-RELATED PROFESSIONAL LEARNING

G: Mmmh.

A: (00:03:00) In terms of children I’d like to do just things that I’ve done but haven’t been able to get eh time to follow them like how many interesting things to have up, um what do you think of this? But do it in a way that doesn’t require a scribe. That might be auditory stuff. We do it at the moment and it’s about scribing and it’s too labour intensive. Um I’d like to have interested parents who have computer skills who might take on some of that. I’d like to involve the parents in the program and I’d like them to have some general ideas about what we’re trying to achieve but not saying this is what I’d like you to do.

G: Absolutely.

A: (00:03:52) I’d like them to be able to play with their own knowledge and interests and with the children and see what comes out of it with parameters that just sort of reasonably and philosophically are aligned. Um….. I’d love to be able to um get children to make moving pictures of the work that they do particularly those boys that make something and want that, they either have a play going on in here or they want to create a visual but their play is physical but it could also be visual if we had the technology and we had the opportunity.

G: Yep, ok.

A: I saw it once done in the UK. Very simple things with Lego [inaudible] and they were like 3 year olds. Yeah.

G: Ok no that’s great.

A: (00:05:00) See the camera, the camera we don’t really use the camera for anything else at the moment but documentation. Occasionally the children might show an interest in it and they’ll wander around with it but they don’t really use it for anything other than just taking pictures either.

G: Ok.

A: And then it could become a literacy experience following the printing of the pictures but it’s really boring.

G: Mmmh.

A: Um so that’s not being used to its fullest potential.

G: So maybe we could explore then the potential um…for the camera. You’ve got a still camera but not a video camera?

A: It’s got a video….

G: It has got video – ok.

A: ….thing on it but it doesn’t, the battery just eats it alive. And we’ve got two but I think one’s fine but one’s broken [inaudible]….They don’t last very long.

G: No because of the lithium.

A: Um….no the camera, the camera.

G: Oh ok.
A: That’s the second camera in three or four years (inaudible)

G: (00:06:13) So we explore then the potential for camera use, for the computer use. Both in terms of software um but also functionality um and …do you have a card reader or do you plug the camera in?

A: I do plug the camera into the USB thing connector but I do have a card reader.

G: Ok.

A: What’s the advantage?

G: I just think it’s easier for the kids.

A: Ok.

G: I don’t know. Are they capable of using a card reader and saving something to a file? Probably some of them?

A: Some of them would be. Tommy would be.

G: Mmmh and for those that have the interest you know to be able maybe create their own little digital portfolios.

A: Mmmh.

G: Which brings me back to that point, that first point you raised observing planning, developing developmental progress.

A: Yes.

G: Is that more, are you talking more about digitally creating portfolios or dimensions?

A: We can already create digital portfolios but I haven’t because I can’t, I can’t see how parents….See I want, I want parents to be engaging with that document with their children in their space. We can’t, the reality of life is that parents don’t stay in the space for very long and I don’t know whether they don’t because then they don’t feel welcome to or they don’t see value in it or they’ve got other things that drive them. I suppose it’s a mixture of all of those things but the selling of the Waterfalls and digital documentation has always been um something that it’s done in the classroom and the children engage with it and interface with it in the classroom too. I can’t seem to create that reality and I don’t know why I’m not able to do it.

G: OK.

A: (00:08:26) My thoughts, the children’s portfolios at the moment take up more time than they, than they should because it’s taking away from other things that we all need to be doing and they’re….not only by me but by Nerida as well and Anne to some degree too which is just unworkable and I, I tried this year to develop my programming digitally in the hope that I could pull off that document stuff to go into the children’s portfolios but it didn’t work very well because it was, they were too general and you didn’t want to put a folio filled with a whole lot of general bits and pieces about what your children are doing in the program because the thing about the portfolio is….

G: …the individualisation?
A: Yeah um and I’m not even sure that they really meet that, you know the original ones we used to do by hand with just photos and just lots of observations in them I think they were better for, as a means of knowing about your child’s kindergarten year. But you know to some degree this is what it is. But I sort of would really, they’re now thinking that maybe the portfolio should really be the child’s book and that the child, we use it as a documentary process with the children in the classroom and so work that they’re doing they stick in it and it’s not pretty.

G: Mmmh.

A: (00:10:01) It’s just what the children are, their record and we can write what they want us to write which then frees me up to say if we’re going to now have a developmental portfolio for the parents then they, I can upload some of that information that I think is critical for demonstrating that development but that I can talk to that digitally and I can write in a less formalised way….my thoughts and ideas around their development which ought to be coming from the planning because that’s what we’re noticing and evaluating so there must be a more time efficient system there to be able to do all of that better than we currently are but I don’t have enough perspective from this perspective. I know that parents say they love the portfolios but I’m not sure, and I’m not sure, it seems to me they might find a digital process easier as long as they can tap into it easily enough and is that just about coming in which is what we were doing, trying to get off th ground with the plans, you can come in with a USB stick and upload or save stuff that you don’t have now and take it away and read it at your own leisure which seems infinitely more sensible to me but I’m a bit worried that without a hard copy they won’t do that and they won’t know...

G: Yep, yep.

A: So yeah....

G: It’s a dilemma isn’t it because I think no matter what you do it’s not going to suit everyone or be workable for everyone.

A: No.

G: It’s that majority.

A: Yeah.

G: I mean even with the good old newsletter, how many people look at it and go oh yeah first page and it gets put out and nobody reads it.

A: Yeah that’s right, that’s right.

G: (00:12:06) So I think that’s always going to be the case and in some ways perhaps it’s better to run with what you feel is.....

A: But I don’t now think I need the weekly reflection and the newsletter. Do you as a parent? I write that weekly reflection and I know people don’t read it on a regular basis.

G: No.

A: I mean that’s immaterial, the opportunity is there if you chose to. I think I need to streamline that which is difficult for me to do because there’s too much in it but (00:12:41) then to write again in the newsletter about what’s going on is just seems like a waste of energy when I could be putting that energy into something different but
the pictures in that I think have the potential to tell more words but I don’t think they do in the published document because it’s grey scale [inaudible].

G: And that’s exactly what this website, what’s this website I was looking at this morning called? Frogblogspot. And that was one of the points this guy was making, my good old newsletter is effective enough but the pictures of the artwork and the children engaged in the processes of learning and all of this exciting stuff is reduced to grey, bland, boring when it can be alive, it can be moving you actually hear them, it’s so much more exciting and yeah that was one of his primary reasons for getting rid of the old newsletter and going digital.

A: Mmmh. And see there are a lot of centres, they call them centres of excellence now but are C and K centres that are innovative circle learning and programs basically it surrounds the Reggio approach and they have this digital um reviews of the day or revies of the program running all the time and they’re done um PowerPoint and there’s just, there’s the beautiful image and just a very brief statement which probably is all you (00:14:16) know you need to have in terms outcomes you know what’s happening here you know they’re learning this and it’s beautifully visually supportive as well but the reality of parents reading that. We had that running with the program at the beginning of the year but vey few people read it and I wonder how these people get their parents to read it because there parents are all parents all lining up to work because it’s mostly in childcare centres they’re doing it.

G: Yeah.

A: So that’s why I wanted them to be able to take it away. I thought if they’re not standing and reading it here. And they can’t stand and read it here because there’s one screen and they want to talk to people when they’re here that’s more important to them while they’re here so how do we get that information to them or do they even want it? We’re supposed to be delivering it. We see the value in it. We see its value but I’m not sure if….whether it’s….

G: Would it be useful then to put it our there early in the new year that these are some of the options?

A: Yep.

G: (00:15:30) We’re looking to create you know something that is going to be useful and relevant and um you know is timely all of those things but um at the same time you know we don’t it to be a waste of our time when there are so many other things that can be attended to. What….and you know make it simple, tick a box.

A: Yeah.

G: Even to the put where…. I know people hate filling out forms but you know it might be that I mean I’d be very happy to stand here and ask people which preference and you know just get a feel for how many people do actually read the reflections.

A: Yeah.

G: Is that a valuable thing for them at the end of every week.

A: Yeah.

G: Or would they prefer to see it in a monthly format or would they much rather just um a paragraph once a month about their child and a you (00:16:21) know ongoing record of achievement that way. Would they prefer to see at the end of the year a DVD of pictures of their child throughout the year and other children in the centre and um
some annotations or some voiceover of you know what the child’s achieved during the year you know a potted parent teacher kind of interview type thing.

A: Mmmh, mmmh.

G: What would be good for them?

A: Mmmmm.

G: What, I mean I know Helena had her kindy book out from last year, poring over it and look how much we've grown and the value for her was huge and I think....

A: Yeah.

G: And I think that's beautiful too.

A: Yes.

G: (00:17:04) I mean for me it was amazing looking back and your comments you know she’s done this you know and we need to expand her friendship circle and things like that and you know reflecting on our conversation the other day and how much things have moved on and which directions they’ve moved and so on. And strengths and weakness and....

A: Yeah.

G: You know it's lovely to look back on that 12 months later.

A: It is yeah.

G: So I think in some way too it goes beyond the immediate....

A: Mmmh.

G: …value to the longer term....

A: It does yeah.

G: (00:17:36) Um and that there's an ongoing record that's assessable that's not just going to be put away on a shelf when it could be put in the DVD player or on the computer but I don’t know.

A: Yeah it's a mixture, isn't it because...

G: Absolutely.

A: …a hard copy of something doesn't last very long. A DVD or a CD is so easy to view and use....

G: Absolutely.

A: ….and they don't ask for it either.

G: Well with technology changing....

A: I know.

G: ….the way it is....
A: Yes.

G: …that’s exactly right. Exactly.

A: (00:18:10) A hard copy probably has precedence over any of that anyway in the end [inaudible] but by that stage it’s probably...

G: Hopefully!

A: [laughing]…… [inaudible]. Nothing lasts forever….but I agree with you, I do think those books mean an awful lot to the children but I don’t necessarily think they have, they need to be in that format to mean a lot the children and we could still have the book but not in quite the same, not as the portfolio. The portfolio could be something else. I’m not clear what. I’m sort of…..

G: No I think that’s where some of these….

A: Yeah.

G: ….websites might come in handy. They might not be the ones….

A: Yeah

G: …but they might, I’ve certainly found as I’ve been looking through them they’ve jogged ideas for this that and something arather else so it’s a matter of looking our there and coming back to this Mirandanet, this professional group, you know if there are things we can’t resolve then (00:19:19) we’ll just put it out to the Miradanetters and see what they come back with and I’ve found particularly the teachers in Britain are so much more, no maybe that’s not right, but there are certainly teachers there who are so much more progressive maybe not across the board but there’s a very strong element of professional networking in ICT and pushing for um reform and change and being quite innovative which I don’t really see here.

A: I think there are people here in academia and there have been for some time and you go along and listen to them and I understand and yes I’m inspired and I think let’s get at it but…?

G: How do you do it?

A: You come back into your practice and…?

G: How do you do it and when the resourcing is you know?

A: Yeah.

G: It’s all very well and good.

A: I’m still back almost ten years thinking about a workshop that I went to where they gave us a whole lot of information about where to put software and I can’t find the stuff and I can’t remember it so I know that it’s there I just don’t know where to go.

G: Yep, yep. Some of these sites have actually got good software lists….

A: Oh well that’s good.

G: …as well so why don’t we start having a look at them and I think…I think that you know your reference to making the learning circle more visual, the children not having a scribe that they are able to do something self sufficiently. I think we should have a
look at um where are we, Voicethread. So if you want to punch in www.Voicethread.com. I think this is a beautiful.....

A:  (00:21:13) www?

G:  Yep, Voicethread.

A:  Dot?

G:  Dot com.....now I think the beauty of this is that it can do lots of things and it I’ve had a bit of a quick play with it, it was easy and it’s one of the things where children potentially could have their photos have taken their photos put them into Voicethread and then they talk their story through.

A:  Mmmmh.

G:  They can narrate or whatever. For you I think potentially the sky is the limit in terms of there can be images that your talking to, there might be um you know some children playing and you could actually narrate well what’s going on here.

A:  Yes.

G:  As a um a device for communicating to parents.

A:  Yeah.

G:  This is what’s going on here [watching an example on the site].

A:  Yeah.

G:  So have a look at, just go down to what’s a Voicethread anyway and it’ll come up with a bit of a …a blurb about how it all works.....

_We watch and listen to the blurb......._

A:  Why have we lost [sound]?

G:  Hmmm sound. It’s that one? Yeah.

A:  (00:27:05) It’s so clever.

G:  It is isn’t it?

A:  You could get kids to give their perspective.

G:  Exactly. The family album though. I just think it’s gorgeous.....I don’t know why we keep losing the sound.....

A:  (00:27:44) And I’ve lost the little icon. I can’t see it.

G:  No.

A:  It used to be there.

G:  I don’t know why it isn’t. Strange the way the sound keeps dropping out.....[inaudible].
A: How influential is background noise. Do you know?

G: Um it would pick up, depending on how sensitive the mic is, the inbuilt mic is. Um or you could get an external mic. It would pick up a bit yep, yep.

A: (00:29:50) Mmmh, I guess you could do it at quieter time.

G: Yep.

A: Why was that a visual? That one came up as a text.

G: Um because that is a way that you can, there it is again. Um that’s exactly what she’s just said and you can actually post your comments as text as opposed to voice.

A: Ok.

G: If you want to.

A: [Inaudible]

G: Yeah. So it has the potential then for there to be an interesting or an unknown item…

A: (00:31:00) Mmmh.

G: …and everyone comes up and has their guess….

A: Yeah.

G: ….as to what it is or reflections on a piece of artwork. What do you think this is? Collaborative story-building.

A: Yeah. Yeah.

G: So potentially for someone’s who shy and doesn’t want to record their voice there are other ways of actually doing it.

A: Mmmmm…[both laughing]

G: (00:33:35) So I think these all go on in a similar sort of vein um so……now….now the good thing about it is yes it is secure and it is only open to teachers and students so you can collaborate though it with other schools or kindys or whatever it is you wish to um….I’m pretty sure, I’ve just forgotten with this website but I think again it’s by invitation.

A: Mmmh.

G: So you can’t….you have to log in and register your details as a legitimate educational provider and then I’m pretty sure this one is your invitation that you ask for someone else to join up with you so yeah there’s no dodgy people getting on line that you haven’t actually checked out and legitimised as being….

A: Mmmh.

G: (00:34:38)….someone that you would want your children to um communicate with.

A: So where you are now, you can start to create your own things?

G: Yes.
A: You...And they go where? You save?

G: Well you, um you can actually save them into Voicethread um ....um now....it's been a while since I went through all of this...

A: That's alright....

G: Um....[laughing] you can store, yeah, you can export them into your own files.

A: Ok:

G: (00:35:28) But I'm pretty sure on this one there's also a portal, like a portal for....

A: Who you are?

G: Yes.

A: And it goes there?

G: Yes.

A: And other people can go and explore them too?

G: Yes.

A: Yep. And they, that's just by joining up?

G: Yep, yep.

A: And do you have to join up in order to do it? To use it?

G: You do and I was able to join up for free and I'm just trying to remember how I got there. Because there are certain levels of use and um I just signed up to the most basic and um and I, I could I imported a couple of pictures and then I talked to the pictures and then I used my webcam and just got a face on a screen and so you could do all of that without having to pay.

A: Yep.

Looking for instructions.

G: That's how we share them. Yeah. Yep so you've got settings that you can select to say yes you want to share it or no you don't.

A: Mmmh.

G: Yeah and you can create groups of friends so yeah it's like the Facebook principle.

A: (00:37:01) Yeah.

G: Ok now, just.....

A: What's pro?

G: Professional.

A: Oh ok [laughing].
G: Ok so…..here we are. So … yeah this is essentially the varying levels, um so just to be able to do the Voicethreading you can actually get that for free.

A: Mmmh.

G: And you get 2 gig of storage. Which is….

A: Mmmmmh.

G: (00:38:02) Um ok now I’m not sure what it means by archival export. Probably that you can’t actually….yeah I’m not sure we’ll have to check. You can’t create groups. You can’t actually interface with groups so that’s a problem….um you can’t share, you can’t [inaudible]. Ok. So I guess it’s a matter of playing around and seeing whether these things are important or not. Yep. But certainly ….ok….um….ok so it was just a matter of going in and registering details.

A: Mmmh.

G: Um yeah sign in terms of agreement and then it took you through pretty well step by step….

A: What to do.

G: ….what to actually do and it was, like I think within about five minutes I had image after image and voice, yeah. Pretty easy. So that’s something that um I think potentially has got….

A: Mmmh.

G: ….lots of applications….

A: Mmmh.

G: ….both for you in terms of administration but also for the children….

A: Mmmh.

G: ….the collaborative storytelling, the way to publish their artwork.

A: Yeah.

G: Whatever, um and because it’s not….

A: Yes, yes.

G: ….generating….It doesn’t have to be generated by the written word.

A: Yes and would this computer have a mic. It’s got a mic?

G: It should have a….[taking a look] yes, it should go in there.

A: (00:40:42) Yeah.

G: There’s your microphone…and that’s something too that I guess depending on um ah, you know how you perceive things like yeah we need to look at resourcing and ways of getting resources and perhaps you know that’s a matter of opening it up to parents, if they’ve got anything, old camera lying around at home….
A: Mmmh.

G: I don’t know….yeah you know that sort of thing like you don’t feel like yeah handing over the good centre camera….

A: Yeah.

G: ….in case it gets dropped or whatever. Yeah potentially putting in for some grants for that sort of equipment.

A: Mmmhm.

G: Or the community fundraising

A: Mmmhm.

G: And the good thing is that it’s getting cheaper and cheaper all the time.

A: Mmmhm.

G: You know the technology is getting better but its also coming down in price.

A: Mmmhm.

G: You know I bought an external mic about 2 years ago and it was about $30 and it was dropped at prep and done all sorts of things to it and it still works just fine.

A: [Inaudible]

G: So that's something that you think would…. 

A: I think so. I think it's very exciting.

G: Yeah, I think it’s really…I like it because it was simple and I think in terms of young children…

A: Mmmhm.

G: ….the potential is there. I mean sometimes things are very complicated…. 

A: Yeah.

G: ….and they’ve got to go through multiple steps.

A: Yeah.

G: And I think with the amount of children the easier it is the less steps there are to go through then…. 

A: Yeah.

G: ….the more chance there is of success.

A: That’s right.
G: So um and as you were saying you know for them to be able to make their own movies they could do that either with still shots or with the video camera running, upload them....

A: (00:42:51) That's the one I saw..... they took photos of little Duplo people going to a door, going to a building, opening the door....

G: Oh the animations?

A: Yeah.

G: Yes, yes.

A: They were very simple but...

G: You can do those very simply.

A: ...and I think that would be fun to see something that was static come to life.

G: Mmmh.

A: Moving.

G: Ok well we could look at doing that. There's lots of software that you can actually do that with but with little people I actually really like, getting them, not relying on the tech too much and they actually manipulate. I actually did it with a group of kids a few years ago and it was following on from Nemo the movie....

A: Yes.

G: (00:43:40) And we were taking about how animators make movies and that it's very high tech these days but in the old days it was all done by Walt Disney flicking pages.......so we made little plasticine fish and painted the background and created all the seaweed and everything and then the little fish were positioned and then one shot was taken. The camera was still, it was on the tripod. Then the fish moved a fraction forward and another shot, moved the fish a fraction forward and another shot. Then we loaded them in and edited them together so that the fish were progressively moving and I think we had about 10 seconds worth of film and you know a couple of hours or work actually putting it all together but the kids were like wow!

A: Yes, they see the progress at the end of that. Exciting.

G: Yep and lovely potential for the exploration of you know artwork. You know it doesn’t have to be all computer.

A: Yes.

G: You know that there is the fine manipulation with the plasticine, the painting of the sets and that sort of thing so um so yeah we can look at some animation too. You can do some simple stuff with dolls – Barbie and .....the name’s just gone right out of my head, the little German models. They are figurines of Schleich. They're little German models of medieval knights and.....

A: Oh right.

Conversation continues about how pre-made dolls and figures can replace handmade models and puppets.
Storybird is another nice little constructivist one. This one might need more adult help with it though. It’s a lovely little one for creating stories and I haven’t had time to play with it and do it but I know of a couple of kids who are doing it by themselves and they are able to read so they’re perhaps a year or two on from the five year olds here but lovely if there’s an adult who can sit and actually scribe.

Looking at how to create stories using Storybird and some children’s examples on the site. Also talk about joining the site, creating an account and how it is a safe site.

Another one which I thought had the potential but really it’s not going to have... the application I had in mind with Elouise moving that there was the potential to interface with her in her new school using Epal. Epals is where um teachers can go online and register their interest in connecting with a school another school somewhere in the world and that they share, they can share via Skype, they can share via webpages, they can share via email conversations, um art work, story, exchanging information about the weather. Whatever, whatever. And that yeah potentially that could work quite nicely to keep in touch with their friend who’s gone.

We continue looking at Epal and skype and possibilities for experimentation and inclusion in the program as vehicles for communicating with parents of children attending the kindergarten.

I think it’s a common theme you know.

Well and perhaps you can’t change that either. I mean information is so readily accessible these days and there’s so much more than you actually desire....

....that people are so much more selective of what they choose to attend to.

Yes that’s right.

I think you’re right. I know personally it’s information overload. Right prioritise.

Yeah, it’s made me just think even more about our newsletter. Like I look at Sherwood school newsletter, we get their school newsletter every week and it’s nothing other than a list of essentials. They’ve got a little bit, well they’ve got a little bit from the principal and a little bit from the acting principal but the rest of it’s just, short news um who’s won what awards, what’s coming up next week, stuff that you know is just....I don’t see that as a newsletter as opposed to just information sharing which you want people to have a copy of. And for us receiving it, ‘cause I think it’s useful for us to be you know receiving everybody’s newsletters so you get some sense of the school. I get no sense of the school from it but I keep reading it in the hope that you know? I do get a sense of students that have moved on from there and what they’re doing but that’s only personal interest and then I think see I send ours out to people too and I’m sure they just go [wry laughing] [inaudible] because they wouldn’t have time to read it!

Yeah.

Um so you know and then parents you know they get all that blurb from me. I think it’s important to get the blurb from management because its communication of what’s being involved, decisions being made for them. But I sort of not so sure that they need my input into that newsletter when they’re getting information in relation to the program from reflections. And it’s just a waste. A waste of time.

See I value it. I’ve saved them all. All of your reflections....
A: Not the reflections. I think the reflections are...good.

G: Are good? Ok so you're saying

A: I wouldn't say get rid of all of it but I don't think that information that goes into the newsletter is really, is really...what I do there...I could write about a global issue that is critical at the moment or that I want people to be reflecting on or I select photos that I think are of value professionally and I write a little bit about them but its exactly the same there of a fashion as goes out in the weekly reflection and the weekly reflection is probably what each individual group of parents could be more interested in.

G: (01:04:15) Yeah I see what you're saying. Yep.

A: So for me to then sit for another hour or two writing stuff for the newsletter is doubling up on something and people don't need that because they've also go the [inaudible], they could come and see, they could come and talk to use if they chose to. They don't choose to do any of that, then they probably don't choose to know either so they're only going to take the information they want or can and you cant change that other than by making the information you provide more interesting. That's, that's only manageable by the nature of who you are or the resources you have at your disposal.

G: Absolutely. And sometimes let's face it what you do is day to day grind stuff.

A: That's right, that's right.

G: It's you know sometimes you cant make things...interesting or interesting to everyone.

A: It's back to that time too you know and its about who you are too. I'm a very verbose writer um which a limited audience enjoys.

G: Yeah I suppose. Some people just look for the facts....

A: That's right.

G: ......like the pure, this is what happened, this is how it happened, this was the outcome.

A: That's right.

G: I suppose. Whereas I enjoy your reflections because they delve into thought provoking um you know philosophical tangents.

A: Yes.

G: Well that's me too so...

A: It's probably teachers too and not all teachers but probably teachers who are used to doing that and who reflect that way themselves.

G: Ye, Yes.

A: But the majority of people I don't think. They probably read them because they're interested in finding out what their children are doing but it's a limited audience although people will say to me but we do read them. Oh but don't stop because we do read them and I think well ok. You can't be charged and I've gotta do something
so I might as well do what I feel is warranted. Because I can't easily shift and become something that other people want.

G: No you are who you are.

A: Because that is who I am so I can only try and understand what they're looking for and I, I do try to be...succeed [ironically laughing] but it never seems to....it never seems to be because it comes out of me. I just....that's how I reflect and I write. And editing it....I come back....well I do try and edit it because I know it's too much um....but it doesn't ...for me it's ok because that's how I then internalise what I need to know in order to move in, in my practice. It's just a process that I go through but in terms of communication I think its compromised to a degree because only certain people want to read that, the content and only some people want to read, want to waste the time trying to....um....um....what do you do to chemical s to boil it down to its essence which is exactly what it is you're trying to say.

G: (09:07:26) Are they your perceptions of parents or have you had that direct feedback.

A: I do get that direct feedback.....


A: But I wouldn't say that direct feedback is constant but yeah people do say, normally when I've asked the question before you know do you read it - why? If you don't read it – why don't you read it? What would you read? I do get some honest feedback and it's not unknown. I recognise it. I used to get that feedback in assignments too! [laughing] so you know you know. You know its’ I guess its hard for me to write...to have a document at the end and .......go through that distilling process to get it there but I often frequently don't have the time to distill it so I write it and then I do a quick edit, sort of rip stuff out or try and reword something a little bit better but I always spend twice as much time on it as I should and I wonder for what benefit.

G: Ok. Like I'm really interested in how, like you said earlier with this Christmas, the comment you made about the Christmas stuff – it's the same old people who respond. I'm wondering if the format's changed and there's like an open forum for people to just occasionally just oh I thought that too or yeah I noticed this....

A: Yeah.

G: You know that there's um....

A: A process?

G: I think sometimes that email tends to be very one direction and like unless it's a personal email back to you it's kind of like very one dimensional. Whereas maybe I don't know this is just me purely.....

A: (01:09:33) Well I think that's, that's what would be valuable in a community of people is for ah, an idea being published and then other people being able to...because essentially what I've done is taken all the information those people have given me, covered, pasted it into document and shoved it back out to them.

G: Yep.

A: Which is really a waste of my time but I thought that the ideas that were raised were of interest to me, I thought they were interesting and that if you were, if you were thinking about and lots of people have said to me, I haven't answered because I
haven't got anything more to say on the matter and that's fair enough too but I'm sure they'd be interested in reading it just the same.

G: Absolutely. Absolutely. Like I thought the whole thing was really quite interesting and I guess the only reason I didn't email back was because.....time.

A: You didn't have the time!

G: No honestly but I did read through them and thought yeah that's relevant to us, no that's not relevant to us oh that's interesting. Yeah there was...I don't know there was a real sense of community which was really lovely. Maybe something else if we get this up and running is a parent can take control of having a little blog every....time.

A: I've asked that of parents just of the basic newsletter.

G: And they won't?

A: And I've asked if we could have a section in our newsletter where each week, each publication a parent having a little discourse in it – people are too embarrassed.

G: It would be nice to have the get togethers that have been organised you know just for these to be... outside of kindy things that are organised, playgroups that are organised. Parents just jump on and say this is what's happening and then following up with these are some of the pictures...it was lovely to see the kids interacting....that sort of thing.

A: Then we've got some challenges around inappropriate use of it! [laughing]

G: Yes we have. Yes.....which.... [inaudible] I guess from a management committee point of view....

Anne talking about a few privacy issues that arose earlier in the year and the reaction of members of the kindy community.

A: It's hard, it's hard to have it....I guess to some degree you don't have any control so you have to accept there's no control over it and everyone understand this is not a management perspective, this is a community way to share their views. It's like censorship.....if you don't like it turn it off

G: That's right. And I think that's one of the things that's inherent about working with computers. You don't have control ultimately. You can in an ideal world in an ideal site you can say you know look we'd like our community to reflect on things that are happening within the kindergarten framework whether that be you know the day to day management operations, what the children are learning, um maybe a social group of children who've got together outside and want to share with the rest of the community but beyond that please don't and if they do they do and yeah then turn it off [laughing] but yeah there's I think that's....

A: ....the nature of it.

G: The nature of it yeah. It's where the future is not....

A: I think we have used it well in a sort of a narrow fashion. I think we have used it better but in a narrow fashion this year with emails. I think the email people have become a bit more confident of using email and communicating though email um but I sometimes wonder whether there's so many disparate people in the organisation with different roles requiring communication that when you have everybody contributing to the newsletter, you're only worrying once instead of worrying all the time. It doesn't
bother me. I just disregard the ones that come through that I thin oh yeah that comes through form management. I don’t need to know that. I already know that and just disregard it you know but for a parent I suppose it’s a bit different.

G: Yeah.

A: But yeah. I suppose what doors you open, other issues crop up and you go through them and you decide which is the best way to go then. You can’t not go for fear of um having a problem. You have to go for the pleasure of discovering something potentially positive [slightly laughing].

G: I think that. Yeah.

A: Alright well that’s certainly given me something to play with. Iv’e got homework I notice.

G: Now that’s just really following on from today but also what we’ve talked about over the last few months. Um all of this involves change and your perceived need to make changes. Um and I’m interested in what does that mean to you. I know we’ve talked about very day to day issues like time and management issues of change and um the need for change. Who’s driving the change? Is it, this your perception of what's needed? Is it your belief that um you need to keep apace with other things that are happening maybe in other centres that you’ve seen or heard etcetera? Is C and K or government, bureaucracy, documentation, driving your need for change. So where, where does that need for change come from for you and it may be ….

A: ….layers of all of that.

G: Yeah absolutely. U so some time to reflect on that and what drives you to change? Like you’ve talked a lot today about um you know your thought processes in terms of well if we’re going to change, then the purposed behind it. Um obviously the relevance of the change and the usefulness of the change so are they really driving factors or are there other things that come into that change equation that are perhaps more important or maybe are not as important but are still factors in terms of that drive.

A: Yeah. This looks very [inaudible].

G: Um. Well I think one of the things is if were able to look at what were doing and were understanding why were doing it; the purpose behind it and our intentions….the I think we understand…that reflection….what d we want to get our of this. Is it for me? Is it because I think I have to tick a box for someone else and if it is I have to tick a box for someone else then is it really worth doing? I dunno. Maybe it is, maybe it’s not. I dunno. I think that’s kind of really interesting. What pushes us to actually….

A: Well certainly I think all of this curricula change of late, particularly since Waterfalls has propelled the need to review current decisions around um even you know technological use but also just your own programming and documentation style and we’ve changed it all and we’ve implemented all the things and I’m getting back to the point now where the circles come right round and I’m thinking I actually think I need to forget about everybody else telling me what I need to do and I need to start doing what’s relevant to this environment and to me and to the needs of the staff and then start articulating how that connects to [inaudible] rather than doing that and being frustrated by the fact that I’m, I can’t then do….

G: Marry it to the environment you’re working in?
A: No. No. No. So that's why I'm sort of looking at what we're currently doing now and the thing is that if I throw all of that out and then decide what I want to put back in, that might be a more comfortable way to go and free up some time to actually devote to the day to day practice which I mean is what it's supposed to be all about.

G: (01:19:15) Yeah. Yeah. That's an interesting perspective. Yeah I'd be interested to hear more of your reflections on how you flesh that out.

A: So will I because that process for me is how I get to the point of knowing what to do.


Gina talking about Bronfenbrenner’s ecological theory model.

G: Where do we get the drive to keep changing our practice and as you said going full circle you know? Like well are we just trying to reinvent the wheel with some thin gs and maybe we don’t need to change some things.

A: That’s right well maybe it’s just understanding better the new process because I don’t think our new curriculum is actually any different from any other philosophical stance I’ve worked under at any point in time. It’s just I’ve grown.

G: Yeah so you see new possibilities in it?

A: Yeah. And that they’ve reworded it now.

G: Yeah the language has changed!

A: But it’s still the same beliefs and the same emphasis that it always had [inaudible]. So it hasn’t shifted but…. [thinking] what went for it one-step, two steps, three steps, wording and the focus was different. Well it wasn’t different, it was slightly different and they all were, everything that came after it were all reactions to wanting to shift slightly from that perspective but we haven’t really come, we’re still just in this pool of working with your own children and they haven’t changed. To some degree there has been societal change that’s impacted on children and their learning and their potential for accessing learning….

G: The tools of change?

A: Yes….

G: But not the need for learning?

A: No and in actual fact I think we’re fighting children’s rights to learn by our societal needs and our societal changes and we’re getting in their way so by teaching them in environments like this there’s every effort to get back to watching their need.

G: So when you say they’re being um constrained I guess….

A: They’re being constrained by a pace of life and parental decisions, and societal decisions that hugely impact on them with no….

G: What about the national curriculum and Naplan testing and….

A: Well the assessment and the testing part of it is always make every body throw their hands up in horror. It’s when it’s done and the kids go to school and its formalisation;
it’s the system that’s not fitting I don’t think. Every teacher, I’m sure or the majority of teachers or the majority of people that design curriculum and that agree to it have children’s best interests at heart, but you can’t, you can’t teach to that if politically you’re getting powered upon to get these kids to increase their score on the test. Well what happens to the individual who’s not going to be ready to take the test now but will be? And then in the same breath they say we believe in inclusions and we believe in individuality and we believe in imagination and we believe in creativity but really you don’t because they’re saying that is a symbol of appropriate education.

G: And where schools are being um numbered ordered in terms of how they perform? Teachers are going to be pushed to teaching to the test….

A: Absolutely [inaudible].

G: It’s a dumbing down ….

A: It is. It’s not a reflection of life which is what education is supposed to be preparing for. If anything it’s trying to push them into the right shape to make them able, able to go and do something which clearly none of us are very happy doing as adults [laughing ironically]. And you know if you’re wanting them to be able to get to adulthood and then be able to make independent provocative decisions bout what they’re going to do you can’t with that attitude. And there’s no money in it, there’s no resourcing for it. We had 13 children here because of illness. Every time there’s a reduction in numbers and you think there’s so much we can achieve if you just have enough people and fewer children and opportunities and it’s not about being [inaudible] it’s about people.

G: (01:25:50) Oh it’s interesting. And the last reflection task is to have a think about your beliefs about ICT. Your understanding of the role it has in education today and the role it has and the role you wish for it might be quite different. So just any….

A: That will be like jumping out of a nothing knowledge base and just imagining so I don’t know I’d have….I’m happy to have a go at it but I’m not sure I’ve got much foundation to draw from.

This session ends with us talking about the documentation process of our work today. I leave Anne to consider which of the software programs we have looked at today she would like to begin playing with and how pedagogically she might use in the classroom.

-Ends-
TURNING TEACHERS ON TO ICT: ACKNOWLEDGING THE PLACE OF COGNITIVE AND AFFECTIVE CONSTRUCTS IN ICT-RELATED PROFESSIONAL LEARNING

Appendix AF

Cycle 1: Deb and Gina

- New History and English curriculum (ACARA) identified (uncertainty)
- Students to create and present using PowerPoint (uncertain about process, technology and time & anxious: “will it work?” and “how long will it take?”)
- Teacher-centred pedagogical approach (familiar and comfortable), but cognizant of the need for change (uncertain about how to make the change)
- Need to use the computer labs to ensure students have access to computers (uncertain about access)
- Students’ computer skills (uncertain)

Cycle One

- Student movement to computer labs is time consuming & disruptive (frustration)
- Play time was insufficient for a full understanding of PowerPoint but useful to begin the process & alleviate some fear (reduction in anxiety)
- Having a second teacher in the room was helpful (reduction in anxiety — “two heads are better than one”)
- Shift from teacher to student-centred pedagogy as software knowledge was exhausted (normal mode locked in)
- Student enjoyment & motivation (exciting but uncertain if it’s a novelty factor)

- Open-ended play with PowerPoint was fun and modelled a useful approach (facilitated feelings of comfort)
- Pedagogical approach changed out of necessity (feel good)
- Inaccessible computers prevented students working in the animation at other times (frustration)
- Students more capable than anticipated (relief)
- Play & discovery in collaboration with others creates a meaningful & shared learning environment (exciting & motivating)
  - “It’s ok for me to learn the same way as my students” (belief)
  - “I don’t need the confidence I thought I did” (relief)

- Play time for familiarisation & learning with PowerPoint (anxious but fun)
- Viewing of simple student animation (developing awareness)
- Booking computer labs (new & unfamiliar work environment)
- Technical issues in lab (uncertain)
- Lock step approach naturally used (familiar & comfortable) in the first instance
- Increasing use of questions & challenges as technical knowledge is exhausted (survival: removing anxiety)
TURNING TEACHERS ON TO ICT: ACKNOWLEDGING THE PLACE
OF COGNITIVE AND AFFECTIVE CONSTRUCTS IN ICT-RELATED
PROFESSIONAL LEARNING

Appendix AG

Cycle 2: Deb and Gina

First: Australian unit content identified & student-centred pedagogy planned using a WebQuest (apprehension about student capacity to work this way)
- need for better computer access & identified need to get laptops for students
- student outcomes & teacher workload much better (relief & excitement)
- unit planning & working this way frees up teacher time for other tasks (reduction of pressure)
  - better outcomes for all (desire to work this way in the future)
  - “it’s ok to learn with your students” (comfort)
  - “I want to learn more” (motivation)

Cycle Two

PLAN
- student movement to computer labs is time-consuming & directive (frustration)
- changed pedagogy allowed for 1:1 teaching: greater student autonomy, independence & motivation & more productive time management for Deb (relief, pleasure at seeing engagement of students & evaluation of WebQuest working well)
- student differences catered for so they experience success (excitement & motivation)

OBSERVE
- need for computer access & identified need to get laptops for students
- student outcomes & teacher workload much better (relief & excitement)
- unit planning & working this way frees up teacher time for other tasks (reduction of pressure)
  - better outcomes for all (desire to work this way in the future)
  - “it’s ok to learn with your students” (comfort)
  - “I want to learn more” (motivation)

ACT
- design & formatting of WebQuest frustrating & uncertainty about where to begin. The time it took to create was tempered by excitement about self-directed learning & creating a good product
- technical issues with uploading the WebQuest (anxiety & frustration)
- debriefing to Gina about the WebQuest (feedback & elevated stress)
- implementation of WebQuest in the classroom (uncertainty about students’ capacity to work this way and uncertainty about whether the WebQuest is “good enough”)
- reliance on computer labs means student access to the WebQuest is limited (frustration)
- collaboration with Gina writing a paper (uncertainty – “are we good enough?”)

REFLECT
- Deb writes & submits a proposal to school administration for the introduction of laptops for her class
- Deb envisions the need for a teacher ICT advocate and writes a submission as part of her senior teacher duties
- student use Epals, Wikis & Photostory to create work & communicate their learning with others (spontaneous & exciting)
- SPIN OFF ACTION

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Appendix AH

Cycle 3: Deb and Gina
Appendix AI

Cycle 4: Deb and Gina
Appendix AJ

Turning Teachers On (To ICT) Theoretical Model for Professional Learning
TURNING TEACHERS ON TO ICT: ACKNOWLEDGING THE PLACE OF COGNITIVE AND AFFECTIVE CONSTRUCTS IN ICT-RELATED PROFESSIONAL LEARNING