A.G Teacher Interview - Transcript

[00:00] Roberto: I'm gonna record it to you. So just, just in order to transcribe it, let's see whether that works. Can you say something quickly?

[00:08] Teacher: Hello, my name is Ashley. Does it transcribe?

[00:11] Roberto: It's perfect Yeah.

[00:12] Teacher: To transcribe in English?

[00:13] Roberto: Uh, it will afterwards. Okay. I will run it through a software afterwards.

[00:17] Okay. But, uh, for now it's fine.

[00:19] Teacher: Cool.

[00:19] Roberto: Thank you so much for your time.

[00:20] Teacher: Cool.

[00:21] Roberto: Uh, so just a little bit of context and information so you know what we will talk about. Yes. So, um, the interview is for. Uh, research purposes. Um, and it will be kinda like processed by the University of Zurich.

[00:35] Teacher: Okay.

[00:36] Roberto: And, but at the same time, we'll use the information for SOT

[00:39] Teacher: Yes.

[00:40] Roberto: And yeah, and all the information that you give will be anonymized, so we won't be able to track it to you or trace it to you. So, uh, um, do you consent to that?

[00:50] Teacher: Yes.

[00:51] Roberto: Okay, perfect. So that's not that we are asking a lot of personal questions actually. So, um, first of all. Uh, how old are you?

[00:59] Teacher: 31.

[01:00] Roberto: 31, okay. Perfect.

[01:01] Yeah. How long have you been teaching?

[01:04] Teacher: Gosh, five, five years now?

[01:06] Roberto: Yeah.

[01:07] Teacher: Yeah. Yeah. Five, four years. Four years,

[01:11] Roberto: Okay.

[01:12] Teacher: Yeah.

[01:12] Roberto: Interesting. And which subject?

[01:14] Teacher: Uh, well, grade one. So you teach all subjects. You teach maths, English. Our second language was Afrikaans. Yeah. And then life skills, which is

[01:25] Roberto: okay. Yeah. But before you came to Switzerland, you were.

[01:28] Teacher: Grade one teacher in South Africa.

[01:29] Roberto: In South Africa, yes. Okay. So you saw both systems here in Switzerland, Africa, in South Africa. South

[01:34] Teacher: Africa, yeah.

[01:34] Roberto: It's a lot of difference

[01:35] Teacher: there. And it's massive difference. Oh

[01:37] Roberto: yeah.

[01:37] Teacher: Yeah. Massive difference. Also because of this, the government school that I was at, it was a public school in, it was a public school.

[01:44] Okay. Yeah. It was a public school and it was, um, what we call a Model C. So it was a really poor school.

[01:51] Roberto: Mm-hmm.

[01:52] Teacher: So, uh, we catered to a lot of underprivileged children.

[01:55] Roberto: Okay.

[01:56] Teacher: Yeah.

[01:57] Roberto: Okay. And how did that work? Like,

[02:01] Teacher: uh, uh, because

[02:02] Roberto: you

[02:02] Teacher: see many of them came to school on, on grants. Yeah. So they didn't pay school fees.

[02:06] Yeah. And the school fees were really low, so they were really, really poor families. And the, and

consequentially, the school was really poor, so we didn't have a lot of resources.

[02:16] Roberto: Yeah.

[02:16] Teacher: And the classes were really large classes.

[02:19] Roberto: Yeah.

[02:19] Teacher: And there wasn't support.

[02:21] Roberto: Oh, wow.

[02:21] Teacher: Yeah.

[02:22] Roberto: So how many kids were in one of the classes?

[02:24] Teacher: When I started, uh, my first class had, I had 42.

[02:29] Roberto: Wow.

[02:30] Teacher: Yeah. Grade

[02:30] Roberto: forties.

[02:31] Teacher: 42.

[02:32] Roberto: 42. Wow.

[02:33] Teacher: Yeah, grade one. And so they And

[02:34] Roberto: one teacher.

[02:35] Teacher: One teacher. No assistant.

[02:36] Roberto: Oh my gosh.

[02:37] Teacher: And that it was a age group of anywhere from five to age years old. So,

[02:42] Roberto: and it doesn a mixed age?

[02:44] Teacher: Uh, purely because in South Africa you can send your child to grade one.

[02:49] Roberto: Okay.

[02:49] Teacher: At five years old. Yeah. If they're turning six in that year.

[02:53] Roberto: Oh,

[02:53] Teacher: okay. So some of the children were five, their birthdays in November, they only turned six in in November. So they essentially are five year olds for the whole year. And then if a child had failed or been retained, then there, there's a possibility they were eight years old.

[03:07] Roberto: Mm-hmm.

[03:07] Teacher: So the one year I'd have nine, five year olds and

[03:11] Roberto: Oh my gosh,

[03:11] Teacher: five eight olds and

[03:13] Roberto: Wow.

[03:13] Teacher: The rest, seven year olds or six year olds.

[03:16] Roberto: Well, it was probably quite an experience. Yes.

[03:19] Teacher: Yes.

[03:20] Roberto: Okay. Um, but this experience also makes you stronger in the end, right?

[03:26] Teacher: Yes. Yeah.

[03:27] Roberto: Uh, what was it that kind of like gives you purpose in the, in your professional and what brings you joy when you work with children?

[03:38] Yeah. What

[03:38] Teacher: brings you joy when seeing them achieve things and, and realize that they are capable?

[03:43] Roberto: Yeah.

[03:43] Teacher: I think everyone can think back to a teacher that they had in their life that inspired them. That,

[03:47] Roberto: yeah, definitely

[03:48] Teacher: made them believe in themselves.

[03:49] Roberto: Yeah.

[03:50] Teacher: And their abilities, and to be able to be that person is really exciting.

[03:55] Roberto: Mm-hmm. What is more important for you? Is it the process that they get there or is it the result in the end,

[04:02] Teacher: the process? Because I think, I think it's really important that a child develops the ability to overcome. Hardships or difficulties.

[04:16] Roberto: Mm-hmm.

[04:17] Teacher: Or even just self-doubt.

[04:18] Roberto: Mm-hmm.

[04:19] Teacher: I think it's important for a child to be able to recognize when it's something serious or when it's something that they're just imposing on themselves.

[04:27] Roberto: Mm-hmm.

[04:27] Teacher: And they can actually overcome it.

[04:29] Roberto: Mm-hmm.

[04:30] Teacher: Uh, so the process, because then that enables them to cope with life without the support of others. Yeah. But then also the achievement, because that's affirmation.

[04:40] Roberto: Mm-hmm. And. If a student is struggling, then you are kind of like trying to help them out as a coach, or do you let them do it by themselves and

[04:49] Teacher: facilitate to provide the environment that they are able to do it themselves.

[04:53] Roberto: Okay. '

[04:53] Teacher: cause if you do it for them, then it turns and they can't do it

[04:56] Roberto: exactly

[04:56] Teacher: as the minute. Even with the basic things like a child tiling their shoelaces, the minute you say, come, let me just do it, it's telling you you can't do it, I'll do it for you. So for creating the environment,

[05:08] Roberto: environment such that they can,

[05:09] Teacher: that they can achieve it on their own.

[05:11] Roberto: Amazing

[05:11] Teacher: to prove that they can.

[05:14] Roberto: Facilitating the environment means there's a lot of preparation also taking place. Yes. And behind the scenes, behind the curtains. Right. So if you think about your typical teaching here at SOT now

[05:26] Teacher: Yes.

[05:26] Roberto: Um, can you describe it a little bit?

[05:29] Teacher: Facilitating what the, the,

[05:31] Roberto: in general, like the process, what are you doing here and how do you facilitate?

[05:36] Gosh,

[05:36] Teacher: what am I in, in which sphere though? Because I'm all over. I help with English and body competence and art

[05:43] Roberto: all over. All over, all over. Right. If you think about your work week, how does it look like?

[05:49] Teacher: Gosh, that I'm all over. Well, when it, for example, art

[05:55] Roberto: mm-hmm.

[05:55] Teacher: If I do an art lesson, uh, to give an example with Victor, when I did art with him, uh, I present.

[06:02] The outcome that we are gonna try achieve.

[06:05] Roberto: Mm-hmm.

[06:05] Teacher: And then you give them the tools and you show them possible processes that there's multiple processes and they can choose one and they can choose the outcome.

[06:12] Roberto: Mm-hmm.

[06:13] Teacher: Although it's a, it's a not such a concrete set, they can choose different outcomes, but it must be one of the given ones.

[06:21] Roberto: Mm-hmm.

[06:22] Teacher: And in the process to get there, there's also options

[06:24] Roberto: mm-hmm.

[06:25] Teacher: On which avenue you take to get there. Um. Because then the child, when you, when you give different options of how to get there, they can find the one that best suits them.

[06:35] Roberto: Mm-hmm.

[06:36] Teacher: And is the highest possibility of success.

[06:38] Roberto: Yeah.

[06:39] Teacher: Uh, for example, with Victor, he was able to choose what, uh, or what, um, three dimensional drawing he wanted to do.

[06:48] Roberto: Mm-hmm.

[06:48] Teacher: And then the process has to fit that outcome and. Instead of doing it for him, you have your work. Mm-hmm. Next to him and I show him on my paper and then he has to replicate it on his paper. So it's not that you're doing it for him,

[07:03] Roberto: he's still doing it,

[07:03] Teacher: showing his own and he's still doing it on his own.

[07:06] Roberto: Mm-hmm.

[07:07] Teacher: Um, so in art it can be, gosh, just a matter of showing them.

[07:14] Roberto: Mm-hmm.

[07:14] Teacher: In English, it's

[07:18] Roberto: speaking, probably speaking to them and speaking,

[07:21] Teacher: speaking, but also just. Sometimes knowing when to speak and when to pair them with a friend.

[07:26] Roberto: Yeah.

[07:26] Teacher: Or when to change your approach. When to change the, for example, now when I was just upstairs, uh, they were supposed to be starting a project on dogs, but

[07:38] Roberto: mm-hmm.

[07:39] Teacher: You have no interest in dogs change it. Mm-hmm. And then they had to choose a different animal. One of the children wanted to choose dinosaurs, and then it was. Yeah. All other kids are saying, oh, dinosaurs aren't living.

[07:50] Roberto: Yeah.

[07:51] Teacher: Sometimes you just need to adapt.

[07:53] Roberto: Yeah.

[07:53] Teacher: Um, and sometimes that can also mean changing mid task.

[07:58] Mm-hmm. If you are losing, if they're losing focus. If they're losing interest. So then one of the children chose a T-Rex, and then mid project had changed to dinosaurs in general because he found a fact on a different dinosaur and he wanted to include it. So being flexible. Yeah. I think it's very important.

[08:17] And

[08:17] Roberto: for you as a professional

[08:18] Teacher: teacher Yes. Yes. And not having your heart set on a set outcome, understanding that it's all organic and it's going to change,

[08:26] Roberto: do you think it's the same for every system or So if you look at the public and the private system

[08:31] Teacher: Yes.

[08:32] Roberto: Uh, you still need to have the flexible, it's not the same.

[08:35] Teacher: Okay. It wasn't the same for me.

[08:36] Roberto: Okay.

[08:37] Teacher: The public school that I was at, it was set, it was, everything was extremely structured.

[08:41] Mm-hmm.

[08:41] Teacher: But it was. Done so, because that's the only way they could cope with the amount of children.

[08:48] Roberto: Yeah.

[08:49] Teacher: And the amount of outcomes they wanted us to achieve.

[08:53] Roberto: Mm-hmm.

[08:54] Teacher: It was set, it was very much, if I could compare it to anything, it would, it was factory farming children.

[09:01] Roberto: Oh wow.

[09:01] Teacher: It felt like factory farming children where it was you. It's very, very structured, very uh. Impersonal.

[09:10] Roberto: Mm-hmm. And do you feel like in this environment that you are here now? It's more on the relationship level and we're trying to

[09:17] Teacher: Yes.

[09:17] Roberto: Kind of like get the best out of

[09:19] Teacher: way. More personal,

[09:20] Roberto: yeah.

[09:21] Teacher: Way more, uh, individualized and catered to the person.

[09:25] Roberto: Mm-hmm. And do you like that better?

[09:27] Teacher: Yes. I wish I had it in high school.

[09:29] Roberto: Yeah,

[09:30] Teacher: definitely. Uh, my high school career, I was in a school that was very, uh, structured and. They, they believed in sports, but they only believed in their sports. Mm-hmm. So if you didn't do the school sports, you didn't do anything.

[09:43] Roberto: Yeah.

[09:43] Teacher: And, um, I missed out on a lot of high school because I was training, I wasn't at, at the

actual school. Mm-hmm. And I think at a school like this, it caters to children that aren't made for the typical, the the old school. You have to be at school to learn this, to sit,

[10:02] Roberto: to

[10:03] Teacher: do that.

[10:04] Roberto: Do you think it would be beneficial?

[10:08] Do you think that's a school for everybody?

[10:10] Teacher: No.

[10:11] Roberto: Okay.

[10:11] Teacher: I don't think it's a school for everyone. Okay. I don't think there is a one school that would fit everyone.

[10:17] Roberto: Mm-hmm.

[10:19] Teacher: I think there are children even at the school now that would benefit from a more

[10:26] Roberto: structured,

[10:26] Teacher: structured,

[10:27] Roberto: mm-hmm.

[10:28] Teacher: More predictable school.

[10:31] Roberto: Yeah. Okay. Interesting. Hmm.

[10:35] Teacher: Very similar to workplaces.

[10:36] Roberto: Yeah, exactly.

[10:37] Teacher: I don't think, just like, not everyone can be a doctor.

[10:40] Roberto: No.

[10:41] Teacher: Not everyone can be a photographer. Not everyone can be a barista. No. It's the same thing.

[10:46] Roberto: But everybody has their gift, their unique gift.

[10:48] Teacher: Exactly.

[10:49] Roberto: But you need to kind of like find it

[10:50] Teacher: the only thing that is common with every person, not to do with their, necessarily their profession.

[10:57] Roberto: Mm-hmm.

[10:57] Teacher: But the only thing that's common with every single person, in my opinion, is. The need for human connection.

[11:04] Roberto: Mm-hmm.

[11:07] Teacher: And the desire for human connection.

[11:08] Roberto: That's interesting. So you think in your, if you look at your work week, again, that's the most important part. Kinda like connecting with the students.

[11:15] Yeah.

[11:16] Teacher: Yeah. And having that, that relationship with them.

[11:19] Roberto: When do you do that? Like if you look at the schedule, for example, are there specific times where you are more kind of like there for the students

[11:28] Teacher: or, uh, connecting more with the students? Yeah. Um. Definitely. I mean, you have to be open to connection with the children throughout the day.

[11:39] Yeah. I mean, you can be walking on the stairs and a child will stop you and say, look at this.

[11:43] Roberto: Yeah.

[11:43] Teacher: And you have to. Mm-hmm. There's also times where it's difficult to be like that when you're actually teaching a lesson, giving an input, and then you have 10 hands popping up with random topics and you have to say, we'll keep that for.

[11:58] Uh, break at 11 o'clock or, yeah, when, gosh, when do I feel the most, uh, in terms of one-on-one? Probably in the little moments in between lessons. Mm-hmm. For example, now when they have snack break, when you actually take a moment and you can go and,

[12:15] Roberto: mm-hmm.

[12:15] Teacher: How was your weekend? What did you do? That's a really cool outfit you doing today.

[12:19] What do you, general

[12:19] Roberto: question? So

[12:20] Teacher: yes,

[12:20] Roberto: currently you have lessons now, um, so like structured sets of, um, an input or. How should

[12:28] Teacher: me personally or

[12:30] Roberto: general, like in group, just to understand the structure in

[12:32] Teacher: Yes, we have input. So in the morning they'll have a English and, uh, maths.

[12:37] Roberto: Mm-hmm.

[12:37] Teacher: Or German and maths.

[12:38] And they separate into groups where then they are given an input.

[12:42] Roberto: Mm-hmm.

[12:42] Teacher: And then they go on and they do their self work.

[12:45] Roberto: Okay. They called focus bubbles or did the name change?

[12:48] Teacher: Um. They, once they get an input, then they're allowed to go to their focus bubble. So then they can choose if they wanna go to the tech room or the focus room.

[12:56] Okay. So there's always

[12:57] Roberto: on input and then they

[12:58] Teacher: Yeah. They always start with the input and then they start with input. And this is our list of, um, achievements that we wanna get by the end of the week or by the end of the sprint. Mm-hmm. And they go, they go over what they have done and what they still need to do.

[13:11] Roberto: Okay.

[13:12] Teacher: And it's different for each of them. Yeah. Yeah.

[13:14] Roberto: So it's quite a lot of work to individualize for each student to see Okay. Where they're at and

[13:19] Teacher: yeah, it's

[13:20] Roberto: quite, when do you do that?

[13:21] Teacher: Uh, well, I personally don't because I just have art and they all do the same art activity.

[13:27] Roberto: Okay.

[13:27] Teacher: But they do their, they have office breaks within, within their day.

[13:32] They have admin times.

[13:33] Roberto: That's enough time to cover all.

[13:36] Teacher: I think that would have to be a question for them.

[13:38] Roberto: Yeah.

[13:39] Teacher: I don't know. It's enough time for me to prepare art. Okay.

[13:41] Roberto: Yeah. Um.

[13:43] Teacher: For them. So far it seems it has been enough time.

[13:47] Roberto: Okay. Okay. So this interview is also, um, mainly about the kind of like the integration of technology and ai

[13:55] Teacher: Yes,

[13:56] Roberto: exactly.

[13:56] Throughout this like preparation time. Um, are you using AI throughout the day and,

[14:04] Teacher: um,

[14:04] Roberto: if you think about it, or any technical tools?

[14:07] Teacher: Well, I mean for art sometimes. For ideas? Yeah. Yes.

[14:13] Roberto: Okay.

[14:13] Teacher: Just looking up ideas. Um, for resources, sometimes I use AI for developing and with the kids actually. So

[14:25] Roberto: you're using chat gt or chat

[14:27] Teacher: gt, even just meta on WhatsApp?

[14:30] Roberto: Yeah. I'll

[14:31] Teacher: type in on meta. Ask for ideas. That's really handy. Questions that the children have that we don't know. Yeah, you type it in there quickly.

[14:39] Roberto: Yeah.

[14:40] Teacher: Uh, generating images for the kids.

[14:42] Roberto: Yeah,

[14:42] Teacher: that's fun. The band? Yes. The band logo, um, we created on there.

[14:48] Roberto: Yeah.

[14:48] Teacher: So in terms of that, yes.

[14:51] Roberto: Cool. So are you using it with the children then, or

[14:54] Teacher: mixed?

[14:55] Roberto: Mixed.

[14:55] Teacher: Mixed.

[14:55] Roberto: So for yourself?

[14:56] Teacher: Sometimes

[14:56] Roberto: with the children, sometimes with prep, yeah.

[14:59] And sounds like really positive, like the outcome that is being created.

[15:04] Teacher: Yeah.

[15:06] Roberto: Do you think it's beneficial for the students too?

[15:08] Teacher: Yes.

[15:10] Roberto: If they're interacting with the, a kind of, kinda like with an AI system.

[15:14] Teacher: Yeah.

[15:14] Roberto: Um, when do they usually interact with an AI system?

[15:19] Like

[15:19] Teacher: once they've had an input? If it's, if it has to do with the task that they're doing.

[15:24] Roberto: Mm-hmm.

[15:25] Teacher: Once they've had an input and they go into their focus bubble, then they'll use AR. For an example, when we did art, uh, last week, we made a garma graph. And some of them wanted to draw their AGA graph. Some of them wanted to generate images.

[15:39] Roberto: Mm-hmm.

[15:39] Teacher: So I gave the input, this is what we're doing. You need two images. And then some of them went and got their iPads and they typed in, I want a picture of this. And it generated it. And then they printed it. Some of them wanted to use their iPads as, um, like boxes mm-hmm. That you trace on. So they would type in the image or type in what image they wanted.

[16:00] Roberto: Mm-hmm.

[16:00] Teacher: And then they traced over the iPad with the paper.

[16:03] Roberto: Okay.

[16:03] Teacher: It's generally after the input's been given, if it's relevant to the task that they're doing.

[16:07] Roberto: Okay. So it makes them more creative in the end?

[16:10] Teacher: Yeah.

[16:10] Roberto: Oh yeah,

[16:11] Teacher: I think so.

[16:12] Roberto: Okay. Interesting.

[16:13] Teacher: Sometimes it makes them more mo motivated to actually do the task.

[16:16] Roberto: Oh yeah.

[16:17] Teacher: I mean, if we didn't have iPads for that art activity. Yeah, Dava didn't wanna draw.

[16:23] Roberto: Oh yeah,

[16:23] Teacher: he didn't want to draw. There's a few children that don't enjoy drawing and naturally not everyone's going to enjoy drawing.

[16:30] Roberto: But just the connection that, hey, there's an iPad, you can use

[16:31] Teacher: it. That there's an option.

[16:33] Yeah. I mean, and then we, I also had Kiara who drew an image. Mm-hmm. But she didn't like it, so she drew it and then she took a photo of it and then asked AI to edit it. So she drew the initial image, took a photo, and asked AR two.

[16:51] Roberto: So that was kinda like another dimension to it. Yes.

[16:54] Teacher: Yeah.

[16:55] Roberto: That's crazy.

[16:56] Teacher: Her prompt was different.

[16:57] Yeah. Instead of a written prompt, she gave a visual prompt.

[17:00] Roberto: Interesting.

[17:01] Teacher: Which I, I hadn't seen a child do that before, so that was nice.

[17:04] Roberto: Oh yeah.

[17:05] Teacher: Yeah.

[17:05] Roberto: Okay. So they're quite exposed to AI systems throughout the day, which is amazing from my point of view. Yeah. And it's also really important. Um, do you think AI is reliable in their, um, capabilities of answering questions?

[17:18] Um, also in terms of kind of like, is it Right?

[17:22] Teacher: Uh, that's a tough one. I think it's reliable if the child is taught. How to use it correctly and how to correctly use prompts.

[17:34] Roberto: Mm-hmm. Do you tell them?

[17:36] Teacher: We have had a lesson on it before, but I think it's definitely a aspect that can be broadened.
[17:43] Roberto: Yeah.
[17:43] Teacher: And focused on
[17:44] Roberto: Yeah.
[17:45] Like the critical thinking part.
[17:46] Teacher: Yes. And, and for an example, Liz did a lesson last week on reliability of sources.
[17:54] Roberto: Ah, okay.
[17:54] Teacher: For information.
[17:55] Roberto: Mm-hmm.
[17:56] Teacher: I think that's very important.
[17:57] Roberto: Mm-hmm.
[17:58] Teacher: Um, I think safety as well.
[18:02] Roberto: Mm-hmm.
[18:02] Teacher: In terms of using AI is also very important.
[18:05] Roberto: When you talk about safety, then you probably have some examples in examples in mind where it can
[18:11] Teacher: Yes.
[18:11] Develop
[18:11] Roberto: the brain.
[18:12] Teacher: Yes.
[18:12] Roberto: Do you have a specific example in mind?
[18:14] Teacher: Um, a story we allowed to say the children's names. Yeah. We are, eh, so a child in the class was telling me about how she was chatting to. Meta on WhatsApp about a game that her dad was playing.
[18:31] Roberto: Mm-hmm.
[18:32] Teacher: Uh, an adult game that she wasn't allowed to watch 'cause it had killing and shooting
[18:36] Roberto: and mm-hmm.
[18:36] Teacher: And dad wouldn't give her information about it that she wanted to find out. So then she hopped on WhatsApp on her phone and was asking meta, and it was very concerning the questions that she had then asked further about the game. In terms of safety of information
[18:55] Roberto: Yeah.
[18:56] Teacher: That children shouldn't be
[18:57] Roberto: getting,
[18:58] Teacher: taking into their brains needs.
[18:59] Roberto: Yeah. Yeah.
[19:00] Teacher: I think that's quite a frightening side of AI for children.
[19:06] Roberto: Okay. Interesting. So there's, there weren't any guardrails in, in terms of hay.
[19:12] Teacher: Yes.
[19:13] Roberto: You shouldn't get that information because you. Not
[19:15] Teacher: Yes. Consumption. It's
[19:16] Roberto: still a minor.
[19:17] Teacher: Consumption is also what you put in your mind, not just your mouth.
[19:19] Roberto: Exactly. Yeah.
[19:20] Teacher: Yeah,
[19:21] Roberto: exactly.
[19:21] Teacher: And there's certain things your mind should not consume at that age.
[19:25] Roberto: Mm-hmm.
[19:25] Teacher: Whatever, in my opinion.
[19:28] Roberto: And do you feel like that's also the case in the school setting now if, um, kids are interacting with ai? Um, because you as a teacher, you're still there basically accompanying the process, right?
[19:43] Yeah. Do they do it by themselves or, uh,
[19:46] Teacher: we are there, we are present as we, as present as we are able to be.
[19:51] Roberto: Mm-hmm.
[19:51] Teacher: But I think we also rely on the boundaries set on their devices.
[19:56] Roberto: Okay. Mm-hmm. Okay. Interesting.

[20:01] Teacher: Because, I mean, physically it is impossible to watch 16 children as two teachers. To an extent, we do rely on the boundaries and the, the limitations set on their devices.
[20:14] Roberto: Mm-hmm. But of course, there's like no boundaries in terms of if somebody's using Chat two pt.
[20:21] Teacher: Yes.
[20:21] Roberto: Then there's like the limitations of the model itself. Yes. Um, that is set by open, may I There's
[20:25] Teacher: actual content
[20:26] Roberto: Yeah.
[20:26] Teacher: Model,
[20:27] Roberto: yeah. Moderation that we can Yes. Enforce. Enforce. Unfortunately, yes. Yet, yes. Perhaps there will be some sooner or later, but at the moment, unfortunately not.
[20:37] Um. So you mentioned the point that students, they get more motivated if they have a device. Yes. Is it the device per se or the AI system that they can interact with?
[20:48] Teacher: It's the streamlining and the convenience of the activity. They have to do
[20:53] Roberto: convenience.
[20:55] Teacher: Yes.
[20:56] Roberto: So
[20:56] Teacher: it's a lot less effort to print a picture than it is to draw a picture.
[21:00] Some of them are motivated by the convenience of it.
[21:03] Roberto: Do you think that's good? Or
[21:06] Teacher: in this day and age for their
[21:08] Roberto: learning,
[21:08] Teacher: like for their learning In this day and age, I think it's good to, to be able to recognize when your job can be made easier. They say, I mean, just like the saying of, uh, a lazy person will be the quickest one to find a solution, the quickest solution.
[21:26] Roberto: Yeah, that's true.
[21:28] Teacher: It's not wrong.
[21:30] Roberto: And they are smart.
[21:31] Teacher: Yes.
[21:32] Roberto: I have to say that
[21:33] Teacher: exactly. So if you want a job done quickly and you want the easiest solution, you find someone who's lazy because they'll find it. 'cause they don't wanna do the work.
[21:40] Roberto: Yeah.
[21:42] Teacher: It's not wrong.
[21:42] Roberto: Yeah.
[21:43] Teacher: But for certain, for certain aspects of schooling career, you, you can't have convenience.
[21:52] Roberto: 'cause there's certain shortcuts you can't take.
[21:54] Teacher: Yeah.
[21:55] Roberto: Yeah.
[21:56] Teacher: So
[21:59] Roberto: how do you ensure that there's a place, there's no. That they can take the shortcut.
[22:05] Teacher: You don't include technology with that.
[22:08] Roberto: Okay.
[22:08] Teacher: That concept taught or that lesson taught,
[22:11] Roberto: no,
[22:12] Teacher: you don't make it an option.
[22:14] Roberto: Okay. Then it's kind of like a systematical decision.
[22:17] Hey, for this activity you are not allowed to use.
[22:19] Teacher: Yeah, you may use, or you may not use, or you may use for finding a picture that you want, but you may not print it. You have to find a different way to use it,
[22:28] Roberto: but in general. If they interact with AI systems, from what I understood before, it's usually beneficial for their creative aspect.
[22:35] Teacher: Yes.
[22:36] Roberto: And for their learning too, or, yes. Okay. Because they, they're getting active, right? Like they need to kind of like do something. Yes. And
[22:45] Teacher: it's a tool. At the end of the day, it's a tool. You, you, I mean, it would be silly not to use it.

It's the same as, as an adult. It's the same as. Gosh, using it to streamline your

[23:01] Roberto: mm-hmm.

[23:01] Teacher: Prep. Mm-hmm.

[23:02] Roberto: Mm-hmm. Do you think it's generally positive development that we're seeing right now in terms of kinda like more infusion of AI in the educational landscape? Mm. Or do you think it's a rather concerning one? Are you rather positive or negative about it?

[23:18] Teacher: The use of technology?

[23:19] Roberto: Mm-hmm.

[23:20] Teacher: In the school specifically or in general?

[23:22] Roberto: In general.

[23:22] Teacher: In general.

[23:23] Roberto: Yeah.

[23:24] Teacher: I think it's positive because of. It's inevitable, the use of technology for their future. They're going to have to be well versed in using technology. Yeah. You can see the gaps even just from my generation to theirs and Yeah. It's crazy.

[23:38] Roberto: Yeah. How

[23:38] Teacher: fluent they are with some technology and we have no idea.

[23:42] And then again, you can see that gap between me and some of the older colleagues that I have.

[23:46] Roberto: Mm-hmm.

[23:47] Teacher: They, they, if they don't use it now, they, the chance of them being incompetent in. In the future when they're older.

[23:55] Roberto: Yeah.

[23:56] Teacher: It's very hard.

[23:57] Roberto: Yeah.

[23:58] Teacher: And I think that will be a disadvantage.

[24:00] Roberto: Yeah.

[24:00] Teacher: So I do think it's important, but everything in moderation.

[24:04] Roberto: Yeah. Okay. And as a school, you of course can set the boundaries and kinda like give the room in order to explore the technology.

[24:13] Teacher: Yes.

[24:13] Roberto: But at the same time, making sure that it's kind of like not getting out hand.

[24:16] Teacher: Yes. And it's not excessive.

[24:18] Roberto: It's a safe, uh, environment to explore it.

[24:20] Teacher: Interesting. And that they also don't rely on it too heavily.

[24:23] Yeah, because I think there's certain brain development that I think children need to achieve without technology.

[24:30] Roberto: Mm-hmm. Definitely.

[24:32] Teacher: And, and it can hinder that.

[24:35] Roberto: Okay. Yeah. The use of technology hinders their brain development

[24:39] Teacher: some in some ways because school, school is not necessarily, in my opinion, school is not necessarily there to teach you knowledge that you're going to take on.

[24:49] Roberto: To your, to your adult life.

[24:51] Teacher: Mm-hmm.

[24:51] Roberto: It's to teach you how to use your brain in adult life.

[24:54] Teacher: Exactly.

[24:54] Roberto: Yeah. It's not, I mean, like one of the parents said at the OT night, uh, but my teacher always told me that we would never have calculators in our back pocket and now we do. So how is SOT ensuring that they are looking into the future enough to predict things like that?

[25:12] Teacher: Yeah. So you could argue we are, and that's why we are integrating technology. As much as we are. However, school is really important without technology because you've gotta learn to use your brain as a tool.

[25:28] Roberto: Mm-hmm.

[25:29] Teacher: And you've got to develop its strength. It's like a muscle where if you don't use it, you lose it.

[25:34] But you also have to use it to develop it. So you have to use your critical thinking. You can't just use chat PT

[25:40] Roberto: for everything

[25:41] Teacher: to do your critical thinking and your, and your discoveries. Like you need to use your brain 'cause you need a. Figure out how to use your brain.

[25:51] Roberto: Definitely, definitely. But how do you ensure that students get that point?

[25:56] Like if they're interacting with an AI system,

[26:00] Teacher: how do you ensure that they understand what that point that they need to use their brain?

[26:04] Roberto: Yeah, that still necessary that you are thinking critically.

[26:08] Teacher: Oh, it's a tough one because children don't always,

[26:12] Roberto: because their brain development. Uh, I think the prefrontal cortex is finished at 1415.

[26:19] Teacher: Your prefrontal cortex? Yes. Only if it's fully developed when you're around 24.

[26:23] Roberto: 24. You?

[26:24] Teacher: Yes.

[26:24] Roberto: Oh, crazy. Okay.

[26:25] Teacher: Yeah.

[26:26] Roberto: I thought it was 15, 16 around then, isn't it?

[26:27] Teacher: But

[26:28] Roberto: yeah.

[26:28] Teacher: Now I'm curious. See now, now that's when you're just hop to your medicine, be like, when is your prefrontal

[26:34] Roberto: Yeah.

[26:34] Teacher: Uh, I think it's around your early twenties actually.

[26:38] Even

[26:38] Roberto: crazy.

[26:38] Teacher: Yeah.

[26:39] Roberto: Crazy.

[26:40] Teacher: Yeah. So it's a tough one to explain to kids, just like, it's a tough one to explain to kids. You can't eat chicken nuggets every day.

[26:45] Roberto: Mm-hmm. Yeah.

[26:47] Teacher: They don't always trust, they don't understand because why? Why should they? Why would they? Yeah. And that's where it's important to build a trusting relationship with them.

[26:58] Roberto: Mm-hmm.

[26:59] Teacher: Where I think that's where respect and trust is more effective.

[27:06] Roberto: Mm-hmm. And do you think. As a teacher, you mentioned kind of like another viewpoints were kind, kind like that it's not only the teacher's job to kind of like ensure that the knowledge gets passed on, but rather to use their brains.

[27:21] Teacher: Yes.

[27:22] Roberto: Right. So, uh, so you have more the role of a coach Yeah. Than of teacher, like the classical teacher, or do you think that role has shifted kinda like the teacher is becoming now a coach more and more?

[27:36] Teacher: Yeah. Also it

[27:37] Roberto: kind of like, that's

[27:38] Teacher: an interesting question. I've never thought of that. Yeah. See, but my definition of a teacher Yeah.

[27:45] Is maybe just not that you're just passing on parent knowledge.

[27:49] Roberto: Yeah.

[27:51] Teacher: You're teaching things, definitely. Mm-hmm.

[27:59] Roberto: But in teaching them, you also to teaching the skill of

[28:01] Teacher: Yeah.

[28:03] Roberto: Of, of using your brain.

[28:06] Teacher: Yeah. And that's the most important skill in the end.

[28:07] Roberto: Yes, exactly.

[28:10] Teacher: Yeah. Uh,

[28:11] Roberto: question. So that makes sense. That

[28:12] Teacher: answers your question.

[28:12] Roberto: It, it makes sense. Definitely. Definitely. Okay. Uh, getting back to the AI systems, do you have an example in mind where you head of kind like issues or challenges with a child that was interacting with an AI system?

[28:26] Teacher: Um,

[28:31] just take. Uh, challenges in them using technology? Not necessarily ai. Does it count as ai? If they're just, I mean, we've had challenges where we've set up, uh, educational games

[28:44] Roberto: mm-hmm.

[28:44] Teacher: And then they just play the game over and over again, even though they've mastered the skill.

[28:48] Roberto: Yeah.

[28:48] Teacher: But they just wanna play a game.

[28:50] Roberto: Yeah.

[28:51] Teacher: So then they choose to do that even though they've, they're efficient in it and they should be moving on. So

[28:55] Roberto: it's kinda like instant gratification.

[28:57] Teacher: Yes. Just addiction.

[28:59] Roberto: Uh,

[29:00] Teacher: just becoming addicted to games and wanting to use it for, for, um, yeah, in both. So

[29:09] Roberto: it's the game per se, but do you think students can also get addicted to AI systems?

[29:14] Teacher: Yes, I think so.

[29:16] Roberto: Yeah.

[29:17] Teacher: Well, maybe not addicted, reliant.

[29:20] Roberto: Okay. So they're dependent on the system.

[29:23] Teacher: Yes.

[29:24] Roberto: Is it a worry that you have for the future or, yes. That we get too much dependent to external systems.

[29:31] Teacher: Yes. I can see it with myself.

[29:34] Roberto: Definitely.

[29:35] Teacher: Yeah. Yeah. So definitely for them where there's no, there's no need to to, to remember anything anymore.

[29:48] Roberto: Yeah.

[29:49] Teacher: But is that a valid, is that a valid worry with the, the availability of technology? Do you need to remember everything?

[30:00] Roberto: Philosophical question.

[30:02] Teacher: Yeah, exactly. Sometimes can you say it's right or wrong?

[30:05] Roberto: Yeah.

[30:06] Teacher: How do we know? We don't know.

[30:07] Roberto: No,

[30:08] Teacher: just like the calculator thing. You're not gonna have a calculator in your back pocket all the time.

[30:12] Roberto: No.

[30:12] Teacher: You are not gonna be able to check. Check. Maybe you all. Maybe there'll be systems in place where you don't need to remember everything.

[30:19] Roberto: Ah, when we're getting into the future. It's actually really interesting. Um, what do you think, like in 10 years, 15 years, what will the educational landscape look like also in terms of AI integration?

[30:29] And do you think, do you think we are gonna be more dependent on the systems? Do you think it's beneficial that we have those systems in place?

[30:40] Teacher: Yes, I think it's beneficial, definitely because. It's advancements

[30:47] Roberto: mm-hmm.

[30:48] Teacher: As a society, but, uh, education in the future, I'd like to think and to be positive and best case scenario, education will be more, uh, specialized and, uh, focused around the child in general.

[31:06] Not just here, but all over.

[31:08] Roberto: Mm-hmm.

[31:08] Teacher: And it will be improved in terms of. Even just like, how are we doing now with, um, Zuli, when it, it caters to it, it, it morphs, what's the word? Adapts

[31:22] Roberto: mm-hmm.

[31:23] Teacher: To that specific child and their interests and their It is zuli.

[31:26] Roberto: Yeah. Exactly.

[31:27] Teacher: Where it, it adapts to what they are interested in.

[31:31] Mm-hmm. And I think that'll make it more education, more just gosh, focused on the child and what they enjoy, because ultimately you wanna work in. A place that you enjoy. Mm-hmm. You wanna be doing, that's what the goal is in life. To just be happy. And then to be happy you're gonna have to do something you enjoy.

[31:52] Roberto: Exactly.

[31:52] Teacher: So then you're gonna have to learn about what you enjoy. Yeah. So it will start at base level. It's a difficult one. 'cause do you know what you enjoy at this age in terms of something you can also change carry. Exactly. And then you spend your whole primary school career learning about. Animals.

[32:11] You wanna become a vet and then you get to high school and actually you wanna be a carpenter. Like

[32:17] Roberto: yeah.

[32:17] Teacher: You now you've just spent seven years learning about hippos, like, yeah.

[32:23] Roberto: Yeah.

[32:23] Teacher: That can also change. So it's a tough one. Mm-hmm. In terms of that, because children also don't know what, and children don't know, some adults don't know.

[32:31] Roberto: Definitely.

[32:31] Teacher: So you can't focus your whole education on one

[32:35] Roberto: outcome.

[32:36] Teacher: One outcome.

[32:37] Roberto: Yeah.

[32:37] Teacher: That's not a very. You're just putting all your eggs in one basket.

[32:41] Roberto: Mm-hmm.

[32:42] Teacher: It's not very future. So it's also technology has helped us have specialized learning, but I think it's very important to not go too specialized

[32:54] Roberto: so that we are not dependent on those tools.

[32:57] Yes. But we still remain kind of like the human connection. Like the

[33:00] Teacher: Yes.

[33:00] Roberto: Still the, the

[33:02] Teacher: balance. Yeah. Does that answer, uh, went very off course there. Did that answer the original question?

[33:09] Roberto: It did. It did. I mean, there's no right and wrong, right? Yes. It's a discussion and I'll try to kinda like, um, sense and capture

[33:20] Teacher: Yeah.

[33:21] Roberto: Your feelings. Yeah. Hoping that makes

[33:24] Teacher: sense. Thoughts.

[33:24] Roberto: It's, uh, there's really no right and wrong and yeah, it's really an open, uh, conversation, but I think that's actually perfect to sum it up. With the view of the future, because I also believe we need to have kinda like a positive, uh, mindset.

[33:40] Teacher: Yeah.

[33:41] Roberto: Because technology will come, it

[33:43] Teacher: Yeah.

[33:43] Roberto: Will be there. And we need to expose the children to technology. Yeah. But we need to do it in a safe environment. Yeah. Such that we can kind of like, uh, show them, Hey, that's out there. Just make sure that you

[33:56] Teacher: use it wisely.

[33:57] Roberto: Use it wisely. Exactly. Yes. And know

[33:59] Teacher: the limitations.

[34:00] Roberto: Exactly. But. Uh, after all, the goal is to become happy and, uh, yeah. Not reliant on and dependent on those systems. Uh, but it can help you to catalyze and get there faster.

[34:14] Teacher: Yes.

[34:14] Roberto: So, and I think that be just

[34:16] Teacher: like it's helping professions.

[34:18] Roberto: Exactly.

[34:19] Teacher: It's

[34:20] Roberto: Yeah.

[34:20] Teacher: Information fast.

[34:22] Roberto: Yeah.

[34:22] Teacher: Fast information.

[34:24] Roberto: Yeah. But still kind of like sustainable information, you know's, just.

[34:31] Information here. Done. Yes,

[34:32] Teacher: exactly.

[34:33] Roberto: So the GPT case. Thank you so much.

[34:36] Teacher: Is that everything?

[34:38] Roberto: I think so. I think so. Cool. We have half an hour.

[34:41] Teacher: Cool.

[34:42] Roberto: It's perfect. There's a lot of, uh, content and yeah. Thank you.

[34:46] Teacher: Cool.

[34:46] Roberto: For your time. Really interesting.