**ADVANCING OUT-OF-SCHOOL LEARNING IN MATHEMATICS AND ENGINEERING (AOLME) PROJECT**

**SESSION TRANSCRIPT**

**Completed by:** Selene Diaz Martinez

**Video title: G-C3L1P-Feb28-D-Ivonne\_q2\_01-05**

**Date: Filmed on date:** Transcribed August 1, 2020

**Folder in which the video is included/stored:** AOLME Drive: Cohort 3, Level 1, Polk, Feb 28

**Students Involved: Student 1, Maya, student 3**

**Facilitator: Ivonne**

**Activity/Topic:**

**Languages used**: Spanish and English

**Author:**

**Transcript:**

0:00 Video starts.

Student 1: Is turning on right?

Facilitator: Oh the laptop? Or I think it is not turn on, I think we need to [opens the laptop], now it is… I’m gonna put this here so you won’t need [moves the laptop] Is it showing the same? Okay

Student 1: so we are going to? Oh yes we are going. Did we play the number (unintelligible)?

Student 2: yeah toma si quieres enseñale (*yeah take this, if you want you can show her*) [indicating that she can show it to the other student 3]

Student 1: que le apreto aqui? (*should I press here*)

Facilitator: just, can you press escape? the… this one… yeah that one… okay more info, just close it, thank you

Student 3: I was gonna do that

Student 1: okay so

[external man comes]

External man: can I get you ladies to sign in?

[external woman comes]

External woman: chicas como se llama este equipo?, permiso (*girls what is the name of this team?, excuse me)*

Facilitator: divinas (divine)

External woman: divinas, divinas de la muerte que buen nombre me encanta, me encanta ese nombre, divinas, las divinas (*divine, divine from the death, what a good name, I love it, I love the name, divine, the divines)*

Facilitator: En las dos escuelas me tocan grupos con puras niñas asi que somos las divinas *(in both of the schools, I only have groups that are only girls so we are the divines)*

External woman: si que bien, ya, genial, entonces ustedes? oh no, pa que sigan firmando, tienen que firmar ustedes no? aqui en este equipo quien falta? (*yeah that is good, okay, great, so then you guys?, oh no, so that you can keep signing, you guys have to sign don’t you? here in this team, who is missing?*)

Student 2: Marcela

External woman: Marcela nada mas (*Marcela and nobody else)*

Facilitator: y jaida esta donde el baño? (a*nd Jaida it’s on the restroom)*

External woman: jai? la mande alli porque no tenia co facilitador, entonces la mande alli (*Jai? I send her there because there was no co-facilitator, so I send her there)*

Facilitator: ah okay

External woman: bueno me tome el atrevimiento, porque dije alli no tienen co-facilitador y dije pues alli te mando (*well I took the decision cause I said they don’t have a co-facilitator so here I send you)*

Facilitator: no, esta bien (*no, it’s okay)*

Student 1: (unintelligible)

Facilitator: where are we? ya me perdi, a ver vamos hasta arriba (*I got lost, okay let’s see, let’s go all the way up)*

Student 1: oh puta (*oh shit)*

4:00

Facilitator: and it is still working? porque no ves ahi que tiene un asterisco en fin *(because don’t you see there it has like an asterisk at the end)*

Student 1: oh yeah

Facilitator: so tienes que hacerla restart (*so you have to do restart*)

Student 1: donde? (*where*)

Facilitator: en la flechita… y esperamos a que se vaya el asterisco de ahi y le podemos dar run otra vez… oh my god, ya se que fue…okay just one moments and let’s see (*in the arrow… and then we wait until the asterisk is gone and then we can do run again, oh my god, I know what it is… okay)* now it’s working again [an external man comes to fix it] yeah we will have to wait… oh my god we are starting again… okay so let’s just wait

Student 1: how do I run it? so the little box?

Facilitator: yes there you go

Student 1: so type your name [to student 3]

[student 3 types]

Student 1: what we were doing? was it when we were changing right?

Student 2: we did guess the number

Student 1: yo no me acuerdo *(I don’t remember*)

Facilitator: guess the number? si es que no se si nos saltamos algo porque ese es 2.3 *(yes, it just that I don’t know if we skip something cause it’s 2.3)*

Student 1: cause this is the number [points at the paper]

Facilitator; aja y eso te dice que trabajes cual? (*yes and that tells you to work on which?*)

Student 1: yo estoy en 2.2 (*I’m at 2.2*)

Facilitator: porque el guessing game no esta ahi, esta o maybe es la siguiente, osea el C, no, porque el C nomas te dice que es X… y si le explicaste lo que era X y que significa cuando hace screen 10.000 por X y eso? *(because the guessing game was not there, it was or maybe on the next one, so C, no, because C only says what X is… and did you explain what X was and what it means when you do screen 10.000 by X and that? )*

Student 1: yeah cause we were on this one, that is why I’m saying

Facilitator: oh okay

Student 1: are we like? did we skip something?

Facilitator: I think we might {they go to look for some folders]… Is it 2.B?

External man: [comes to the table] excuse me, just a second, sorry guys

Facilitator: [to the man] que pasa? (*what is it?)*

External man: we gotta (unintelligible phrase)

Facilitator: ah okay okay, el de tus puntos 1 es donde estamos ahorita, esto es lo que esta pasando (*the one from your point 1 is where we are right now, this is what is happening)*

Student 1: so two skip (unintelligible)

Facilitator: okay yeah so let’s just start from the beggining just to be sure… okay you mind if we give her the [points at the keyboard]

Student 1: yeah

9:00

Facilitator: [passes the keyboard to student 2] so we are gonna move all the way up, there you go, okay so we have that and you already did the guessing game?

Student 2: yeah

Facilitator: oh okay, yeah I guess we just have to go back cause I didn’t know it was about it, so can you scroll down and just make it ready for her and that is the code so… yeah… oh this is the same one I used yesterday so you will see… I think she is gonna play the guessing game now, cause the guessing game is right here so we have to select the cell and then here is the run so I’m gonna ask you to click it so that you can play the game, yeah now it’s gonna be the game, so there

Student 1: ya pusiste el numero? think of a number (*did you put a number?*)

Facilitator: yeah so then you can say to us out loud because the computer is the one who needs to guess not us.

Student 2: say a number

Student 1: whatever number

Student 3: okay five

Facilitator: okay so enter… we don’t enter the answer, we just keep enter

Student 1: (unintelligible)

Student 3: ten

Student 1: and then you hit enter

Facilitator: give me the real answer

Student 1: so dale tu… la respuesta (*so give me your your answer)*

Student 3: it was trece (*thirteen*)

Facilitator: escribes trece (*you write thirteen)*

Student 1: ya entraste aqui? (did you enter here?) [student 3 types with the keyboard]

Facilitator: yeah and that is it

Student 1: how do you think it guess your number?

Student 3: I don’t know

Facilitator: that is session 1, the video, we did play the video yet, yeah we did.

Student 1: [to student 3] te voy a explicar okay so pretty much is doing the opposite division and subtraction so this is (unintelligible) multiply by two and three y este es el resultado, lo que hizo es en subtract the three and divide it by two y saco cinco so now we go to the one we were at (*I will explain you okay so pretty much is doing the opposite division and subtraction so this is (unintelligible) multiply by two and three and this is the result, what she did was to subtract the three and divide it by two and then she took out the five so now we go to the one we were at)*

Facilitator: so yeah now we can just go down, so that is three… so yeah that is just sprint in every line so we have to explain what the sprint

Student 1: so like these ones?

Facilitator: yeah

Student 1: so to explain the reason… is it the ones that tell you what to do?

Facilitator: yes exactly yes, if the command brings there, it’s green that means yes, it’s call command because you are telling the computer what to do

Student 1: [to student 3] yeah so these ones ya te lo explico ella y estos son como si te esta diciendo como que los commands eso son [does a sign with her hands] (*yeah so these ones she already explained to you and these are like if it was telling you like that the commands are…)*

Facilitator: yeah I’m just gonna restart this one, okay yeah can you there? thank you.. yeah so the answer won’t appear… okay now run it again please… now can you change the number nine and put whatever?

Student 3: this one?

Facilitator: no, actually… [student 1 points at the correct one] yeah there the next suppose line

Student 1: and then put a different number

Student 3: (unintelligible) [types the number in the computer]

Facilitator: and then run it again please

Student 1: so why do you think it did that? it just did like a random guess and nothing much

Student 3: cause it did a lot

Student 1: so like x le pusiste cuanto verdad, and all this tells you is that X equals what?

Student 3: yeah

Student 1: so X equals lo que sea que tu le quieras agregar so puede ser… si tu le dices que es (unintelligible) so we play that one right? (*so X equals whatever you want it to add so it can be… if you tell it what it is, so we play that one right?)[*Student 3 nods with her head]

[external man comes and talks to the facilitator]

External man: was there another girl?

Facilitator: there was another girl but I think she went another table

External man: that is okay

[man leaves]

Student 1: so that is two we did verdad?, that is three we did, and that is four… oh no todavia estamos en el tres okay so este es so why does it the (unintelligible) change? [*so that is two we did right?, that is three we did, and that is four… oh no we still are in three… okay so this is, why does it the change?*]

Facilitator: Do you wanna click one cell and see the color of it? because yeah and that is green, do you wanna run it and see if the color changes?

Student 1: why do you think is blue? entiendes? porque crees que cambio de color? *(why do you think is blue? do you understand? why do you think it changed of color?)*

Student 3: mmm no se because it is starting a new box [*mmm I don’t know because it’s starting a new box]*

Student 1: yeah it ’s like starting a new box… like changing and then these boxes are cells, some have and some have that thing right? and others don’t why? do you guys think that, so why do you guys think some of them have these? and…

Facilitator: since it’s too big we have to scroll down and up so we can see the difference

Student 1: so like these… so why do you guys think? so for example this one doesn’t have it and this one has it

17:46

Student 3: because number three is there and if there was no number, there would’ve not be one

Student 1: yeah it’s kind of like that but it’s like I don’t know Ivonne can you help me? on how to explain

Facilitator: in which?

Student 1: in like why do you think this is like this and right here it’s not

Facilitator: well so what do you see in the cell below? do you see any code there? where it says task four program something found in your group, do you think that is code?

Student 3: no

Facilitator: exactly, so what it means is like “in” that is code and you see that is code right there, and the other one, there is no code, so the ‘in” means that there is code to be, and run and the other one is instructions only score, so nothing is just instructions…

Student 1: So four… based on what you did and learn in task three… in task four write your own code take turns typing, be creative and have fun. what do you notice…

Facilitator: can we go back to task three because I forgot the code… okay task three was only the multiplication?and task four… oh yeah what is it task four that seems interested…

Student 1: do you guys have like an idea?

Facilitator: do you wanna run it Maya and see? and run it again cause that is… yeah there you go

[external person comes and ask if they are doing okay]

Facilitator: yes we are doing okay, don’t worry

Student 1: (unintelligible) why do you think is saying… why do you think is saying name error

Facilitator: I need to scroll this and see cause the screes is too big and I can’t see the (unintelligible)… where were we? (unintelligible phrase) [clicks with the mouse] oh here it is… can you… can someone read the error here?

Student 1: [to student 3] okay so si ves aqui verdad? (*okay so you see here right?*) so read it

Facilitator: where it says name error

Student 1: and then do this

Student 3: name S is not define

Facilitator: name S is not define, can we go back? well can you see that there is an S right there?

Student 1: so why do you think it says that?

Student 3: because we didn’t put the name

Facilitator: yes exactly so where do you see the S? can you point that out [maya points] yeah so what do you think it needs there cause it is giving us an error

Maya: name

Student 1: so it is telling you like input S right? and like you, okay… so it says error

Facilitator: so we have to change that… we have to change that S for something else

Student 1: so Maya what do you think we can (unintelligible)

Maya: mmm.. (unintelligible)

Facilitator: so it says Y equals… S equals Y and in the other the line below is Y minus three so what do you need in Y to do that operation?

Maya: zero

Facilitator: yeah let’s put zero and run it please, oh go back and run it again… oh but you have to select the cell cause otherwise it goes down so yeah there you go… oh my god and it’s not even… mm I think, I think there is something missing that is why we don’t see the answer

End of video