sonix

NAME
Ms_Petik_Interview.m4a

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DURATION
19m 41s

2 SPEAKERS
Speaker1
Speaker2

START OF TRANSCRIPT

[00:00:00] Speaker1
I consent to being recorded,

[00:00:04] Speaker2
So we are recording at this point. My name is Franklin, my team. We're conducting interviews to determine how teachers increase student engagement in the class. We are working to develop an application that will provide teachers a powerful tool for increasing student engagement, providing reinforcement of foundational skills and encouraging students to think like global citizens. Your feedback and insight will help us to make the application usable and useful. Thank you in advance for your help in everything you do as a teacher. So the first part of this is just kind of getting to know you. OK? OK, so for the record, what is your full name and how long have you been a teacher?

[00:00:45] Speaker1
My name is Kaylee Pedic and this is my fifth year teaching.

[00:00:48] Speaker2
What subjects do you teach?

[00:00:50] Speaker1
You teach AP Calculus Precalculus and on a bad year algebra two

[00:00:57] Speaker2
Times over these five years, what has been the best part about being a teacher?

[00:01:06] Speaker1
The relationship with students? It's also it's kind of a double edged sword because those are also the hardest parts. But the interaction with the kids is my favorite part of.

[00:01:16] Speaker2
What has been your most memorable moment as a teacher?

[00:01:20] Speaker1
My most memorable moment. So I had to learn AP Calculus and precalculus my first year teaching, and I got up there. I taught this whole lesson wrong, like the kids left the room and I was like, oh, my God, I just I just taught them all the right thing. So the next day they came back and I had to stay in front of them and apologize as I. Guys, I am so sorry. Please don't hate me. I did. I taught you wrong. We're going to have to go back and backtrack. And this one little boy, Chmagh Hébert, he stayed after the bell and he came up to me and said, what you did was really brave. And I always remember that because they really admire and value transparency. And yeah, I'll never forget that.

[00:02:01] Speaker2
Awesome. That's a great story. And I think I think I actually had Shamari Hébert as a student to an

[00:02:05] Speaker1
Angel baby soccer player.

[00:02:07] Speaker2
Yeah. Yeah, definitely. Yep, yep. Now talk about the good times. Let's talk about the bad times. What have been what's been your biggest frustration with the teaching experience,

[00:02:17] Speaker1
The lack of accountability for students in that I can set a deadline and then I'm asked to push back the deadline or offer a new deadline. And we need that second deadline. Oh, they just they need a little bit more time. So can you give them a third chance? Can we give them a fourth chance and we just keep pushing it back and back, OK?

[00:02:37] Speaker2
Yep, yep. I dealt with that too. Oh yeah. I so I want to start getting into your process of your thought process when it comes to engaging with the students in the lesson material. OK, right. So when it comes to the point where you have to develop or write a new lesson or a new unit and you sit down to go and write it, what is the thought process you use as you go about making that lesson?

[00:03:09] Speaker1
Our unit this is a loaded question. I always do the lesson myself first. Whatever the content is, I will answer the questions, I will analyze whatever, do everything as a student would do it first. After I finished doing that, I am trying to find entry points. For instance, if I am working on composition functions, I need to figure out something that the kids know or they've seen before to connect it to the math. So with composition of functions, you're putting one function inside of the other. I'll show them a video of Russian nesting dolls has nothing to do with math, but I can typically get kids to say, oh, they're putting one thing inside the other, which now that's my link. OK, so with every lesson I'm trying to find a word or a phrase that can be applied to math that they use in their everyday life. So after I come up with that word or phrase, I'm looking for a video, a tangible an article, some sort of manipulative to show them or have them read. And then I'll put them into groups because I want to get them to talk. And then I will build my lesson around expected student answers. I want to play on what they already know. So I'm showing them you're not learning brand new. We're just kind of extending your thinking, OK, brand new is intimidating, but if I'm building on, it's less scary.

[00:04:41] Speaker2
Ok, awesome. Great way of approaching that. Now, across that, you do have students who have different varying degrees of achievement,

[00:04:50] Speaker1
A very polite way to put it.

[00:04:51] Speaker2
Yes. Well, the department chair. Oh, good. I do this all the time in my class. I'm OK. I go home with all kinds of like dust stains on my knees.

[00:05:03] Speaker1
It's a little like the volleyball pants, right? That's weird.

[00:05:09] Speaker2
But listen, it works. So with the achievements, you have students who will finish an assignment early or incidents that take a little bit longer. Yes. OK, so for the students that finish early, how do you keep them engaged?

[00:05:27] Speaker1
Typically, I employ them as helpers with math especially. It makes it easy. Hey, you're really good at this. If you are truly as good as you think you are, you will be able to help someone who doesn't understand and bring them up to speed. So I will employ them, so to speak. OK.

[00:05:44] Speaker2
I think in one or two sentences, how has your job changed since the pandemic?

[00:05:54] Speaker1
Well, my job has gone virtual for the first time, I think anyone has considered let me rephrase my state, my sentence one to two. Yeah, for the first time, I'm having to teach virtually when I've never considered teaching virtually before. And I have to be much more creative in the ways I am reaching students. If I cannot see their faces, hear their voices, it's changing the way we interact.

[00:06:33] Speaker2
Ok, and across that lake, compared to previous years, what has been the most primary adjustment with that virtual instruction in terms of, you said, being more creative? Can you give me an example?

[00:06:47] Speaker1
Before it was really easy to come up with things on the fly, right? You have kids in front of you and I can put them in a quick turn and talk. Or we can do a gallery walk or go through notice someone wonders like different routines in the classroom that just flow with face to face students. But now that it's virtual, I need to explore more platforms online. I need to familiarize myself with those platforms to see the flow. Will this work in a breakout room session? Does this need to be administered for group? How do I have to give directions for this? There's a lot more pieces to consider, so being creative with it and also transparent with the kids like, hey, I've never done this before, work with me, be patient with me. If this works, we'll run with it. OK, ok then answer the question.

[00:07:38] Speaker2
Yeah. Yeah, that's been fun. I was actually a perfect ok you're doing great school right now. On top of that, what are the top three applications or tools you use on a daily basis.

[00:07:50] Speaker1
Well, no, I'm a big one note writer. I really, truly love one note near Pod is making a strong showing of late. And what else do I use that to be a web app? Not necessarily other than the document camera is my life. OK, one note, the dot cam and near pod. OK, top three five. Awesome. I will not teach if I don't have a document camera anymore. Truly, I don't know how to teach without it now.

[00:08:24] Speaker2
Oh ok. I see. I haven't gotten that placement. I'm still mostly on just like listen I've got my, my document.

[00:08:31] Speaker1
I can't do the part. I can't

[00:08:33] Speaker2
Do it. Well I got that, I got the PowerPoint but I also project like the word document and things like that.

[00:08:39] Speaker1
You're English so you can like annotate on screen, right. Yeah. For virtual though. For math. I just got my touch screen computer so if I didn't have a document camera I literally be like tracing with my mouse how to do math and that's just not going to fly.

[00:08:55] Speaker2
I mean, fair. Fair. I got you. I got you. Yeah, yeah. Our point person hey to each their own whatever works works fair. Now in terms of mere plot because you mentioned that, how have you incorporated in your part into your classroom.

[00:09:11] Speaker1
So have you, do you have serious English person. Yeah. Doughton Your part is great for virtual gallery walks so I will post for slides and there collaborate boards and each slide will have a different topic. The kids can move through the slides at their own pace and each kid can post a Post-it note with their comments, questions, concerns they can build off of each other. They can see what everyone has written. But there's also the aspect of anonymity. So a lot of the virtual kids are more shy. They don't want their names on things. You can see it as a teacher, but kids sometimes feel more empowered with the virtual setting if their name isn't there. So now they're actually going to participate and engage in these collaborative events in a more authentic way.

[00:09:57] Speaker2
Nice, nice. What are up to three skills? Students need to be successful with your subject that they should already know, but you don't always have time to teach regularly. So an example of this might be in an English class, grammar or comprehension.

[00:10:18] Speaker1
Do you want them to be that bold? Like not bold? What's the word?

[00:10:22] Speaker2
Broad, however you want to address it?

[00:10:27] Speaker1
I'm going to say calculator fluency would be very nice. A lot of our students don't come with their own calculators and they rely on calculators in class. But beginning in the school year with covid, I was not giving out calculators which made it difficult. Basic algebra skills like factory. I would I would give anything for the kids to know how to factor and. Interpreting math speak, and by that I mean the ability to read a question, stem and change math, speak to English, speak so they can pull out the action words. OK, it says solve F of X equals blah, blah, blah. Knowing that when you naysay solve, it actually means find the value of X and making that connection on their own.

[00:11:19] Speaker2
Ok, all right. All right. On a scale of one to 10, how often do you find yourself having to adjust your lessons or systems? Oh, I have yet to have that question get finished all the way through. Yeah. Yeah. No, I think everybody it's one of those things. It's like, yeah, we do that all the time.

[00:11:41] Speaker1
And if you're not adjusting, you're not teaching is in front of you. Yeah.

[00:11:46] Speaker2
So with all of that in mind, then, what if there was if there was a tool or a game that engaged students across achievement levels? Is that something you would find useful?

[00:11:58] Speaker1
Yes, it would be really nice to be able to have a it's built in differentiation. So doing what you're supposed to do on the teacher end, it's something if it's an appropriate level for all students, all students will be engaged, which is going to eliminate your behavior issues because a happy student is one who is understanding things. So, yeah, hands down we do that. All right. So when you build it, let me know.

[00:12:25] Speaker2
Guys, you're awesome. Well, OK. So with that in mind, we do like to take into account like the teacher side of things. And I'm sure you've seen other tools out there. What are some features that you as a teacher would like to see in a tool or a game of that nature? So in terms of your involvement with the application and things that you would like to be provided for the students.

[00:12:52] Speaker1
Need my involvement,

[00:12:53] Speaker2
So an example of this might be the ability to kind of like almost Kahu where you like, you can make a question or you can. Give back like your own feedback, OK?

[00:13:12] Speaker1
Ok, that's a very English thing of you to give them

[00:13:18] Speaker2
A feel of fill in the math English. OK, that's very English of you.

[00:13:23] Speaker1
It is very English of you. OK. I think a feature I would want students to have would be practicing that translation, even if it was just mathematical symbols. You see parentheses multiply. If there were some sort of feature like that to help them with their math, fluency would be cool. In my dreams, it is an application that kind of plays off of what math does. Are you familiar with math?

[00:13:58] Speaker2
No. Could you tell me about it?

[00:13:59] Speaker1
Math way solves the problems for the children and for nine ninety five a month you can get the explanations. I would like there to be an application where sure. We're giving the kids the answers, but now you have to explain it to me. So here's all the work you have shown me every single step of the way. Now the student portion is why did this person do the work? Why is this the next logical step? Whether that's a drag and drop or whether that's a type IT in would be more challenging than a drag and drop. I think that's how you would scaffold it down. I think that would be really effective for total comprehension. What I want to do on my end auto grading. But auto grading that flexes right now with Microsoft, Ford, when it auto grades and the kid forgotten F's, it gets marked wrong and they're crying. So the ability to interpret I don't know if computers can do interpret and apply. Yes. Is the same general solution is that we don't actually have to go back and manually put parabola parabolas in all of the spelling errors and they're to market. Correct.

[00:15:13] Speaker2
Ok, ok, OK.

[00:15:16] Speaker1
Defeats the purpose of self grading if I have to go back in and recreate it.

[00:15:20] Speaker2
Yes. Yeah. OK, so the, the ability to like have some of the assumed. Yeah.

[00:15:29] Speaker1
Yeah. Asian's.

[00:15:30] Speaker2
Yes. Into it. So like instead of having to enter in parabola parabolas, the system should automatically assume that those are valid within the statement.

[00:15:38] Speaker1
Correct. Like put it in the domain or something. Like you put two spaces like come on computer, they didn't mean to spaces, they just meant one space between the words like that. OK, so a smarter autum. Great feature.

[00:15:52] Speaker2
I just two more questions. What is what are some tools or tricks you've learned to help increase student engagement. Tips and tricks, tools, tricks, things like that, like if I may go back to a little bit of a personal side, I think I remember in the first couple of years or two, didn't you have, like, some sign calls? Like if kids were getting off topic, you would.

[00:16:21] Speaker1
Oh, yeah. Yeah, they do like those. I saw them the other day on the Internet. It was like the teacher calls out McDonald's, McDonalds and all the kids go Kentucky Fried Chicken in a Pizza Hut. I got all their attention back to the front. OK, those things are fun. The tips I would give to a teacher don't do any problems. Don't assign anything you have not already done yourself. That has gone a long way for me. The kids will see right through if you don't actually know what you're doing. A tool for helping kids. The organic chemistry tutor man on YouTube. OK, everyone's like Big Phalcon con really assumes they know a lot across all subjects. Yeah. Khan just really he thinks are on grade level like he is. No, he's too advanced. So finding better YouTube teachers or creating your own YouTube tutorials for the kids is a prototype and then they have no excuse to not be here and finding words and phrases that the kids will relate to, like Miss Williams told me, I'll probably get in trouble for this one day. But whenever we are substituting wrap it up, protect yourself or you will get something you do not want wrapped up with parentheses whenever you wrap it up with parentheses and the kids all giggle because they're like this. You know what she's saying, right? Wrap it up. Protect yourself or you will get something you don't want. You don't want the wrong answer. So put parentheses on it. Wrap it up with parentheses that works for them or what else do I say? Little things like that. Like the kids actually remember, OK, aren't applicable to real life. Hey, don't don't ever say math wasn't important to protect yourself.

[00:18:19] Speaker2
So in that regard then, are there anything is there anything out there like tools or you wish existed,

[00:18:27] Speaker1
Maybe a database that has like teachers pay teachers kind of. And it's a the tools. I don't know. I think that's like maybe if it was collected colloquialisms that you use in the classroom so you could rip that off from other teachers or if I OK, we're talking about tools in a dreamland that you guys are creating for me. If I sent you or sent your application, hey, I'm having trouble communicating this idea to kids. You set me back. I tried this expression or tried phrasing it this way, OK? And you're offering because you may not necessarily have a math background if you can process the information I'm giving you in a way that makes sense to you, then give it back to me. Maybe that's how my students need to hear it,

[00:19:20] Speaker2
Ok,

[00:19:21] Speaker1
Because even if we'll see if we do have limited access to those different voices. So if your application could do that, that might be beneficial.

[00:19:31] Speaker2
All right, I oh, that's everything. We are done. OK, cool. Thank you so very much. I appreciate

[00:19:38] Speaker1
Every welcome. I call first dibs on your app. Whatever.

END OF TRANSCRIPT