

## NAME

Ms\_Stahl\_Interview.m4a

## DATE

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## DURATION

9m 39s

## 2 SPEAKERS

Speaker1

Speaker2

## START OF TRANSCRIPT

**[00:00:00] Speaker1**

All right, we are recording. Hi, my name is Franklin WI. Me and my team are conducting this research in order to determine how teachers increasingly engage 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, your insight will help us to make the application usable and useful. Thank you in advance for your help in everything you do is teacher. So to kind of start with, what is your full name and how long have you been a teacher?

**[00:00:37] Speaker2**

Castell and I have been a teacher for just over two years, I think.

**[00:00:44] Speaker1**

What subjects do you teach English to? And that's tenth grade, right. In your opinion right now, what's the best part about being a teacher,

**[00:00:57] Speaker2**

Building relationships with students?

**[00:01:06] Speaker1**

And what would be your most memorable moment as a teacher so far?

**[00:01:10] Speaker2**

Oh, goodness, that's a hard one. It's hard to pick one specific moment, but just getting the shy students to engage and participate in class is definitely memorable each time.

**[00:01:30] Speaker1**

And then, you know, talking about the good talking about like the excitement. But there's also the other side of that right now. What is the biggest frustration with the teaching experience?

**[00:01:42] Speaker2**

Frustration is apathy. So trying to get students engaged and excited about learning when it seems as if nothing excites them.

**[00:02:01] Speaker1**

So with that in mind, you know, teachers have a wide range of students, various achievement levels, various forms of interest, engagement agency, things like that, when you sit down and you start looking at a lesson or a unit plan, what is the process like? What is the thought process you employ whenever you are planning a new lesson or a unit?

**[00:02:28] Speaker2**

Well, we're blessed with the curriculum guide. So when planning a lesson, definitely adding in different whenever we do rotations, different learning styles. So we usually have a quiz for those who excel at test taking and then some sort of creative outlet, whether that is a paragraph writing or including some sort of word art to practice that skill as opposed to just. The typical to address the different variety of learners, OK, with that?

**[00:03:11] Speaker1**

What do you do or what what do you do if a student finishes an assignment early while other people are working to continue to finish? So someone finishes early.

**[00:03:21] Speaker2**

So typically they can just get started on their homework for the week. They have a weekly homework assignment. So they will use the time to get ahead on homework so that they don't have homework or. Yeah, that's pretty much it. OK, yeah, that's fair.

**[00:03:39] Speaker1**

So in about one to do one or two sentences, how how is your job changed since the pandemic?

**[00:03:47] Speaker2**

Oh, especially last semester. We last year before the pandemic, we did mostly group work and group based learning, especially for preparing for FSA, where now this year that has been discouraged. And so transferring our group work and group assignments into individual based but still keeping the engagement alive has been the biggest challenge. So implementing different individual based resources within technology has been the biggest change that I've never done before.

**[00:04:30] Speaker1**

So how's that transferred over to like your virtual classes?

**[00:04:35] Speaker2**

It actually has made virtual classes easier because it's it's harder to do group work virtually because especially with the breakout rooms, the teacher can't be in each breakout room. So to ensure that people are doing the work so the individual based assignments have been. More boring for the students, probably, but transfer is better, OK?

**[00:05:00] Speaker1**

All right. What are what are the top three applications or tools you use on a daily basis for your class

**[00:05:12] Speaker2**

On a daily basis? Well, teams definitely, um, we use forms almost daily, which is the quiz the quiz computer thing in the third. I wouldn't say it's daily, but recently started using Bookit, which has been fun this week.

**[00:05:38] Speaker1**

And what is looking

**[00:05:40] Speaker2**

Similar to who I almost looked like was a game quiz.

**[00:05:47] Speaker1**

Ok, so how do you incorporate those out like blue in those other outside applications

**[00:05:53] Speaker2**

Into your instruction using it instead of providing a written quiz or test? It's more of a game mode to make it more engaging for the students.

**[00:06:12] Speaker1**

On a scale of one to 10, how often do you find yourself adjusting lessons or assessments for student achievement?

**[00:06:19] Speaker2**

Meaning like changing the questions,

**[00:06:21] Speaker1**

Changing the questions, changing the expected outcome, things like that

**[00:06:25] Speaker2**

Once a year, like I mean, I've only been doing this a couple of years now, but. OK, let me get that

**[00:06:35] Speaker1**

Water 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.

**[00:06:52] Speaker2**

Reading on grade level is one that's definitely a big one. We talked of mastery of previous standards that they should know, but they have not mastered yet, they're just still like in the beginning stages of it. And. Writing in complete sentences.

**[00:07:30] Speaker1**

Awesome. Excellent. You're doing great. You're doing great, by the way, as well as, you know, like every now and then there's a little over, like, am I doing. You're doing fine. You're doing fine. All right. So if there was a tool or a game or an application that engage students across their achievement levels, is this something you would find using your class?

**[00:07:53] Speaker2**

Yeah, definitely.

**[00:07:56] Speaker1**

As a teacher, what would you want? Like what features would you want it to have in terms of what it offers to the students, but also what it offers you in terms of control,

**[00:08:08] Speaker2**

Providing like some sort of score? That. Can be saved, but we can see it as well as editing it for different classes, like some classes are more advanced than other classes, even if it's the same class, if the same subject. Yeah, okay. The two big ones.

**[00:08:33] Speaker1**

Ok. What are some tools or tricks you've learned to help increase student engagement,

**[00:08:41] Speaker2**

Prizes,

**[00:08:42] Speaker1**

Prizes,

**[00:08:45] Speaker2**

Competition?

**[00:08:50] Speaker1**

And are there any tools that you wish existed to help with student engagement? Hmm, something that would be like, oh man, if I had this, that be great?

**[00:09:02] Speaker2**

Um, not necessarily just very low grade motivated or like they need some sort of extrinsic reward of some sort that. I don't know. I have to be really creative to come up with something, but OK, something that is not just like a high five.

**[00:09:25] Speaker1**

Ok, all right. So something tangible, tangible. Awesome. Awesome. All right. That's the last of my questions. Appreciate everything. Yeah. All right. Thank you so much.

END OF TRANSCRIPT



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