

Session #	Time Stamp	Quote	Notes/Implications	Themes (Use, Request, Valued Features)
1	0:07:07	I teach Algebra 1 and Algebra 2 and Geometry Honors, so I use Algebra Nation every single day. It's my curriculum. I use test yourself to prepare my students for district FSQs and USAs. I use check your understanding for extra credit, and I also use the worksheet for my daily instruction and group work.	Math Nation is my curriculum Test yourself - prepare students for assessments Check your Understanding - extra credit Worksheets - daily instruction and group work	Use, curriculum, test yourself, check your understanding, worksheets
1	0:07:44	I teach Algebra and Geometry. All 8th grade honors level. I use Math Nation as my curriculum. We use that to structure the lessons and the order in which we teach them. I use the videos and the check your understanding more as additional support for students beyond what we do in the classroom, but we do use the test yourselves heavily leading up to the EOC. We assign them as test or quiz grades, but we allow students to take and retake as many times as they want to improve their score. The philosophy is the more practice questions they see the better, so if they're taking them many times that is never a bad thing.	Math Nation is curriculum Videos, Check your Understanding - additional support Test yourself - prepare for EOC, test/quiz grades, practice	Use, curriculum, check your understanding, test yourself, grades, practice
1	0:09:04	I teach Algebra 1 honors and geometry honors, so these are accelerated kids in middle school. I use math nation heavily because I operate a flipped classroom so I'm it is heavy in my rotation.	Supports a flipped classroom	Use, flipped classroom
1	0:09	I teach Algebra 1 honors and pre-algebra. We rely heavily on math nation for all of our notes and worksheets and everything that we do, and the order that we do them in. Also, the test yourselves are huge component in our review for the EOC. We have the kids spend a lot of time practicing those problems. We like it because we can't duplicate online questions like math nation can with those those questions. We can't do that with paper and pencil so I love that they can review using the computer component and that's a lot of our review	Main curriculum - content and order Notes and worksheets Test yourself - review for EOC, practice Like that can duplicate problems	Use, curriculum, test yourself, practice Valued Features, duplicate problems
1	0:11:16	So right right when we started using it. That would be minute one.	Using Math Nation - From moment of adoption	Use, adoption
1	0:11:23	yeah from the time the district introduced math nation, I jumped on it.	Using Math Nation - From moment of adoption	Use, adoption
1	0:11:28	same here, I was making my own videos and then, once we adopted math nation, as a curriculum I dove right in.	Using Math Nation - From moment of adoption	Use, adoption
1	0:11:44	I guess, five years ago , but I love the I love the fact that the kids can pick their their educator. With the videos I love that they can find the person that connects that they can connect to because there's so many different varieties of teaching with those different educators, that you have doing the lessons on the videos it's awesome.	Using Math Nation - From moment of adoption; Love that students can pick their educators	Valued Features, tutor selection
1	0:12:28	as one of the educators said I actually use it as a flipped classroom also and it's very helpful for my kids to watch the video prior to teaching the concept, because they have exposure to it and that works phenomenal, that those videos are my drive for instructions.	Videos enable a flipped classroom	Use, flipped classroom
1	0:12:57	I think i've just been able to get more comfortable with it over the years, and really starting to use on edgeXL a little bit more.	Increased usage of EdgeXL as gotten more comfortable	Use, edgeXL
1	0:13:15	In the beginning it wasn't as common that everything was online the way math nation is and now it's like second nature for the kids which only increases their willingness to use it and I think, also the parents are more familiar with online options, as you know, support for their kids when they need a little bit of extra reinforcement at home.	Kids and parents are more comfortable with online education; Parents are more open to seeing it as an option for home support	Use, home support
1	0:14:21	Well, for test yourself, I have a low participation rate, so I had to actually use it as extra credit or a grade and actually insist. So what I noticed when I have the kids that actually do it, I noticed that they, as I looked at the data and see which problem that most of them have wrong, they all got it wrong, or the majority of them have it wrong and that would be the warm up question before I enter my lesson... that's what I use a data file just to see. Where my kids are struggling, why they're struggling, we have like our little discussion what was wrong with this problem ya know you guys get it, and you know kind of dissect the problem, and most of you. When I do, that I can actually target that is not that I don't know the concept is actually they they're the reading comprehension they actually didn't know what the problem was accessing them to do. And so I reinforce vocabulary that time and then I'm you know pair them up and actually had them walk the problem.	Test yourself - need incentive for participation Identify frequently missed problems and use to shape follow-up instruction and identify the issue Issue is often reading comprehension	Use, frequently missed, inform instruction, source of error
1	0:15:52	from little spot checks in the classroom to quizzes and tests, it just lets me see patterns of what the kids are struggling with what maybe I didn't expect and what things like someone was saying, outside of the actual math of it, like the reading comprehension or that type of question like those multi selects are tough-ies. What kinds of additional support, I can provide the students, so that we can clean up those loose ends.		Use, frequently missed, inform instruction

1	0:16:34	it's a great way to find the little problems along the way the little and again a lot of it is reading there's a lot of reading and math that didn't used to be there And I think a reading comprehension is a big part of it		
1	0:17:08	When I assess I usually have like a guideline of the questions that I pick out and then recycle. You know if 75% of the class or higher do well on it then we're good. If not, I just I filter through those questions again, and then I put them back on the next assessment so you can keep working on them. Which is kinda like the same for like my exit tickets and warm ups as well. If we bomb it we go over it again. If we did well we just keep chugging along. Since I operate a flipped classroom, the video reports and algebra nation are like huge for me because I always use those for parent conferences parent emails. Any kind of like a meeting about the child or with the child so that's like super helpful because that's kind of like my evidence that they're actually doing their homework that's like one piece of it so um I also use that data as well, a lot.	Use to determine whether to move on Providing lots of examples to practice For flipped classroom, use video reports and algebra nation for parent conferences and emails or student conferences - data and evidence of doing homework.	Use, frequently missed, inform instruction, flipped classroom
1	0:18:16	I had a parent conference, one of the students was not doing too well in my class and she wanted proof of what I was doing in the classroom to assist us hutch song. So I actually pulled that report showing that he didn't watch the video he didn't do the test yourself he didn't do the check your understanding so right there was a glimpse of to the parents that the child needs to step up his game and to actually do what's instructed of him so it's a very good evidence.		Use, parent
1	0:19:10	Algebra two doesn't have an EoC doesn't have a reported testing category, so I rely heavily on edge excel to create my test for my students so for Algebra 2 honors and I'm I first create my testing edge excel and I use that as a practice this. Because it's not given to me for so I have to be creative and we do the practice that sort of boss XL and then test that I prepare then after we do that practice test, I see their struggle I'll see their deficits and then I we do a second as an excel test, and that will be the actual test, and I find doing that for algebra two honors helps the kids tremendously so the data provided from those results for the first time I prepare the edge itself help them increase their understanding, so when they do the test the second time they're familiar with the question style or the question is accent and it too much better.		Use, edgeXL, frequently missed, inform instruction
1	0:21:45	[I use] the test yourself reports most often. The closer to the EOC we get the more I use them. I've also used the student activity report to get an idea of who's doing what in algebra nation and for how long. Within the test yourself report, it not only tells me what their score was, it tells me the trend of whether you know how many times they took it, how much they improved from attempt to attempt, and how long it took them, because we count them as quiz or test grades. We wanted to set kind of like a time expectation, and this is my whole math department. We we settled on a minimum of 10 minutes because that's one minute per question. Even if it's a question they've seen again, you know it won't be 10 questions that they've seen again, so 10 seemed like a good reasonable number, so it has to take at least 10 minutes. And then definitely whether they watched the explanation videos for those low scores or not, and then occasionally I'll have a student who you know thought they did a test yourself, but there is no score for it, so that the student activity report also kind of helps us be a detective and figure out what did they actually do. So we can figure out, you know where they went wrong or where they went right.	test yourself - EOC prep activity report to monitor engagement and progress Set minimum time expectation fo 10 mins	Use, test yourself, activity report, engagement
1	0:23:43	I do test yourself, the report for test yourself, and I would notice that some kid like got a 90 and it took one minute. I said Okay, Mr brilliant man, could you explain this problem to me. That means you did it in one minute you got to be super genius so I kind of have a problem with that so many kids that take like an hour. You know I noticed kids actually work the problems out, so what I've been doing was if they're going to get the points for that, I'm going to put 90% in the system for you, they actually had to write the problem out, work it out for me and turn it in for me to see that the actual work. So that's why I use the reports.		Use, engagement, gaming/cheating
1	0:24:49	I have experienced that and I always pulled the kid aside and tell them I'm pretty sure your algebra teacher couldn't do that in one minute so I'm pretty confident you can't either. I also use the test yourself reports, the most. We use them for the tests and quizzes grades, so we want them to spend time on it and the more times they take it, you know, the more problems are going to see, and the more practice are going to get for their etc. But yeah of the reports that is definitely the one we use the most.		Use, test yourself, engagement, gaming/cheating

1	0:25:24	<p>When Math Nation does the test yourself challenge I usually use that window as an opportunity for extra credit as well, to try to get the you know I tell them about the prizes and everything that's going on. So i'm usually leading up to the midterm and that part where we have the challenge for a math nation kiddos I use those test yourself reports because I offer extra credit. I usually do the same guidelines that math nations does. I can't remember if it was 60 or higher to get an entry in, and they cannot you know they'll take their best score from that section. So let's say you know there's 10 sections, they have like 10 opportunities or you know. 10 Min Max of 10 points basically so when that contest rolls around I really use those reports and up and leading to the midterm as well. Video reports I use a lot like I said, because when I made my own videos I would have them write, so I actually had their paper turned in. Then, when we adopted math nation, it came with the book so it's kind of like a skeletal outline, as we all know, so that was already that piece was already there, so the video reports. I really depend on them to be accurate and you know, on this, you know, on the spot, to help me kind of run that class in a certain manner, because I, you know I tell them, this is not busy work it's all part of the class plan. So that's a huge one for me so test yourself reports video reports edgeXL when I do assign extra problems in there, when I look at the data and filter through it and then I kind of recycled back those problems. That's where the edgeXL report helps out, so I can see like how many people got a certain problem wrong. I like since we've been teaching for so long and we've taught this subject before we kind of can anticipate where the weak areas we're going to be. So just kind of preparing for that as well and see if it actually comes out in a report if that's true it's the same year to year that's a week standard um. And I think that's about it.</p>		Use, test yourself, video reports, edgeXL
1	0:28:33	<p>I personally really like how you can limit it to their best score per section. I want to see the whole picture, of course, but when I need to very quickly go in and pull some grades, that is a huge time saver I think they're very easy to use very user friendly my I like that the It shows, not only the time they spent. I do have some will always have questions on how the time started time finished and completion time jobs. A lot of times it'll show you know the time started in time finished are like 18 minutes apart, but then their completion time will be like seven minutes. And so I assume that it goes idle at some point, but I have students ask us these questions, frequently and I don't have the answers to that as to when it goes idle and how long they need to be working in order for that not to happen, and if they start a test and they. They have to pause it and go back to it at a later time does it start their time or over so because we give them that you know that minimal time expectation, and that is something that our students are constantly keeping an eye on. So that would be probably my number one wish is that there was some kind of timer in the test or a clock in the test or even when the student gets their score at the end, can it show them their completion time and not just me. And then, this is probably minor but I would really love to pull these reports in the phone APP. When I go in it's there like there's a button there for it, but when you click it, it says heads up go to your computer to get this and i'm always like, why is it even there it's such a tease.</p>		Request, usability
1	0:30:36	<p>I want to see which problem most of the kids miss. I don't know if there's a way to do it, but I don't know how to do it. I have to actually view each student report and see which question they get correct and see which one was not, which question was not answered the most and then it's kind of tedious to like sit there and go through and find out which question was not answered So is there a way on algebra nation that he could create a venn diagram showing the most answer the most miss etc. This is just a question</p>		Request, frequently missed
1	0:31:30	<p>I'm more interested in the question that was answered incorrectly, I actually looked at each kids one. It's time consuming maybe I don't know is that an option, where I can actually have a venn diagram on this question was missed the most but I actually look at each kids report.</p>		Request, frequently missed
1	0:32:19	<p>My number one wish is probably to see more of those honors topics, to include them, like to generate questions and to kind of pull reports for those as well.</p>	More honors content	Request, more content
1	0:32:36	<p>I love the format and I love being able to see how many times they took it, how long they took it, and also be able to show only their highest best score as well that's very important when it goes to um you know, giving them credit for for doing it. I also would like to see the ones the problems they missed the most the most often miss problems that would be awesome but i'm also finding once in a while that the questions. You know the kids show me the questions and sometimes my jaw drops a little bit i'm like wow. That's a toughie or you know we didn't do absolute value inequalities and I knew that there was some questions or there was at least one because the kid showed me as they're doing it, we have some time in class often. And they'll turn the computer around and they'll show me and i'm like wow you know some some of the stuff that would would it be good to like take a screenshot of stuff that i'm thinking doesn't relate to that section that we're teaching or what what's the idea there.</p>		Valued features, engagement, reports, Request, frequently missed, misaligned content

1	0:33:48	What i'm wondering is maybe there needs to be a little difficulty button, you know so that students or teachers can say that was like level five difficult. So that data, you know the data on that perceived difficulty can be collected and reviewed, I think that might be a streamlined way to collect some of that information.		Request, difficulty, settings
1	0:34:15	As far as the the platform goes, they're great with their feedback one time I had a student who couldn't watch the videos of the problems that he had he had missed and I emailed them right away, found the contact information on the site emailed them, they were got right back to me. And they you know they were going to work on it and fix it and within a day it was fixed and then like two days later, they followed up, you know with me asked me. Was he able to do what he needed to do, and it was just it's awesome they're really good about getting you know that aspect of it.		Valued Features, help service
1	0:34:51	I tell my families that the support is usually quick to respond to them and or me so yeah I agree with that.		Valued Features, help service
1	0:35:10	I want to increase my student participation and doing a test yourself check your understanding and is it any way that they can incorporate a badge system or point system. You know it doesn't encourage my students to do it, you know when they get a little badges you know they love it and I have six basic algebra you notice the little badges you know speaker and I did great, so I would love if they could incorporate a bad system, a point system, you know, to encourage participation among my students. Can you do that?		Request, rewards
1	0:36:39	Well, since we have the best standards, is it possible, which question relates to which best standard. Is Algebra Nation doing anything about the best standards? [Question related to which standard or benchmark]		Request, relation to standards
1	0:37:39	So math nation has done that in the past i'm assuming they're just it's going to be updated questions and content and they'll just have updated standards as well, because I know they I love that as well, I put that. I include that little snapshot of the standards or the topics that the kids I forget what the title is it says students should know or something like that. So they can kind of see Okay, this is what was on the test, these are the standards on supposed to master or topics are supposed to conquer so I really love that to that little checklist because I kind of clip it and put it in something that I, create for them. So i'm just assuming now that's just going to get updated and that will stay there that'll be awesome.		Valued Features, relation to standards
1	0:38:33	I think, when the students go in and they've taken multiple attempts to have a test yourself they they see all their scores, but they can only view the actual questions of their most recent attempt. For students who want to go back and review what they've already reviewed, it would be better if they could see all of their attempts, not just the most recent one. I know I can see it, so the data is there just just not turned on for them, for some reason.		Request, settings
1	0:39:21	Again, one of the main pushes for me was i'm seeing more the more of those honors topics so teachers will have to pull from other resources so that would be like really super duper awesome.		Request, more content
1	0:40:13	When we first started this whole math nation thing I was very apprehensive because i'm an old school math teacher book, you know, paper pencil and I love it a come along through the years and it's just it's awesome and you know computers are part of our lives now and the kids and especially since, even more so since covid. This is an excellent way to teach and it just there's there's a so many options for them to learn outside of the classroom you know, not just with me, but I always say when they're absent, did you watch the video did you go on, you know elimination, you know I push that every single day and I love it I love that we have all these options for the kids now, and you know it's just right at your fingertips.		Use, progression to primary source
1	0:41:01	this is my 11th year teaching, so the first five years of doing this was really difficult, you have to pull your own data got to create your own test. So when algebra nation came in and it was all there for me I jumped at it and I really appreciate out for nation or what they're doing. For me, as a teacher and the reducing my walk the road it's all there in one platforms and even to have additional information if I wanted to go to God bra or any other resources that go give my kids are visual it's right there within that platform, so I really appreciate that so much.		Use, progression to primary source
1	0:41:49	And I also appreciate from the kids perspective that pretty much everything is available through the APP for them and my students are not always near a computer and they don't or they don't always want to pull out their chromebook but their phone is always in their hand, so the fact that they can take their test the test yourself on their phone even. You know when they have a spare minute here there you know for some kids that does make it a lot more convenient, so it makes it more likely that they'll do it.		Valued Features

1	0:42:21	I will say that the way math nation has formed this like alliance partnership with teachers so we're all you know out, I guess, on the battlefield doing the the teaching that's like a terrible analogy, but anyway. So just having that community of teachers is responding to that nation and working together to like update or find mistakes and stuff like that, when I first started it was good, but I think you know in sessions like this it's kind of fine tuning everything which is like super awesome. For the accelerated kids which have you teach middle school, most of us use accelerated kiddos for algebra and geometry. Maybe algebra two as well the families, for the most part they love it, the majority of them love it. Having the videos and the notes at home and doing everything else in class, for me, so a lot of families really love that because a lot of those accelerated kiddos are most of them, not all of them are you know self driven, so there are you know they're on the ball. To get on that and. yeah it has gotten better over the years and with the edge excel and the reports and the testing, and I do create my own tests as well, so but um for the most part, is extremely helpful and especially the videos so I don't have to make them anymore, but we'll see what happens in the future.		Valued Features
2	0:07:05	I've been using math nation, for a long time, maybe 5,6,7 years something like that probably when we first when palm beach county first adopted, of course."	Using Math Nation since adoption	Use, progression to primary source
2	0:07:52	"I think in terms of quantity i'm just very consistent with having the students, I try to encourage them to use it as a flipped classroom."	uses for a flipped classroom	Use, flipped classroom
2	0:08:57	"So that's one new thing I started this year is using the check your understanding questions more consistently, but in an informal way, not as an assignment, but just as a way to get the students to do some more work I feel like if I make them work harder then they'll realize oh it's better if I do my assignment on time than having to do extra work, but without making it more work for me."	Uses check for understanding as extra practice for students	Use, extra practice, check your understanding
2	0:10:36	"I don't assign the video. I teach the lessons and they fill in as I teach and then I use the videos, even though I love the videos and every study expert kills it, I'm just a bit of a control freak"	Values the study experts	Use, value
2	0:15:19	"So that's how I use that [Test yourself reports] most part, I just want to see which kids are doing it with fidelity and which kids are trying to beat the system and that way I can address it individually or address it as a class, but how to use the tools and resources at your disposal so that's one way I use the test yourself reports there."	Looks in-depth at test yourself reports to try to see the fidelity students use. Automation could optimize this?	Use, gaming/cheating
2	0:16:20	"Well, we always have reports given to us from administrators or county or in a breakdown of in in a sixth grade the students are weak on this area in seventh grade they're weak in this area, all the way through algebra and geometry, and what those reports are designed to help us focus the students learning in one area or another, and so, when we get reports like that we tend to think okay is there something we can do differently."	Enjoys reports given by the district that offer specific areas of weakness for students. Maybe reports like these can be included in Math Nation?	Use, school or district reports
2	0:17:49	"Sometimes I feel like there's too much data so there's never a problem with what data is out there it's a matter of acquiring the data that you think would be most helpful and doing something with that."	There is enough data that exists, would prefer attention to be given to making sense of data and offering implications rather than producing more data.	Request, reports
2	0:19:11	"How they're spending their time and how they're making good use of their time and because students and parents will say, what can I do to improve my grade and the first thing I do is I see well, what are you doing now, and what do we need to do differently, because you feel like what you're doing now is not working, and so the first thing i'll do is i'll look to see how active, they are on math nation, either with watching the videos doing the test yourself are they spending any time on the wall and I can tell a student and his or her parents."	Uses "activity on math nation" as a metric to show parents/students how students can be improving. Perhaps this metric can be refined? E.g. math nation offering some sort of profile for students activity levels?	Use, parent
2	0:20:08	"i'll usually use the mini assessment to springboard my notes for the class and then, if you need more than I tell them watch the video, so I can use that to see what a student needs to do differently or better."	Uses mini assesment and videos to assess what students can improve on	Use, inform instruction
2	0:21:18	"Now those are for chapters or groups of chapters so, for I like to do a quiz or two in the middle of the chapter and not wait till the end, and so the quizzes I right, I will pull questions from edgeXL... to write my own quizzes periodically"	Pulls questions from edgeXL to create their own quizzes sometimes.	Use, edgeXL
2	0:21:58	"um I use the algebra nation data kind of like [other interviewee] does i'm basically looking at scores, and the timestamps are very helpful too because i'm cheating, especially since kids were at home, the cheating is just off the charts right now and smart kids are good cheaters they're just really, really good."	Analyzes time stamps to catch potential cheating. Can this be automated?	Use, gaming/cheating
2	0:22:16	"whether they know things or not I also use the fsqs and the usas. I don't typically use those as an end of I do them at the end of the chapter, but I there, they do not count as my final assessment sometimes they even do them open book and tell them, you know these are the things I want you to know before the final test."		Use
2	0:22:50	"Some of the fsqs and usas can be a bit challenging so i find that open book kind of gives them in a way we talked about curving them and I'm not a big curver either"	Allows FSQs to be open book since they tend to be challenging	Use, difficulty

2	0:27:50	"My advice to first year teachers is to get a buddy and to be always asking questions you know we as teachers always say there's no such thing as a dumb question."	Has no problem accessing and using data, but thinks newer teachers may not have the same experience. Suggests partnering new teachers with more veteran teachers for this.	Use
2	0:31:28	"To do my job I feel equipped whether it's you know tools and to use the data and as a math person I find sometimes we look at data and depending on how you you look at it, you could say wow we're doing really great or wow we have a lot of improvement to go, I think, sometimes we have to look at some data skeptically. Especially when it comes to comparing whether our principal is showing our data and comparing our results to other schools... or comparing to other departments"	Is skeptical about the use of comparative data in schools.	Use, skepticism
2	0:33:13	" On your previous regular grades also I like to look at sometimes if, especially if i'm having problems with the kid or you know you have a parent conference and that the great parent line is my child has never done poorly in math before and quite frequently that's just not true, you know so that's a real practical example, but just I don't get deep dive in to data"		Use, parent
2	0:38:27	" I like the time because I can tell my goal is that they would do this before a test, so I can look at the date and the time to make sure they did it before and they're not trying to say, well, I did the test yourself don't I get credit for it and I look at the date and they did it, the day after the test, so I appreciate the date factor and the timestamp"	Enjoys using the timestamps to ensure students aren't lying about when they said they completed the assignment.	Use, gaming/cheating
2	0:39:09	"even the question review, so I can look at the answer choices that they had or what they did, and I even like the ability to see that they watched the solution video to go along with questions that they got wrong, so I can't think of anything that I would like to have more"	Enjoys many pieces of student data that are offered.	Use, value
2	0:41:38	"If I am concerned that you know, I have a student who's scoring 100 on the test yourself that doesn't add up to me and sometimes you cannot see the whole question or the answer choices given so some questions you can and some I cannot only see the hierarchy of the question which that."	Wishes you could see more in-depth data on student responses for test yourself reports.	Request, reports
2	0:44:43	Teacher: You know, like section one topic nine that's it so that is when I started using this report, it was tedious stuff to scroll all the way down. To something to be able to select it by topic would be beneficial, because the check your understanding is by topic so just one at a time would like to have that option would be easy. Facilitator: So maybe it helps to have the folder structure, here again, so you can just open one section and then select your Topic number. Yes. or even if it pulled up one section, at a time and then those eight or nine because you know I do frequently assign more than one, at a time, but the scrolling you know it would be nice it's not it's not a huge issue, I also wish, we have the option of not having the answer delivered to the student. Because those get passed around too frequently.	Wants improved usability for topic selection. Also wishes there was an option to not automatically give students the answer afterwards.	Request, settings, usability, gaming/cheating
2	0:46:43	"I tell my students to watch the videos but I don't check them I don't assign them. I only do that when I see a student struggling and i'm trying to find out what can they do differently, and so I can pull up a report, and I can say to his to his parents "You know he's not doing anything with the course workbook and so he's not getting any any more practice or any more instruction or follow up you know, and so, if they if they took the course workbook and watched his favorite study expert, then that might enhance the understanding of what we're doing in class"	Uses data on video watching for parent conferences	Use, parent
2	0:49:07	"but that real time data, what students are participating or not like because I like I like the math nation reports, I can see how they're participating outside of class so I can use that to guide how they're participating in class, I know that the kids that are watching the videos and doing the test yourselves they're also the students that are raising their hands or leading their small groups and the students, that are not doing any of those activities for math nation they're also the ones that are trying to hide in class, so I think it's they they go hand in hand"	Enjoys using real time data to gauge out of class participation among students.	Use, value
2	0:50:05	"And you know, I do have to do a shout out to one of my students, he was in the top three in the state for... He was a good student, so I didn't do any follow up with him and I was thinking well, maybe I should look at what makes a successful student and his quote about his favorite feature of math nation was being able to choose the study expert and he said in the beginning, he would use a study expert that was more in depth And then, as he got better he could just pick the study experts that were going quickly and reviewing."	A student who was very succesful with using Math Nation listed the ability to choose his own instructor as a major reason for sucess. Maybe descriptions for each instructor/video could be given (e.g. 'more in-depth' or 'quicker review') to optimize choice of instructor by students.	Valued Features, tutor selection
2	0:51:36	"really surprised and it kind of made me think you know when we look at data we look at shortcomings of students and maybe we should be looking at what makes a successful student and so now, I can tell future kids this student has an A, and this is how he got there."	Could be useful to figure out what features/uses of math nation translate to success - could relay this information onto teachers for them to relay onto their students.	Request

3	0:09:16	yeah pretty much the last what about four years [used Math Nation], the first year when it came out, we didn't use it too much, because I think we got the books in the middle of the year, if I recall correctly, but then the next year, ever since that's been so it's been about four four or five years I guess...now we use it as our primary source. Facilitator: Right so in the beginning it was more of a supplement and now it's your daily...Teacher:Yeah	initial use as supplement, but now primary source	Use, progression to primary source
3	0:10:17	"Well, a lot of what I do is when I will give fsqs or USAs as I look for like the most commonly miss questions and why so that's a lot of times you'll see they're picking the same answer, and then I kind of try to figure out why they're doing that, and then I review that with them."	Analyzes frequently missed questions and more specifically looks at frequently chosen incorrect answers to try to gauge what misconceptions exist	Use, frequently missed, source of error
3	0:10:55	"Well, I use, I mean we do use the the edgeXL a little bit not not a whole lot this year we did start to use it a little bit more. Because you know we got the fsqs, we also use. In the first year when we started to use it and I know it's gotten better, but there was a bunch of mistakes And I found like sometimes we try to print it out and do it on paper and it wouldn't print out correctly and things like that, but that's gotten a lot better so that's why we started to increase it now"		Use, edgeXL
3	0:11:35	"As far as what we mean data sources, we use primarily the USAs and fsqs i'm not sure if that's what you're looking for."		Use
3	0:14:22	"Well, sometimes there's only like one question on the standard, so you know the grade might be low, but just one question so that's not really enough, you know data to look at."	Believes there sometimes aren't enough questions on a standard to provide sufficient data	Request, more content
3	0:14:34	"And then, sometimes it's just the kids are the main thing is they're being tested like crazy so that's not really I think answered your question, but I think over testing sometimes."	Says kids are overtested - perhaps indicating they'd prefer alternative assesments somehow be included	Request, alternative assessment
3	0:15:08	"yeah and I do test yourself usually for every section it's the check your understanding [that] I don't use very often."	Uses test yourself for every section, but not check for understanding	Use, test yourself
3	0:16:34	"Like I said, sometimes it's just over testing and there's just so many different scenarios and like sometimes I think the questions, a little unfair like the fsqs usas sometimes they're really, really difficult, which is good, because they have to think but I don't know I get frustrated with the select all when students get you know, three out of the four right and they get no points."	Thinks sometimes the questions can be too difficult	Request, difficulty
3	0:17:23	"... you know I wish there was a way like we can duplicate the test, but change the numbers in there, maybe and see what they've learned."	Wishes there was a way to change the numbers in a problem so they can retest students in a 'new' but similar situation after more practice.	Request, more content
3	0:20:18	"Not that can see, I mean I don't know if it's too complicated to kind of look at how long they spend on each question I don't know if that's possible."	Enjoys the ability to see how long an assignment is taking students - but would like it even more if they could look at time of completion for individual questions.	Request, settings
3	0:20:34	"it's kind of hard to review anything with them because they're all different questions, but you know I know I understand why they have to have it that way, I wish, there was a way Maybe you can select where everyone had the same questions, possibly... I also would like maybe if I had time to have an assignment where they're all the same, this way I can also do it explain it go over it, and things like that, because I can't explain it if they all had different questions."	Suggests that it would be helpful to instruction to have the option for the entire class to have the same problem, so that when reviewing every student will be able to follow along.	Request, settings
3	0:22:36	Interviewer: "So for like when students are answering and there it's a select all that apply." Teacher: "yeah and they check the box, maybe also put like the letters next word A, B, C D or something."	Suggests improving questions with multiple correct answers	Request, usability
3	0:24:11	"The one thing I would like to see, possibly with this is if they could change the questions because the kids will rush through it and then they redo it and they they they see what they got wrong and they just guess until they get it right because i'll look in there'll be on it they've taken it four times, and you know, three minutes or something."	Wants system to automatically slightly change the questions so that students cannot as easily game the system.	Request, more content, duplicate problems, gaming/cheating
3	0:27:24	"Think they're very difficult but same thing I wish we could make duplicate questions that are the same, so that we could work on it like multiple times, instead of you know 10 questions or 15 and then that's it."	Again suggests ability to create more similar practice problems.	Request, more content, duplicate problems
3	0:28:48	"I looked for like a common mistake, so I don't know if that's something that it can be on there, where it says, you know 50% of the people selected a you know 25% pick be and then obviously if A is wrong you got to kind of figure out why."	Suggests automated notifications for frequently missed questions.	Request, frequently missed
3	0:32:50	"because some of the questions are very difficult and you know, I would like to be able to review a little bit so almost kind of like Nick a mini study guide, so I don't know if there's a way when edge excel that they can duplicate questions."	Wants ability to duplicate similar questions.	Request, more content, duplicate problems

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