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|  | **Timespan** | **Content** |
| 1 | 0:02.5 - 0:30.2 | P1: Male, P2: Male  ========================================================================  P1: let start with context view and so to describe the surroundings mostly of the system what will the system interact with, you have a pen? |
| 2 | 0:30.2 - 0:49.2 | P1: so like a just do as we did with the other one. |
| 3 | 0:49.2 - 0:52.2 | P1: we draw the system in the middle I guess? |
| 4 | 0:52.2 - 1:02.5 | P2: I think I have it here |
| 5 | 1:02.5 - 1:20.9 | P1: you know like maybe we can try to draw it on the paper first and then if it looks good |
| 6 | 1:20.9 - 1:33.4 | P1: we have students right, they are the primary user of this systems, right? |
| 7 | 1:33.4 - 1:35.6 | P3: yeah, I think we can a. |
| 8 | 1:35.6 - 2:33.2 | P1: and we have the system, we have the students, uses the system, but a .  Instructor: (Knok.. knock..) hello, just wanna ask do you have everything, do you understand everything,  P1: yeah we think so.  Instructor: don't forget to the discussion in English.  P1: of course, that was you coming in. |
| 9 | 2:33.2 - 3:02.3 | P2: but honestly, lets just think about, so we have the system. We have some, we need to find out who are, I mean, who are what interact with the systems, what surround the systems and not the stuff that inside the system |
| 10 | 3:02.3 - 3:09.2 | P2: but, you know. Yeah. |
| 11 | 3:09.2 - 3:21.1 | P3: some kind of a |
| 12 | 3:21.1 - 3:29.1 | P1: you know, how would you make, I mean just a simple config. |