00:00:00
Lianne: Uh, well, we're actually just here because you've used CloudClass as a teacher, and like I just said, we just really want to know what teachers' experiences are in order to eventually get a kind of, yes, overview, how you guys use it in teaching, and so the first question is also: how have you used CloudClass in your class, and what for.

00:00:28
Femke: I k it for a vocabulary lesson, I used it. And uhm well, that's obviously for a thesis, or my thesis so I used it for that and I went in front of CloudClass, went in front of my own class. So CloudClass used as too for that. And well, then I taught the vocabulary lesson with the 3D things that came out of it, objects on the back or on the side actually for me uhm the clusters of words that I used in such a way I used it.... and then with four children or three children taking the lesson.

00:01:13
Lianne: Yes, and it was a live lesson.

00:01:15
Femke: It was a live lesson, yes, yes,

00:01:17
Lianne: And they were young students.

00:01:21
Femke: Yes, they were students aged 11, 12.

00:01:24
Lianne: Yes, and what was your motivation to start using CloudClass?

00:01:29
Femke: Well, that was actually the graduation question.

00:01:34
Lianne: That was in the brief?

00:01:35
Femke: Well I, I was able to sign up and I found it very interesting because of course with the one with the Corona there were a lot of students that I had difficulty reaching to my and certainly TOSS students or students with behavioural difficulties or learning difficulties who I couldn't just touch or just make sure I had that eye contact right. So that's why I found this very interesting. I think looking at what CloudClass can do.

00:02:07
Lianne: Whether it could contribute something to that, to be a bit closer to the students anyway.

00:02:10
Femke: That feeling what closer, that feeling that had that that I was more present and was there for me, you can transport e students in the classroom and that they sit on the chair. That unfortunately didn't work out, but it did succeed in transporting me into the classroom while I was standing with you in the studio.

Femke interview 1.mp4

00:02:32
Lianne: Yes, for sure, and well, you said all those chairs didn't work out. Is everything else kind of what you expected the end result to be.

00:02:45
Femke: Well, what I really liked is indeed that I could stand in front of the class, of course I expected that. I also expected to be able to control myself when a 3D model would come out or when to do a word cluster next to me on the screen. That would make it easier to talk around. Now I actually had to constantly wait for Nico, who did that for me, and signal for him to do it

00:03:14
Lianne: He was kind of an operator for you.

00:03:16
Femke: Right, which also kind of takes it out, with the kids, because they see that I...

00:03:21
Lianne: waiting for something.

00:03:21
Femke: waiting for something, or doing something, they said that too, why did you say that? So I said that because of that. So that would have been easier though if I could control that myself

00:03:31
Lianne: That you had something like a pointer or something.

00:03:33
Femke: Yes, or one of those you know so on the weather report, that they 'click click click' like that and then point it out like that. So I was expecting that a bit more. That was a bit easier to be in your own flow of your own lesson. Of course a lot of things happen during a lesson like that and students react, so you want to do something with that at that moment too. But I actually couldn't do that very well, because I had to wait for Nico to yes.

00:04:03
Lianne: It wasn't as flexible as you would normally give lessons. Yeah, no I have to say though, we've had one of those clickers since a few weeks.

00:04:19
Femke: Too late!

00:04:19
Femke: So now there's a clicker that you can do that yourself.

00:04:22
Lianne: Indeed, so that's... And yes, how did you find the process? Say of the whole making of your lesson, because I mean, we did do a lot for you, you also had to provide all kinds of things and we had to work together often. How did you find that going?

00:04:36
Femke: That was very simple, because the vocabulary lessons, yes, that those are actually often already there for example with weather word or so are there. So I

needed and I already had a topic that I wanted to work on, so that I actually just told you guys of "I need a model of a coral and a model of this", and you put it in there, so I don't have much, I don't actually have much to do with that, but those don't get... you don't get those by default at CloudClass probably.

00:05:08
Lianne: No.

00:05:09
Femke: That's a shame.

00:05:09
Lianne: No. Now I still do .

00:05:13
Femke: So I don't know how that works if you have to go and do that yourself. But what Nico showed that was, that looked pretty simple. That you could slide it in like that.

00:05:20
Lianne: Yes, so that yes, because you did see what the programme looks like and what. What did you think of it? When you watched it, did it kind of look like you could say "oh, that's how I should do it" or was it really hocuspocus?

00:05:35
Femke: No, no, it looks a bit like iMovies, I don't know if you know that, and then you can so and so and then you slide that in. So basically a kind of timeline, and that has to be in there. So that did look easy. I did ask Nico at the time whether there was some kind of database where you could get those 3D models, which would be very handy of course, if you have a 3D model like that. Is there a database where you can get that from? But that was also quite simple. He could do that somewhere...

00:06:02
Lianne: There are internet databases, you have to search sometimes. It shouldn't be difficult and specific, but.

00:06:12
Femke: Look, because that search work when you then have to do a lesson, that search work is obviously blood irritating when you have to teach a lesson, and you have to go and find all that.

00:06:22
Lianne: Because yes, how much time would you want to put into that if you made it all by yourself?

00:06:28
Femke: Yes, if you want to make a look, if you want to make a lesson, imagine if we go to such a Corona again. Or we go or students, are sick or something. Then I think you have 15 or 10 minutes to prepare a lesson. That's still a lot, so you do want to be able to quickly just grab from folders of "oh yes this lesson I'm going to do, I need this for that, I need to be able to slide in". So that

00:06:54
Lianne: Well that, that's not very much no.

00:06:59
Femke: Yes, now when I look at what I have on a day after, yes, what I have on a day after class time in terms of preparation time, that's what you can do about it.

00:07:12
Lianne: Yes, it was also a live lesson. I just had a question, but I lost it completely now. Isn't on here either, but I wanted to ask something about that live thing, because you did have, you had a bit of that sound at the beginning, it didn't do well.

00:07:35
Femke: Yes.

00:07:36
Lianne: Yes.

00:07:36
Femke: But that was down to the settings, from CloudClass I believe.

00:07:41
Lianne: Okay.

00:07:43
Femke: That had nothing to do with connection or anything the connection was good and the students were also in Zoom with me. Only there was no sound from CloudClass with the microphone.

00:07:56
Lianne: Yes.

00:07:57
Femke: Such an attitude.

00:08:05
Lianne: I really don't remember what I wanted to ask about that,

00:08:05
Femke: I'm sure that will come in a moment.

00:08:05
Lianne: Do come again.

00:08:05
Femke: If we talk about it, yes

00:08:07
Lianne: Uh yes, well, how did the students react to it? What did they think of it?

00:08:15
Femke: They, they really liked the lesson. I taught three lessons, one in vocabulary face-to-face, one in CloudClass and one via Google Classroom. They reacted less enthusiastically than what I had thought.

00:08:32
Lianne: Okay, what made that happen?

00:08:33
Femke: I thought yeah, I thought well, so I asked that in my interviews. I thought well, that 3D that they thought, they really love. Well, that was but yeah, we see that a lot

now. That wasn't really super, super interesting, what was especially very important, what they thought was especially very important was the quality so uh Zoom had and had a good quality. But with one boy, quality was not so good. That one was somewhere else in the building, which made it, which made it not work. He thought that was very important and what... and what also, what also, what they thought was important was what they could do with it, that they could do themselves.

00:09:18
Lianne: Okay.

00:09:18
Femke: So they felt more involved when they could click things themselves, put a hand up or change a background behind themselves or chat with each other, if they wanted to say: they felt that was very important and that was with. It wasn't at Classroom, that was actually quite passive for them and at Googlemeet it was a bit more active.

00:09:47
Lianne: Okay.

00:09:48
Femke: Do you think you hear it?

00:09:51
Lianne: Yes... I hope so.

00:09:58
Femke: They are also men, also those loud voices

00:09:59
Lianne: Indeed... or we need to talk a bit louder too.

00:10:02
Femke: I'm going to talk a bit louder. Just like a man like this.

00:10:02
Lianne: And a little lower, gets through everything. Did you have any questionnaires given to you, to the kids, the kids?

00:10:20
Femke: I had three questionnaires.

00:10:21
Lianne: Did anything surprising come out of that? Or uh...

00:10:22
Femke: The surprising thing was that face-to-face teaching well, that was actually that that was the most engaged with students and difference between GoogleClassroom and CloudClass. There was actually no difference in that. That was, the number of children were also obviously only 11. So that we didn't. But there wasn't really a difference see between that between them, between Googlemeet and CloudClass.

00:10:51
Lianne: And when you've sort of got your experiences all lined up like that, do you

have any tips for the software developers what you... what would be good additions to the programme or what they should simplify?

00:11:08
Femke: Well, in working with it so I don't really know, lol, because I haven't done that. I do think I've now heard from my students that there must be things, or my research was to see if they are more engaged, if their motivation increased, because the interaction with me is better. To put more interaction opportunities there. I thought, if you put in the in class, that increases interaction, I don't know of course. I did ask them and they said of "Oh yeah... no, no, that no", I say "and what does it increase? That you feel more, that you're there, that you're there". And then they really felt if you, if you can do something. They really want, so they want to be able to raise a hand, they want to be actively involved during, during the lesson.

00:12:01
Lianne: Nice, I like them saying that.

00:12:01
Femke: I liked that they could articulate it too.

00:12:01
Lianne: Yes indeed.

00:12:07
Femke: Yes.

00:12:07
Lianne: No that uh.

00:12:07
Femke: So that would be my tip. And so that the teacher also, no, I actually want exactly the same as the students, I also just want to be active. I want to be in control of my own lesson.

00:12:17
Lianne: Yes, no, I understand that in itself. And if you were to use CloudClass again, would you set it up the same again or would you want to try some other things Besides the clicker.

00:12:35
Femke: Well, I would like to walk a bit more. In my, yes, in a lesson, to keep kids active naturally, to make sure they keep looking at you, I always move a lot so I walk around the classroom, back and forth. So I would like to have even more space. I had quite little space now, is also logical, of course, but that would be one of the things that you could do a bit more, yes the those eyes, can make sure, that they stay interested. That you're not staring at a point all the time as a student.

00:13:10
Lianne: Then at some point it's... [gestures off-screen].

00:13:13
Femke: Yes, or with... then if you have a picture there, if you have a picture there, or there, or there, there there, you're a bit more active in... And that comes and I saw myself of course. But I saw the students quite small and that made me so crawl into

the screen from time to time, my eyes are also getting a bit older, because then I just couldn't see them.

00:13:41
Lianne: Well I know that right, we didn't know that reason when you put it on, but we liked that you did, that you really came forward like that.

00:13:53
Femke: But that's just because I didn't see it.

00:13:54
Lianne: We thought "Oh what fun".

00:13:55
Femke: It's also enthusiastic. No that's right, then I then want to go to them to make sure they see my face, that they see what I do that I do. Yes I just need to be able to see the faces to see if they understand or not. To see if I still have the contact with them. And then I also need to be able to move. So was both hear.

00:14:23
Lianne: It was both. Uhmm... I did ask most of what's on here. Would you recommend it to colleagues to work with CloudClass?

00:14:40
Femke: Not right now, you really need to be able to direct yourself. Only then will it be better than a Googlemeet or something.

00:14:48
Lianne: And slightly more interactive aspects.

00:14:51
Femke: Yes, that increases real and commitment I've heard from my students. They really want that, so they also want to have direction and I want it too.

00:15:02
Lianne: That's also how you stick to the lessons. Indeed. and would you, if you sort of would you want to learn it yourself, or do you think that if you get something from a training course or an explanation, booklet, that you could use cloud class yourself?

00:15:23
Femke: Yes, yes. If you can look that up on the internet or something, or so how does it work

00:15:31
Lianne: I'm making it too.

00:15:31
Femke: Ohh! Or an instructional video or something that's not too long, just just two-minute explanations of this, that you don't have to scroll through. All time. As a teacher, you just don't have a lot of time and then just fiddle around yourself and easy database where you can get stuff from. Then, yes, I would try it. If the clicker is included then.

00:15:55
Lianne: The clicker there.

Femke interview 1.mp4

00:15:55
Femke: And a green screen, but I don't know if you always need that these days.

00:16:02
Lianne: For this software, yes. But yes, indeed, with Teams these days you can also make your background disappear when you click on something so in itself.... those are pretty good too already.

00:16:18
Femke: Yes so that would be easier though. But also if you're in a class or something, you need it for kids who are sick or on leave. That you can then just use your white wall.

00:16:30
Lianne: Yes okay, do you have anything else about your experience with CloudClass that you would like to share.

00:16:37
Femke: No... I just really liked it with you in Limburg

00:16:47
Lianne: Happy!

00:16:47
Femke: That's all I wanted to say... No, not really. Do you remember what you want to ask for online.

00:16:52
Lianne: About the live...?

00:16:53
Femke: Was that about me going forward like that?

00:16:53
Lianne: No it was really about the experience about that. But I don't remember it.

00:17:08
Femke: Well, well, maybe so, I wouldn't know how to do a lesson not live. I did once record a video in Corona of instruction on..... that was then for a couple of plus children about the Pythagorean theorem and you can then see and do that very easily, but... yes... those were plus children. But with these kids you just have to show that live. But that wasn't what you wanted to ask...?

00:17:34
Lianne: No, but that doesn't matter. Okay, super that was it! Then I'll turn this one off.