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Interviewer: Well, it's just very informal uhh yes. Are we going to ask some questions about what we did today, about what you yourself are going to use CloudClass for?

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Teacher B: Yes.

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Interviewer: And yes, if you would answer that, we're very yes, very grateful for that, and it's just to kind of, yes, explore the teacher's experience with the programme mainly. So well, we actually want to start by asking you mainly to give a summary of what you are going to use CloudClass for, what you have used it for.

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Teacher B: Okay. I'm going to use CloudClass for my thesis and I'm going to provide instruction in it at a number of primary schools to students in grade seven, and grade eight and uh a the teacher is in it in different ways,

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Interviewer: Yes within CloudClass.

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Teacher B: Yes, so completely, half and close up. And well, that's it. I don't know if that's enough.

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Interviewer: No that's fine. Yes. Was there a specific reason to start using CloudClass or was that you were told more of you have to start using it.

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Teacher B: No, well, I, we could choose with those who were going to start thesis at that time and I thought it would be interesting to join this project to see how work is done within such a project.

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Interviewer: Yes, yes, because what away beforehand about CloudClass told you?

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Teacher B: Yes, that it's a new system that can be used for online classes, so to speak, and that has new possibilities for teaching, allowing you to connect with students more than just flat, yes.

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Interviewer: Did they have any of those features, yes told, or was it fog of, it has new features.

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Teacher B: No-yes, well, that it's that that you can grab things and you're in a space like that with each other, that it's meant to be and that, that, that you can see 3D, be yourself and that it can be more interactive because of that. That's what I knew.

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Interviewer: Okay, yeah and when you've worked with it now, how yes, do you look back at what they told you beforehand? Does it match up a little bit? Or do you think of "well..."?

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Teacher B: Well, I obviously haven't had objects fixed and so on, but I think it's the interactive more possible indeed with CloudClass, as opposed, thesis to flat, a flat system, so to speak. Yes, and we haven't really used the 3D either. But you are. Well, it's not as static so to speak so I think, that what I could see of it, that does match what I heard beforehand.

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Interviewer: Nice! Happy. And uhm yeah, what? How, how did you find the whole process today? Say, looking at the end result did you find it doable, or thought of "boh is a lot of effort and a lot of work anyway".

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Teacher B: No, actually well, yes, you did most of the effort. No, that part I did, I think I actually find even easier than because I sat at home with Powerpoint for example conditions and I found those more complicated to make myself than this. So it wasn't too bad for me in that actually.

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Interviewer: Because what did the powerpoint conditions look like?

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Teacher B: Yes that was then a whole screen of slides and then me in a small one.

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Interviewer: A little frame underneath that, okay, yeah, yeah.

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Teacher B: Yes, but well, then I didn't have to do some more of how than I had to do this now.

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Interviewer: Okay, are you happy with what we made?

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Teacher B: Yes also. I'm not too bad about that either, it's still a bit crazy to see yourself. But anyway.

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Interviewer: Yes, do you think teachers would really have problems with that?

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Teacher B: With?

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Interviewer: Yes, with seeing themselves like that in a room like that.

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Teacher B: Oh yes, you're then well, maybe that's a secondary thing then. Yes, yes, I did notice that that I had to keep my hand straight and that then that that I was going like that, that then that that's like your hand falling off.

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Interviewer: Yeah that's a bit crazy.

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Teacher B: Yes, so you do have to consider certain stand, so to speak.

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Interviewer: It's a different way of teaching.

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Teacher B: Yes, but I think when you get used to that, then it's fine.

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Interviewer: Well, what do you think about the user-friendliness of the programme?

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Teacher B: Yes of course I haven't really...

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Interviewer: No.

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Teacher B: It would sometimes drop out of course that way, when you were changing something on it, it would suddenly drop out and you'd have to start all over again. So you have to save a lot in between. Yes, well, that what I did, clicking through slides and that was just fine.

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Interviewer: And was it also nice that you had the pointer?

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Teacher B: Yes.

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Teacher B: Because then you have control over that yourself then um....

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Interviewer: Yes, indeed, because we did sometimes also do sessions with teachers that we don't have a pointer yet. So the first time we use the pointer actually and then we sit here as a kind of operator really clicking the buttons.

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Teacher B: Yes.

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Interviewer: So then you have to coordinate very well with...

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Teacher B: Then you have to know when to press it. I could determine that myself now.

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Interviewer: Yes.

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Interviewer: So that... yeah I liked it too.

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Teacher B: Yes, well, that went well, I think.

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Interviewer: Yes, okay. [Pause] There are some more questions in there that I don't have myself.

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Teacher B: Which you didn't make yourself.

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Interviewer: No, those bit have changed, but yeah, how long have we really been working on this today?

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Teacher B: Uhhh recording the video or it, also it it?

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Interviewer: Yes actually also everything with just the whole preparing, because recording the movie, that couple of hours?

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Teacher B: Before that also you mean: what I also uh... at home.

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Interviewer: What else did you do at home?

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Teacher B: At home, of course, I had made that powerpoint. Yes, in itself that wasn't too bad in time and the script of course.

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Interviewer: Because was that difficult to really indicate of you have to point here and there or did you think "Oh, yes, that's easy to put in there".

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Teacher B: Yes, indeed I thought that, because then I knew when I wanted to, so to speak.

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Interviewer: Yes, and was it also nice to see those clues in the teleprompter, to see in the text?

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Teacher B: Yes, well, in itself it wouldn't have mattered very much, I think, but nice as a clue that that was what I had thought of.

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Interviewer: Yes, that extra reminder.

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Teacher B: Yes, yes, yes, it was nice to have that teleprompter, because then I knew what I wanted, what I meant, so to speak.

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Interviewer: Yes, and also really did look like you were yes just presenting and not necessarily reading up in any case, you don't see your eyes [makes motion].

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Teacher B: No?

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Interviewer: No not really.

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Teacher B: That's how it felt.

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Interviewer: That's how it felt when I made the videos.

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Teacher B: Because that's what you're doing.

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Interviewer: Yes

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Teacher B: So that does make sense.

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Interviewer: And you actually start paying attention to it.

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Teacher B: Yeah, yeah, and where you stand and then I lost the line, say well that, then it took a bit longer.

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Interviewer: Yeah, do you think you would really need special training to be able to do this super well.

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Teacher B: [Mumbles]

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Interviewer: You don't need to do media training.

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Teacher B: Maybe, so you know that you, how to look d'r at your cutest or so to say when you do that. But yeah, no, not per se.

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Interviewer: For teaching, it's not necessary.

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Teacher B: No, I don't think so, no, because then you still do what you do. And you can do that I think: yes, yes.

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Interviewer: Okay, are there any more things you like, you now have a bit of an idea of what the software can do. Are there any things that you would like to see in there or that you think of "Oh, this would be cool if they also had"?

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Teacher B: Well, I've seen that 3D and grabbing things and doing things with each other, of course I haven't really seen that, I think that would be nice to have 'one time'.

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Interviewer: For example, we have you have now made a film about probability that dice are really going to roll like that....

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Teacher B: Maybe, something like that

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Interviewer: That's quite nice

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Teacher B: And how you do that in a class with others or maybe with a meeting or something. Can also imagine for example, if you're brainstorming about something or so that you do that way.

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Interviewer: And how would you envision that?

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Teacher B: Well, if you also want to do that interactively with objects or post-its I don't know if that would be possible. That would be kind of cool.

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Interviewer: And if j, you've been working with it for a while now, would you recommend it to other teachers to start using this?

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Teacher B: Well, so I think it does, what's it called.... in, if there is another corona time, that this would be

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Interviewer: I hope not.

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Teacher B: No, but this is a better way to teach with than through that system, say.

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Interviewer: Yes, and for example in places like here the open university, which of course only teaches online.

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Teacher B: Yes, well, that does indeed seem to me, because of course that was also a small thing now, besides slides at least in the experience I have, lectures say that would be funny.

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Interviewer: You would see the added value of this?

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Teacher B: Yes, yes, yes, I wanted to say something else. Yes, what I thought myself that but well, I thought of that because with that I'm trying to sell it to the people who have to go with me. Is that it can also, for example as, how that, as an offer can be used for homeless people who find it difficult to come to school for whatever reason, say that they can take lessons that way.

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Interviewer: Yes, that they indeed get these short videos with uhh explanations.

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Teacher B: Yes, I think that's a bit more interesting this way than also a flat screen.

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Interviewer: Hmm, yes definitely. Nice! Did I skip something else. Okay. Oh yes, how do you see CloudClass evolving over the years and its role in education?

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Teacher B: Whether I see that or...?

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Interviewer: Yes, how you see that, whether you see it being evaluated and how you see it evolving.

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Teacher B: Yes, I think it depends on what kind of uhh education kind say, but, because I do notice that when I start talking about it in primary schools, that right away there's something like. uhh

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Interviewer: They are still a bit reserved?

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Teacher B: Yes.

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Interviewer: Okay,

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Teacher B: Yes, and we're not going to have a period like that and are not going to have any more.

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Interviewer: No, those are really the face-to-face teaching.

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Teacher B: Yes that's now again. But that's actually also the reason why you should do it exactly... uhh

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Interviewer: Yes.

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Teacher B: Have.

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Interviewer: Do you think there would be a possibility to combine CloudClass say with face-to-face teaching.

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Teacher B: That's interesting, yes, that could be done with that. Yes, yes, because then even if you can't attend, you can still, what's it called, be taught. Say yes, that can also save time for example to travel... or uhh.....

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Interviewer: Definitely yes. Do you come with all the other...

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Teacher B: Yes.

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Interviewer: Everyone then has to have internet connection and laptops with, for example, but it's interesting, indeed, to start figuring that out in the future.

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Teacher B: Yes, yes I do think so too.

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Interviewer: Yes, I'm actually still curious myself if I hadn't been there.

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Teacher B: Yes.

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Interviewer: If you had seen the interface of the programme then, would you have had any idea how to do it, what, what, where to upload slides or where to edit anything?

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Teacher B: Yes, I don't know, it would have taken me a very long time to do that probably. Then I would have gone to figuring out how to do that, because I usually do, that I then figure out how to do that. I don't know if I'd then...

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Interviewer: A lot of trying.

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Teacher B: Yeah that did take time, I think, yeah.

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Interviewer: And if there were actually something of a training course available, beforehand. Would that be something that you would want to attend, so that you could eventually make this kind of thing yourself?

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Teacher B: Yes, I think that would be useful then, indeed. That you just know what you can find where, and I think it would be useful to, yes, just get some instructions, but that could maybe also be on paper already, so to speak.

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Interviewer: Yes, yes, we are in the process of developing that.

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Teacher B: Because if you, because I in itself, if it's on paper, I can usually follow some already, say, and if you then do that with pictures or something.

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Interviewer: Yes, indeed so . can show you like that.

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Teacher B: Yes.

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Interviewer: But yes, okay, well top, that was it again actually.

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Teacher B: Well that wasn't too bad.

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Interviewer: Yeah that's why, it's they're all kind of the same questions that we wrote down here. Yes, thanks, and yes, are you okay if we do indeed use the footage for any promotional purposes.

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Teacher B: Yes, is good

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Interviewer: Okay top, nice.