

Assistive Technology and Writing Interview

-Comment: Because of a suggestion from a previous interview I sent the questions ahead to Jane. She did look at them but she did not fill them out and she had only read them once, a week before the interview.

Later, after the questions had been sent, it was suggested that this may not be a good idea.

After transcribing all my interviews, and noticing the difference between the respondent who had a chance to see the interview questions and those that did not see the questions, I feel that there should be some middle ground especially since my questions were not of the sensitive nature. It gave the third respondent a chance to have thoughts gathered. Perhaps a combination of the two ideas would work even better. Sending ahead some of the major topics, rather than the questions themselves, might help the respondents prepare and yet not be overly prepped.

Pilot interview

Participant situation

Experiences

Strategies & Materials

Problems

Considerations

Suggestions

(In order to save the most pertinent questions for the interview and to shorten the time needed for the interview, this letter will be sent/delivered prior to the meeting.)

Date:

Dear _____,

Thank you for your willingness to do an interview with me. So I can get some background information please fill out the first 7 questions and bring this paper with you to _____ (insert the place where we will meet.) The rest of the questions will give you an idea of the questions I will ask so you can consider responses. You may jot notes on the sheets, if you would like.

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Jane 08-11-12

<p>Before I turned on the tape recorder Jane requested that allowed her to be able to see the questions. She said she was very much a visual person and needed to see the questions to be able to respond properly there for many of the times I didn't ask the question she just went on to the next question without my saying anything.</p>	
1.	<p>What is your current teaching assignment?</p> <p>Instructional Coach I work with Grades 6- 8 both Gen Ed & Special Ed in Lang Arts</p>
2.	<p>How long have you been in this assignment?</p> <p>Oh no I read it wrong- This assignments - 3 Years- sorry.. was a question ahead of you</p>
3.	<p>How long have you taught?</p> <p>22 years</p>
4.	<p>Is this your preferred assignment? If not describe your preference.</p> <p>I would definitely say this is my preferred assignment because I feel like I .. but I don't think if I had less years of experience I'd say that, I think that part of it is I've gained enough tool box experience to be able to share with other people so yes I feel like I'm doing better sharing with teachers than in my own classroom by ..with me.</p>
5.	<p>Describe your preferred method of guiding students through the writing process.</p> <p>I like to make It authentic, the writing process authentic I don't think you should take a piece of the process and teach it and not have them see how it relates to other pieces. So I do like to model parts and I do like... I rarely grade for the whole writing process unless they've had each piece modeled and graded and then they're putting it together themselves ...</p>

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does that make sense?

I: Very much.

J: So I think in authentic writing you would teach them

multiple strategies how to pre-write- which could be

mental strategies some kids don't like to write before

they write... it could be graphic organizers. you model

all of those and then you practice that.. And then you

leave it go for a bit because their brain won't function.

They don't function well from one piece to the other

and then you come back to it and then you take that

pre writing and you go look at all this stuff you wrote

down how does this make sense to you or you react

[????] their mental capacity how about we write

And so you model writing the paper and then they...

So I tend to leave time I'd never do the writing process

step one step two step three step four day by day I

don't think it works

I: Ahhh. Okay how much time do you have between

the different parts?

J: even 24 hours is good but because where in blocks

(schedule) we tend to have two days between.

I: Ohhh. Is that better or would one day be better.

Have you tried it goes or

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		<p>J: I've tried it both and I haven't noticed much difference all I know is they own the writing so much when they do it they can't see any way to fix it or they can't see any way they could refine it. And so they need mental time away from it 'cause they're....</p> <p>Adolescents are seriously scattered. They don't follow through stuff they .. it's done I move on to something else.. When they come back to it they can give it an authentic look and they can say oh yeah well this didn't Especially from drafting to revising... Yes this really didn't make sense.. I know now why you didn't understand. But if you did it right then if they drafted and they had a peer or even me read it and talk them through[they would say] yeah there's nothing wrong with this. it's fine so they do they need some kind of I've figured or learned that they need some kind of separation</p>
	<p>11-13-08-Comment as I sit here trying to transcribe I don't see the benefits of exact transcription of every UHM, repeated word, and thinking pause, in the interview I do see that it is important to be able to get some of those that may have meaning for your qualitative research. I think it's more important to transcribe anything that could be of importance and if you keep the recording you could go back if you had any questions or</p>	

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	insights . See Weiss card p. 192-195	
6.	Describe the different ways you use computers with students?	<p>Ways that use computers with students OK one of my favorite things to do with students is to teach them the tools the computer can give them for writing so many of them don't use spell check and they don't use the grammar although sometimes the grammar is odd so you have to be careful with that . They don't understand the way the computer will help them pre format things like I understand why we continued to teach uhhhhh Outlining but the fact is an outline is just a simple formatting process and the computer does it and if you will use the formatting stuff that's in the computer often you get ...the computer will sort for you like when they're doing a work cited let's say they're doing a research paper the computer will sort the works cited if you if you ask it to but you have to ask it to and they don't know those kinds of things A while ago ..uhm .. I had a student so this would be more classroom [experience rather than coaching experience] but it transfers to coaching . I had a student who needed help with words that he couldn't He knew the word but he didn't pronounce the word the right way and so he used Draft builder [software]</p>

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and that program put all those ideas he had into the computer and helped him turn them in to what he couldn't do which was write to complete sentence with them he had all the ideas he could talk all the ideas but he needed something that formatted all his ideas that we could type in...into a format that he could then turn into [a paragraph.]

What else besides Draft builder, currently we're Do you want me to stop?

I: Let me turn on the other recorder just in case that one goes out

J: you are so funny

I: I'm sorry

J: that's all right

I: I just... this is really good and I cannot write this fast

J: Gotcha

I: but it's a lot of really good material

(Interviewer turned on and set up a second tape recorder.)

J: we were talking about Draft builder currently we , at our school were piloting a program called ReadWrite Gold and what I'm finding in the classrooms that I go into because now I don't have my own classroom. The

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students who are engaging in Read Write Gold, I've been in a science class that uses it and then in two language arts classes when they were using the program the students are able to type out what they are doing they can highlight their material and then they can listen and their hearing their own writing which makes them cognizant of.... This doesn't make any sense. And so it's allowing them to have that ability to do what we have been forced to do for them. I think that when a teacher does a lot of editing for a child they don't learn so hearing their own writing it's kind of like the whole idea of when you are reading out for revising you should read out [loud] not trade papers I do that for the same reason when you hear your writing...

I: Read out? What is read out.

J: you take a piece that you've written and instead of....

Most teachers when they revise they say trade papers with a neighbor, read the paper and then answer some questions. Or read the paper and write some responses. If you have a kid read out they actually read their paper out loud to a group.

I: Ohhhh.

J: not only does the group hear their paper but they

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hear the intonations and the expression in it... They hear their own paper. And more kids are auditory in writing than we realize. And that's why I think this program Read Write Gold is so dynamic because they hear their writing. And so I just ...those two come to mind right away.

I: you've actually heard them I mean you've seen them using the program?

J: Right. They've written something out, they've highlighted it

I: know but you've actually seen them using Read Write Gold?

J: Yes, Yes

I: Really?

J: yes

I: Who's using it?

J: Uhhhh.....Uhhh.... can I use names? Am I allowed?

I: oh.... No no no not use names you're right, We'll talk later.... It worked! What grade?

J: Seventh

I: Oh this is exciting!

J: yeah I well we'll talk, we'll talk... the reason I think read write gold is the best that you guys .. of all the

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	<p>programs that we in our district have purchased is because it's auditory it's the first program we've ever gotten Draft builder was great</p> <p>I: [draft builder] was auditory</p> <p>J: but we never work through that function. It's like the learning [curve] and read write gold it's so simple auditory. What was the other program that</p> <p>I: Write out loud is another program we had</p> <p>J: I never use Write Out loud</p> <p>I: that's auditory</p> <p>J: What was the other program I used, I can't remember what it</p> <p>I: Inspiration?</p> <p>J: Inspiration, but that's just graphic organizers</p> <p>I: actually you can have that read out loud too. You didn't know those functions?</p> <p>J: I didn't know those functions and the difference is read write gold you don't have to know the function it's right there</p> <p>I: It's in your face</p> <p>J: It's not a hidden function compared to all the other programs where they it's like trying to learn to use all the writing process stuff on the computer if its hidden</p>
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		<p>you don't use it</p> <p>I: Yeah</p> <p>J: So the advantage of using read write gold out of all the programs we've ever used is that there are no hidden functions in it... it's right there</p> <p>I: Ohhh Ok... this is exciting!</p>
7.	How often do your students use computers for writing?	<p>Students use computers for writing regularly because at this point there are rolling labs on every team and therefore the computers are more available . And they've been using a program called criterion which has kind of turned the teachers more computer based so I think you'll find if you were to walk through [the halls] or that that discussion is more of a computer based program writing ...word processing and ...which is why I'd really would love to see Read Write Gold in a bigger format [more available and encouraged]</p> <p>I: we're working on that (I didn't ask for clarification because I assumed that we meant the same thing.)</p> <p>J: That's getting other people to understand the advantage</p> <p>I: And hopefully something like this might help get the word out. That's what I would really like to do.</p> <p>J: that'd the great but what GEN Ed [general</p>

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		<p>education] people often forget is that everybody needs to hear themselves.</p> <p>I: Even GEN Ed kids?</p> <p>J: Even GEN Ed kids. The advantage of hearing your own writing is what makes your writing more powerful.</p> <p>I: I love that ! (Whispered)</p> <p>J: I'm working on that</p> <p>I: You know somebody up above?</p> <p>J: I'm working on that person because I think she has a very narrow view of what the advantage is and the bigger view is... anyway hearing your writing is just key. It's a key in making your writing better.</p> <p>I: OK and now we're on to the introduction</p> <p>(both laugh)</p> <p>J: OKAAAYYY!</p>
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Introduction

Integrating computers into writing classes can be daunting to many teachers. This study is an attempt to explore insights about computer integration including:

- What experiences have Language Arts teachers had using technology with students during the writing process?

Comment I: that's why I like your position because you not only have the classroom experience but you've also been to other classrooms to be able to see how others do it and which strategies seem to be more effective and which strategies don't.

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- ❑ What, if anything, has caused difficulties while using technology with students during the writing process?
- ❑ What strategies, if any, have facilitated student use of technology during the writing process?
- ❑ What environmental factors affect student use of technology during the writing process (both positive and negative)?

To ensure confidentiality, please choose a pseudonym and write it below.

13:38 Name: Jane call me Jane. Date: 11-12-08

8.	Describe a successful writing project using computers?	<p>We have always pre-tested in writing as long as I've been in middle school so of my 22 years in</p> <p>I: so you've been in....</p> <p>J: I've been in middle school for sixteen of those years</p> <p>I: Ahhhh</p> <p>J: so it's been a good portion of the time. And</p> <p>we've always pre-tested because somehow or other there has always been a state designated assessment of course when I started computers were not in the classrooms and they were big and maybe we had one and there were no computer labs so everything was done by hand and what I am learning</p>
	Student	
	Environment	
	Task	
	Tools	
	Other Materials	

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is that we have a group of children who don't know that older system and yet we have older teachers and I think that is part of the conflict we have teachers who believe that when you do handwriting is more authentic than when you're typing at the computer but we also have kids who believe that they should be able to use acronyms and technical language, computer language that they know in a formal piece so there's a real dichotomy happening right now between this do it by paper and pencil this to it on computer but even bigger than that standard written English versus what they're using every day I'm seeing a shift and the teachers are now beginning to be willing even the more staid paper and pencil teachers to allow kids to use computers but we're having trouble shifting the other direction and getting the kids to understand the value of standard English in a formal paper so there's a real.... I'll be curious to see how things (??storage (check the tape)??) but The computer has facilitated in my opinion a complete a leveling of the ground for every kid that's how I see the computer and its purpose in successful writing it leveled the ground they don't have to be

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able to have good hand writing I can hunt and peck on the computer and I still get as equally a good paper down with time as the kid who has great keyboarding skills and no matter what everybody's paper looks the same the visual image is the same it doesn't mean the quality is the same or the content is same but it leveled the playing field especially for special Ed kids there was a time when you could put papers out and you could tell, first of all it's a very sexist remark, that you could tell boys writing from girls writing, you could tell a tag kid from a GEN Ed Kid and you could tell just by looking at the writing and we all knew that there were signals that developmental stuff the computer levels that playing field you can't look at papers and make the decision you actually have to read the paper...

I: so a teacher when having a paper now is not given that clue ahead of time

J:Correct

I: so there tending to think oh tag kid better grade

J: right

I: special Ed kid, poor grade

J: exactly we don't want to say we did that

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		<p>I: right right right</p> <p>J: but we do we are subjective there is a subjective nature to grading there is and we can deny it and we can say research says blah blah blah but there is a subjective nature to grading and what the computer did was level the playing field if every kid's paper was the same font and the same size how do you know until you read the paper, really how do you know who wrote what? You don't!</p> <p>18:17</p> <p>I : wow</p> <p>J: it levels the playing field for every one</p> <p>I: And so you don't think that that kids who do not need it should not use the computer in other words kids who have the writing skills should do it by hand</p> <p>J: why?????..... why, is my question, why if the tool is a good tool shouldn't everybody get to use the tool it shouldn't matter how smart I am it shouldn't matter how advanced I am, it shouldn't matter how below level I am, if it's a good tool everybody should have access to the tool</p> <p>8:55</p> <p>I:Hmmm</p> <p>J: that's like saying there's this wonderful teaching tool there's a wonderful way to teach kids to process</p>
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		<p>but it's a little advance so we will only teach it to the honors kids, that's a little... you're making huge assumptions by saying that the tool the computer is a tool it doesn't teach it can't.... unless we give it the tools to teach it is a device that helps meet an end that's all it isso... You know</p> <p>I: OK</p>
9.	<p>Describe how a student reacts after being allowed to use computers for their written work?</p> <p>Why?</p> <p>How?</p>	<p>J: How do kid's react? well some kids are afraid of the computer at first a lot of it's their own inability to function at a keyboard I really believe that one of the best things, and this is my belief, it has nothing to do with any research, but one of the best things that we could do, is in sixth grade, teach them keyboarding... that every middle school kid when they enter middle school or fifth grade, but six grade seems to be a good time because of electives, every kid should learn proper keyboardingit should be a class ...semester</p> <p>I: they don't have that forOh in other words it should be a mandatory</p> <p>I: ohhhthe</p>

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J: ehhum (agreement)

I: ohhhh

J: It should be one of the mandatory classes I mean I understand that we have them give them all the introduction to drama and all that which is fabulous but in the real world this 21st century real world ... No matter where they go keyboarding will be key for them... no matter where they go there going to need it and the better your hands are on the computer the more proficient you are with a computer so that's just my personal opinion... but how to kids react? that was totally off topic

20: 46 I: That's OK as good information

I think the kids like using the computer ... I think that it makes them feel like it's more real world.... there are very few places anymore where we use paper and pencil ... we do applications now - line we order online - Everything they do their whole world is more [computer oriented] ... even if you work in a shop the computer does the work I would venture to say there are some cashiers can't count out change because it counts for them the computer is the tool... so I think I've had a few who....[don't like computers] but

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		<p>usually their reaction [is positive] ... their negative reaction is a fear of this hunting and pecking... it takes me forever to do it</p>
10.	<p>Describe some strategies that can facilitate the use of computers in a class of students?</p>	<p>J: Oh I guess I kind of answered that I think they need keyboarding I think we need to show them some exciting things on the computer. I worked with the teacher this year. she's using photo story. the kids had to write a reaction to a book they were reading and she had them write out in a story board there drafting was in PowerPoint and then they turned it into a photo story it was very cool.... it was just a very cool [project]... so their pre writing was just boxes ... A story board on paper.... in case you don't know what a story board is it's just boxes and then</p> <p>I: boxes... did they say anything?</p> <p>J: They said nothing they were just blank boxes and within the boxes they had to plan</p> <p>I: Did they have the arrows?</p> <p>J: Nope</p> <p>I: How many boxes</p> <p>J: there's probably ten... which would've been ten PowerPoint slides... right? Yeah ten was her number And then they kind of planned what each of the boxes</p>

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		<p>what each PowerPoint slide would look like and when she was in the middle of doing that she realized that if she had them take it to storyboard as a publishing thing they could add music and voice over and so for the kids who didn't want to type text they spoke it so it became a very interesting ...it was really a cool project ...very cool project ,</p> <p>I: so how did the teacher feel about the project when it was finished</p> <p>J: she was really excited about it But the hard thing about computers so this kind of...I'm sure it is coming up ...difficulties... one of the difficulties using computers is sometimes the project goes longer than you plan because of the intricacies of using the computer and because sometimes the Internet's not there and sometimes... you know you don't have a... the battery dies and a kid doesn't save right I mean it's, it's ...there's little... little pieces... little things that [happened] so she liked it .. what she said was that, 'it took longer than I expected.' We worked through the [whole project] ...but it was really a fun [project] and she did it with a co- taught class</p> <p>I: ohhhh</p>
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		<p>J: so it was a mix of GEN ed and special Ed kids. It wasn'tIt was done in [an] honors [class] too... but I wasn't in that class ... it was a co-taught class and there were three of us, a GEN Ed teacher, a special Ed teacher, and myself facilitating these students getting this so But it did take about a week longer than she expected Which can be valuable time</p> <p>I: So it took how long?</p> <p>J: They meet three times a week in class and from beginning to and it was not the entire 90 minute class. So from beginning to and it was probably three and a half weeks which was a little bit longer than a normal writing project would go .</p>
<p>-Comment as I do this transcript I realize as we talk there are so many times that is speaker and listener are so connected that words are not spoken but they are understood and that's why in transcripts there are often brackets that fill in the missing words I couldn't understand before, why people would leave out major words. Now it makes more sense - for how to deal with that See Weiss- Writing- p. 198</p>		
<p>11.</p>	<p>Describe the most important ways that computers have helped your students demonstrate writing skills?</p>	<p>J: (reading the question) WOW. I think</p> <p>.....(long pause)</p> <p>I: part of it you were saying before was that it levels the playing field and that the product</p> <p>J: Looks the same</p>

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		<p>I: Looks the same and I think that's part</p> <p>J: I also agreed with you completely and um.... I think the way a computer helps them demonstrate their writing skills is that it.... Gives them.. Here's the interesting thing... remember when Do you remember.... Well I'll say me... Growing up... do you remember that phase that girls went through where they kind of designed their own writing most girls go through that they get to a phase where they want their writing to look unique to them so you get the little hearts over the I's.</p> <p>I: Ohh handwriting... OK</p> <p>J: You know what I'm talking about? The computer allows that.... because I can pick a font that's silly and I can pick ayou know... I think in an odd way that helps them demonstrate their writing because they can play with their writing a little bit and they can make it uniquely their's and maybe they add a picture.. And They can it... it.... It's the motivation that helps them demonstrate their writing... I don't think the computer itself... I don't think ...write.... word processing improves or demonstrates their good writing I think that it's the things that it allows them to</p>
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		<p>26:45 do, makes them demonstrate their writing.</p> <p>Does that make sense?... I don't know if that makes sense.</p> <p>I: I think so.</p> <p>J: I don't think the computer itself does anything to help them write better. I don't think word processing helps themI don't think photos story helps them...</p> <p>Again I think I'll go back to... what I think they all</p> <p>27:04 are is tools and if we teach them the tools, and they pick up on the tools that match them then there demonstrating their writing it's just that we it's it's powerful in its ability to give them multiple ways to show to show them... we are most proud of our product when it really is a piece of us.... And he computer is a tool... (check recording) do apply handwriting?... absolutely you could.... But ...that's not where they are. And so we can fight them if we want to but that's not where they are.</p> <p>I: (laughs)</p>
12.	Describe some of the difficulties you have had using computers in writing class? How did you deal	<p>J: Oh wow... I guess I kind of talked about that ... what about that a lot</p> <p>I: So you talked about bringing the carts in</p>

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with those challenges?	<p>J: ummhemmm (agrees) here's one of the negatives and it is a negative but we have to learn to deal with it... teachers have to ...when you're using computers carts computer labs wherever you are you have to be aware of what your students are doing. Kids today are very savvy on the computer And you can think that there's sitting there typing your paper but if you're going to sit in the desk and you're not going to engage them they're going to be anywhere but... where you want them to be...because they're curious and the Internet is a lovely wonderfully curious object to explore .. they're very quick and like it or not they're also curious about things that we'd rather they were being curious about and they're going to be their too if they can get there. Integrating the computers has to be as monitored as any other thing that you would be doing in your classroom because it's it's it can be a monster and in my opinion it's a teacher's fall when that happens that the... The kid goes to the wrong site.... Well why weren't you there?.... A lot of it I... think classrooms setups need to be different but I really think one of our worst enemies is ourselves because we won't diligently monitor them in what</p>
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		they're doing because the computer becomes a babysitter so II think that's...
13.	How do you handle integrating the computer as a student tool into your class?	<p>integrating... I think we have carts that come in and I think that you can find ways....Webquests are a great way... I found one the other day for a civics teacher... they were looking for something aboutnow that the election so real I found a web quest about how to pick cabinet members and it was done by the New York Timesthey take a old Times papers I think it was way back... They'd take an article about a president who was deciding how to pick a cabinet member and then they ask them questions and they lead them through the web what are the qualities?... and the person has to come up with a job description of a cabinet member . It was very cool.. Just a web quest and they did it in class with carts but I think that webquests are great and thank God for people who create those things because you know,.... That kind of stuff is real world and it can make great integration into a classroom</p> <p>I: ummuhuh</p>
14.	Describe a class environment, what would make it easier to use	<p>J: I'm always a question ahead of myself aren't I ??</p>

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<p>the computer as a student tool?</p>	<p>I: that's Good</p> <p>J: again I'm going to go back to the classroom environmentit needs to be manageable the teacher needs to be able to move through the kids and I think... to a certain extent it needs to be individualized which the computer allows but I also think that there needs to be an amount of instruction that teacher needs to be a technical instructor if you want them to use the program you've got to teach them the program say you have to know You can't ... I think it's dangerous for a teacher to decide they're going to use something that they've [seen] done without having first practiced it themselves . I really do believe that we should Just because it sounds like a good program The teacher needs to have had as much practice with it as They want ...the kids the to have practiced ... first .</p> <p>I think the class environment should be The setup of the... the arrangement of the room should be one where you can easily get behind the students to monitor the screens that they're using .</p>
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		I: ok
15.	Describe a school environment, what would facilitate the use the computer as a student tool?	<p>32:09 J: school environment wow! I think there needs to be a policy.... for use. The kids need to know that there are rules for using computers... kids should be held accountable for damaging or.... Otherwise doing harm to a computer that doesn't belong ...as if we would do if They wrote on the wall... to take the keys off or to changing keys around each they really like to do know that? They like to spell words with the keyboard keys. Oh yeah.... It's very funny...(laughs) well it's not funny when you have to move them back! But it's kind of funny that they...(laughs more) that's a monitoring thing I don't think the teachers.... When do they have time to move the keys around? I think that we should have an atmosphere where computers are engaged but I also think that they... well... I think that they should never be the end all I don't think that computers should be the only way we ever teach them. There's a benefit to knowing how to read a book. There's a benefit to knowing how to.... Knowing how to research in a magazine... there's a benefit to knowing how to use graphic organizers on paper although now more and more for getting them so their</p>

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		<p>available on computers but.... I don't think we should completely... I think the problem is that we throw out the baby with the bathwater I think there's a fine, lovely balance between what I would call "old school" and "new school" and I think that the best is when those are mashed together by the school when both are embraced and there's a purpose to what you're doing it's a matter of being purposeful why.... The question I would ask is why is the computer the best tool for this ...idea... As opposed to why is a textbook the best tool....which sometimes it is. But...</p>
16.	<p>Are there issues not included here that you would like to mention?</p>	<p>J: no ...WOW I: We've covered a lot J: No...I think that pretty much told you my life (Both laugh.)</p>
17.	<p>This interview is to help me learn about how to interview and to find out what participants think about the questions. How do you think this interview could be better?</p>	<p>J: Wow... I don't know that I think your interview could've been any better What was really cool to me was how... just so you know ... was that you listened actively enough that when I was stuck you could say oh yeah remember you mentionedwhich reactivated my brain I thought that was a very cool</p>

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		thing so... thank you
18.	How could I word questions more effectively?	WOW
19.	What could make this a better experience for a participant?	I don't know that you could improve anything. I think the questions were really good .. What was good about it was That we could talk it through. I thought it was really good ... Give me the train ... and I'll walk you through .
After we finished the interview while we were chatting something came up and I asked if I could turn the recorder back. To capture that line of thought . She agreed .		
Jane Continued		
J:Post interview : so in continuing our conversation...When...		
I: There was a student....		
J: "John" ... the student "John" (a Pseudonym)		
Years ago, came into my class he had an extreme disability in which he could not even on a computer because of his handicapping from his disability type proficiently but when he talked you knew he was forming thoughts and making sense.... so the assistive technology [team] brought some software into the classroom called Draft:builder, which I mentioned earlier and now I think is a great program, but at the time, in my head, as a teacher I was thinking, ' no I don't want a program that's going to write for him because when it writes for him it's not him and then I can't grade, I was truly very concerned about getting authentic grading for him, what I began to realize was it was only a tool that helped him get all of those ideas in his head		

Assistive Technology and Writing Interview

on paper. Couldn't write the paper for him because it couldn't he had to facilitate that but it was the tool where he could put but single words down put them into some format and it became the draft from which he could create [his work] all this to say one of our problems as teachers is because we don't know the programs and we make assumptions probably based on things we see on TV science fiction stuff that these programs do the work for them and they then can't... we're not getting authentic grades, teachers are always worried about getting authentic grades the fact is it was a tool as read write gold is a tool as inspiration is a tool it can only do what I'd give it to do and then it can't go beyond that, so I just.... I know that that's the fear that most people have in trying these new programs outthat somehow or other it's going to do the work for them but it doesn'tbut a lot of ignorance and you just don't know the program.

If you have any questions or concerns, feel free to contact me at 703-578-0345. I am looking forward to meeting with you! See you _____

.Thank you for your help!

Susan Kenney