

1 Bruce McVicker  
2 February 20, 2001  
3 Edu 201  
4 Dr. Wagner  
5  
6 The Blueberry Lab  
7 Interview: Diane Taylor  
8 Field Notes for February 13, 2001

## 9 **Access: A Dominant Theme**

### 10 • Makers

11 Diane and George make access happen by dealing with curricular applications and  
12 hardware and network configurations. Yet, they create makers as they train the  
13 technology aides, instructional assistants, and teachers. The knowledge of the makers is  
14 quite specialized, but in the context of the school, teachers learn about technology  
15 through the access possibilities that are created by the makers.

16

### 17 • Users

18 The users are students, teachers, instructional assistants and technology aides. Their  
19 access depends primarily upon the way Diane and George provide the curricular and  
20 backend services.

## 21 **Job description**

22 Master question: Would you describe your job in the Pleasant Ridge School District?

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### 24 • What is your job title in the district?

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26 0:21 Computer Technician

27

### 28 • Is this a full-time position?

### 29 • Has this always been full-time?

### 30 • How has the position evolved into a full-time position?

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32 0:50 Diane recalls that she learned in the "shadow of George Powell." Diane indicates  
33 that she did not take the job as a classroom aide to learn about computers and technology.  
34 Her knowledge developed as she worked with George Powell.

35 2:35 Diane and George learned together.

36 3:13 George discovered HyperStudio [HyperStudio is a Multimedia application] and it  
37 allowed him to integrate technology into the curriculum. This was a key piece.

38 3:30 Diane explains what she was learning in the context that George created in his  
39 classroom. She learned as she assisted students in their word processing and multimedia  
40 tasks.

41 5:10 Diane explains that she had some computer experience through an ROP computer  
42 class. [[She seemed to have some interest in computers before she worked with  
43 George.]]

44 5:35 Diane describes herself as having the "love of learning."

45 5:50 I probe to learn more about problems and how Diane reacts to problems that occur  
46 as students and teachers learn about technology.

47

48 [Problem solving]

49 [Learning on the job]

## 50 **Performance and schedule**

51 Master question: What do you actually do for the district?

52

53 • Where do you spend most of your time?

54 • How do you divide your time between sites?

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56 8:00 Diane describes how she divides her time, how people alert her to problems, and  
57 how she reacts to problems once she arrives at one of the district's four sites.

58 [Problem solving]

59 [Hardware and software configuration]

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61 10:10 Speaks of specific types of problems. [Cisco switching problem. New protocols  
62 needed to be assigned because the district installed new Cisco hardware.]

63

64

## 65 **Problems and response**

66 Master question: Do you see yourself as a problem solver?

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68 10:56 Diane characterizes herself as a problem solver. She goes on to explain how she  
69 approaches problems. Working with kids and their problems is more about applications  
70 but working with networks is different.

71

72 11:35 Software and hardware problems deal with access.

73

74 [Access]

75

76 • What kinds of problems do you solve?

77

78 12:48 More references to specific problem situations. Very specific, deductive processes  
79 are described. Software problems, email problems are recalled.

80

81 [Access]

82 [Problem solving -thinking skills]

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84 14:56 Problem solving processes: Connecting key words such as "Domain" will  
85 sometimes lead Diane toward a particular solution path. Comparing machine  
86 configurations will also be a source of data.

87

88 [Clues]

89  
90 15:17 "...some kind of clue..."  
91  
92 16:05 I probe to learn whether Diane sees herself as having been a problem solver before  
93 she began work in the district. She confirms that she is a problem solver. "I want to try  
94 and find out why it's not working, and I try and fix it."  
95  
96 [Analysis]  
97  
98 • How do you respond to problems?  
99 • When you can't seem to solve a problem, what do you do?  
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101 16:57 Diane describes the process in some detail.  
102  
103 17:50 Diane describes problem solving as an experience, a learning experience.  
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105 17:52 Diane muses that she and George often wonder why they don't write some things  
106 down as a record of previous solutions.  
107  
108 [Knowledge base]  
109 [Experts -human resources to call or email]  
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111  
112 22:48 Time spent on a problem can be unproductive and sometimes it may be best to  
113 reinstall the system.  
114  
115 [Procedures -backing up files]  
116  
117 25:01 I probe to learn what Diane thinks about George's concept of access. She agrees  
118 with George's thinking and recalls other situations when access was considered poor.  
119 Diane describes how a fast network enables users to access learning much more  
120 efficiently.  
121  
122 27:52 Diane responds to a probe regarding how teachers respond when the network is  
123 down [access denied]. If this happened a lot, they would be frustrated. However, Diane  
124 maintains that the availability of the lab, George's presence, and the speed of the reliable  
125 network keep teachers from nurturing the concept that the technology is unreliable at  
126 Mother Lode.  
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128 [Reliability]  
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131 **Training (for others)**  
132 Master question: Are you involved in training and staff development?  
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- Of teachers?

29:45 Diane mentions that she is involved in a lot of one-on-one training. Teachers and aides ask for individual coaching. Diane does not do formal staff development.

31:50 I probe to see if Diane gets a lot of repeat customers. She confirms that she does. People don't always remember the first time. Need to be walked through the processes maybe even 4 or 5 times.

- Of technology aides?

32:40 Diane trains tech aides to carry out procedural skills that enable access. Not all come with the skills, but they have the willingness to learn.

[Tech aides -instruction]

[Access]

- Of instructional aides?

35:50 Diane indicates that she is involved in the training of instructional aides. They do work with the school's report card application, but they also learn about word processing and other interactive application software that allows students to access the technology and respond to curriculum tasks.

## **Training (for self)**

Master question: How did you learn to do your job?

35:00 Diane took some classes, but in most cases she already knew the content.

- What parts of your job required specific training?
- How specialized is your knowledge of technology?

38:20 Diane doesn't think of what she knows as highly specialized. She agrees that others might think that her knowledge is highly specialized, however.

- Are you the only one in the district who has knowledge of certain procedures and applications?

45:00 Interview concluded.