



Unit 1 pp10-11

2 and 3 **03**

Deana: Hi, my name is Deana and I'm a university lecturer. I help students with their study skills. We sent a time-management quiz to some students. Let's see what they have to say!

Sam: I do not think that I did very well on the quiz, 'coz most of my answers were 'quite true' or 'very true'. Er, and I could definitely use some advice, er, on managing my free time and study time because I have hobbies in music, and writing, and radio that I really value and enjoy ... er, more than or as much as I enjoy my studies.

Deana: Well, there are two things that you can do to manage your time better. First of all, try to prioritise your tasks. In other words, try to see which tasks are more important and do those first. Second, you should have a timetable. In other words, try to look at for how long each task is going to take you, and also how long do you have during the week to give to this task. So you will have time for everything – both for your studies and for your leisure.

Vanessa: I did very well on the time-management quiz. However, I would like to know more about study buddies, and if they do help us.

Deana: Oh yes, study buddies are really beneficial. They help you focus on the materials that you have to study, they help you understand difficult concepts, and most importantly they'll help you in understanding your position – or rather, what is it that you think. So, go for it!

Bea: I think I did pretty well in the test. All of my answers were, sort of, 'not true' or 'only a bit true'. I tend to hand in my work early, if anything, and to a standard that I'm really happy with. But I think that probably means that I spend too much time working. So maybe help for me would be how to schedule my time in a more balanced way.

Deana: Well, handing in your work early is not necessarily a problem. However, this shows that maybe you have some issues with your time management. Now, two things that you can do.

Again, prioritise your work: so make sure that you know how long it takes to do any of the tasks at hand. And secondly, set yourself a timer, or rather a particular amount of time that you want to spend on each task. In this way you will have time for leisure.

Chris: Er, I don't think I did too well on the test. And something that I've always really wanted to know is if there are any tools or resources to help me with my time management.

Deana: Well, there are many tools and resources that you can use. But the first person you should talk to is your teacher. They are the ones who certainly know better than anyone else how to help you, and how to be successful in your studies. There are of course websites and books that you can look into the library. However, if you're looking for a tip, well, here is one: invest some money into buying a timer – or just use your mobile phone, really – and set yourself half an hour working time and five minute breaks. You will see that in this time you're going to achieve much more, and you're going to have time for everything in your life.

Well, I hope you've found these tips useful. Thank you very much for listening.

Unit 2 pp22-23

2 and 3 **09**

Question: Tell us about your job.

Deana: My name is Deana and I'm a university lecturer. I teach English Literature and English Language.

James: My name's James. I am a video director and editor.

Tope: My name is Tope Chiedozie. I am an educational trainer in schools and I teach finance and enterprise for a charity called MyBnk.

Question: Why did you choose your job?

Deana: Well, I've always been passionate about literature and language, and I think I was very lucky because I had a very good teacher when I was at school ... and he really gave me the passion for the subject. And I love research. And reading books is very much about researching.

James: The reason that I decided to

become a video director and editor is because I love films a lot.

Tope: I chose this job because I did like the idea of teaching, but I felt that I wouldn't be able to handle the workload of a teacher. And I just wanted a bit more flexibility within the job role.

Question: What's important for you in a job?

Deana: I think what I love about my job is that it's varied. There are many things that I have to do during the day. So, on the one hand I am teaching, so I see my students. I work also as a personal tutor, so I actually help students with their problems – not just in relation to their studies but also everyday life. I also research, and I write articles, I write books. So it is very, very different, and every day is a challenge to me. And I think this is what I love.

James: The things I like about my job is that I'm constantly learning, constantly feeling like I'm developing my skills. There's also a lot of variety in what I do, so whether I'm on set or I'm in the edit room. And also I enjoy that there's a lot of creativity involved.

Tope: Er, some of the things I really enjoy about my job are the way young people respond to what we teach them. We teach finance, which at times can seem quite boring. But at the end of the day they learning about things that they're gonna learn about in adulthood – that they're gonna experience in adulthood anyway. And they come back and say to us that, 'Wow, how come nobody taught us this stuff? We should be learning this in schools!' And so just that alone – seeing them take in knowledge and see that knowledge as worthy, see that knowledge as something they need – that is such a joy to me because it means they're learning. They're actually learning not just for the classroom, but for life.

Question: What skills do you need for your job?

Deana: Well, first and foremost you need to be patient. Because, dealing with students and their questions you really need to have a lot of patience. Of course, you need to be knowledgeable about what



you're talking about. You have to be ... um ... a good communicator, you have to be able to explain ideas and very difficult concepts in simple terms. And you have to be a good listener. You have to be a psychologist. And most importantly, you have to love what you do.

James: The skills you would need to be able to do my particular job are, firstly, a good eye for detail. Secondly, patience. And thirdly, a little bit of creativity.

Tope: So the kind of skills you need to do my job ... First would be presentation skills, being able to present big concepts in a simple manner that young people can understand. Secondly, I would definitely say a dynamic personality, to gain the interest of the young people. Because you're bringing sometimes a topic that is maybe a bit boring to them – they're not used to learning about finances and payslips and taxes – so it has to be interesting to them. And then finally being able to think on the spot. Sometimes we enter a classroom and the projector's not working, the computer's not working, and immediately we need to switch on our minds to think, 'How else can we present this information in a fun and entertaining manner?'

Question: If you changed career, what job would you go for?

Deana: I wouldn't change my career at all. I love what I do, and this is what I always wanted to do in my life.

James: I would most likely be in the army, or a carpenter. The army appealed to me because you get to work outdoors and you're part of a bigger team. And carpentry appealed to me because you get to make things with your hands. I then realised that film could provide me with all those things in one job.

Tope: If I wasn't doing this job I would be working in advertising, as a copywriter. And so a copywriter ... we would have someone who deals with the pictures for an advert but I would deal with all the text and the writing. I love words and I love, I guess I love the English language. And so I knew I wanted to do that in year eight or so, when I was still a young child. And then I just

don't know what happened, the path just went off. But I love advertising and marketing, so I would definitely go into that.

Unit 3 pp36–37

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Ben: My name's Ben O'Brien and I founded Sourced Market in 2009, so my responsibility is, um, running the business.

Question: Why did you found Sourced Market?

Ben: So, I used to live on a very famous produce market and was inspired by the quality of the food that was available there. And over the years I got to know many of the small producers, I learnt a little bit more about what it takes to get food from field to fork, um, and then in 2007 I actually moved out of my flat on the market and moved into east London. And suddenly I no longer had all of this amazing produce on my doorstep. Um, and I just felt that that should be more accessible. I didn't have the time to actually go back to the market to find the food that I wanted, so I came up with the idea for Sourced Market, which was to take the quality of product that was available at that market, the general shopping experience, and the provenance, but to make it more accessible and to deliver it in more of a 'convenience store' format. So we're located here in an international train station, we're open seven days a week, 16 hours a day.

Question: What's the impact of food miles on the environment?

Ben: In general I would say food travelling unnecessary long distances is a bad thing. My feeling's that if something is good and available locally, then we should get it locally. So for example we're very close to Kent, which is known as 'the garden of England', and actually produces amazing apples. So I feel that we should therefore source our apples locally from Kent, rather than bringing them in from thousands of miles away. It's not quite as simple as that always, because for example people actually want to eat apples all year round. Apples are a seasonal product, you know,

they're generally harvested August, September, October. Um, if we want to sell apples in June that means keeping them in a cold storage facility all year. That actually uses a lot of energy. And actually, you have to do some very, sort of, complicated sums to work out: is it better to keep them in a fridge all year? Or bring them in from the southern hemisphere? I mean, over all the best thing would be if people ate more seasonally, and then they ate apples in autumn, when apples are in season, and then in summer they eat things that are in season in summer, such as berries. But that's not necessarily how the world always works.

Question: New research says that food miles are only part of the picture. Would you agree?

Ben: So food miles is absolutely only part of the, um, the wider issue. So at its very simplest, food miles is: 'How many miles does it take to get a product from A to B? And what's the, sort of, cost per mile in terms of energy consumption?' Um, but you've also got to look into how a product is produced. And products can be produced very differently in different places. So for example we actually bring in a lot of lamb from New Zealand. New Zealand's got lots of wide open spaces, and actually it's very, very easy for them to produce lamb very efficiently as a result. So then putting that in a frozen, um, shipping container and bringing it over here is relatively efficient. So again I don't know the exact sums, but this is just an example of something you would need to look at. There is an argument that rather than using, er, the limited farmland that we have in the UK to produce lamb, it actually might be better to bring it in from New Zealand where they have a lot more space and can produce it more efficiently, even though there's a lot of food miles, bringing something in from effectively the other side of the world.

Question: Is locally-grown food expensive?

Ben: So locally-sourced food can sometimes, but not always, be more expensive. Quite often it's



not more expensive, because if you transport something from two miles down the road to here and then sell it, you cut out a lot of the costs of transferring it somewhere to a warehouse, and then shipping it out to somewhere else. So, in an ideal world it would be cheaper. But sometimes it can be more expensive because if you produce something locally it might be produced on a smaller scale. And it might not be a huge 'agribusiness', so they may not have the economies of scale, so actually it could potentially be more expensive even after accounting for the fact that transportation costs are lower.

Question: Where can I buy locally-sourced food?

Ben: I think if you're interested in sourcing food locally the best place to start would be your local market, specifically a farmers' market if you have it, because there you can go and meet the people who that actually produce the food that you're buying and eating. And you can find out a lot more information about how something is produced – what were the ingredients to go into it – and often they'll let you try a product before you buy it, unlike going to a supermarket where generally something's packaged and labelling, whilst there are regulations that govern labelling, can be a little bit deceptive. Certainly one of the issues, for example, is that if the product is packed in the UK you can put the British flag on it, and then when somebody looks at that product on a shelf the assumption that they make is, 'This is a British product.' But actually it might have been produced outside the UK, shipped here, and then only packed in this country, so sometimes you almost have to be an expert in order to be able to decipher the information on a label in a supermarket, whereas actually if you talk to the person who makes the product you can generally form a much more accurate idea about what goes into that product.

Unit 4 pp48–49

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There are seven types of intelligence, each of which will require – or will suit – a different learning style.

If you are stronger in the *linguistic* style, then what you would like to think about is to have flashcards for difficult concepts, or maybe have extensive notes.

If you are stronger in the *logical* or *mathematical* style, one thing that you would like to do is to organise your notes in alphabetical order (or numerical order) so that it's very clear where the information is going.

If you are a *spatial* learner, there are two things that you can do. You can either use graphs or mind maps.

So, if you're stronger in the *musical* type of intelligence then you are lucky, because you can use music to remember, rhythm to remember concepts and to remember words.

So, if you're stronger in the *bodily* or *kinaesthetic* type of intelligence, then there's one thing that you can do. Think about real life examples. This will help you think about relating to the concepts.

So, if you're stronger in the *interpersonal* type of intelligence, then there are two things that you can do. On the one hand, you can set up a study group. On the other hand, you can talk to a classmate about any problems, concepts or ideas that you cannot clarify.

So, if you're an *intrapersonal* type of learner, then there are again two things that you can do. Remember to keep a journal about your progress, and also remember to study in a quiet area where no one is going to disturb you.

So, these are my tips for the seven types of intelligence. And remember, everyone has more than one type of intelligence so learners can use more than one tip.

Unit 5 pp62–63

2 and 3 **24**

Question: Do you think that teenagers should really have to worry about money?

Tope: I think every teenager wants to one day be independent. They want to be able to work their own job, um, earn their own money. And if they can have the skills now while they're young and they don't have many responsibilities, it's gonna be much easier when they get into adulthood and they've got to manage a home, they've got to

maybe take care of kids, um, you've got your car – you've got all these new responsibilities. And if you can have the skills to do that now, then it's going to help you much more in the future.

Question: What are your top tips for young people wanting to avoid debt?

Tope: Um, the top tip that we give for young people in managing their money, the main one, is: before you make any purchase, before you buy anything, ask yourself – do you need what you're about to buy? Do you need it, is it an actual, essential, need? Is it something that you can't live without? Or could you do without it for a while?

So me, myself, when I go shopping now, I ... If I'm gonna buy a jacket for £100, for example, I have to sit and ask myself: OK, do you *need* a jacket for £100? Or maybe you could get one for cheaper? And this kind of helps you cut through – what things am I spending money on that are a waste? And what things do I actually need? Um, another tip we also get young people to do is, if you're gonna take out money from the cashpoint, if you're gonna take out money from anywhere, take out what you *need*. So if you're going for a meal and you've budgeted, you've looked at it, you only need £10? Only take out £10, rather than taking out more than you need. If you have the money there, you're likely to spend it. So take what you need, and use what you need.

Question: Why is it important to keep a record of what you spend each month?

Tope: For young people, I think it's great if they can keep a track record of the money that they're spending. Because money doesn't grow on trees. You either have a little, or you have a lot. And so if you have a little: that little that you have? It's good to know where is that money going. And when we do workshops in the schools we speak to the young people and we ask them what they spend money on. A lot of people say 'food'. And so we ask them, what *specifically*? How much do you spend on crisps? How much do you spend on chocolate? How much do you spend on drinks? And



sometimes they're not sure at all. So it means if they've been given £10 at the start of the week, it's hard to actually trace where this money is going. And so we really encourage them: take a note in your phone. Each time you buy something, write it down in your phone. Keep a log on your online banking. Keep a look, you know, a lockdown on your statement, you know, where is the money actually going? And then you can better plan your money. You know each day – 'I spent five pounds on food' – and then you break it through the week. Or, as you get older, you know that – 'We spent £1,000 in the home' – and you know exactly where that money is going and what it's going to.

Question: How does technology affect the way we spend money?

Tope: One of the ways modern technology affects how we spend money is through contactless payment. Contactless payment enables us to spend money without physical cash, and sometimes without realising we're spending more than we actually want to, because the physical money is not there. One of the things to look out for is taking care of your needs first, and defining a 'need'. A 'need' is something you can't live without. Um, taking care of those 'needs' first and then whatever is left is left? Deal with your 'wants'. And this applies not just as a young person, but as you go through your adulthood, life, as the responsibilities build up. Taking that principle with you: Do I need this? Or do I just want this?

Unit 6 pp74-75

2 and 3

Question: Does your university encourage healthy eating?

Sam: I don't think that my university really does encourage healthy eating. We do sell fruit and vegetables, mostly at the cafés, and there aren't very many unhealthy snacks. But we don't have very many posters or campaigns that do promote healthy eating.

Vanessa: Yes, I believe that my university does encourage healthy eating. There is a salad bar in our students' union, that all

students can access. However, it is next to a fast food place, which can prove tempting for some students.

Bea: Um, I think my university actually does quite well at encouraging healthy eating. It's, sort of, changed the options that are available so that it's more orientated towards fresh produce. And there are lots of salads rather than, sort of, burgers or big paninis. So yeah, it does really well.

Chris: Personally, I feel as if our uni does not provide enough healthy options. In and around the students' union there are lots of fast food chains, and that makes it too accessible to get fast food. I feel as if we should have more healthy eating options, but currently we do not.

Question: Does the government encourage healthy eating?

Sam: I've seen the government do campaigns in the past few years that encourage healthy eating. Um, but those campaigns are mostly aimed at younger children, and there aren't very many that are aimed at people who are older – who are of my age.

Vanessa: Yes, I do believe the government encourages healthy eating. Um, over the last ten years more schools and canteens at universities have more healthy food readily available. However, with the students' own money, they're on a limited budget and so often are tempted to go for cheaper foods, which do tend to be unhealthy.

Bea: I think the government tries to encourage healthy eating. It's got its recent, sort of, sugar taxes. And it's trying to, sort of, answer the dentists' qualms about children's teeth. But I think with ... if you look at what the government actually allows supermarkets to sell, then it's got a conflicted agenda in terms of what's obviously making a lot of money versus what's actually good for you.

Chris: I feel as if the government shouldn't have to do anything to encourage healthy eating. I feel that it should be an individual's own choice as to what they eat, and they should be able to deal with the consequences themselves without the government telling them what to do.

Question: What tactics encourage you to eat healthily?

Sam: I think working in schools and educational facilities helps with encouraging healthy eating. Because, er, people are much more likely to take the advice of other people that they know, rather than posters or adverts. But adverts on television do also work quite well, especially because children do watch television quite often.

Vanessa: Tactics that encourage me to eat healthily are often ... when healthy foods are more visually on display, over unhealthy foods, because they do tend to be more colourful. Um, so if you had fruit stalls, for example, outside the students' union. This could be very tempting to people walking past.

Bea: I think it's much better if, when you're encouraging someone to eat healthily, if you make it positive rather than negative. So not saying what people *can't* eat. You're actually making it, sort of, more of a *can* than a *can't*. I think once you, say, forbid yourself from eating something – you sort of only want that. So I think, yeah, being positive is good.

Chris: I like to plan out what I'm going to eat every week, as that ensures that I have healthy options readily available for me.

Question: What would discourage you from eating healthily?

Vanessa: Um, things that would put me off eating healthy foods, um, would be ... If a particular piece of fruit or vegetable was difficult to have when you're on the move. For example, banana skins are very difficult to get rid of if you're not near a bin. So maybe fruits like raspberries, which could be eaten whilst on the move.

Bea: I think tactics that *don't* work are when you're too strict on yourself with your diet. So, telling yourself you can't eat something just really makes you want to eat it. So, just doing it in moderation really.

Chris: I don't appreciate patronising ad campaigns like the traffic light system. If a certain food has a high fat percentage, I can make my decision whether I'd like to eat it or not. I don't need someone else to tell me what I can and can't eat.



Question: How would you encourage healthy eating?

Sam: To encourage healthy eating I think I'd do small things, like changing what's on the menu in schools. Er, and just promoting and making water more available, so people drink more water and naturally eat healthier food without having to make a conscious effort.

Vanessa: I believe, for me, to encourage people to eat healthy foods, they would need to try something new which they haven't experienced before. So, potentially, fruits from exotic Caribbean islands, um, could be sent here to the United Kingdom, um, which would give students something new to try.

Bea: I think to encourage healthy eating you really need to work on changing a general attitude towards food, so that healthy eating becomes normal. I think it's a really good idea to do that in schools and colleges so that young people have a really good relationship with food. So, if school meals are sourced locally and seasonally, so that children know where their food's come from and that it's good for them.

Chris: I would encourage people to eat healthily by making sure everyone had knowledge about what was in food readily available to them, without it being pushed in their faces. If they wanted to go and see how much sugar was in a food, they could go and do that, but they're not being forced to by in-your-face campaigns.

limits the amount of backers you can potentially get quite considerably.

We needed the crowdfunding money to create the film because we didn't have any budget at all. Mainly that money was used on hiring equipment and locations, and actors. Fortunately our crew all came free – they worked on a, sort of, free basis – um so we were able to use that money more wisely and streamline it into the equipment. So the film actually came out looking like a higher budget film than it actually was.

So, it was basically a very simple and personal video of me talking directly to the camera, directly to the audience, um, to get their interest and in a way sell myself as the writer and director of the film.

So the short film is basically a coming-of-age fantasy drama, um, following our main character Andrew, who's a young boy of about ten or eleven. And it's him coming to terms with ... with the death of his older brother, and significantly his older brother used to play trumpet.

We had a target of £3,500 and fortunately we did reach that. Um, we reached that with the help of about 80 backers.

As this was my first crowdfunding campaign, I really underestimated how much time it would take to get all the information ready. And so we were still adding information – still researching – during the campaign, which actually took time away from us that we could have been spending on promotion.

I would recommend crowdfunding to fund small projects that you're working on, um, simply because you get to keep creative control of your project and because there generally aren't many other ways to get funding!

collecting for has had a direct effect on me – for example, one of my friends has had a certain illness, and I've been giving money to that charity ever since.

I have raised money for a charity. I once spent a day raising money for an environmental charity at my school. Er, we sold cakes and held events, such as raffles, to make money. And it was a good, fun day.

Er, I have done a fundraising event for a charity, um, for a health charity, in which children from the local village – and many helpers – did a bake sale and put on a performance for the people in the village, um, to raise money to send to that charity.

I've actually done a lot of fundraising for different charities. Um, so I did some with cancer charities, and with disaster charities. And what I did was fun runs with my school that I helped to organise, and things like cake sales. And I also did a few summers of door-to-door fundraising, which was fantastic.

I have raised money for charity before. Me and a few of my friends went to our local shop dressed in fancy dress and sang Christmas carols, raising money for the care home for the elderly. And it was a lot of fun, and we raised quite a lot of money.

I think the best way to raise money for charities is human interaction. So, face-to-face, because people react much better to being able to talk to another human being rather than just to an advert on television which you can just turn off or ignore. Um, and it's much easier to explore issues and get a sense of the human element of charity if you're actually talking to another person.

For me, personally, I think the best way to raise money for charities is to put on events of local towns and cities. Um, this way people are more prepared to spend more money for the charity, because they don't happen very often.

Personally, from my experience of raising money for charity, I think that the best way is when you can actually get people involved in the charity. So it's not just about their money, it's actually about them personally investing in what the charity's doing, and ... and helping in a more direct way.

I think that the best way to raise money is to make sure that your campaign is in the public eye as much as possible so that people are aware of it.

I think harassing people on the street should be avoided as a form of charity fundraising, just because it doesn't really make sense to bully people into donating money to a positive organisation. Um, but on the other hand, I do think that

Unit 7 pp88–89

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Er, the reason I needed to use crowdfunding was to fund, er, a short film that I'd written. And, um, film production isn't a cheap thing to do so it was necessary to use crowdfunding to get the money together to be able to make it.

After we decided we wanted to do the crowdfunding campaign, um, we had to choose which platform to host the campaign on. There are a lot websites that offer, um, hosting capabilities, um, for a crowdfunding campaign. Um, but the one we went with was chosen because it offered ... Well, firstly it was the biggest and most well-known. And secondly it offered international backers. Other platforms only offer national backers, which obviously

Unit 8 pp100–101

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Er, to decide what charities to give my money to, erm, I normally like to speak to someone who works for the charity, 'cos I think you can get the best impression of what they're about by actually speaking to a person involved. But they usually are quite good at describing what they do on their websites.

Um, for me to decide upon a charity I think it's one that tends to affect the people that I know, around me, so that I feel that I can make a difference and help the people that I like and love.

I think I prefer to give money to charities that I'm personally involved in or have friends or family that are part of, because then I kind of have a connection to that charity.

I would give money to certain charities based upon whether what they're



interacting with people is very important in raising awareness of charity.

Um, for me personally I don't think there are any bad ways to raise money for charities. Um, any money that is raised is very important and people who put the effort in to raise money are doing a very good thing for these charities. However, we have to make sure that all the proceeds that are raised do eventually go to the charity.

Yeah, I think that the type of charity fundraising that should be avoided is aggressive fundraising. Because I don't think it's very ethical, and I think it undermines the aim of the charity in the first place, really, especially when there are vulnerable people involved – which sadly is the case.

No, I think as long as you're trying to raise money for a good purpose it's always OK.

Unit 9 pp114–115

2 and 3 45

I do use a lot of technology for study. My university has, um, an entire online system of resources, including critical papers and general academic texts, that is ... that are only online. So I use that almost daily when I'm at university. I also type up a lot of my essays on a computer, and communicate with my lecturers on a computer. So, computers are pretty vital to my studies.

Yes, I do use many types of technology for my studies. Um, my phone if I'm out and about and I need to check something quickly – for emails, for example – um, but mostly I use my laptop as I can access Word® documents but also the Internet as well.

I do use a lot of technology for my studies. I use mostly the Internet and my computer. And that's doing research for essays and using the university's database, which has all of the information that's, kind of, shared between the students and the lecturers.

Yes, I do need to use technology to aid me with my course as I'm doing a coding course. There are multiple software and hardware that I need to use.

I'd say that the ... the main advantage for a student using technology is the variety of resources that you have online. The Internet opens up so many more texts, and papers, and everything for a student to read and study. And if you're limited to just a library then that doesn't even compare to the amount of stuff that you can find on the Internet.

I believe technology can be very beneficial to students, because when creating a document, for example, if somehow the computer crashes it's very easy to have a copy saved. Um, it's also very easy editing

documents. Um, and sending information between you and other students or your professors.

Um, I think for students technology is hugely useful because all the information that you need is right there at your fingertips, and you can get to it whenever you need to.

One of the advantages of students being able to use technology is that we can access all of the presentation slides after lectures.

Students can often become too reliant upon the Internet, um, with studying, because the information that they gain off the Internet is often just copied straight into their work without having conducted their own research.

I think one of the disadvantages associated with using technology is that it prevents you from, kind of, learning how to do certain things yourself. So for spelling and grammar, you've always got tools on your computer to do that for you. And I'm sure that probably my parents spell a lot better than I do as a result.

No, I don't think there are any disadvantages, because teachers are using technology to enhance our learning.

I highly doubt that face-to-face teaching would disappear in the future, because people just don't learn anywhere near as well from technology or a screen than they do from an actual other human being. Um, and it would take an incredibly long time for technology to be good enough ... for the technology to be able to react to the student, whereas the main benefit of a human teacher is that they can cater how they teach to individuals.

I am a little concerned that in the future face-to-face teaching could no longer exist, because technology is proceeding at such a fast rate. However, I do not believe this would be very good for students, because I believe that as humans face-to-face interaction is how we thrive.

I definitely think that face-to-face teaching will continue because there's a stimulation of interaction between humans that you just can't really replicate with a machine, I think.

No, I don't think it will ever disappear, because although technology is really good, there are certain things that can only be explained from a question-and-answer process between someone that is an expert and someone that's trying to become an expert in the subject.

I think in the future a digital word-checker – or essay-checker – that was really reliable would be incredibly useful, because it would be able to help students to

improve their writing on their own really extensively. And it would take a lot of work off the teachers' backs, I think, if a student had that kind of resource readily available.

I believe that a new technology for students, that could help them with their studies would be a gadget that would allow data to be downloaded straight into your brain, as this would save you going via a computer.

In the future I'd love to see a virtual helmet that especially younger children could use, so that they could have that really immersive learning experience, which would be really exciting. And I think that's kind of the excitement that you should have when you're learning.

Free wi-fi for everybody would be a great thing to see in the future.

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For me, citizen journalism is more the future than a competitor to TV – television, broadcast stations, radio. It's the future: this is what's going to happen. Everything's gonna be hyperspeed, it's gonna be straight to you, straight as it happens.

Lots of things are getting that way: websites are getting that way, they have live feeds of things happening, people comment who are there – for instance saying what's happening, people uploading their own personal footage.

It becomes way more personal and even ... you feel like you're there. Not ... it doesn't have to be, like, a proper experience. But it's ... it's a lot better than seeing a person sit in a station and tell you; show you a picture; show you a video; tell you; goodnight. It's a lot better than that, it's way easier to consume, as well, as media goes.

It might be more personal, but is it more reliable? Because we have these people putting out articles on the Internet, and it's often very quickly after the event's happened, when not all the facts have come in. Whereas generally the major news stations will wait until they've got all of their sources – until they know that everything's factually correct – until they publish something. Whereas there's a lot of speculation that often goes along with, um, journalism on the Internet.

But don't you think that the speed is what makes it so good? I mean, a source might not be completely accurate but the thing is going to be fact-checked and investigated more afterwards. But if I know that something's happening in the first place – for example, if there's a riot



somewhere near where I live ... If I see that on Twitter way before it's on the news later that evening (when it would've been too late for me) I can avoid that and, like, protect myself.

But in terms of social journalism, um, expenses are ... you know, that go into TV stations and news stations that give us this information. They actually have to do their background checks, their facts, and understand the actual root of what's happening around that story. And in terms of speed that can be more detrimental because we can actually be spewing out lies. And that shouldn't be what we're trying to consume as news.

I always find that TV crews try to get as quick to a scene as possible, as well. I always find teams, kind of like, sort of like fighting for who's got the best story, who's got the best scoop, who's got the best angle of camera, even. Just, like, who's got the best shot for this one thing that's happened, that's what you want. While with a phone – it happens: get it out straight away – there's so much more that you can do with a phone as well. Like for instance a camera, it may be able to broadcast instantly but you have to have everything set up, and that can take minutes on minutes. While, if something's happening and it's only a one-time thing, or it's something that you know is not going to happen again, that's gone, that's safe, that's in – you know – the Cloud, that's in the Internet database. You know, that's never coming back, you're not getting that back.

I think you have the same mentality in terms of usage of phones because you tend to look at who has the longest shot, or who has the longer range of what's happening. It's just the same kind of competitive mindset just in a different forum. At least that has more ... there's more control over that in terms of news stations and who's televising what. But when it comes to social media, most of the time it's about the most views, the most hits, and even trying to publicise themselves more than the news itself. And that's more for personal gain instead of public service.

And on top of that, just a 30-second snippet of, for example, bullying, doesn't show the whole picture. We don't know exactly what was happening in the situation – it's just a part of something that we get a glimpse of rather than the whole story.

Yeah but those, like, 30 seconds can lead to an investigation that uncovers so much more. Like, citizen journalism might not be

the whole story but giving you the root of the story that you never would have seen would lead to more. Like, bullies who've been taken to court and brought to justice because their videos went viral on social media, and then they were dealt with through the proper systems, and that's, like, so good for the victims. That wouldn't have happened if we didn't have citizen journalism.

Sometimes I find the personal ... the personal factor can kind of be what swings it. And that's ... Well, you can argue that news organisations are less personal because, you know, they're doing a job and they just have to do that. But sometimes personality can be what makes a news story – sometimes you can see the anguish in someone, you can see the joy in someone, and that can really swing it. And news ... Just 'cos it's factual doesn't mean that, you know, it can't convey emotions to someone else.

I mean, you say 'swinging it', I say 'trying to convince them to go on their mindset of it'. Because the whole point of these television stations having their own, um, non-biased opinions of it ... It's to try and allow you as the consumer, as the audience, to try to understand it from your point of view and take in the facts. Not the sob story, not the happy lottery finding, but to understand what is happening. And with these personalities and these attractions, it's just pretty much catering to the whole ... what's more appealing to you and what you wanna take in.

Um, and just expanding on that: citizen journalism can very much prey on things that appear to be exciting or interesting. So if we take, for example, the Holborn fire in London recently. People were very quick to jump to the conclusion of a terrorist attack because that's what people, sort of, wanted to hear. But actually when they went more in-depth into studying what actually happened with the big news organisations, it was found to be an electrical fire. And I mean, if we just take a little bit more time in these sort of things we'll get to the root cause of what's happened, it just might take a bit longer. But, I mean, what do people want? Do people want speed or do people want things that are factually correct? I think if it was me, I'd want something that was factually correct.

It might take them a while to understand why there was a fire but you can't deny that, because of citizen journalism, the fact is we knew there was a fire way before you would have done in the first place. And there might have been a lot of

speculation online about why there was a fire, but the important thing was people who live around Holborn, and work around Holborn, and maybe have family who work in the building, knew there was a fire way before they would've if they'd waited for a news crew.

In those instances that's quite rare to happen but most of the time when we have this, kind of, fast-uploading journalism, it can lead to vigilante justice. And we can have these kinds of situations where bullying can be involved online – and, say someone knows that person involved in the footage, and they go take their own justice and potentially put someone's life in danger.