**Abi final interview 02 Sept 2014, begins 19.34. First tape 72 minutes, then 14 minutes.**

We take over the living room, Abi’s mum is in the kitchen and Sam either upstairs or also out the back.

Abi says that it was ‘fine’ taking part. Fine really... I’ve only really thought about it when I was doing it. Nothing was confusing really. So, it was good. It was what I expected. I didn’t know that you'd be doing the shadowing, obviously, before you told me. So I wasn't expecting that but I didn't mind. So I was just expecting it to be some interviews.

To other young people? - I'd say it's pretty easy! It’s good experience and you can put it on your CV and stuff!

Has it changed how you see yourself? - Maybe the school day, little things like ... you wrote how I sat on the very end, I hadn't thought about how I'd done that but I guess I did! ... So I can text and stuff. I don't think, I'm going to do this so I can text, I just do it. I never thought about it though.

What kind of year has it been? - Quite good. The difference in work between Y9 and 10 is quite a lot.... I say she seems to have changed a lot, she says she doesn't really think she has. [But later when I email her about her final DiL she mentions that her bedroom’s being redecorated, so I imagine all the pink is going… so much change…].

Fieldnotes? - She says she has read them, found it weird. Seeing it all written down, and the things you're saying - not you, me - it's cringey. It's just weird thinking about things you've said because you don't think about it, you just say it. [I think she means the conversation when they're going to school in the morning? as she comes back to this later]

Otherwise .... it was pretty much how I thought it was going to be. She says she did feel it represented her day, and that it was typical. I ask if all the emphasis was on exams was about the time of year, but she says ‘that's just what it's like, since I started in Y10. We start doing parts of our GCSEs so they're just really worried they're going to get good results out of us'. [This is a brilliant way of putting it, I think - the teachers wrest the results from their material, the students; the anxiety is theirs not students etc]. It doesn't feel like I missed anything.

How would other people feel reading the notes? She asks me, her friends? Other people in this project? [Again, interesting sense of audience]. I add teachers at her school [maybe thereby limiting the audience for her conceptually]. ‘I think teachers could be maybe embarrassed, maybe in the same way as me, you see things you've said written down... it's embarrassing. Some of them would be pleased with their teaching style’. I repeat this incredulously, she says they would. Says she doesn't think the English teacher would be embarrassed, just find it funny, it depends on the teacher. A says she thinks it is a fair portrayal.

I say I worry that it was more about what teachers were doing than how she felt, A says no, that there was quite a lot about what she was doing and so on. Although it was embarrassing she doesn't want it taken out, wouldn't mind going public with it.

I ask what a reader would make of it? - That we were quite bored, the person in maths trying to distract the teacher and stuff and me on my phone and listening to music. Everyone was quite bored and it maybe wasn't the best teaching ever! I don't think they'd feel sorry for me, everyone has to go to school.

Then I ask about the Prezi, which she looked at on her phone but has deleted the app so I log into it on my laptop. Says she has never used Prezi before, thought it was fine. I dunno... I just thought it was pretty accurate really, everything was how it is. It was readable, interesting....

We play it through, ask if the first photo would be identifiable, she says maybe the steps would be [should we take this out?].

The Spanish teacher has left the school now.

The lunchtime picture doesn't work.

My choice was the actual MCR track she was listening to!

I show Aaliyah's. I thought it had less text but it's not as different as I thought. Abi comments that they seem similar, but there are more videos in there. But that's because she was at home. .... It's hard for them to be similar, because you know... *school*.

Says she thinks hers is fine, accurate. Wouldn't have picked out different moments. Good representation of her day, nothing missed. But she didn't do much else in the evening, just had tea, went and sorted out Biscuit. It wouldn't have been interesting particularly.

Says she's fine with it going online and being seen by the audiences I list, like students, journalists etc.

Liked the tutor group time, thought it was really funny that they were looking up cream teas on the Internet! Doesn’t want to change anything. 'I wouldn’t want to say anything really bad about a teacher that they might see, but I don't think I have…. I wouldn’t want to offend someone.'

I talk about the ethical dilemmas of how the teachers at her school might respond to the notes if they saw them, that I won't go public with the fieldnotes until after she's left, but how do we feed back to the school about her rather horrible and annihilating experience. ... But can go public with the Prezi, as it's more neutral. Try to show her that we've been anticipating any issues.

I ask again about whether we need to edit any bits of the Prezi that are recognizable, she repeats about 'not wanting to get into trouble'. I say I don't want the teachers to get into trouble either, like the science teacher, who Abi says is exactly like that all the time although 'she's a really nice person'. So it wasn't a Friday afternoon thing only, after all.

Then I talk about the favourite things interview. She reads through some of the bits I've highlighted, she says she is fine with them [but is only looking at one or two pages, not the several pages I have picked out!]

Abi says the interview was longer ago than she thought, because her rabbit was 4 recently and there she is 3.5.

I ask if she thinks 1D fans would be an audience, she says, that was just a joke, is fine about friends and family seeing it. 'That’s all I’m worrying about really, not upsetting anyone!'

Abi says her mum wasn't surprised by the DiL either.

Her own DiL. Says she started one on holiday but forgot she was doing it so had to do another! 'Because I watched you doing it so I had an idea' [aha, yes, our accounts are going to be influential... ]

Says she just randomly took pictures or recorded when she thought it was interesting or a particular point in the day, like breakfast. Recorded her and her friend walking along 'but you can't tell what we are saying'. Not a deliberate decision, but didn't really want to take a picture of herself. I suggest that our desire to keep her anonymous chimes with her own feelings 'yes I would have felt really awkward'. It makes you think more about what you are doing, not in a bad way, you just think more, would it be interesting? You're not just doing it like you normally would. Didn't particularly have an audience in mind.

It didn't take that long; she just did it and hoped it would be ok. I ask her to email it to me. She did it Sunday or Monday i.e. 31st / 1st Sept.

She was dog sitting, she does this most of the time, one dog just left an hour ago, she advertises and stuff, people just know... That one she'd had a week. Then she had a day without one, and then another came and has just left. 'The majority of the time I have a dog'.

I ask about CC. She sounds vaguely interested.

Then I summon Abi's mum and Sam.

I ask if it has made any difference to Abi. We joke about whether Abi beats Sam up more, something about her saying she's going to cut him, we all laugh (and again it's a great insight into the murderousness beneath the quiet exterior).

Sam says he thinks it was 'quite cool' how Sara followed her. Can’t say why, others suggest because it was at school / like being a celebrity.

But he found it 'a bit weird' when I followed him. But didn't change what he did, stayed playing Minecraft.

A's mum says, it hasn't impacted on the family, but it has been interesting for her to do, also comments on Abi using it for her CV. So it starts to learn those skills about how you make something sound a lot bigger than it is! But no one at school had seen the CVs, in fact no one had. School gave a template, but didn't explain what a personal statement was or anything...

M says 'for me rather than A, it has been interesting for her to see your notes about the school, quite confirming of her view, also for me', A adds 'to see it's not just me that's thinking that way'. M talks a bit more about the 'excessive' emphasis on exams at this age, how she finds it difficult but also hard to judge, how much to tell her to do it or to say 'for heaven's sake!'. So it's increased your confidence in a quiet way? A agrees. Not just her... because the message is, it's you, about what you need to do, you're not whatever, so to see that filtered through someone else's lens is very important. Particularly when your school is outstanding! At any age, but particularly at 15, to see someone else see it in that way is bolstering. And you quite enjoyed the hoo ha about Sara coming in; I think I enjoyed it more! Heavy handed and badly handled.

We talk about whether the letter got printed out, it seems it got emailed to parents so students didn't see it. M didn't open it! So students didn't see it.

M continues, that it was interesting to have someone interested in what you were interested in like vlogging. A agrees. M continues that it might be different now, because 'you feel quite a lot older now... matured... surer of yourself... the plans you might make'. A disagrees, that's just the way to school goes on and on, but M says she is surer. And this may be about being at the core of something that is big... it's interesting to be followed around at school; it's bound to have an effect.... And I got an odd pleasure from thinking that she is probably the last person =the school would expect because she stays under the net at school, so that amused me in some way!'.

S says he would have done this project if he could - so is a candidate for CC!

Then we talk through the Prezi again. I emphasise the ethical issues. M saw Liam's other Prezi at NCRM.

M laughs over how A cuts holes in her tights specially! I'I get her new tights and she cuts them up!'. I say how brilliant I think it is.

M says Prezi makes her feel sick. Abi says it's better on her phone.

S is about to start at the school the next day.

I talk about trying to make it not too recognisable, ie deleting name of school from blazer.

S is horrified by the 30 minute test!

They mention that Sam DOES now walks by himself – how quickly things change.

Initially they say it is all fine... then M asks about if A is ok with the bit about her changing her shoes... This is key to my narrative of the day – how Abi communicates silent rebellion through them, as with the holey tights.

But the Prezi describes her changing over lunchtime into some shoes, and then back again during the science lesson. I had thought this was simply because it was a hot day, but it turns out that Doc Martens are illegal in school terms [boots aren’t allowed]. So the real reason was that the Maths teacher – whom she sees right after lunch – is particularly strict, and will 'log' Abi for wearing them. (I love this new insight into what was going on, and will incorporate it into my fieldnotes in due course!)

They begin to think that this issue needs to be elided in the Prezi – because if the maths teacher saw it, for example, she might ‘understand’ why Abi changes in a way that I wouldn’t, and possibly see Abi as engaging in - and implicitly her mum as condoning - ‘illegal’ behaviour, or flouting rules. And the prime concern for Abi is not getting into trouble in her GCSE year. (The school might even be annoyed by the fact that the photos show her wearing these boots, although they don’t care so much about that). M says ‘it’s like putting two fingers up to the school…. It’s interesting in research terms, because it’s about the clashing narratives…’. Acknowledges that Doc Ms are iconic, very important to the narrative. But need to think ‘is it taking the piss out of the school?’. Don’t want it to look like I or the research team are going ‘ha ha’. A adds, the teacher would be ‘so annoyed’ if she found out she was doing that… and ‘they don’t know I’m doing it’

We agree that we can keep it in tacitly and not mention it. Can put it in after she has left the school.

Now – maybe this was created by my over-mentioning the ethical issues and my concerns about the school in the first place. And obviously the school isn’t the only audience anyway… and maybe none of this will go public before she leaves. It doesn’t mean changing the Prezi much other than to remove the references to her changing footwear.

But I thought it was an interesting example of how accounts might be read differently and the care one has to take to anticipate interpretations?

On the other hand, it means that the fieldnotes can now better reflect one of my own personal ‘ethical’ principles, which is not to use data unless there has been the possibility of one’s own interpretations being challenged in some way (which has always been my problem with Hollway and Jefferson’s work…).

The interview ends with me and A’s mum having a very conspiring sneering about how awful the school is and their rules and obsession, S also tells me A passed the science exam that featured in the field notes.