**Setting C, Wednesday 25th April, 2018, Fieldnotes of Researcher 2**

The day was very similar to yesterday, with children choosing to undertake a variety of projects. The shoebox theatres proved to be very popular, and there was much problem-solving in evidence as children worked out where to position their characters on the dowels, how to insert them into the theatres and how to create the backdrops.

The children also continued to create animated films using both their clay Moomin models and the 3D printed models. The class had seen a 3D printer previously, as one of the children’s fathers worked at a local university and had access to a printer, which he brought in to show the school. This was just as well, as the printer we had brought into the school to show the children would not work, which proved rather frustrating. Nonetheless, productive discussions took place about the process.

The children also worked with Moona on producing written playscripts for their shoebox theatres, which they did on Moomin-embellished paper. It had been important to the school that children moved from technology-focused work to traditional literacy practices, and this took place in a seamless manner. The children enjoyed writing the playscripts as they could see a real purpose for them, and they were informed that they would perform their plays at a special family assembly.

Finally, the children began the process of creating 3D Virtual Reality Moomin worlds. The 3D digital files of the Moomin clay models were exported from the app Qlone in a file version that could then be imported into Google Tilt Brush. A student of Dr Bobby Nisha from the department of Urban Studies and Planning, Mary, then worked with children individually so that they could find their digital Moomin characters and then create virtual Moomin Valley worlds around them.

The children were very excited by this process. Sapphire said, as she took off the VR headset after finishing her turn, “That was the best thing ever in my life!”. Mary only allowed the children to have a turn for 10-12 minutes at a time due to concerns that they might lose their balance, or have sickness problems. Only one child said she felt dizzy at the end of the process, and she sat down for 5 minutes afterwards until Mary felt it was fine for her to move about again.