So first, thank you for agreeing to participate in this study. And thank you for signing the participant consent form and completing your demographical information. This interview will be recorded and then transcribed, your identity will be anonymized and the transcription of this interview, as well as any other information that may identify any other person or institution. You are welcome … okay, we've already switched off our cameras. And you may also at any point withdraw from this study. Okay?

Okay.

So the first question is, I think just to set the groundwork, do you use blended learning when you teach?

Yes. We do a lot of online classes online, and face to face on campus as well.

Okay, I think you've actually answered my second question, which would then be How would you define blended learning? Online and face to face campus? [Nods]. Cool. Okay, um, if we first focus on your online classes, if you think of a typical online class, what three things would you do in an online class.

Um, depending on whether it's in the beginning of the first semester, I think our first week of online classes were all recorded. So make sure that you press the record button, then the second thing that I do is obviously put up my slides, make sure everything is good involved before the students even enter the room. So that would be the second thing. And obviously, the third thing would be introduction and all the instructions. So if there's going to be a quiz, or if there's going to be some kind of test, or I expect them to go into groups at then give them all those instructions for the class. So, for example, we had a task one of our ice tasks was more in a group environment, I will first tell them, would you guys prefer to go into groups that you do know? So please give me a list of people that you'd like to go into agree with? Or would you just would would you just want a random selection? So that's better one of the first thing?

And then what sort of techniques do you use in an online classroom? So you've already said that you use slides? And that they might be some group work components? Is there anything else that you would do online, or use in them?

The second thing that I would use would be the polls. So if I want them to either read something I'd ask them to obviously rate it or if I want them to ask any other questions or answer any other question, I'd expect them to answer it. I also use the whiteboard, the whiteboard to effectively, firstly, because it's anonymous, so I'm not able to tell who is typing what. So if, for example, I want to break the ice or ask them a question that they might feel embarrassed about. And I'd ask it on the whiteboard, because it's quite anonymous. Another tool that I do use is definitely the chat box. So that allows me to one know that they are ready if perhaps they have to come back into class. Are you guys fine? Are you guys okay? Do you guys understand? If this particular announcements that I want to remain as part of the entire class, I would then maybe post it once or twice, or for those who've just newly joined in and post it almost three or four times. So though that would be for announcement or any other important information. And then sometimes students don't like giving feedback. They don't like unmuting the mic mics, so that's where the chat function would also come in.

Okay, please say if my answers are too long? [interviewer name deleted]?

No, no that perfect. See if the camera was on, you would see me writing. I'm writing like mad on this side. So, you mentioned I think you mentioned some people, polling.

Yes.

Can you explain to me what that is?

Okay, I'm not sure if the official word is, is probably. But it's that technique that allows you to take polls, surveys, sort of like miniature surveys. So if I had to ask them a question and maybe even rate this from one to five, students would rate certain things from one to five, and that information would be immediately available. And if I have to ask them with a, for example, do you prefer pink or blue ice cream? And then remember, they are in may not in the same city? So the answer would be more honest, than if they were in a classroom environment, because if they were in a classroom environment, it would be more influenced. My friend says he likes pink ice cream. And I like blue ice cream, for instance, this time, they're sitting at home, and they listening to online class. So you get more an honest answer than if they would in class so that poll allows you to either vote for something, or sort of, to sort of categorise the answer in an honest opinion on something.

Okay, then, tell me if I’m wrong, right? At the beginning, you mentioned group work. So if they would either go into random groups, or you would assign them or they would assign themselves? Tell me, explain to me what, what is putting people in group? What do you what do you mean with that? And why would you put people in groups?

Okay, um, the reason why I do okay, first would be one, to explain what a group is. So on [company specific program deleted], you actually get a very nice function that groups people. So, this I learned during our, I think it was introduction, where they would put us in groups, and you actually get to discuss with people from Jo'burg Cape Town Durban, and have a sort of a different perspective from another group. So, the reason why I introduced it to my class, is because one, it allows them to discuss, so it's very similar to a face to face environment, they can actually discuss a question. So, in that way, you actually get to see whether they understand what you either previously presented, or what you present now. So, I'd ask them, it would be more random, I think would be more something that is related to the material, for example, strategic communication, and strategic brand communication, when see, they have mass communication, for example. So, I'd ask them so guys, do you understand what mass communication is? And in your group, in your own words, define what mass communication is? And how do people actually use mass communication and please describe a scenario, give them like five or six questions that they'd go through in a group. And then every now again, I pop into the random groups, so they wouldn't know that which group I'm going to pop into. So I pop into the group and actually hear them discussing this. I don't think I've ever popped into a group and it's been quiet. So hear them discuss some, if they need any clarification, I would then clarify that and then we'll carry on with further sessions and move into the next group. So my groups are very small, I think I've had groups of three and four. This allows them to sort of debate. Nobody gets learned or left out. And then towards the end of class, I the function allows you to sort of dismantle the groups, so everybody then comes into the main room, and they then present whatever they've discussed.

Okay, two questions on that. When you pop in into the various groups, what is your role? And the second question would be when they come back after the group discussions, you said they present? What do you mean with that?

Okay, so what is my role when I, when I sort of walk into a group, it would be exactly the same as you being face to face with the students. So you know, as they’re discussing in groups, if you are face to face, you get to walk around in class. So if they need any clarification, they then ask you same as on on online learning, it gives me that opportunity if they misunderstood a question, or if they need to maybe apply a particular theory to it. And this is where I sort of guide them. So, I guide them and say, guys, but why didn't you think of it in this manner? Why don't you think of it in this way? And then you, you had a second part to your question..?

Yes. So when the groups are dismantled, and they come back into the big room where everyone is, you said that sometimes they can come present the findings? What do you mean with that?

So once the group is in the main room, and everything that they were discussing, maybe they choose a representative, like they would in class. So this representative would then say, and this is what we found, this is what we've discussed. And this is what we ultimately think that solution is, or similar to mass communication within the different forms of communication, ah, and have you experienced mass communication, so it kind of creates a dialogue between them and the rest of the class. So, for example, you'd see that the rest of the class will either agree or disagree, some of them would be very frightened to disagree. But if they disagree, one of them can unmute the mic and say, but we actually disagreed with this group, what they've just currently presented in a sort of form a discussion. So it would be very similar to your your face to face, how they actually react to as to how they would react when they're in class. But this time, they get to do it online.

Okay, cool. Now, if we can jump to campus face to face classes, what would you do in a typical face to face class?

Okay, so the first thing I do is, obviously come a bit early, very similar to online setup, presentation, make sure that the aircon is on and had some to say, um, and then I would, I would, as they walk in, I would introduce them and obviously just ask them, how's the day? How are they coping, and then depending on whether I have a task for them, we usually complete some of the tasks in class. So we had a very difficult to task. And they would come and tell me that this was quite difficult, can you please clarify it even more, we then go through it. And if it's exam time or semester test time, I would then sort of give them a breakdown. The first thing I'd start with announcements, then give them a breakdown of the semester test what's expected of the semester test winners do, what are the topics to be covered? I'd also go through that. Jeez, I forgot what it's called. Just give me a second. Just give me a second. Yes, I will tell you now that thing is called. Geez, I forgot what it is called, then take them through the semester map. This is where we were last week, this is where we are. And then I started presenting, so at least they know where they are. Because that's the thing. Students get lost if you don't tell them. This is what we're gonna focus on. This is what we focused on. So they kind of get into class and become very disrupted if they don't know what they should be focusing on.

Tell me how do you communicate the announcements, the breakdown of the taste the semester map? Is there anything that you use?

Um, besides PowerPoint, I'll also use that as an email, the email system on [company specific program] and then I usually post everything online. So, if there are any announcements, or if there's anything, I tend to post it, just don't remember that, that. It's not your learning. Geez, give me a sec. I want to get the proper word for it. Just give me a sec. So it is a proper name for it. There's a vague name for it. Okay, sorry, sorry, sorry. I know everything is recorded. So I want to give you the proper name.

I would help you but I'm not allowed to lead.

No, no, no problem. I'm just say, just to say, I'm just looking for that name. Okay, your module content. So I would then use either the module content to post the different learning unit. So let's say we are on learning unit, one four, for example. And I'd use that particular thing to post all the slides and make sure that they have all the information. And then if they're missing anything, I would then, there's additional resources as well. Available on on. So sorry, [company specific program]. So I would use those additional resources if we need further clarification from the material that we've been given. So the guide has all those emails that you can access. So if they're a bit confused with it, they look at the additional resources, just to get further clarification.

Is there anything else other than a PowerPoint slideshow that you would use in a typical face to face class?

Um, I, one of the things that [company name deleted] is is an I'm sorry, to use a bit of slang, but it's big on is making sure that classes are more interactive classes, have more fun. So we use things like games. There's a wonderful game that that we did. And we eventually use the nice task for, for group communication. So in, for the first years, they were learning about what group communication is and how to communicate in a group environment, and every group has a leader. So they were not quite convinced that this would be true. So we use games like for that particular one, I use something as simple as a cup. I'm not sure if you know, the cups song. If, yeah, so we then played the song for them. And I said, you guys need to learn how to do this. And you only have 30 minutes to learn, right? And somebody within your group has to know the song, okay? They have to know how to have those actions and actions. And that was such an amazing exercise. Because one day they saw the practicality of how you actually communicate in a group. Okay, as you know, with a group environment is forming. So you saw how groups are formed. Then storming - it was in that misunderstanding? No, this is how you do it. This is this, how it's supposed to be done. And there's norming, where you actually start learning about each other. And you learn about the task. And there's performing where they're actually saw themselves playing the Cup game and doing it quite successfully. And then adjourning. And once they had finished that entire process, and we had recorded it when I played it back to them, and say, do you now understand those five essential elements, they actually couldn't believe it because they had partaken in something in an activity that allowed them to understand something and allowed them to remember something as simple as forming, storming, norming and performing as well as adjourning.

So, it sounds to me like you use games to create a scenario where students can practically live the content, even if the content is very theoretical.

Yes.

And you said also, you use the games to convince students so is it to convince them that the theory is in fact true?

Um, I think it's a method of allowing them to actually see. So if I were to convince them, I think our standard way with theory is, but once I put up the theory and say, guys, we've gone through it, what do you think? If they had to write an assessment, for example. And they were asked on the essential elements, for example, if that Cup game that they partook in would be something they'd remember. Okay? Because I know they only have a limited amount of time to answer certain questions. Another example was misunderstanding. We had an exercise in class showing the different elements of misunderstanding, and they actually understood it. And that was asked for the assignment. And they immediately remembered, and so more than just teaching them. Sorry, don't remember. No, we don't remember all the things that we learned. But when somebody makes it more practical, we actually remember it.

So this misunderstanding exercise that you're thinking about, was that also in a game format?

Yes, it was, it wasn't really a game. Okay. In the game format. Yes.

Okay, I have learned a lot from you, and especially about the the polling, and this game, how the games work. And yeah, actually, this was a very good little interview, and it's very precise, which is exactly what I was looking for. Thank you so much.

Thank you so much, and all the best with your studies.