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 in the transcription of this interview, as well as any other person or institution that you mention. You're welcome to turn off your camera if you want to, or you can keep it on. And you may at any point withdraw from this study.

Thank you so much noted.

Okay, the very first question is, do you use blended learning when you teach?

Yes, I use it a lot. I think it makes my life much more easier as well. And it also makes the curriculum much much easier for students who also understand when we make use of limit training.

So when you say that blended learning makes it easier, it seems to me that you have some sort of idea or definition of what blended learning is. Can you tell me what is blended learning?

I think for me, it's, you know, not only just preaching to my congregation, meaning the pastor to students obviously being you know, the congregations, but it's a way of us to always meet each other halfway in a way of me presenting and preparing for my lessons. So blended learning for me is the use of traditional teacher to students versus, you know, students to teacher and also not only learning in a, you know, students in a class, classic environment, always employing different tools to actually teach. You know, I always say I don't like the word teaching, but I think for me the information sharing process. So the process of my information sharing in order for us to be in a process of sharing knowledge, that is blended learning for me. Because I learned from my students. My duty is just to facilitate the learning process, which makes it easier for us to meet the outcomes.

Yeah. Interesting. So you see it as you you teach them, but they teach you as well?

Yeah. 100% all the time.

Nice. Okay. Now, in this study, we are looking at blended learning from two perspectives. So the first one is that there is some online classes happening, and then the second perspective is there is some face to face campus classes happening. So if you think of a typical online class that you would facilitate, tell me any three techniques that you would use in that classroom.

Right, so my online classes systematically follow the same process all the time. I don't like being in an online space for a long time. I also find students to also get annoyed with being in the online space over time. So what I do is, I say, upload open learning resources with them. In order for them to use prior to the class, does not always work because of some times, you know, they don't plan ahead. But it's always great that I share the reasons are we going to use that the familiarise themselves with the material before. So it'll be mostly like, you know, like maybe perhaps a YouTube video that focus on the strategy, or a case study of a successful strategy, which they will then have to read or learn beforehand, or watch, right, and then in the classes a 45 minute session, then they will spend the first 15 minutes for those who have not watched to engage with the content first, and then would have a 10 minute report online, where we facilitate in the process in the discussion. And that will then follow with the you know, the student's interpretation of how then they will then be looking at each other's work of yours, or reports and actually interrogate those reports. That makes it nice for us to really ensure that everybody else is engaged, because it was just so easy to be in an online class where everybody's cameras are off, and you sort of miss the person that's not engaging, so that all you know, the report back on each other's views sort of make it a much more integrated approach, where we can then both look at how can we sort of look at the level of engagement does not always work, because other people will then tell you that the network is poor or whatever the case may be. But in an effective space, that works absolutely. Well, when you give them a resource that they check offline, and then they come onto the session with you, in order for them to just engage with you. Another important technique that I use is obviously the use of [programme name deleted], you know, going on [programme name deleted] having an activity, do the activity, and then based on that activity, come back on the online space where we all then give feedback on the interpretation of that particular activity. In order for us to really look at how we can get people, everybody else, in the class to engage, often you find that when you get the students to be the one that source the information that becomes much more nicer, because of the the kind of material that we can share with you that's available online, become absolutely fantastic. That you then can really look at how they also understand the content equally as you do, which makes it much more easier for you to really gauge understanding to sort of see the level of where we are.

Now, if we go to a face to face class, any three or so techniques that you use, typically?

So my technique that I like so first, obviously now in the COVID space, things have really changed. But one of the things that I love is a flipped classroom, where I would give students you know, a topic and they teach they teach me or the digital class or the other facilitator of the information. And I just sort of highlight the important elements, which is what you're needing for assessment purposes. But because I teach my students in an online space, our policy [unclear]. So it needs to be as simplistic as possible. So what I also like is, you know that in the insights process gathering, which for me a classroom settings is always going onto the field because I work on strategies, go to a particular coffee store or go to Menlyn, observe these particular things or elements when it comes to customer orientation. Immerse yourself with customers, and then come back and report. So that element of you know, field work also become very important for us to really ensure that the students really do immerse themselves with the people. But I think typically, if it's a theoretically heavy concepts, which I will then use in a class situation, obviously, I will then get to make it much more theoretical, simplify it, where obviously I do traditional teaching, or the PowerPoint or present all of these theoretical concepts, but which is very, very little, often, I will then get students to be the driver of information, and I just facilitate it.

Great, thank you. And you've mentioned a few things that no one else has mentioned that. So that's good. We're going to go back to online, and I'm going to [unclear]. Okay, so the first one is that you sometimes upload open learning resources for students to see prior to class. What is an open learning resources?

So any resources which you can use, first, they’re open, right, so they need to be endorsed by an institutional body or institution that endorses education. So often, you will find that certain institutions or in the world of brands like obviously teaching, we would find that there are some strategies that perhaps an agency and organisation might create. And then they might share in a sense of universalism with others. So you could actually use that resource for learning as well. Right. So some other open learning resources are available over on the YouTube space, other universities subscribe to it. So whatever session, you could easily be looking for, perhaps, you know, you're looking for a study on sampling, for example, in research, you could easily just get that link shared with the students, depending on the hand of you know, our resource to subscribe to some animated make it much more easy for visual and recall. And, you know, the animation makes it much more easy because of just the cartoons and makes it much easier for them to really watch these videos. And they become very entertaining, as opposed to just listening to me speak. Right? So yeah, so those resources could typically be like a major form of a journal, I just try not to use text heavy general things, because I like to read. So it's always great to use visual elements that they can actually see. And it's also great on record as well. Yeah.

So when you say open, does that equate to free?

Yes.

Okay. Um, so why would you use these open learning resources?

Yeah. So I will use them, like I said, because of some of the, the very active in the learning process right? Upon that students, you know, the concentration spend is very limited. Like, if I have to explain a concept for 30 minutes without them watching a cartoon, so to say cartoons online for 20 minutes, they would find it much more interesting for them to watch a cartoon and learn, as opposed to listening to me, because when you use this resource, especially in an online space, like I said, it's good animation, the graphics, you know, sort of grab your attention. But while it's very important, as it also teaches you something and I think the most important thing is the recall element that I find to be much more useful when they use that kind of learning where we introducing, you know, the visual aspect, as opposed to them just really watching me on screen and listening to what I'm saying, right? So, like, I like that, but also it makes it easier for prep, right? Because, like I said, in my space of learning, we're not supposed to have a lot of PowerPoint slides. So five, maximum. So in a two hour session, for example. So we use them, logging out in order for them to go and watch something and then come back to them to grips. Make the learning to be much more fast paced and much more interesting, as opposed to being on screen and listening to somebody out for the whole 20 minutes or an hour or whatever the case may be. So I find that much is much more effective. And also my idea system students, you know, for recall, I just honestly loved the visual aid. I'm a visual learner. So I think when they watching things visually, it makes much more sense for them.

Then the second thing you mentioned, is you said something about reports that the students must do, and then they interrogate each other..? Explain to me what that is about.

So like, for example, I'm giving you a video, right? But also for me, as I'm talking about this, because I'm teaching senior students, post-graduate students. So then I will then give for example, scenarios, or a case study that was used - one not so effective, one very effective. The idea is to test the level of synthesis, synthesis, right to, to really test if students are able to grasp, are able to talk between the great and not so great, right? So then those that report, so they will take all of these particular, you know, open resources, analyse them, synthesise them, and then based on their findings, then they will come on to, say, [programme deleted] right in order for them to give their views so that the report so as you give your view, some other people need to give input in terms of your view, perhaps in the agree, or they disagree. So that elements of debate or deeper discussion always makes it interesting for them to really go and check themselves to really see what did I miss, whether I win I miss, and there was a beautiful engagement element to really see who's you know, in the party and who's really not in the party. So it's that element of an open discussion, which makes it very interesting.

How do they tend to present their reports?

So on mic all the time, though, then you know, unmute themselves, and they will then speak, you know, where we can hear them. Otherwise, like I said, other students will see that they will then come up with stories, then they would use the chat boxes, which are also very, you know, acceptable, because they say, for example, the signal is not really so great. So would really encourage them to use the chat boxes and give them ease.

So it seems like the students get to really engage with one another. And with the work when they do this report. Let's call it report interrogation, and feedback. But I feel like there is an element of peer learning happening as well, all the time.

And that is a reason why we encourage everybody else to give their reports in that analysis. Because of them, I don't want to be somebody that's talking to students always being in control of the learning of the information. Like I said in the beginning of the call, that it is learning with knowledge process. We are sharing information together, because I also learned so much from them. These are the different views that they might have, that I didn't necessarily have. So that makes it nice, you know, elements or their experiences or whatever they are watching or what they are reading makes it much more easy for us to really work in that particular space very nicely. We share information with each other and it's great. So peer to peer learning is extremely important because of them. You know, there's more than one voice. And the beautiful thing about peer learning is they always share either interesting materials, which they love that I don't necessarily agree with your views. And I think you must really look at this presence, we're about the views and so, it becomes extremely important in terms of how they interrogate the the process of learning.

Then you mentioned that on [programme deleted], you do some activity, so the students do the activities, and then they come back and give feedback. What sort of activities are these?

Activities already pre-loaded on [programme deleted]. So with each and every linear outcome, you'll be on, [programme deleted] within give them two or three activities. So my responsibility will then to test which outcome on which activity they must do. Obviously, they wouldn't do all of them. Because sometimes there’s 20, there’s 15. So they tend to do those that are [business specific assessment] marks tasks. I would, obviously, always encourage them to spend as much time as possible on that. Right. So then I will specifically select activities that says write a blog post, and then blog based on this particular blog post, write your feedback, and then give feedback to other two or three students work. So that is always nice to see them interact on each other's blog posts. And then the final voice will obviously mind to sort of see how the conversations were running then, if possible, or if necessary, give feedback.

So would you say the tasks that you gravitate towards for the students are more practical?

Yes, all the time. For engagement for me specifically,

Then if we go to your face-to-face classes, so you mentioned that you love doing a flipped classroom, and that is where the student becomes the facilitator. Okay, first explained to me exactly what would happen in a flipped classroom.

Alright, so we have a module pacer, so students know when what's happening away, right. So in a flipped classroom, then they would then have a module that says, for example, on the 16th of March, you have a flipped classroom for [programme deleted], right? So often, you will see that students gravitate towards doing activities where they are going to be rewarded, so to say, right, then on the 15th, for example, if learning unit number three, whatever the case may be on brand strategy. So often, my flipped classrooms would actually last four or five weeks long. And I'm just focusing on [unclear], which we're working on, right. So then they would know week number three is this particular topic, and then this group will be presenting on that particular topic. So two groups will then presents in that particular topic, but the same content, right, and then they will then have 20 minutes to present, the other one will have 20 minutes to present on a particular topic. And then we'll have a break, and then the other 40 minutes will be their response back. Whether the q&a session facilitated by me, obviously, and in a case where the discussions weren’t so theoretically sound, I would then obviously refer back to my own slides. So obviously, when they present, the day, they're presenting, my responsibility to them is to also ensure that my slides are official. I don’t redo whatever they have done because of the ideas, if what they have done is sufficient. And in case where it’s insufficient, my responsibility will then be to add on. But often if it's sufficient my responsibility is to sort of direct the dialogue in terms of the interesting elements and also looking at the learning outcomes and the assessment as well to then say are we building enough knowledge which require an audience, because it’s very important that we have enough coverage; that we don't spend 10 minutes on one learning outcome that is insignificant where else we could really be focusing on another section?

Why do you use a flipped classroom?

I think a flipped classroom is very important because it firstly is they are in charge of the learning. So they are in charge of sourcing the actual material, right? And based on the assessments over the years, I've realised that the sections are the learning that was part of the flipped classroom, they actually excel mostly. Because of then they would have really spent so much time to remember you're preparing for a lecture, or you're going to be lecturing about 40 people. So you need to be very specific and intentional, and your thought process and improve any of the preparation needs to make sense because of when you have an audience, so they put so much effort in to really understand all of those answers. Because as they presenting it to people that will be listening to them in whatever the case may be. So they spent, they spent so much attention. And you know, the details that they actually work on is actually quite amazing. So that on their own become extremely nice when it comes to assessments, because they would have really spent so much time, and spirit, on those particular sections, and it really would be reflected in the assessments and stuff of the end of the year, or when they have an assessment or an assignment that they have to do. Those sections are actually great, because it's a flipped classroom. So it has that preparation element that has a lot of research. And because they have to spend that much time in preparing for it, they understand it much better and in better detail.

Absolutely.

And that means that the assessments go better.

Yeah. Okay, good, then fieldwork. So you say that you like your students to immerse themselves into whatever you are studying, whatever learning unit, and then to come back and report in class about what they have seen or observed.

Yeah.

Explain to me what is field work?

You know, field work is we work in a brand space, right? So often we find that we have our own ideas, in terms of what we think reality is, the reality is, that's not people's reality. But it's only when you really go into the field, immerse yourself with the relevant stakeholders, that you really get to understand the reality. So that component of learning becomes very significant because people have preconceived ideas. And it's only when they really get onto the field, that they actually realise their ideas aren't always, you know, the views of the people. And that makes the learning much more easier and much more interesting, because then they get to question their thinking, they get to question that pre-existing assumptions, in order for them to see how their assumptions vary. It’s very useful in terms of understanding all of these components in the process, of really working through them. So fieldwork is absolutely important to integrate, right. And also because it takes them out of the comfort of their own space. So they're not necessarily in class. Right, they're in a space where it's quite different and different is very stimulating mentally. Because at the end of the day, although they're on the field, they still understand the process of also structuring that field work to meet a specific outcome. So the learning process again, becomes absolutely kind of nice.

I wonder if field work fits only in a face to face class? And because to me, it feels like it might work in an online class as well, because the only part that happens in the class would be the reporting isn't?

Yeah. However, you can also work very well online. It's just that it's easier to aggregate when you are doing it in a face to face because then it has that impulsive elements, because in an online space, you then we have to plan. Right? We're also, if it's a face to face, it gets across and saying, Hey, today, you're not in class anymore. You need to go out, go do 12345 and come back after an hour. Well also, an online setting, it may not always be practical, because then you'd have sort of give an idea of what the class would be like way before you know. Yeah. So actually, they do come to the face to face class. You then tell them to go some way perhaps over the road [there is a big mall across from the campus], and then to come back. Yeah.

Okay. Perfect. 100% then you mentioned group work twice. So you mentioned that in an online setting, sometimes you split students into groups, and then also sometimes your flipped classroom sessions. And sometimes it's groups that need to present something. Why group work?

Because you know, when we get to an online space, we are working a group dynamic. So I think the element of integration, working together, is very important. We get to learn, to work from each other, which is number one, and also teaches you people skills. I mean, whether you get to the workplace or not, you are not going to be working on a project alone; you are going to be working with a number of people. So that is important that we instill the process of working with people. And also, because when they get to [company specific event deleted] at the end of the year, they work with a group. So the group dynamic becomes very important for us to really instill the culture of working collaboratively in class, before they actually get to [company specific event deleted].

My very last question to you - discussion. So I've noticed that we use the word discussion when we talk about online and when we talk about face to face. What would you say is the difference with a discussion online and a discussion face to face?

It's the when you are on a face to face meeting, you're really able to really interpret a lot of nonverbal cues as well, which is very important, whether online or face to face, the idea is, number one, are looking at questioning what you're actually saying. Your main thoughts or argument, two main thought or reasoning, and why you think that particular way. When we are asking in an online space, you are quite limited in the expressions themselves and the prompts which you can use to express your thoughts. Whereas in the face to face environment, we have other props, you've got a whiteboard, you've got markers, you've got chats, whatever the case may be. So it becomes much more open for you to visually represent what you want others to sort of take out of that. We're also an online space might be extremely limited, like I said, because we then have to work on the bandwidth, we need to consider the fact that you know, the data usage and all of those cameras, often whatever the case may be preference and you know, but I think discussions were much more better in online, online, in the face to face space, because you are able to sort of, you know, follow up, if there's a need, you can gauge the interest of your participants, if they're following on items. What else it might be completely different in an online space. Yeah.

So that was the end of my official questions. Is there anything that I didn't ask that you thought I would ask?

I thought the assessments in terms of the online space as well, because sometimes with blended learning, what we do, what I do typically do is I'll get them to assess each other, so I don't have to do all the marking myself. So the only thing that I would then do is advocate, do a peer review. So submit a review of this particular nature. So instead of me being the assessor, I will then give it to the students to access the work, and they give you feedback. So yeah, that also becomes very important to then sort of see how critical the others work. Because then you are able to then critique and you sort of change the setting of the dynamic where you are playing a role of the moderator now. So yeah, that is also very useful in the blended learning space where you get students to assess each other's work.

But would you only do that in an online setting?

Okay, yes, it’s different now with COVID-19, we need to be very cautious in terms of the kind of props we use and things like that. For example, you could previously have them write something on a piece of paper, and then swap the paper around. Obviously now, you have to be very cautious of the touching and whatever.

It could really work anywhere online and also physically. So online, if they submit it to you, what does that mean?

It will be a blog post right. So in a blog post that for example, we certainly learn you will then, obviously you can be a presenter, I can change it to be a moderator. So through you moderating I'm giving you access of certain marking tools that will be primarily available for me but I can easily change and give you all the tools where you could really mark others. And with that, students only have access to assign other students work or everyone else.

So they have to match them. Very interesting. Okay, we're done with these questions. There's, um wow, I must say, wow so many different things. I wonder if it's because you're the first postgrad person I've been I've talked to? You mentioned so many different things that the undergrad lecturers didn’t.

Is extremely different. With undergrad, the predominant way is they have a PowerPoint and you will like five slides like whoa, okay, that's some people's introduction.

No very cool. Thank you so much and with the assessment as well. So many things that you just say that's different to everyone else. So it will really add to my study.

Right. Thank you for having me and good luck with your analysis.

Thank you.