Thank you for agreeing to participate in the study. And thank you for signing the participant consent form and for completing your demographical information, this interview will be recorded and being transcribed, your identity will be anonymized in the transcription of this interview, as well as any other information that may identify any other person or institution. Your camera is already off. So that's perfect. And and you may at any point withdraw from this study. Okay. Let's start. I want to know, or you know that my study is about blended learning. I want to know, do you use blended learning in your classroom?

I think before I start, I would like to know what is blended learning? Because I'm not sure if I understand that.

So in this context, blended learning refers to teaching on two different platforms. So the first one would be face to face campus learning, and the second one would be an online learning.

That makes sense.

So do you use blended learning?

Yes. I don't know if you know, I've tutored before coming here. Ah, yeah. Yeah. So I've been doing that. Because I started with [name deleted] at the beginning of the year. I've been doing that ever since the beginning of the semester now. So I think, in my case of divided blended learning, in terms of having to do it because my subjects are practical and theoretical.

Okay, both of them.

So I prefer doing theory online, and then we do practical classes, face to face. It's better for the students. Yeah. So in basic, yeah. So basically, everything that has to do with theory, do it online, especially because we do something we call simulation. So we simulate what is going to be done in the practical things. And then when we meet face to face, it gives them an opportunity to do everything, practically. And then if they have questions, they have to ask me, I'm face to face and I get to help them when we are in the face to face classes.

Okay, so let's first start with your, first your face to face classes. So you say that in face to face, you use it to answer questions that they might have. Did you also say that they get to practice?

Yes. Yes.

Please explain to me everything that you do, or let's say those two things. If you can explain to me exactly what you do and why you do it, that would be good start.

Perfect, so let me just relate this to [name deleted] because I am currently doing game development. So we do everything that is theoretical, in terms of game development, the basics on what on how we do development, and then where it starts, and know how we implement things up until the end. And then when we meet face to face, we get to do that on computers in the in the labs together. So, they get to develop a game from scratch up until they finish it up. And then we play. And then I get to ask them questions, and they get to ask me questions. And then we help each other so that they can learn if they encounter problems.

Okay, so in the practice, or in the practical face to face class, they need to practice what you taught them theoretically, in an online class.

Yeah, yeah.

Now, what, what, take me through a typical face to face class - so you would walk into the classroom, what happens?

Yes, so I would walk into the classroom, and then I always have my laptop with me, and they also have their laptops. If they don't have laptops, we've got computers in the labs. So we've got what we call IDE, which is the development kits to develop our program; the games. So they would run that development kit on their laptops and I also do the same. And then we code using the language, the programming language, C sharp, so code together, when we use that development kit. And then there's another one we call unity. That is the another development kit. So we use that to run the game when we were finished up coding and doing everything. So we do, yeah.

So when you code together, how do you how do you code together?

So there are steps when it comes to coding. There's what you call planning. There's what we call implementation, when we do the actual code. And inside the actual code, we call what we have methods or functions, so we do those step by step. So I would write maybe a method or function, maybe declare a few things, and then let them use those things that are defined in the method. So basically, I give them a heads up start on what to do, and then they take it from there. And then in a case where they have questions, or they get stuck, then I get to help them along the process.

So you say that you that you write the code? Where do you write it?

So, I write the code on what we call the Microsoft Visual Studio. That is the IDE or the development kit that we use to write the code.

And how do the students get the code?

So the code is available online, I publish it online, so that they can get the code and they get to use that. But before then I, I prefer doing it from scratch with them. Like I said, I would give them this part of the code first. And then they would have to improve it, maybe develop it further. And then from there, we can finish it up together.

So when you give them the code that they can develop further, do you do that in the face to face class? Or do you do that in the theoretical class?

That will be in the face to face class? So, the only thing that we do in the theoretical classes, is me presenting the slides. Yeah. So I would give them the steps on how you're going to do this project tomorrow. Maybe they have a class on Tuesday, theoretical online, and then the face to face class will be on Wednesday. So tell them tomorrow we’re going to be doing this, and then this is the theoretical part of what we're going to be doing tomorrow.

I feel like your theory classes are less than your face to face classes…

Exactly, exactly. The theory is just the start of a project basically. So just tell them we're gonna do this, and they actually take a shorter period as compared to their face to face class because I can't do face to face.

Okay, so let's quickly talk about the theory part, so the online part, because it's much smaller, and then we'll go back to the practical because I feel like that's where the interesting information lies.

Okay, sure.

Okay, so you said in your theory, theoretical online classes, you do a presentation that basically speaks to the projects.

Yes, yes.

What sorts of presentation is this? What do you use in your presentation?

Um, so we have a book that is allocated for this module. So, in this slide, basically, I summarise, let's say we're doing a chapter in the book that is related to what we're going to be doing in the face to face class. So I would summarise that chapter in the theoretical class, and I will just touch on the key points for the project that I want them to do in the face to face class. And basically just summarise that, and then in a case where they have questions, after reading the book, they can just refer to the slides, you know, and it makes things easier for them.

Okay, is there any activities that you do online?

I'm basically just asking them questions related to what we are doing, and then I relate to what I'm teaching them during the online class to the practical experience, especially with the companies that I've worked with before. And then I will just tell them, if you've played this kind of a game before, this is how it's related to this theory that we're doing that right now. So when you click the mouse, when you press the button on the on the console that you're playing with, on the keyboard, it's because of this, that and that, and that, you know, and they get to relate, oh, this is how this happens. So this way, they [pause] Yeah. And then this is what triggers the questioning part, because they get interested in they want to know, okay, if this pattern is looking like this, what about this kind of pattern? And what does this do, because this is doing this? And then you've explained that this is working like this. What about the other buttons? And then it's an interaction during the class.

That's, that's good that you said the interaction? That was my next question. How do you feel that students engage with you during your online sessions?

They they do I think they do. But not that much as compared to face to face. But then I think, having to relate them to the practical side of things, especially when they when I've just mentioned that this button is doing this, and this button is doing that. That's how I've got to attract their attention, because they play games every day, you know, and they are always intrigued. Where does this button do and why is it doing this? And that? But then I wouldn't say the engagement from the face to face as compared to the online is the same. It's much less as compared to the face to face.

And if they do engage with you online, do they unmute themselves? Or do they use the chat function?

Before before they were using the chat function, and it was a bit challenging for me to have to check and read the chats and then present at the same time. So I always advise them to unmute, but then I always advise them before admitting they should be in a better environment, then the environment should be quiet as possible, so that we don't have any disturbance, you know, so I only allow them to type in the chats if their background is bad. But I always encourage them to unmute all the time.

And do you find that they do unmute?

Not really, most of them prefer typing as compared to unmuting? Yeah. So I always wonder why. They never answer me [laugh]. Yeah.

They don't, they don't engage with a lot of our lecturers in the online space. That's why I'm asking that. Yeah. Why do you think that is?

Um, I think, in most cases, at least what I've experienced from [name deleted], most students will just, and I think [name deleted] is much better than [name deleted]. I think most students would just log into the online class and just leave, you know, and you will find that you are there alone talking alone. So that's why I usually try to ask them questions in 10 minutes interval so that I get to engage with them. And that is when I realised these people are not in the class, you know, they just log into the classroom, and then they leave. So that was the problem.

So if I can just quickly summarise what I feel you said happens in an online class for you, is that you share theory, and basically you are summarising the chapters in the book, and you're giving it to them in a presentation. In other words, you're sharing information with them. And you are also relating your own practical experience to them in an effort to make them more curious about what is happening. And then it seems like the third thing that you do is you explain the project. So the assessments that are happening?

That's correct, yes.

Okay. I think so is that is that basically everything that happens in a normal online class for you?

Yes, that is correct. Yes.

Perfect. Okay, let's go back to your face to face practical classes. So, you said that, um, so you said that you run … so this sort of, to actually the, the way I understand it, that there are three phases in your practical classes. So the first phase would be you run the development kit, and you code together. That's the first phase. And please note that I know nothing about coding [laugh]. So correct me if I'm wrong. The second phase is where you use the unit kits, and that's where you run the game. And then the third stage would be when they ask you questions, and you help them on the game development?

Yes, so let me just clarify the first case, which is the coding, because there's two development kits. So the first one is on the first case, you've mentioned, which is the coding, we've coded on the development kit code called Microsoft Visual Studio. Okay, so that is the first stage that you've mentioned. The second stage, which is running the code, and the game as well. It's the development kit called Unity, u n, i, t y. Okay, we run the code. But then the third stage that you mentioned, is actually embedded in this two phase stages, which is asking questions and interacting with each other. So I would say it's two stages, actually, instead of three stages. Okay. So when we do the first stage, which is the first coding stage, we would code together, and they would ask questions, in case they get stuck, and then we would interact before we even go to the gaming part. Okay. And then the second stage is where we do in the final stage of development kit. So combine different modules together, that we've coded before, to run the final gaming code that we have. Okay. And then if some people are still lost during the development, then they would ask questions.

Okay. Now, when they ask questions, do they ask to you one on one? Or do they ask it out loud in the, in the class?

So they asked out loud, but I would, I prefer always, when they ask, I go straight to their computer. And they point to me that this is where I'm having a problem. How can I fix this? Is there any way I can improve this? All those kinds of questions. Okay, and then we get to interact, when we are one on one to one.

Okay. Um, do you find that the students are also assisting one another?

I think too, I mean, I have a very small group in my case. So I've picked that up when I was marking their task submission, then I would see the submitted similar things. And that almost killed them in terms of submission and their marks and then I’ve advised them for the second submission, they shouldn't do that. And even if they help each other, they shouldn't submit the same thing. Yeah, they should have their work that is their own and maybe help each other here and there.

Okay. So to me, it sounds like your face to face class is very much only practical, in the sense that you have a computer they have computers, and you are focused on doing things on the computer as individuals.

Yes, that is correct. Yeah, so I want them to be as as ready as possible when they graduate and they have to face the industry side of development. I don't want to give them theory and they don't know how to apply the theory when they get to the companies. So I want to make them as ready as possible for the for the industry.

Yes. Do you do any other sorts of activities during a face to face class?

Its challenges. So I don't know if you've played games before, but because this is a game class, we always have challenges. And they would have some sort of a challenge, and the winner would maybe take a prize at the end of the game. So this encourage them to know more about the module itself. So the challenge would be, let's say, maybe implementing, or developing some sort of code for this specific unit from the book that we've talked about, you know, that we’re dealing about, and if someone can be able to implement that, and he's a winner at the end of the day, and then he gets a prize.

Why do you use this competition challenge situation in your face to face class?

I think it makes the class to be fun, because we get to laugh at each other at some point. Because some of the challenges are not even work related, or that class related. You know, it's just general things that are available in life, we also played pool game at some point after class, and then we put that on a challenge, you know, and I think it was fun, it made us to be connected, it made us to be close to each other. And some of them were not even friends before, but they managed to be friends at a later stage. So I want them to be as close to each other as possible and help help each other with classes and everything.

So the pool game that you just talked about where did that happened?

Yep. And that [name deleted] on campus, so it happened after class. Oh, yeah. We just took, I think it was just 30 minutes, and then one of them, because he said is the best, he played against me. And then we had a bet. If he loses, then they get to submit something. If I lose, then they don't get to submit, unfortunately, he lost. So everyone in the class played played [laugh] and they all submitted,you know? So yeah, that's how we are, how close we are so far.

I just quickly want to go back, uhm, just to make sure that I understand the reasoning for why you do some things. Uhm, just when we go back to that online theory classes, why do you only present a summarised let's say, a chapter of the book, why don't you do anything else in those classes?

So I think that is related to the period of time I have on the module, because I got here late started in September. And I need to cover everything up before before next week, basically. So I think that was the reason I couldn't even focus on anything else besides focusing on the books, because we have three books for the module. And we needed to finish most of the chapters from those books, you know.

Would you, would you like to include something else on your in your online classes? If you had that time?

Definitely, definitely. Like I said, I like to relate. What do you do in class to the industries? And if I had time I would, some days, I would do something related to the book. Some days, I would do the theory but as related to the industry. And then that would intrigue the students. And then because some of them are just doing the modules, but they don't have a plan to continue with the field after after graduation. So I don't want that with my students and pushing it.

And then just back to the practical. Why do, I suspect it will be the same answer, but maybe it's not, why do you focus so much of your attention on coding and running the games?

Yes, yes. I think especially in terms of coding, I’ve realised that the students have a problem with coding. Their submission with coding was terrible after their submission. And I only saw that later and imagine, I got here late, and they have three assessments to submit, and they don't have enough background. You know, they've been changing lecturers ever since they started. So that impacted them badly at the end of the day. So that's why I even made it a point that every day for face to face we we do coding or every day, so that they get to have enough experience at the end of the year.

Do you think it helps them with a coding that you are these physically?

Yes, yes, yes, it's way much better, it’s much better. Because if there's one thing we have realised, they always have silly mistakes. I mean, in terms of coding, you would miss a simple thing such as a comma, comma in your code, it's very important. And they will miss something like that. And it will frustrate them a lot, you know, they would get so frustrated to a point where they want to give up. And when I get there I just see that this is simple mistake, which is just a comma that you've missed. Yeah. You know, and then after putting that comma, everything runs very well. And then at the end of the day, they are so excited, you know, so it helps give them so much better when I’m there, unlike when I'm not there.

Yes, yes. So [name deleted], I've asked everything, I've learned a lot. And I feel like every time I do one of these interviews, I learn something new. So no one has spoken about the practical classes like you have done. So thank you so much. Is there anything that you would like to add that you think it would be interesting for something that I didn't ask that relates to blended learning?

No, I think we've covered everything. I mean, this is my first lecturing semester. I'm still getting the hang of it, you know?

Yes.

But I think from next year, I'll be somewhere. Yeah, with some experience.

And you will be able to use the results of my study to help you.

Definitely.