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 information that may identify any other person or institution. You are welcome. Okay, your camera's already switched off. And I'm going to keep mine on because in, I just feel like we communicate easier. if you can see, oh, she wants to ask me something or you know, something like that. And you may at any point withdraw from the study. But to be frank, and this will actually be the only bit during this study. So if any point in the next 30 minutes you want to withdraw from this study, please let me know. Okay?

Okay, cool. So my very first question to you is, do you use blended learning in your classroom?

I do believe that I do.

How would you define blended?

So for blended learning, I would define it as using different methods and approaches to explaining to students how to do the same thing. I think that would be my shortest summary of what I would define blended learning as

So using different methods to explain the same thing, but in different ways?

Yeah, different approaches. You're, how to conceptualise things, how to explain things to them, demonstrations and so on. That's, that's how I think. I'm not sure if I'm off track with that one.

Okay, so in this study, and we are going to use the definition that blended learning is somethings that we do online, and sometimes things that we do offline in a face to face conversation. Okay?

Okay. Yeah. Cool.

So if you think of a typical class, tell me any three techniques that you would use in your online classroom.

Okay, online classroom is polls, I use polls and then questions. Another thing is I sometimes ask the students to share their screen and also to show things from their side.

Okay, cool. Two of these no one else has mentioned, so nice. When you say you use polls? No, wait, let's go to do the face to face class. But if you think of a typical face to face on campus plus, tell me any three things that you would normally use in such a classroom.

Okay. See, explaining concepts, demonstrating the skills and then also showing them examples, since mine is a very practical class.

I'm sorry, explaining concepts demonstrating and and showing examples of finished examples?

Yes. Okay, examples that are finished.

Okay, cool. Okay, if we go back to what you said for online, so you see, you sometimes use polls, you sometimes use questionnaires and you also sometimes ask the students to share their screens. If we talk about polls, what is the poll?

The poll is, I would ask them a question, and then I would give them a variety of answers to pick from just to see what the general feedback of the classes are and to get an idea of how they view things.

So you would use that for feedback? And for general student perceptions?

Yeah, yes. Especially when we do theory, because I try to have my practical classes be the more in person classes. And then my theoretical classes are more online.

Okay, cool. Um, do you use the polls for any other reason?

I do use it in the beginning, just to see if everyone's ready. So that's just everyone can say like, yes, we're ready to start the class.

How do you how do you get the poll functionality is a something that you do on your computer?

Blackboard has a built in function, so then I use the Blackboard poll function. I think it can only set up a maximum of five answers that you can choose from, but it's very nice to choose. And it shows you in real time how the students picked the different answers. And then I can see what the percentage is, it is just a very nifty tool to use.

Do you need to save the poll up prior to your class? Or you can you do it throughout?

You can do it throughout the class. So you can set up multiple polls, which is quite nice.

Okay, then your question is, so no one has mentioned that they use questionnaires. Tell me, tell me more about this.

So I would share my screen. And I would present them with a range of questions, and just see what their thoughts are. So I usually do the whole, how would I put it, like I would give them a problem. See how they would solve it. And then afterwards, I'd give them the solution because I found like the students remember things more, if they have to try and figure it out for themselves. And then if presented with the right answer later on, they're like, oh, okay, I see. So that's how, how it works.

So where does the questionnaire come in?

So questionnaire like I would have a paper with a bunch of different questions that I would then ask the students and I would give them all the opportunity to answer so they don't fill it out themselves. I kind of just share my screen and they verbally answer as they go. And I find that also helps with class engagement. So I do it very early in my class, and that get them all talking and they end up discussing the points amongst themselves.

I have so many questions. Um, okay, so with your question, so you have them pre-written then you share your screen, and they can see all of the questions. And then they verbally answer you. So they don't use the chat function, they unmute themselves.

Yeah, I try to get them to unmute themselves and talk in the class. It also depends on each group, some prefer that chat to others are less shy. And I found that if some students in the class start engaging, then the others will eventually also participate. So if one starts talking, and especially if it's a topic they're all very interested in, then it's easy to get them all to jump online and discuss it.

When you say discuss..?

So I open the chat, and they can all kind of just talk amongst themselves verbally after unmuting their mics. So then one person would give what they think is their answer. And then they kind of would debate on the topic or some, some of the students will add some extra ideas into the mix. So they would just like talk amongst themselves. And I kind of just, I don't say anything, I just wait until they're all finished to see what they all think until they've kind of come to a like a agreement of some kind.

So if I understand this correctly, you are using a quick this questionnaire situation to to get the students to think about the topic, and then to also discuss the topic. But you also mentioned that they problem solve during this questionnaire.

Yes.

Okay. And you also said that at the end, or after they have the discussion, or they have the the solving problems, you give them the answer? How do you give them the answer?

So depending on what they said, if they were all on track, I would say like, you were spot on, like this, and this and this was correct. And then if they, sometimes the students are quite clever, they might present a thought or two that hasn't been explored yet. So then you would say like, this is also a very clever way to look at it. And then I'll explain. I'll explain this solution to them, and then bring everything together. So then show like what they mentioned, which fits in with the final solution, or what might not work, and why not. And then it just helps with the rest of the class. So it sets the tone, and then they tend to pay attention a lot more, because now they're curious as to the rest of the subject.

So you mentioned that you share your screen, and the questions are pre written. This is a bit of a pedantic question. But do you use any sort of software when you show the questions? What do you use?

PowerPoint

PowerPoint? Okay, do you use PowerPoint throughout your online session?

Yes, I use it all the way through. Sometimes I might use 3d application or one of the other software we have to use in class, if it's more of a more of a practical thing, but in most cases, it would be PowerPoint, and then sometimes I will have a couple of YouTube videos lined up as well that they can watch that adds this extra resource to the class.

Can you explain to me what PowerPoint is.

So, for PowerPoint, how I use it is kind of just as a presentation tool. So I type out all my, all my different slides. And the nice thing is with the presenting tool, like I can save all my notes. So I only share the screen with the presentation and then I can see my own notes, just to make sure that I do mention everything that's relevant.

Okay. Um, so do you also, you also give theory in your PowerPoint presentations?

Yes.

Okay. So in a nutshell, why would you use PowerPoints? What is the aim?

It's a, it's an easy way for me to put all the content into why I put it into the slides. And what I always do afterwards is I save it out as a PDF, which I then upload on to learn which the students can then go look at again in their own time. So I always have a certain structure that I follow. So I always start with the whole posing a problem explaining concepts demonstrating. And then I kind of finish it off with additional resources and such. The additional resources within the YouTube videos, for instance, YouTube videos, links to certain web pages or articles that they can go look at. Depends on the on the subject.

So why would why would you use YouTube videos?

There's a couple of really good channels out there who tend to explain the content in a very easy to understand way since most of my students are very visual. So then these, they call it explainer videos, work quite nicely with a couple of visuals that they can look at, it just gives them a better idea of the whole thing. I tried to create my own as well for the class. But sometimes, there's always someone out there who can put it together in a much more condensed and easy to understand way. So sometimes if, if I think that they might not have understood what I meant, just to give them like an alterior like point of view, just to seal it in. So sometimes just different ways of looking at the same thing, in case any of them might be lost.

So when we say YouTube videos, do you mean specifically only view the videos that are posted on the YouTube website? Or do you? Do you mean any sort of video?

I would say any sort of video, but thus far, I've only found really good ones on YouTube itself.

Okay, cool. You also mentioned that you share your screen as a technique. But I think we might have talked about that, or, do you share your screen for anything else?

Yeah, I share my screen for the theory. And then also if we are having a practical class, then I shared to demonstrate skills to the students and especially technical steps how to go through doing certain things.

So what would be on the screen that you are sharing if you are doing a practical session?

So for practical, it depends if we're doing 3d or game design itself. So I would have something like 3DS Max open. And I might have to show them how to model a crate. So then I can show them step by step how to go about doing that. Or if it's something in for game design in Unity, just as well, like how does the application work? How do you go about managing your assets, importing and exporting things? So it's it's a lot more technical? Yeah.

Why would you share your screen to show the students these practical ways of doing things,

it's a lot easier for them to see what I'm doing. If I had to verbally explain to them, I think they might lose, kind of lose the big picture, since some of these applications are quite complex. So if I explained to them, like you have to go to this panel and navigate to this drop down menu, they might not know what I'm talking about. So it's a lot better to actually be able to show them. Here it is you go here. And then you're paired with visual memory. A lot of my students are very visual over auditory. So then I go go that route.

Cool. Then when let's go to the face to face campus classes. So you said previously that you prefer to do your theory online and you prefer to do more practical things in a face to face settings. Then you said you, you explain a concept, and then you would demonstrate it and then you would give a finished example. So this is sort of a typical face to face class, right?

Yes.

How would you explain a concept?

So the first thing is I would give them the very basic almost dictionary definition, then I would break it down and explain the concept to them. And I'd show them charts or pictures, just to get an idea. This is also like an early stage to show some examples.

Do you use any resources to explain the concepts?

What I often do is I would find videos or I would make one myself and I would present it in my slides in the form of a gift. So moving image, so then it shows them the concept step by step, and so on, and it's a great way to illustrate it using motion and just visuals in general. My slides are very visual heavy.

What you mean with visual heavy?

Lots of images, lots of gifts added in videos, icons. Let's see. What do you call those little, like different graphs and okay, so not a lot of paragraphs, or images, or more images, list words, use more graphics.

Cool. Okay, and we are going to circle back to creating your own videos because that is very interesting. And but first, you said you demonstrate, how would you demonstrate something in the face to face class?

Okay, with the demonstration, this is where I would shift from using my slides to sharing my screen on the board with them and showing them how to do everything step by step in the applications. Sometimes, if it's something very difficult, I will explain the steps verbally first with my slides, and then go into the the demonstration, showing them how to do it in the application itself. So then they'll be able to go look at the slides again later to see the step by step breakdown. And then I will also put, I also post recordings later on, where they can go look at how to do the stuff exactly.

So would you demonstrate the same way in an online classroom and in a face to face classroom?

No, this is why I would say the face to face, it's important for the students to show up for the classes because in the face to face, I give additional advice and tips and how to go around things where the online class would be more technical.

Hmm. Okay. Okay, then you said you sometimes give them finished examples? How do you give them finished examples?

I show them some of my own examples. So some of what maybe previous students have done and then also what industry professionals have done.

Why? Why do you show them examples.

It's for them to get an good idea of what's expected of them, especially during their final assignments and projects, and what they can aspire to.

So even when you share your own examples, it's based on their assessment?

Yes, I tried to make sure that my own examples fit their briefs a lot more. So mine would maybe be a lot more simpler than something someone in the industry might have done because I also make sure that I followed the brief requirements and didn't go overboard to show them like this is what you can expect or what's expected of you. And then also just show them some industry examples to see but this is what you can aspire to if you wanted to put in the extra effort.

So when you when you share your examples, or you share industry examples, how do you share it?

I show the images on the board, so the renders or the pictures.

Okay, so through your computer into a projector onto the board?

Yeah.

Okay. Now, explain to me. What do you mean when you say you create videos?

Oh, in my own time, I would take the stuff they'd have to do. And I'd record myself step by step, showing them how to do it. And I'll edit together the footage and I would like to post that on [company specific program deleted] which they can then go through in their own time.

How how do you record? So you're at your house, you are making you're doing doing the steps, but you're recording the steps as you're doing it? How are you recording it? Does the programme have a record functionality in it?

I have a separate programme that I used. It's called [unclear] so that helps me. I can actually record a couple of things at the same time. So then I record my screen, and I record my audio inputs and then I can record my voice along with the video. You can also even record like a little capture of your webcam of your face if you wanted to. It's quite a nice tool. So then I use that and then afterwards, just edit the footage together, and post it online for them to go look at.

Why do you go to the effort to create these recordings?

One of the big problems is attendance. And I want to make sure that there's nothing holding the students back, even if they haven't been able to make the classes. And also, sometimes some of the concepts might be very difficult. So the students are very grateful that they can go look at it again, and follow it step by step. So even students who do come to every single class have that the recordings are helpful, because sometimes it's a lot to have to stomach and then you forget a lot of it. So it's nice for them to be able to go look at it again and be like, oh, okay.

Okay, so it's, it's sort of, it sort of serves as the class for the people who cannot attend, and it serves as a reminder for the ones who did attend?

Yes.

Okay. I think we have spoken about everything. Is there anything that you thought I would ask that I didn't ask?

No, I wasn't actually sure what to expect.

Is there any, any sort of technique now that we've gone through that you didn't mention? But you you think now okay, like we mentioned this?

I'm trying to think … There's something I want to try out next year, but it's not something I have tried as of yet. So I don't know what is worth mentioning. So since my students are game design students, an idea I've had is to bring in some gamification into their content and their studying. So I wanted to make a game with some of the content that they have to do throughout the year and presented in a way that's very similar to playing a game

Will this be gamification or would this just be a game?

I think this would be more game. Yes.

So are we talking about a computer game?

This would be more of a web game, just to help out the students who might not be able to play it on a heavy computer or so on. And then you can just play it in your web browser.

What is a web game?

So a web game is you can go on to something like Google, there's a an address that you type in, and you can play it in your web browser itself. You don't have to download anything, or need any like external applications to have it run, you can just play it in your web browser itself.

I love it. Why would you want what? What makes you think that this would be an interesting way of teaching your students?

I think for a lot of them, they it's easier for them to learn if they engage with the content more. And especially the theory, like the practical is easy, because they they do physically have to do it. But the theory it's always difficult to get them to remember so maybe if the content was presented in a fun way where they have to think or solve puzzles, then perhaps it would help going forward.

Um, I love it. Okay, so let me just recap this day, this game. So you want to create yet you physically want to create a game that works on the internet, so that they don't have to download it. And it would be mostly theory that would be in this game in some way, maybe through puzzles. And the idea is just for them to engage more with the theoretical content.

Yes.

Very interesting. Very interesting. Okay. Okay, I've asked everything that I wanted to ask. You've given me so many extra things, actually. So thank you so much.

You're welcome.