Okay, thank you for agreeing to participate in the 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. And we've already switched off our cameras, and you may at any point withdraw from this study. Now, before we start the interesting questions, I would like to know, do you use a blended learning when you teach?

Yes, I do.

How would you define blended learning?

I think it is a great tool, especially in the times that we are living in. And I also use the tools that I get or have for Blended Learning to have other contact with my students as well. On a one to one basis, if I do struggle with a certain principle, then we do it online. And we sort the student’s problem out there and then.

So do you mean that you have both online and face to face classes, but then you also use online to consult with your students, if they are struggling with something specific?

Yes, I do.

Okay, um, if you think of a typical online class, what sort of things would you would you do in that class?

During those times, I prefer doing a little bit of theory. And then if we have like an upcoming assessment, or we just finished an assessment, I would discuss assessment of the students and how did it go, and the things that they struggled with. So I don't like learning the new principles, because it is accounting. During an online class, I feel that they zone out. And then when we get back in class, I basically have to redo that entire principle. Usually, I use the time for something different, or doing another exercise of something that we have already done, then it's okay. But if it's a brand new principle, I don't do it online.

Okay, if you if you do the discussion of the assessments that have happened, and you're giving feedback, how would you do that? In an online class.

So I do, I use PowerPoints. And I like animations. Because of accounting, you have to see the flow of the transaction. So I use a lot of animation. It takes quite a while, but I already have a lot of things that I have done. So I try to use old things and just add the new information. So it doesn't take me that long to prep for an online but it does take quite a while. I know the accounting. If they can’t see the flow of the transaction, then you've lost them. You need to do animation or, one of our other lecturers, she uses Excel. Excel is very difficult to use during an online class because then I have to type and then I make a typing mistake and it drives me crazy. And so I use animations [unclear] beforehand.

You also said that you you don't like going through new theory or new principles, but you have on occasion done exercises on work that you've already done in a face to face class. How would you do these exercises? In an online class?

I would use PowerPoint again with animations.

What would your students do when you show them the PowerPoint?

So during these classes, I usually tell them beforehand on that day, we're going to do this question. Or you have to go through the question and do the answer yourself, because this is work that we have already done. And then to see sometimes to see if they're awake I ask some questions, you know. I stop and I say, who can tell me what the answer will be or my next step? Or sometimes I even make a mistake on purpose, and then I tell them beforehand, find the mistake for me for our class or something like that. And that keeps them engaged.

Okay, when you ask them questions, or the next step or you ask them to find the mistake, how do you ask them?

I just ask them, and then I say, well, some of them usually, they don't like putting their mics on. So I do allow them to type in the chat box. Because sometimes if they do put their mics on, like in places where there’s really a lot of background noise, so the students are not lying if they say I don't want to put my mic on, because often there’s little kids screaming at the background and things at their house. They don't have a place that they can close on campus, it's already on if they type in the chat box, but some of them do put their mics on.

And, okay, I want to know - the engagement between online classes and face to face classes. So you've just said that your students prefer to use the chat box, because they might be in a noisy environment. Do you find that students are more, maybe engaged is not the right word, uhm participatory in an online class? Or do you think they participate more in a face to face class?

In a face to face.

Okay, um, so just to quickly run through your online or typical online class. So you would discuss assessments and maybe repeat some information and you tend to use PowerPoints. You use a lot of animation, use the animation, because students see the flow of the work. When you ask questions, you would ask it out loud, because you are unmuted. But your students can, they can unmute, but they prefer to rather use the chat function.

[Interviewee nods]

That's great. Is there anything else that you've used in an online class?

I don't use breakup rooms, because in accounting, the students are not that confident in the knowledge. So, the breakout rooms, it works for my financial accounting students or my post grads, but it does not work for the [company name deleted] students at all or my other first year groups. So, I don't like using it for online for them. Because they feel embarrassed; because they don't have the confidence to answer accounting.

So you just said that you do use breakout rooms for your other students..?

Yes.

Why would you use breakout rooms for for these specific students?

So I would give them a small question, not long questions, just a small question to test whether they are able to do the answer themselves. Because in accounting, it's like math, they have to do it. It's no use for me to just do it. Every time I need to do it even in class, I do one example then I give them another example. They must first do it. And then I walk around and I check that they are doing it. Because in accounting they need to learn how to write; they need to have the confidence to write it themselves. It's easy in accounting to say I looked how she's doing it and it looks so easy. But once you have to sit down and do it yourself. That's a totally different story. So I've forced them to do that to do the questions themselves. And then they must share on this on the screen, I gave them authority to show the screens. So they must show me where they did it on a piece of paper.

So when you put them in the breakaway rooms, do you put them away as individuals? Or do they go into these breakaway rooms in a group?

Usually like three in a group, and they already have the little group, so I keep the groups as is, because that's another thing and accounting, they will say, they will have the confidence to say, I don't really know what you just said. But if it's strangers all the time, then they don't feel comfortable. So when they form these little cliques, I know people say it's wrong. But I feel in accounting, it builds the knowledge, because I didn't have the freedom to ask a friend. In class, I do this as well. And I do allow them to talk amongst each other and ask each other questions. So they also help each other in that way.

Okay, so when they come out of the groups, and they're now in the big group, and you allow them to present their work … uhm, you said that you give them authority to present so they can share the screen. What do the students typically do in a situation like that?

So that I allow them to write things on a piece of paper, because I want them to write the accounting things. So they can just either quickly scan it in, or most of them just put the cameras on for a minute or two. And then they show me their answer on the camera.

So, they hold up a piece of paper in front of a camera.

Yeah.

Okay. Okay. And what is the aim of them presenting the work?

I want them to get used to writing the things themselves. In accounting, to do the layout, to do the calculation of the depreciation, or to calculate the profit or loss of something. And the only way that they're going to build the confidence is by doing it themselves.

Okay, if we move on to face to face classes, so campus classes, what would a typical day or typical class be like? What would you do in a typical class?

So I usually start with my theories about 15 20 minutes, then I try not to make the theory part too long, because they lose concentration. So then I'll make little, the longest I'm making is about 20 minutes of information that I transfer to them, then I do an example. Then we have our typical break, then when we come back from break, I put a question on the board, and they must first do it and attempt to do it themselves. I will walk around in the class and then I will do the answer on the board.

Okay, if we go to this theory that you use, maybe for 15 to 20 minutes, because the concentration isn't that high. Your aim is to transfer information. How do you give them this theory?

So, um, I, we use overhead projectors. So I have a slideshow, PowerPoint slideshow that I use with my clicker and then I run through the slides.

Okay, then you said that you would you would do an example. How would you do that example?

I will put the question on the slideshow on the overhead projector and then have the equation on the board with whiteboard markers.

Okay, okay. Then you said that you walk around and the class. Why do you walk around in class?

So that they can ask me questions if they get stuck. And then I also make sure that they are doing accounting.

Okay so and do, would they ask you as individuals? Questions? Or would they typically first talk amongst themselves? And then sort of as a group asked you a question.

Yeah, they usually ask two of their friends. And then between the friends, I will sort that out. And if I can't, then they ask me, when I will pause, and I see they stuck some way. Then I say, okay, so now you've said this, if then this, what will our next step be? Well, it may be this or it may be that.

And do you do that, whilst you are between the students? Or will you go back to the board?

I will do that for those students. But then, at the end, I would also say, when I work through the answer, because afterwards I do it, and then I would repeat what questions I had, and say, maybe if you oh, yeah, now then you might get stuck on this. So then this is what you want to do.

Okay, then tell me. Are there any other things that you might do in a classroom situation? Maybe other types of tasks or other types of information sharing?

Okay, what I like to use is Kahoot which is like a game with an app. So they download the app onto their cell phones. They’re asked questions, but then there's a time limit on the questions and it's anonymous. So they don't put the student number, they choose, then I have like, five or 10 questions. And then the one, it scores them. It's an online thing. So it scores them. And then I usually give the winner like a packet of sweets. And I love doing that. So I do that once or twice.

Why do you use this Kahoot app?

To do accounting is difficult for most of the students. So you need something fun, and they also get tired. I mean, shame, they they're just studying, studying, studying. And it just gives them something else. You know, it's just like a breather. Let's just take a break. Let's just do something else today.

You are the first person who has mentioned this app. So that is why we are focusing on this app. So you said that they can be anonymous when they go into this app. And and tell me what sort of questions would you ask on this app? Is it a theory based? Is it accounting based? Is it? What what does this app enable you to ask?

So you set up the questions yourself, and you can choose them to be anonymous or to put their names in. So I usually choose anonymous. So then you can you can make as many questions as you want. So usually what I do, it's either true or false, or that's the one I use for the theory. Or maybe if I ask, I give them a few items, and I say give me the total for the non-current assets, then, but not difficult figures, like 1015 1000 that you can just calculate in your head. And then they all are, there are three options or four options. So I do theory based questions and practical questions in the Kahoot game.

Why do you make it anonymous?

I want it to be a fun thing for them as well. Because I already know who was in the class. So sometimes if I need a [company task name deleted], I know already from the register who was there. So then I can allocate some more to everyone. The thing is that when you make it anonymous and they can choose a funky name or you know, just be a little bit outside of this norm of the studying, they love it. They choose the funniest names and it's just cool for them. Some of them even think of find a little icon of what the name was. And then every now and again I see that they use it on the [company programme deleted] for the little icon. It's actually very cute. It's something that's different for them; that I can just be someone else. I don't know.

So you've mentioned [company task deleted] tasks a few times now, can you explain to me what is an [company task deleted] task?

So we have to do a minimum of four [company task deleted]. So usually, as like an extra little task, but it shouldn't take them too long. It shouldn't take them an hour to do it. And I do all of my tasks on [company programme deleted]. So I don't do them in class, normally, but what I have used our classes to prepare them for this as well. So if I see that there is a principle, I think this is something that they're going to battle with. Then I say to them on Friday, we're going to write a little task in class. And then I just ask a small question about that specific principle. So students battle with the different inventory systems perpetual and periodic. So they know that I asked them before the task, and then when we get to the task, then it's as if they understand this principle a little bit better, because I've already written a task on it. Yes, it takes time for me to then explain it to them, but your reward from doing that is so much higher, because it's as if once I've written a task on it, as if they remember it better.

Do you find, so, but previously, you said that your CA students, you do put them into these groups online, for them to work together and ask questions together. And you also said that your your normal students do the same in a face to face class. So they would first talk to one another before they approach you. Is there, is there any sort of activities other than these two? So in the classroom? Your, how would you say the classroom, and that's more of a peer learning situation, where they teach each other? Is is it, do you use group work in any other way?

No, not at all.

Okay, um, so I think we've gone through absolutely everything that I was wondering about, is there something that I didn't ask that you expected me to ask?

Sure, nothing I can think of. Okay. Oh, yeah. I thank you.

Thank you so much for your information. I am going to stop the recording.