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 identify any other person or institution. You are welcome. Okay, your camera is already off. You may at any point withdraw from this study.

Okay

Do you use blended learning when you teach?

Yes, I do.

How would you define blended learning?

I think it's a combination of contact classes and online classes you will have for each teaching, or for each session that you have the aims and objectives. So each one of them, in each one of them you will be trying to satisfy those needs.

Okay, so you mentioned that blended learning is a mixture of online classes and face to face classes. If you think of a typical online class, of your typical online classes. What three things, techniques, approaches, activities do you use in your online class?

Now you can break out in groups so that people can work in groups. You can pose questions, you can play videos, you can use pictures, can use anything that is interesting. And that is in-line with what you are you want to achieve at the end of the session.

Okay, I think I missed one. So it's breaking up into groups, videos, lectures, and quizzes questions. Okay, if you think of a typical face to face campus class, what what sort of techniques or things to use in that class?

I posed questions so that I can encourage engagement. I can I can initiate a conversation by giving them an explanation of something. Or you can just ask their opinion - give them a topic and ask an opinion on something. What do you think about global warming? And then the it's an open question so they will be able to engage and they will interject and stuff like that.

Okay, cool. If we go back to online classes, so you said that you can add videos or pictures. How would you do that?

You can post it online. YouTube is a platform you can use to play video. And you can add pictures as a PDF.

Why would you post pictures or videos? What is the aim?

Sometimes they say seeing is believing. So maybe you're you're using a video for for a specific scenario for them to, to see what is what it is really about is different from when you're explaining it. Right? They might have a different picture when you're using a video and when we're explaining it. In my class specifically, they have been asking that you you always talk about this proposal, can we see one, we want to see how it looks like. The same applies to video, maybe you're showing them how to do something, how to calculate math and stuff like that they need to see it, like the way we did with the traditional methods of teaching when you try to write on the board with a chalk. So it's just that someone else was doing it. Or maybe you find some detail when someone is explaining it. In simpler terms, may be a YouTube video download, and then you play it for them.

So would you say that it is to clarify and also to simplify theory?

Precisely.

Okay, then you, you can post questions. So you said that you post questions for your online class and your face to face class. How do you post questions in your online class?

Okay, today we'll be talking about COVID-19. What do you think about COVID-19? What do you know about COVID-19? You want to know what they know so that you know where to start? Sometimes you have to start from an advanced stage for the sake of time, sometimes we have to start from the grassroots because they know nothing. So you have to, you can start by posing questions that you know where they stand.

Well, would you ask these questions verbally?

Yes, you can ask verbally.

How do they answer online?

You can unmute your mic and answer or you can write in the chat box.

Do you find that students unmute their mics? Or do you find that students use the chat function rather?

What was the question you said?

I want to know if your students unmute their mics…

They do most of the times they do because it's faster. And it's easier to express yourself. Writing takes time and sometimes not the way we write in the way we talk is different sometimes. So most of them find it easier to to engage verbally.

Okay, if we move over to the face to face classes, you said that you pose questions for engagement from students? Is that the only reason why you would ask questions.

I said it's for engagement. And for for you to see what they already know. So that you know where to start.

So to determine the previous knowledge.

Yeah, existing knowledge.

Okay, then you said that you can also, in your face to face class, you would ask their opinion, based on specific topic? How do you ask their opinion? Do you only ask it verbally? Or do you use something else inside the classroom?

Is that contact class?

Yes.

Yeah, you can ask them verbally about something that is happening. Maybe there's something that is happening in the in the society generally, and it's closely related to what you are what you want to deliver that day. You can just pose a question and see what do you think about the vaccine? What do you think about gender based violence, but then then you relate it to a job teaching that day. The main goal is just to to see if you will be able to to deliver the main message, right, relating to things that they are familiar with.

Do you ever use presentation software like PowerPoints?

Yeah, I do all the time.

Okay, why would you use?

PowerPoint is effective. It's efficient, and it's easy to navigate.

And do you use it for both online and face to face?

Yes.

What about explaining? Do you ase PowerPoint? Slides? So would you use PowerPoint for explanation of theory?

Yeah. Yeah.

Um, do you think that we've gone over everything that you use in your online and your face to face classes?

I don't really remember everything now, but you can also use polling, like people to vote, what do you think about this, you can do that. You can also use graphs, there are quite a lot, quite a few things that you can use. Depending on what you're delivering that day, you can use various tools.

Now, no one else has mentioned graphs before. What is the graph? And why would you use that?

Maybe are conducting a quantitative research. This is the number of people who have been vaccinated. I'm sorry I keep using COVID because it's current. So this is the number of data points in vaccinated. This is the number of people who haven't had the jab. This is the number of people who have died, something like that.

So is this a visual representation?

Yeah, it's a visual thing.

Okay. And you use this graph as visually presentation. Why?

Because it's easy to understand. And to create a picture in their mind of of the reality of something for them to see the gravity of the situation. If they see that a lot of a higher a the highest number of people who are dying are not vaccinated, they will see the gravity of the situation is different from saying many people are dying. If they see it visually, then reality hits home.

Yes. Okay. Then you also mentioned polling, just now is to vote. Why would you have a poll in your online class?

You can never [unclear] online class, for instance, maybe if the students, right, and it's five minutes past the starting time. And you've got maybe 12 students, can we what can we would like to what can we start now or wait for them? Give them the rest of the students the next five minutes again, we can always vote. And then depending on the results, we can either start or wait for the other group to come in.

So is it to facilitate interaction between the educator and the students?

Yeah.

Okay, all of my questions have been asked.