

Follow-up Meeting 1 with Participant 1

CH: There you are...Session's been recorded. Perfect. Okay. So, um, as I said, thanks so much for letting me observe. Um, so I'm going to refer to that first observation...

P1: Okay.

CH: ...where you are focusing on insolvency.

P1: Correct.

CH: Okay. Um, and I don't know if you have got the schedule in front of you of the questions.

P1: No sorry.

CH: That is fine. You don't need it...You don't need it. Um, I am not necessarily going to cover all within, um, today because some of them we will just touch on in our next follow up session.

P1: Okay.

CH: Um, but I will move systematically through the questions, um, and then you will see that the second one will, will move around and I will refer to things that you have said as well. Okay.

P1: Okay, perfect. Okay.

CH: So...

P1: Awesome.

CH: Um, the first question is, as an online lecturer, um, what do you feel is your primary responsibility?

P1: Um, I feel that it's to ensure that despite the fact that we are not face-to-face, the students are getting, um, the best opportunity and the best platform to learn. And that even though they are operating remotely, um, they feel comfortable. They feel that the information is being translated to them in the best way possible, and that they still feel that I am accessible enough to them.

CH: Okay, and you said there, that, um, they are given the best platform to learn. Um, what in your mind is, or how do students learn best?

P1: I think they, they. Okay. So, so I'm, I'm someone who, um, I enjoy, um, um face-to-face teaching, so I feel that, um, it is a lot easier to get things across to them when you're in front of them. Um, it's a bit more lighthearted. You get feedback from them and things.

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With online you can, you can have radio silence and things, so you're not sure sometimes whether they are, they are responding. So, I want to try and make sure that I, um, break at the appropriate points. I check in on them at the appropriate points, and obviously that, that involves me, um, knowing where my content would be most appropriate. And I think initially when we first started with online, it was a bit hard to determine which would be the best points, but I think now that we, like two and a half years into it, you know, okay, stop at a certain point or stop in this particular section of and and things, and it's okay. So, um, in terms of, um, making an appropriate platform, I think it is just about understanding the audience as well, because every class differs. So knowing what the attention span is like and, and, and working with that accordingly.

CH: Okay. And you said that one of the things that you want to ensure is that you accessible, that the students feel comfortable, um,...

P1: Yes.

CH: ...with this platform. So how do you go about achieving that?

P1: Um, I think I just try and keep it as, um, easygoing as possible. I think I, I build a lot of that, um, in the face-to-face space. Um, so when we have our interactions, I make sure that, uh, we build a good rapport. I try and get to know the kids' names and, and, and their personalities to an extent. It obviously depends on how much they're willing to open up. Um, and, and also what I found is a big difference is whether you teach a core module or non-core module because they sometimes, um, um, relate to you differently. Um, but yeah, it's about developing that interactions so that when you do go into the online space, um, they feel like they know you at some level, they feel comfortable with you and you're not just, um, a screen and things, you know.

CH: Okay, cool. Do you ever put your screen on?

P1: I do sometimes. Generally, at the beginning of the semester, like, um, I think it was last year when we were supposed to be face-to-face and then we ended up being online because of the riots and all of that. Um, I made sure at that point that I put my screen on at the beginning so that they, uh, especially for full learners that hadn't, um, been in my classes previously. So, they had a face to work with. They, they, they knew who and what, um, other than that, no.

CH: Okay. Then, um, obviously we are trying to prepare students for the 21st century workplace. Um, what skills do you consider important for students to develop? So, they are going into the 21st century workplace, what do you feel are important skills for those students to have?

P1: I think that apart from understanding the knowledge that, um, they have to know in every module in terms of the learning outcomes and stuff, I want them to be able to see the bigger picture. I want them to understand that, um, as much as you are learning a concept, you need to, to, to relate it to the real world. Um, so the one thing I harp on

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about, and they probably go, I go blue in the face, and they probably lose it with me at some point, is that I press on them to like, you know, interact with the news, know what's cutting. Um, even if they start off by reading, you know, whether its sports, its entertainment, start to interact with some sort of, um, um, um, um, a news platform and things like that. Because I feel that the best way to learn is to be able to, to, to see it playing out in your own life. Um, because especially with law and things like, you know, you could teach them about the constitution and about their rights, but if they don't see how their rights play out in let's say, an actual court case or in terms of what's happening out there, then it's, it's just on paper. They, they, they, they, they don't really see it, um, in any sort of tangible form.

CH: Okay. And from a skill-set perspective, so you are going into a workplace, um,...

P1: Ya.

CH: ...so it is applicable to, to their lives, but what skill-sets would you want them to, to have when they go into the workplace?

P1: Ya. Um, I'd want them to be able to, um, translate the information that they have properly. So, I think we, we test that best in the assessments, um, be so very rarely do, do they do an oral assessment, but I think you can pick it up in terms of, um, how they provide an answer. Um, can, are they just, so, um, speaking verbatim from a textbook and paraphrasing, or can you see that they've put a bit of themselves into that they've been able to understand the concept and get it across, and you can see it in class as well, because, um, students that speak up in class that are able to articulate an answer, even if they're extremely shy, um, you, you can tell whether they have the ability to carry it out, whether it's to a family member or the workplace eventually.

CH: Okay. So, the ability to articulate and to implement, do you see them as the same or two separate?

P1: Um, I think it's, I think early stages it's, it's two separate things because I think a lot of students initially can articulate very well, but the implementation is not there because they, um, are maybe not provided with, um, the tools as yet on how to implement, the exposure may, may, may not allow for that, but initially it's two separate aspects, but over time, um, it does merge.

CH: And do you feel that, um, okay, so the ability to articulate is definitely the responsibility, um, of, of our tertiary institution because that's what you've spoken to. The ability, the ability to translate that information is, is what we would look to preparing students for the 21st century workplace. Do you feel that the implementation is also a requirement from, from the institution, or do you feel that that is, uh, the, the, the focus of the workplace?

P1: Um, I think it can be done at a tertiary level. At an undergrad level? I think, um, it definitely makes it easier. Um, I, I don't think it needs to be the sole focus or, or, or, or

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part of the sole focus. I think, um, it can come in at some level. And, and I think that the journey comes through more from the experience of, of your lecturers as well. Um, they maybe doesn't have to, but I mean, we have got modules like WIL and stuff like that, that, that sometimes time build under those things. But I think it's, um, feedback that students get from their lecturers about their own experiences. So, uh, from a law point of view, when we speak to the kids about like, you know, what articles was like and what a court experience was like, I think that gives them some insight into it. And then when you teach them content, like, you know, if there's, um, a particular form or particular draft that needs to be done, if you show them an example of that, it gives them an idea. Otherwise, it is just something and they, they, they, they don't really pick it up. So, I think if, um, we as lecturers can impart it in that way, it's a lot more informed. I think they take to it differently as well because they are not necessarily being tested on it. And, um, ya, it helps. So, so I think at some level it is on the tertiary, um, institution and the lecturers to impart us.

CH: Okay. Um, and then, okay, so we, we've also discussed the responsibility, um, from a tertiary point of view, um, for the students to be able to translate it, but whose responsibility is it to, to develop these skill sets then with the students at tertiary level? How do you see the percentage play out for the responsibilities?

P1: Ya. Okay. Good question. Um, I don't, I, I think it can be encouraged with lecturers to impart that knowledge. And I think part of, um, like the [institution's] model of bringing in ICs so, um, with work experience and people who are still working and stuff like that, it's encourages that. And I think maybe if it's encouraged further, kind of like a bit of a reminder that this is what can be done and what should be done and impart that knowledge, um, that's fine because I think maybe sometimes when we lecture as well, uh, we feel we've got to get through all these learning units, we may feel we don't have enough time, so we just focus on the content and we forget to bring the human side to it. So, I, I, I don't think it needs to necessarily be like, um, rigid structure sort of thing, but I think it can, we can be reminded, included at points.

CH: Okay. And then going to graduate attributes. So, one of the things that we look at in the Teaching and Learning Strategy Policy is that we are developing certain graduate attributes within our students. What is your understanding of graduate attributes?

P1: Um, I think they need to be able to, um, in, in, in terms of their skill-sets, they need to be able to, um, translate what they have learned into the workplace. They need to show that it's not just a certificate that they have, that there is an actual understanding of things. And obviously it's not going to be perfect because theory to practical is a transition. Um, but I think they, they need in terms of, um, ya, they, they need to be able to articulate it. Um, and I think it comes a lot to, to the, the, the, uh, graduates' personality. They need to show an openness and a willingness to learn. They need to be open to the fact that, um, their degree can also only take them so far, it's about them taking responsibility for that now. Um, and I think when you're graduating at 20 or 21, you probably don't know that. Um, you are probably not sure about it. Um, but I think it's something that you do learn quickly and stuff like that, that you have to adjust. You have to, you realize that I know the theory, I don't know the practical. And so, you have to be open to picking that up. And

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so, I think the biggest thing for a graduate is, um, make sure that you are, um, ofay with everything, of course, but be open to the fact that, um, you, you're still learning the, the, the, the, the learning process hasn't ended.

CH: Okay. Um, do you feel that they should be thinking for themselves or?

P1: Yes.

CH: Um, okay.

P1: Definitely.

CH: Okay. So, so in your, um, as, as, in your experience as a lecturer, which skills then do you prioritize in building with the undergrad? So, we may not necessarily see it with higher certificate students. I mean, you lecture right across from, from higher certificate students to third-year students. Um, what skill-sets do you kind of focus on in getting them to have this openness and willingness to learn, taking responsibility, thinking for themselves? Um,...

P1: Um, I think it is based on the types of activities that we set of like, you know, um, getting them to debate things, getting them to discuss things. Um, like I said, uh, the method I use is to try to get them to expose themselves to what is happening, um, in the outside world. Um, the one thing I've picked up is that students often say things, um, they will comment on things, but they don't really have a basis to why they're saying, um, something. And I find it particularly dangerous for law students that you can make a statement and not substantiate it. And so, I try to encourage a lot of, um, discussion, um, and thinking and things. It, it's, it's a lot easier to do it in a face-to-face sort of setup then online. Um, but it's, it, to me, it's a lot about, um, getting them to start opening up and things and not feeling like we are coming to class, and we are just going to learn this and nothing else. It's to, to relate it to different situations to, um, look at it from the bigger picture.

CH: Okay. So, part, part of your discussion is for them to be able to justify why they take a particular position or view on something.

P1: Yes. Ya.

CH: So, so that substantiating is, is quite an important skill for, for you, particularly with law students?

P1: Yes. Yes. Ya.

CH: Um, and if I have a look at your first, um, the first observation, I mean, you were picking up on SAA. I mean, you gave them a heading, um, and, and, and tried to get them to start also looking at and understanding why certain liquidations are taking place. You had that little table and, um, you had students then identify which industry was the hardest

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hit, but then you took it to the next level. And you were saying, why do you think, and I know there was a bit of tug in war with, with the students, but, but you were trying to get them to develop their thought process there.

P1: Yes.

CH: Can you give me maybe some other examples that you do that, um, not just in the observation, just talk me through some examples.

P1: Ya. So, we've, uh, oh, now I'm going blank. Um, with media law, <laugh> it doesn't help when you are on the spot, um, with media law. Um, there, there is a learning unit where the students focus on international media, and so I try to get them to go and explore, um, physical events in international media and exposing them to it. And very often, um, it's about them looking at, at, at, unfortunately, at, at unfortunate events that happen that have been televised or reported on and things. And so that has very often opened their minds to, um, the transformation of media, the way that's the, the le the, the, the legal platform in terms of the media has changed. Um, so for example, we've referred them to things like, um, uh, the development of CNN, um, the, um, the, the, um, in 1993 when, um, Nelson Mandela had to address the country because of Chris Hani's assassination and what that meant for the country and things, and even things like, um, there was, uh, an incident in, in 2008 when there were bombings in Mumbai. Um, it was a televised issue, and there was a massive area there because, um, it was, uh, the, the, the hostage situation was being televised live. And so, the hostages could see exactly what the, the, the cops were seeing and how there was a massive block in terms of, of TV because they were feeding information to the other side. And it just got the guy, the the students to to think about the fact that, um, there's so many ways that, um, the media's responsible for things. There are so many ways that, uh, there are so many changes that have to be made. And it just got them thinking that there's also, um, so much to look out for. It's not just what you did, they what, for example, in that situation, see on their screens. Um, so ya, that was some of it. Um, in business ethics, we use examples. Um, so there, there's a lot of, um, in the first learning unit, they look at this issue of corporate social responsibility. And so, um, this year, for example, we related it to Woolworths and their sustainability projects. So, getting them to look at the Woolie's websites, look at their financial reports and their sustainability reports. And we had a really nice exercise with the kids where they went into it, and they created a Power Point where on padlets, they posted answers as to where they found the sustainability and how it works and things like that. So, we try to use as many real examples as possible.

CH: Okay. So, so if you then had to try and identify some core elements to get these students to acquire certain skills, application to the real world is definitely something that's coming through in your discussion?

P1: Yeah, definitely. Ya.

CH: Is there any other core element that you feel is quite important?

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P1: Um, practically, I think at the, the ability to write, um, that's something that I see a lot of students battling with. Um, their, their ability to write. Um, I think if we, if, if I can somehow improve that on a, for a student at some level, I believe that the next bit about their, their ability to speak and stuff can improve from there. Um, because I think given that the assessments are primary, um, assessments, whether it's it's online or, um, take home or written on campus, um, I think their confidence will, will, will, will grow tenfold and, and they'll just, they, they'll give better responses. They'll probably get better marks for it. And I think, um, that, that that's a core element.

CH: Okay. Cool. Um, okay then what technique or strategies do you use in the online space to encourage engagement from your students?

P1: Um... I pick on them a bit. I try to pick on students, um, to keep them on their toes. Um, I've used the breakout rooms here and there if it's the right audience, it's a group of kids that work well with it, um, but ya, it, it, it's about, you know, breaking at different points, making sure that you haven't lost them, um, and sometimes just checking that they're still online as well.

CH: And you use the chat function quite effectively?

P1: Yep. Ya. I try to.

CH: Because you, you, you get them to type and then you'll say, um, well done. Whoever is.

P1: Ya. Ya.

CH: And you speak to, that's correct. Um, that's it. So, you make reference to specific students by name of what they've also put in their chat function?

P1: Ya.

CH: Do they ever use their mics? Just out of curiosity.

P1: Now and again. There's a couple. There may be one or two in every class that that do.

CH: Okay. It's sometimes nice to have that mic, just hearing a voice...

P1: It is, it is.

CH: Okay. Um, and then your use of technology. Okay. So, um, in the first observation, I know you were using the PowerPoint as a means of conveying information and using the heading for the SAA to speak to and the table and that. Um, are there other technologies that you bring into your online space? Um, do you sometimes bring in video clips? Um,

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P1: I do just that.

CH: Just in general, because obviously it's an observation.

P1: No, no, sure. I, I, I use video clip now and then, and I use, um, um, Kahoots. Um, if I want to review content, then I find that Kahoot works well, um, with that. So those tend to be my two main, um, points. Ya.

CH: Okay. And the Padlet, was that used in your face-to-face?

P1: Face-to-face,

CH: Okay. Do you ever use the polls or anything like that? The poll function?

P1: Um, no. Not

CH: No, not really. Not, not, not with,

P1: No, not, I think I had it once and I didn't, um, it took so much effort to explain it to them, um, and things like that, and it just didn't, um, um, um, it just didn't turn out what I needed and I, I think for law, I just found it a bit difficult.

CH: Okay. Cool. Ya. And you've said that the, the purpose of Kahoot is to review content, obviously, to assess understanding. The video clips? What's the purpose, what's the aim of, of bringing in video clips?

P1: It's generally to, um, explain a concept, um, or maybe provide an example. Um, oh, the, the other thing I've done is that there's an app called, um, my simple show where you can create, um, uh, um, a little video to explain a concept, um, um, to the students. I, I can send you an example of it. And so I've created a couple of them, um, particularly in first semester when you've got, um, brand new students, especially in the higher certificate space. So, um, I would create these and then, um, if I wasn't sharing it with them, then I would play it in in class as well online, um, because it's, it's like a little AI type of construct where you, um, um, basically feed in a script and then it creates, um, a little video from that using images and movement and things. So, um, I found that, that, that's been quite helpful as well.

CH: I would love you to share one with me. That would be awesome.

P1: I will send one to you. Ya, it's, it is very cool. I've enjoyed it.

CH: Sure. Nice. And, and you should share it with the other lecturers, just

P1: I will, definitely. Ya. Ya.

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CH: Because it's nice knowing what apps there are, because some of them have a purpose for your particular, um, module and then others you like, I'm never going to use that <laugh>.

P1: Ya. That's it. Yeah. No, no, but it, it's very cool. It's very easy to use as well, so I'll send that through.

CH: Cool. And then, um, [Jasmine], your experience in the online learning space, um, in creating learning experiences for your students, what have been some of your challenges?

P1: Um, trying to create activities that would work in the online space, I think it has been the hardest. Um, I try to be as creative as possible and keep them engaged, but sometimes it doesn't always work, um, either because maybe a student has data issues and so they just about managing to access online lecture. Um, at other times they just, you know, they're there, but they're not there. Um, so at times we've created these, what I thought was like, really cool, um, um, tasks and stuff, and then you just don't have an audience for it. So, I think it's that difficulty of not really being sure of how many students you actually have on the other side. And then also the, the fact that the attendance, um, can be quite dismal sometimes with online.

CH: Can you think of specific activities that you were disappointed in? You had gone to so much trouble and then.

P1: Ya, I have created, um, well with Kahoots as well, like you, you know, trying to do a revision session on it and, um, I have done the whole thing with the Kahoots, putting in the pictures and the sound effects and everything, and I'm like, oh wow, it's going to be a great revision session. And then, um, you think you have got, okay, 10 kids, but then a lot of them are there but not there. They, they have signed in, but they're not really listening, so they are not taking part in it. Um, and then you don't have that, that that type of competition that you hoped would work. At other times being with the breakout groups where, um, they get split up and stuff like that, and it would, it, it was in this semester, in fact with, um, uh, with the higher certificates and I've had them from, from the first semester, so I know that the kids know each other well. They're comfortable. At the moment, they were put into breakout groups. It was like, I don't want to work with these people, I am just going to log off. Um, it's easier to log off than try and be part of it. So, it's, it, it is that disconnect that, that's there that makes it a bit difficult.

CH: So, if you were giving advice to other lecturers on how to, um, engage students in learning, what would you say are, what, what would be important for you to share with those lectures?

P1: Trying to know your students. Um, trying to learn their names as best as you can because I think students feel, um, like they are part of the class then, that they're just not, um, a random person. I think it also holds them accountable because then they're kind of scared that you're going to ask them something. So, you will very least get their presence

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from that. Um, ya, I, I think you've just got to create a bit of, um, um, um, familiarity with them so that they feel that they're not just, um, on a screen and, um, their presence doesn't really make a difference.

CH: Okay. Um, [Jasmine] I'm going to stop there. I'll leave question seven and eight, um, for the next time. And then a revisit with our, the second observation. I'm not too sure when you want to do the final wrap up. Um, I think you now preparing for Diwali.

P1: Ya, ya, ya. So maybe on Tuesday,

CH: Let me turn this off. Okay. Let me just turn this one off.