

## Follow-up Meeting 2 with Participant 1

CH: So [Jasmine], thanks so much. Um, you know, I watched the, I observed your, your session on contracts of lease, um, on the 20th. So, I know that we literally, it's been one after the, the, the other.

P1: Ya

CH: And then, so we just, you know, we've already had one follow up. So, the questions that I am going to work with are just revisiting some of the questions that we have already looked at.

P1: Okay.

CH: And then also following up with question seven and eight, which we didn't get to.

P1: Okay.

CH: Okay. Um, so one of the things that you said that your responsibility is <notification ping> (sorry, let's just dismiss that)...one of your responsibilities is to ensure that students are given the best platform to learn. Okay. And I just want to unpack again, um, and, and you mentioned also, um, with, with the graduate attributes or the skill sets that they need is an openness...

P1: Mm-hmm. <affirmative>.

CH: ...and willingness to learn. Yes. Yes. Because I want to unpack the word learn and what learn truly means for you.

P1: Okay. Okay. Um, learn, I think means...(Frozen on camera)

CH: Are you back? Sorry, you are just reconnecting...

P1: Ya I, I lost the Wi-Fi for a moment. Sorry about that. Um, can you hear me now?

CH: Ya.

P1: Okay, cool. Um, ya. Um, learning is not just, um, about getting through the basic learning outcomes, but also making sure that, um, the students have an understanding of it, they imbibe it, and that it's not just for the purpose of the assessments, but that they take something away from it. Um, obviously not everything gels with every single student, but getting them to understand the essence of something. So, for example, um, in a module like Business Law, um, we show them about different types of contracts, and we look at things like surety-ship agreements and, um, different types of, uh, marital, um, um, matrimonial proprietary systems. And I, for example, I will tell the kids, please don't ever sign a surety-ship agreement. And like, I'll explain the, the danger of it to them. So, it is not just about them learning what it's about, but it's also about the dangers that come with

## Follow-up Meeting 2 with Participant 1

the, the real life aspects of it. And for me, it, it, it's so much about them taking something away, especially with the non-core modules, them not just do it for the sake of it, but them also understanding that, um, there's a life skill to be learned from it.

CH: Okay. The, the life skills I want to unpack a bit.

P1: Okay. So, things like, you know, um, Business Law, for example, it's done on the BCom and, uh, Bachelor of Accounting. So, for the kids, they are very scared because it's law and they are not used to it. And so I tell them, right, I want you to walk away from this module, understanding what a contract is, not just for the purpose of assessments, but because you, you enter into contracts on a daily basis, whether it's going to the shop to buy bread and milk, or whether it's to, um, engage in a cell phone contract or whatever it be and, and your future contracts. And so, I build it on that level to show them that this is why you need to understand what things like capacity are. You need to understand, um, why it's important to read the different clauses and understand what they're about, because this is what you need to look out for. This is important to you. Um, this is how something works and things like that. And, um, I feel it gives them a holistic view. It also helps them, uh, sometimes I have to be careful with the examples I give them because I get that repeated in the assessments. Um, but it, it, it's also heartening at times because it shows that they've taken something in, they, they've heard you out. Um, it's made sense to, um, to them. And they, they essentially get that aspect of, of the theory right as well.

CH: Okay. So, in essence, it's to be so it's applicability to their world, but more that you want them to be more discerning?

P1: Yes, definitely. Definitely.

CH: So, so there's definitely that element that they become discerning in what they are doing through knowledge.

P1: Yes, for sure. A hundred percent.

CH: Okay. And then you spoke about obviously, um, the, the seeing the bigger picture, which again, ties in with your applicability to the real world.

P1: Yep.

CH: Um, and that you also spoke about one of the things in law is when they give a response, it's about being able to substantiate it, um, and develop that line of thinking. So, there is a, an element of critical thinking, analysis that's coming through in the skill sets that you think are important. And as well as an openness, an open, an openness to learn kind of lends itself then to, um, constantly evolving and adapting in the world and one's surrounding.

P1: Yes, 100%. Ya.

## Follow-up Meeting 2 with Participant 1

CH: Okay. So, is that an accurate summary of, of those?

P1: Yes.

CH: Okay. So, um, just to tie in then on that, why do you prioritize those skills?

P1: Um, I think it, it, it makes the content more relatable. I think the thing with law is that it's so content heavy. There's so much to get through. Um, and I think the, the one thing that we, we learn through Covid as well, when we had to do the chunking videos, um, if I have to, to draw an analogy with that, is that you need to break things up into bite size pieces. And as much as we have learning units and learning outcomes, um, sometimes you have to break the material down a little bit further and give them an analogy or something. Um, it helps them relate to it a bit better. Um, it helps create some sort of, um, idea of it. And I think it feeds into the whole issue of the flipped classroom because, um, if we are giving them, um, an example to work with, and we are building on the content from there, um, it stays with them a lot more than simply just going through it. Unfortunately, with law, we get to parts where unfortunately you just have to kind of deliberate and go through the theory and stuff. But, uh, where we can fit in a real life example where I can try and, and, and, and relate it to something, I think it just makes it far more realistic because especially for an 18 year old, a 19 year old that has no, um, um, experience with us, maybe there, there's no, um, exposure to it, or they haven't looked at it from that point of view. They need that guidance to get them across to say that this is what's happening, this is what's going on, and if you do this, that's where you can end up and this is how it works. And, um, you see that light bulb moment with them that, oh, okay, I've, I've had this happen and this is what it is. And even if they end up in the wrong direction, um, or, or they give you a wrong example, you can still guide them back using that.

CH: Okay. Cool. And then how, um, the next two questions are related to the online, um, learning experience. So, when you are creating your online session, okay, how do you support, you know, um, these graduate attributes of getting your students to become more discerning, to think for themselves, um, adapting to, to different scenarios? Um, how do you support those in your creation of your online learning experiences with them?

P1: Um, it's a bit tricky in the online space, um, to, to, to try and do that. Um, trying to get them, I think, like I mentioned, trying to, to, to get them to attend online and to be there, like, you know, and not just signed on, but to, to, to, to participate and stuff can be a bit tricky. So what I tend to do is, ya, put up an example of something, be it a headline or, um, some sort of example case study that that, that that has been developed or even from a past paper and get them to, to work on it from there and then try and build on it, so, so that we cover content in that way, or whether we are doing revision. Um, I found that those are the, um, easier options. Um, because sometimes when I try to develop something else that's been a bit more high tech or trying to use multiple screens, uh, we have a loss in it and we can't, um, totally get it. And then, um, unfortunately, even if you're trying to do something where you, you link it up to the experience, it's just no feedback from the students. Um, they're too shy, they don't want to speak, or they just having issues

## Follow-up Meeting 2 with Participant 1

with, with connectivity and what not. Um, still a little bit of a struggle, um, and things, but it is something to work on. Definitely.

CH: And you mentioned that it's more challenging in the online space, so let's flip it. What would you do in the face-to-face that's different than maybe...

P1: Ya. I think at a basic level, the ability to have a discussion and things, the ability to say, guys, did you hear about this? Um, and then raise the discussion. And then because you can see them and stuff like that, you have them in front of you. You can just, you can work out the ones that are responding to you. You can work out the ones that, um, have taken an interest, um, and things that, and then I can kind of take direction from there. So even if it's something that's happening spontaneously or I am just starting it, I can kind of judge based on their physical, um, um, um, responses to what's happening. So, discussions are a very big thing in the face-to-face space. Um, sometimes it's about creating an actual exercise and whether it's put up on the screen or it's printed and given to them and then they have these, um, think-pair-share type of groups where they pair it up and they have to work on it and then, um, give back answers to the class and stuff. Um, with whatever way, I, I find it a lot easier in the face-to-face space to to, to do that type of, um, um, learning, um, than in the online.

CH: And [Jasmine], do you use, um, in the face-to-face when you are reading their, their non-verbal clues in that, do you find you call out the names of specific students, or do you still keep your questions quite general?

P1: Um, it depends when we start, it might be general and things like that, but then you see like, you know, the ones that have piqued an interest and things like that, then I would do that. And I would also speak to the ones that are maybe a bit quieter, the ones that, um, I'm trying to initiate some sort of conversation with them, or the ones that I think probably have an idea but are just shy and things. So, it's a combination. So initially it may start general just to warm them up and get them going. Um, and then from there, focusing on our students.

CH: And in the online space, when you've tried those techniques because I would imagine that you have tried some of those techniques...

P1: Ya.

CH: ...what has happened?

P1: Radio silence, sometimes <laugh>, um, absolutely nothing. Um, at other times you do get a response, and I, I think what happens in the online space for me is that you tend to pick up a pattern of who's attending and who are your dependable students in class. Um, and I think that kind of played out in, in, in, in the sessions as well, where there's those two or three students that will respond in the chat, that will put on their mics if need be and stuff like that. And I think it's because they, they, um, are either very confident students or they've developed a bit where they've tried and they've done well with it, or

## Follow-up Meeting 2 with Participant 1

they, they, they, they're comfortable with getting a response, even if they are wrong on it. And so, they, they're just far more forthcoming. Um, but ya, sometimes if you just, if I just ask, can pick up their, um, or there, there's some or the other issue.

CH: Okay. Cool. Um, okay. So now the, so think of, and not necessarily how it applies to your learning experiences, but potentially, if you were, um, giving advice to others for the online, when creating these online learning experiences of getting students engaged, et cetera, what do you consider as important design elements in the development of these 21st century graduate attributes? So not just the content, but trying to, to create this openness to learn, this adaptability, to become more discerning.

P1: Ya. I think, um, uh, uh, a lecturer will have to look at the content and they'll have to identify and be realistic as to what they're dealing with. Um, I think the first step is to identify those sections that you really can't do much with, and that you're going to have to just kind of, uh, deliver as is, and then look at that which you can work with and make sure that you can build on that. So whatever the technique is of the lecturer, um, whether it, it, it's, they're really good with Ed Tech or whatever the other systems are, um, find out how you can build on those things, because I think it's crucial that you give students space to not just sit there and hear you speak. Um, they need that space to be able to have that time to, um, contemplate what you're saying, to respond to it, um, to be given an example of things and, and, and so forth. Um, so I, I, I think, think it's crucial for any lectures to, to, uh, be realistic with their, their, their learning units in the learning outcomes and place things appropriately. Um, you can't do a Kahoot, for example, with absolutely everything. You also can't do it if you don't have the, the, the right audience. So that's the other part. You have to know your audience. You have to, uh, know your students. Certain things may work very well with one qualification where it doesn't, whereas it doesn't work, uh, well, well with another... For whatever the, the dynamics may be. So, you have got to read your audience, um, of course, not let them dictate anything to you, because sometimes you have got to push them as well. Um, but just kind of, um, work out where you can, um, accelerate certain things and use the Ed Tech options and the other things. And then be realistic with the students as well, when it's, for example, law, when it's hardcore theory, um, they just have to kind of focus. They have to have a buy-in with you, but also know when to chunk, know when to, um, to bring in your breaks and so forth.

CH: Okay. And, you know, you spoke about providing students with the opportunity to contemplate. Is that quite an important, important component in your design elements?

P1: It is, it is, because I think you've got to know that you can't just be, um, flying through learning outcomes, for example. You need to, to, to pause at points so that, um, they can put their questions forward. Um, a technique that I learned this year and that I've tried to implement, um, is this issue of not asking them what questions do they have, but asking them, um, or rather not asking are there any questions, but rather ask them, what questions do you have for me? So, I've kind of turned it a little bit, so I am assuming that there are questions basically. And what are they? And then that's kind of, I've noticed it's left them feeling a bit more like they own it. Um, uh, so, so it's not like they are, um, feeling

## Follow-up Meeting 2 with Participant 1

stupid about asking, but it's more like, you know, uh, bringing them into the folds. So, so that question is a very natural issue with them.

CH: And do they ask questions?

P1: Okay. Sure. Uh, they, they do, they do. Um, again, it's a set crowd that tends to, but, um, I've noticed that, um, there are more and more students who have warmed up to it because they feel comfortable. Um, and then I, I also don't just shut it down if there's no questions, I wait, um, to, to see what it is. Um, again, easier on the face-to-face, space because you can read the body language. Um, with online, you're not sure if you are disconnected. Um, but ya, that, that, that's what I try to do.

CH: So probably then some advice to people who starting out in the online space is not to panic when there is silence, to be comfortable with those pauses, even though you don't know if they have disconnected.

P1: <laugh>. Oh, ya.

CH: Okay. <laugh>.

P1: Oh ya, for sure. For sure. For sure. A hundred percent.

CH: Okay. Then I'm going to go to, um, question five is on technologies. And I know that you have used different types of technologies such as Kahoot and the break-out room, Padlet, my simple show, which was that video

P1: that I am supposed to have sent to you.

CH: Okay, so I'm going to ask...did you send it to me?

P1: No, no, no. I, I need to, I need to.

CH: Oh, okay. Cool.

P1: I will send it.

CH: Which ICTs or which technologies do you use most frequently in supporting the 21st Century graduate attributes? When you want them to think a little bit more, to contemplate, to respond, those type of things, the, the technologies you use in that, which ones do you use most frequently, would you say?

P1: Um, I think it would generally be, um, not an app per say, uh, but it would be more the issue of, um, giving them something to read and asking them to, to kind of, um, relate, um, um, the learning outcomes to it. So, they would be given something to read, and then they have, um, um, questions that, uh, will flow from that. And so that tends to develop an understanding or, or, um, an introduction to, to, whatever it may be, um, that's, ya,

## Follow-up Meeting 2 with Participant 1

there, there is no set app that I use. Um, um, Kahoot is my go-to, uh, for any sort of revision and, and to see how the class is doing, um, because I feel that they, the bulk of them enjoy it and it seems to, to do well. Um, so, so ya, it, it, it's around that bit pretty much.

CH: Okay. So, in other words, choosing the correct, um, not depending on a particular thing, but rather choosing what is right for the situation?

P1: Ya. For sure. For sure. Ya.

CH: Okay. And then, um, we are moving on to question seven now. Um, in your opinion, are undergraduates ready to develop these skill-sets? So, these graduate attributes that you are talking about?

P1: Um, I think they are in part, I think they are. Um, I think if their hand is held to an extent, and they are shown the direction. Um, I think, ya. I, I, I think sometimes, and especially when I first started lecturing, I expected students to have it a lot faster, and then I had to realize, no, it's not there. You've got to help them. And I, I think I have noticed when you show them a certain direction, when you guide them through it, um, you, you realize that it's not that they didn't want to do it, they just didn't know about it, or they, um, maybe haven't been exposed to it. So, so even when it comes to things like listening skills, um, you hope that they did it enough in school, but sometimes it hasn't always worked out that way for whatever the reason, even if it was done in school, they just haven't imbibed it. So even earlier, um, um, today I was telling the kids, um, I marked online submissions yesterday and full stops were a rarity in some of their submissions. And I was like, guys, that is not how it works. One sentence cannot go on, um, for lines and stuff like that. It has, you need commas, you need full stops and stuff like that. Um, so, and, and I, I could see, these are kids I've had for a year now, and they are listening, and they are like, okay. And I told them, you know, if you don't get this right now, this is going to be a problem with your submissions later on. And this is how it frustrates us. And, um, it leaves a bad taste with us and stuff. So, it's about giving them those tips. It's when you pick up stuff and speaking to them about it. Um, I've even had it with my fourth-year law students where, uh, I'm taking them for a module called [...], which is where they have to lecture another grouping, um, on a particular subject. And they had to send consent letters out to the different Programme Managers. Well, they had to send a letter out to Programme Managers asking for permission to carry out the lecture. And a lot of them sent out, um, pre-filled consent forms, assuming that the Programme Manager was going to allow it. They addressed the Programme Managers by name sometimes, by first name. And I was horrified when I saw that, because I'm like, it's not how you do things. You have to carry yourself, yourself in a certain way. So, I was a bit of, um, had to call them into, into alignment: this is how it's done, uh, please don't let me down like that again. Um, but ya, and very often it was just that a lot of them, um, sadly by fourth year didn't know any better, I thought they would by that point. Uh, but again, there's some mentoring needed, there's some guidance needed.

## Follow-up Meeting 2 with Participant 1

CH: Okay. Okay. So, so, um, if we look from higher certificates all the way through to fourth year students undergrads, it's a continuous learning journey and, um, we need to, we need not to make assumptions that these are preexisting skills.

P1: Ya.

CH: Okay.

P1: Ya. Ya. um, um certainly, certainly.

CH: Do you feel that the fourth years off are better than the higher certificates? Do you think there has been progression over the years?

P1: Definitely. There has. Definitely. There, there has been. And I think, by far and large, if, if I have picked up a student where there hasn't been progression, um, it's largely because of that student's characteristics. It's not a reflection on anyone else or anything else. It's just because they haven't, um, in their personal space, reached that level. Um, but I think once it was pointed out to, to, to them, they all acknowledged it, they apologized, um, and they, they, they understood where I was coming from on it and things. So, um, there is that scope of learning there. There isn't, um, um, any sort of arrogance to it and things they, they, they do learn.

CH: Okay. Okay. And then, um, where we say the undergraduates are ready to develop these skill sets, and you mentioned the handholding that's needed. Um, what behaviors, so what behaviors do you believe students should already be demonstrating in class? So, yes, they may not have all the understanding of the skill sets, but there are, and you said you have certain expectations from your students of, of, of, of certain things that should have been developed at a particular point. What, what would those behaviors have been that you were looking for?

P1: Um, comprehension. I think comprehension is a a big issue that I faced. Um, I expected students, and I think I still expect students to have a greater level of comprehension, um, at a basic level. Obviously, they are not going to understand all of the legal stuff, um, but I do expect them to, to, to have a basic comprehension of things. And that means, I guess having a wide enough vocab and so forth. Um, I think they, they, um, they need to have a readiness to, to, to learn as well. Um, I think there is a point percentage of them that kind of come in and they're not really sure why they're here and things. And I, I would kind of need them to pick up the pace a little bit faster because it can kind of throw off the morale of the class if you've got someone who's, um, constantly questioning you for the wrong things or throwing things off, or just being very blasé about things. Um, so ya, I, I think those are, I know there's something I'm forgetting now. Um, I think I also like them to know, um, what the module is about or what the qualification is about before they get into it. Um, a lot of them, I think we pick up even through the weeks of a semester, have not even downloaded the module outline, for example. So as to what needs to be covered in the test, they are clueless for. And so, you are getting an email at odd times asking what needs to be learned. And I'm like, but you have a module outline.



## Follow-up Meeting 2 with Participant 1

Um, look at it as well. As much as I will guide them, I, I picked up that there isn't a connection between everything that they are given, um, and their own usage of it. So, I think students need to understand, be it the qualification, what it entails, what it involves, where it's going to get them, um, and with every module having an idea as to what it is going to take from them.

CH: Okay. So, in a nutshell, there's the expectation that they are prepared to work?

P1: Yes. Definitely.

CH: They're prepared to work, that you, there is a level of expectation of some sort of commitment to what they have invested in the module?

P1: 100%. Ya. Ya. They, they, they, they need to come in ready. Um, it is understandable when they are first starting out that maybe, um, they've been pushed into law, for example, because mom and dad said it's a good, um, um, um, qualification and so forth. Um, but I think either way you have to, they, they, they need to come in with some sort of buy-in as to why they, they're there. There's always going to be the jokers. And I think those are the kids that we, we, we see fall away and things like that. Uh, but I think far and large, as they progress into second and third year so forth, um, when I see a lack of interest that that's when I'm really concerned because, and like, but you've been in the system for a while, you should... Um, and I think we pick it up in, in various ways, you know, when they still don't know where to look for stuff, when [the institution's online platform] is still a challenge for them. And my whole thing is that, but you've been in the system for a while where what is not connecting, um, I'm with you and things, so, ya.

CH: Okay, cool. Um, and then just with regards to the handholding. So, we, we've mentioned that some of these expectations aren't there and there is, um, a need to handhold. What type of activities then have you done to help them get there?

P1: With that? Okay, so, um, I think, okay, so my primary activity is junior Kahoot, especially in the first few learning units because it shows them how much they've, uh, picked up from those, those modules, uh, from those learning units. Um, and generally, what my feedback to them is that where you've done poorly, take that as an indication of what you need to build up on and make and look at how it works. Um, also using past year papers or examples and stuff like that, uh, because it gives them a very real understanding. Especially in law, I think students underestimate how much they actually need to provide in an answer. That, so I give them guidelines like, you know, for every mark you need to write about two lines, for example. And so, um, it, it's giving them that type of feedback. Um, other things that I do would be to, um, try and, um, if I pick up an issue, try to create an activity that kind of builds on, on, on, on, on filling that gap on remedying it, um, and, and building on it. And so, um, for example, with one of my second-year classes, they handed in assignments that they did quite poorly on, and it was, we had this issue of basically we had these very long-winded answers being given. It's a take-home. And it, I think because of, um, it, it'd been online for so long, they kind of just opened the textbook. They found the answer and they just typed away. And so, I think

## Follow-up Meeting 2 with Participant 1

with three or four students, I was given, um, an answer that was about two or three pages long, but it was a single paragraph. Right? So there was no, um, distinction between anything. And so, in class I created activity where I gave them something similar on totally arbitrary content. Um, and I asked them, look at it, read it and tell me what's wrong with it. And I had removed punctuation and made errors in it. And then they were quite, um, uh, vocal about the fact, oh, this is wrong with it, [Jasmine] that's wrong with it, and it's not written properly. Uh, there are full stops missing. And then I'm like, but guys, this is what you are giving me. This is what is happening. So, it wasn't about the content directly, but it was to alert them to the fact that you are presenting yourself poorly. Your answers are being presented poorly. And then very often when that happens, the student doesn't end up doing very well because they clearly haven't thought through their answer, they're not familiar with the content, and so anything ends up on the page. So it was that type of activity to kind of guide them on the fact that, um, this is what needs to be changed, and then, and, and this is what needs to be done differently.

CH: Okay. Cool. And then, um, the last set of questions... Eight, um,

P1: Ya.

CH: One of the things in the Teaching and Learning Strategy Policy, it speaks to, um, the development of the collaborative problem-solver. So, one of our graduate promises is that we are going to develop the collaborative problem-solver. What is your understanding of collaborative learning?

P1: Uh, good question. Um, I think it's about, um, It, it, it it's basically taking the, um. Oh, I'm stumped on this. And I'm hitting a blank now. Um, okay. Collaborative learning, I think to me is about the student not just doing their own, or not just taking what is done in class, but also, um, building it with other tools that they provided with. Um, and I think it's about them being furnished with opportunities to kind of open their minds and stuff. Um, even if it's not necessarily on the, the, the larger level of understanding if, um, like, you know, a realistic point of view, but also, but just underst, um, being given tangible examples of how to, to work with it. Um, Ya, I'm kind of stumped.

CH: Okay. So, um, collaborative can also be working with other students.

P1: Ya.

CH: So, um, so that peer to peer learning as well can, can be collaborative learning.

P1: Ya. Ya. Ya.

CH: Do you, so do you provide opportunities of collaborative tasks, um, in your online space?

P1: Ya.

## Follow-up Meeting 2 with Participant 1

CH: Yes? And

P1: I do. Um, ya, it hasn't been very successful in the online space, unfortunately. Um, I try to do it either... Okay. So, the break-out groups have probably been the one that hasn't worked. Um, they, and it may be because some of the students don't know each other, especially if they have been in split classes. Um, and they say that, so like the morning class may not, you know, the afternoon class initially. Um, so sometimes that hasn't worked out as well as it could. Um, but at other times I'll ask them to like, you know, take time out and to go and work on something and then we'll check back in in 10 minutes or 15 minutes, whatever it is. Um, sometimes that's worked, um, if they've been able to work together. But very often, um, what I have noticed is that these kids are very, um, nuclear in how they want to work. Um, even in class, um, with some of them, they're very shy, um, even to work with friends to express themselves, it's a lot of nervous laughter and nervous giggling, even if it's very straightforward content. Uh, but there's a lot of fear about expressing themselves. Um, and so online I tend to notice that students tend to give me better feedback when they work on their own, um, than together.

CH: Okay. Um, so if we were to try and, um, create an environment where they feel more comfortable to engage with others, what elements do you think would be quite important then? That they know each other? That we've created something? Because you kind of mentioned that there's a lack of knowing each other was the one- a morning class versus an afternoon class.

P1: Ya.

CH: What other elements would you consider quite important to try and create a climate of collaboration?

P1: Um, I think they need, um, fairly defined rules. Um, that's one thing I've noticed. Um, they, they want a lot of structure around it. I think with any sort of tasks that they are given. Um, there's always, they are always asking for greater clarity and sometimes I have to go back, and wonder did I give very poor instructions on it? Um, so, so ya, I, I think to get them to, to collaborate well, um, be very clear about they are being paired up by the lecturer themselves, uh, you are going to be very firm about that pairing because they tend to want to, um, squeeze themselves out of it and work with a friend. And I think, um, for me, I've had to be very, uh, defined about why, um, I'm leaving slots for, for friends to work together and other times why I want them to, to work with a specific individual. And I, I, I, I tend to, to split them up more when I want them to, um, have a new set of ideas on things, to have a, um, kind of like a fresh face to, to, to their, their, their thinking and collaboration. And at times I think it has led to some interesting outcomes because, um, they probably made assumptions about one another, or they just don't know one another, but when they've got to, uh, speak to one another, they realize that there's so much that I can gain from the other individual.

CH: Okay. Cool. Do you have a specific example that you were thinking of while you were talking?

## Follow-up Meeting 2 with Participant 1

P1: Ya, there is actually one, um, on the one module within the higher certificate. The very first, the very last task, sorry, that the students have to do is present, um, an oral, um, about, um, how two individuals would appear at the small claims court. And when I started the discussion, there weren't a lot of students in class, unfortunately that day. Um, and I asked them to, to start discussing it and thinking about it, And then two completely random students who normally probably just walk past each other, just turned to each other and the, um, one of the girls there was, she's far more confident, she turned to, to the guy and she's like, "Okay, we'll work on it and we'll sort it out." And I just watched them in class. And it was very interesting because, um, it, it, it was a guy and a girl and, and the guy is very, um, chivalrous like, you know, heard her out, listened to her. She put her point across, they created a plan of action and things, and it's something that wouldn't have happened probably if we had a full class. It was something where they would've had their friends, or they would've had somebody else. And this just happened organically. And, um, I marked their submissions for yesterday because there was a written component to it, and they did really well. Um, they worked well together. They put things, um, um, together pretty well. And the, uh, gentleman in the group, he is, um, he's from the Eastern Cape originally, and his English is fairly sound, but I know there are certain weaknesses with it. And I could just see how his partner for this probably helped him and helped, um, um, um, him redefine himself in his task and things because I could see the improvement in his language. I could see the improvement of how he translated by what he needed to and things. So that was good. That was really nice.

CH: And then, um, when, when creating problem-solving tasks, okay, so we focused on collaboration, now we are moving on to problem-solving tasks.

P1: Ya.

CH: What elements do you consider when creating problem-solving tasks in the online space?

P1: Um, I think about what is most crucial to cover. So again, look, that's an important element and building on that. And then making sure that whatever, um, problem solving tasks they are given is something that's, um, is not overwhelming. So, it tends to be something that's broken down into bite size chunks. So, uh, they would typically be given a case study and then given, um, questions that are pertinent, um, to them. But like, you know, for maybe five marks here, two marks, three marks, that type of thing. So, they're not being asked to present an essay on it or, um, uh, um, um, a longer answer. So, it's getting them to focus in. And then what I tend to do as well is to make sure that the language varies in it, because what I'm very big on with the students as well is to get them to engage with the language, so be it, um, some sort of legal language or whether it, it's a typical type of, of of words that would be used in a question because I want them to be comfortable that if they see that, they know that this is what it means. Um, because like I said, I kind of expect greater comprehension and I know it's not always there. And suddenly... very often, it's simply because they don't, um, read enough and so they see a word and they just don't know what it means. Um, and so it's about exposing them as much as possible so that when they face to that, um, it's not uncomfortable.

## Follow-up Meeting 2 with Participant 1

CH: Okay. And then, um, can you describe a problem-solving task as an example?

P1: Ya. Um, typically, um, for let's say that if I'm, I'm teaching them something like, um, um, contractual capacity, we focus on the issue of marriage, and so we typically give them an example where, um, you, um, tell them so and so are married. Um, they're not explicitly told what property system they married under, but they've given hints to it, and the student from there has to answer a series of questions. And those series of questions are generally dependent: one will be dependent on the next, depending on how the student answered the, the first one. So, if they, um, answer the first, uh, part of the question wrong, then the rest tends to unfortunately follow from there. But it gets them to be alert to things. Um, another example is where with a case study, um, for example, in, in, in the first lesson, um, um, lesson you listen into, which is mercantile law, um, they have to learn about companies. And very often how they get tested with that is that they are given an example of, um, a company, but they're not told what type of company it is- whether it's a private or public company. But they have to read the suffix of of that name. So it's a tiny little detail, but it teaches them that you have to pay attention to these things. Um, you can't make an, um, assumption because one little, um, wrong move on it can throw off your entire answer.

CH: Okay. [Jasmine], is there anything else that you want to put forward? That, um, I might have interrupted and it's something you want to say that's adding to the development of graduate attributes in the online space?

P1: Uh, no, I, I, I think your questions pretty much covered everything and things. I, I, I think, um, ya, the, the, the online space, I had only started it when we went into lockdown. And I think, um, it, it's been, um, a learning curve and I think it's something that you, you get to grips with and become very much how we, we kind of roll with everything. Um, and ya, it, it, it, it's going to be one of tho those things to move with and it's progress. And I think, uh, from my side, I look forward to, to how it grows and how it could, it moves. And um, I think it was very, um, it's helped me a lot to, to, to understand other aspects because I think also with [the institution's online platform] sometimes, um, pre-covid, um, I didn't interact with it as much as I needed to until we were forced into that space. And so being online has shown us a different way of teaching as well. And, and that's been good.

CH: Okay. And [Jasmine], I want to just say thanks so much, um for participating in this.

P1: Only a pleasure.

CH: I'm going to end the recording now.