

Follow-up Meeting 1 with Participant 3

CH: You are now only recording this meeting. Perfect. That's what we want. Because can you imagine the garbled, I don't know if you have ever seen those transcriptions? It looks like Russian <laugh>.

P3: Oh really? No.

CH: It's terrible. As much as I would like this to be transcribed beautifully for me, it is not what I am going to get.

P3: <Laugh>.

CH: But [Joanna], thanks so much for letting me sit in, um, your session.

P3: Ok. No problem.

CH: You had some... The students really seemed to know what was going on. Um, I think because of the test that you had, that they had just written.

P3: Um...

CH: They...like when you started the recap, they were really on the ball. Um...

P3: Yes. It could have been that, it could have been because of that, because the knowledge was like right there because they had written the test on the Friday, their second test. So, they had done, uh, ya. Some of the questions that are asked, like the macroeconomic objectives. And that they had to learn for that test, so they immediately knew what they were. Ya, definitely. Okay. Uh, ya, good point.

CH: Ya, I was, I was pretty impressed because it's a higher certificate class, so, you know...

P3: No, it's BCom.

CH: Is it BCom?

P3: Ya. It's BCom.

CH: Okay. It's BCom,

P3: It's BCom group (green).

CH: Okay. Ya, I must admit, I am not very good at Macro Economics...

P3: <laugh>.

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CH: ...when you were covering the graph for demand and supply and that aggregated demand and supply, it brought back some traumatic memories for me, <laugh>. So ya. I'm definitely not strong with Macro Economics.

P3:<laugh>.

CH: I did pass it. That's all I can say that I managed to pass it. <laugh>. Um, so [Joanna], just, um, a lot of these questions will be the ones that are actually on that page for you. Um, I won't necessarily ask every single question. Um, but the, the second follow up will, will definitely pick up on ones that I haven't asked and possibly look more into detail of the two sessions that I have observed. And also having looked around in, in the actual [online] module to get a feel for what's been going on. But just to start off with that first question, you know, as an online lecturer, so now with the hybrid approach or the blended approach, um, you and the online platform, what do you consider your primary responsibility?

P3:

I still think it's the same as when you like face to face, even though you're online and, and it's like to, uh, facilitate learning and, um, helping the students to be able to understand new content.

CH:

Okay. So, when you say facilitate learning, is that your definition to help them understand new content?

P3: Yes.

CH: Is that...

P3: I would say so. I mean, because they're doing this, they are doing a module because they are learning something new, if you know what I mean. So, your primary responsibility, I think, is to be able to get the material across well to them so they do understand it and they can relate to it. You know, they can relate to it in a, in, you know, especially with macroeconomics because it is, it's very relatable to, to life. Um, so ya, I mean, even in my other, even in my other modules, you know, it's the same like with accounting and, well not that I do accounting at the moment, but like psych as well. It is, it's, it's relatable to what goes on in, goes on in life.

CH: So, so that application to real-life is really important?

P3: Yes, it is very important too. Ya.

CH: And do the students ever bring in how it relates to their real life? Or do you feel you have to often be the one who, who kind of shares that with them?

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P3: Yes. I, I think because they are first year students, um, they haven't got that, um, way of thinking yet, if you know what I mean. Because a lot of them have just come from the school environment. Um, I think possibly like when they get to second and third year, they, they think more like that. You'll, you will see it in my, um, my second session. Like, like we will do load-shedding for instance, because that is relatable, especially to the macroeconomic economy. So, you will see it when we do that second session.

CH: Okay. I'm looking forward to that load-shedding one, <laugh>

P3: <laugh> and how it affects all of us. Ya.

CH: And how it is affecting the economy as a whole...

P3: It is because, uh, I will probably finish that section that I did with you on, did with them on Tuesday, and then I'm going to start, um, economic growth and they have touched on economic growth.

CH: Okay.

P3: But of course, load-shedding is affecting economic growth. So, we are going to go, we will sort of look at that as well. We will look at that. The load-shedding.

CH: Ok. Perfect. Um, so when we talk about the, the understanding the new content, so facilitating that understanding, you have spoken about application to real life. Um, is that the, is that primarily what you, you work with, with the students? Because that second question is how do you achieve this? So, you have partly answered it or is there more to it?

P3: And I think they have to have an open and safe learning environment. Um, it has to be open so they feel that they can, um, answer questions or if they don't understand anything that they must be able to feel that they're free to, to answer and not be judged. You know what I mean?

CH: Okay. And how do you then create that, that environment?

P3: I think it, it, I think it also, I think it depends on the personality of the lecturer. I think that's, I think that's a big, big aspect of it and how, how passionate you are about your, about your, um, the material that you are covering or your module. Um, because I think if you are passionate about it, it comes across to the students. You know, that, gee, this person actually, this lecturer actually does enjoy what they're doing. Um, and through that, I think, um, you get uh, like an open and safe learning environment.

CH: Okay. Then we are going to focus now on the 21st century workplace. Um, so in the Teaching and Learning Strategy policy, it speaks a lot to preparing students for the 21st century workplace. What skill-sets do you consider important for the students to develop?

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P3: Commitment. Commitment to the module? Um, ability to work alone... And in a group. Because once they get into like the workplace, it is not always just necessarily working alone, it is also working with other people and getting to know other personalities and seeing that one, when they do get into the workplace, there are some personalities that you are going to get on with and not get on with. And I think you can pick that, you know, you can see that, they can start dealing that even within the lecturing, uh, lecture environment because you have got different students there and they come from different backgrounds, different cultural backgrounds.

CH: And when you say the, the ability to work independently, what are you looking for in that?

P3: Um, working independently... it is that they have to sort of be able to think for themselves. Think for themselves? Um, you know, because a lot of, a lot of it, the motivation sort of comes from within, you know, motivation within it comes from within. So, if you, ya, if they've got the ability to think for themselves, I think that's quite important.

CH: And would you say that when they hit a stumbling block, what would you expect them to do?

P3: Ask, ask, ask a question, ask questions. Um, not necessarily just with their lecturer, but also with their peer...their peer group. You know, because often sometimes a lecturer will, um, explain it on a, on a, on a level that maybe the student doesn't quite understand. Um, but their peers will understand it and they can put, explain it on their level, if you know what I mean. Because sometimes the lecturer is a bit like, on, on a higher level, if I can put it like that.

CH: I totally get it. So, would you then say that another skill set that you are looking to, or, or looking for them to, to develop is taking the initiative then?

P3: Yes. Yes.

CH: Okay. Um...

P3: So that sort of like leads to sort of like critical thinking as well, you know, um, initiative, critical thinking

CH: And even problem-solving.

P3: Yes. Yes. Critical thinking, problem-solving. Because that is ultimately what you, they are going to end up having to do in life, isn't it? It's problem-solving.

CH: Are there any other skill sets that you think are important before I move on?

P3: Um, I can't think of any at the moment. <laugh>.

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CH: Okay. So, um, I think you have already answered this question or partly answered this question, but I just want to establish, um, from you if there's any other aspects. Why do you consider these skill sets so important? So, one was we are trying to prepare them for the workplace. I mean, you have just mentioned that critical thinking and problem-solving is to prepare them for their future, um, for their future jobs. Is there any other reason?

P3: Also for their personal growth? I think personal growth.

CH: Mm-hmm. <affirmative>.

P3: Um, I think it's, that is important. Um, you know, as they, as they move on in life, you know, they are only, like, most of them are like 18, 19, so as I said, just finished school. So, I think, ya, I think it is important as in their, as their own personal growth.

CH: And [Joanna], do you believe that people are lifelong learners? Or do you feel that there is a time where you can stop?

P3: No. No, I believe you are a lifelong learner. I suppose maybe if it's, if you, um, I suppose it also depends on your personality. Because some people don't always necessarily want to grow, you know what I mean? Uh, I, but I do think you still carry on learning in life, you know, at different stages in your life. Different stages in your life, you grow differently.

CH: Yes. So not everyone wants to grow, but do you believe that everyone should grow?

P3: Yes. I, I do personally because ya, I do <laugh>. Ya, I do. I think so.

CH: And, and you do grow in different, so I agree with you. Different stages in life are different growth opportunities.

P3: Very much so because I mean, if you think about it... I'm going to use this as an example. I mean, when I started teaching, um, you know, we used to have to write, um, worksheets on a stencil and, um, you know, put it through a Gestetner machine. So now if you think of how I've grown from that to like an overhead projector to like photocopying stuff on a photocopying machine, getting to [this institution] where we still did the overhead projector and now it was then data projectors. And then of course when we went into Covid, it was like, you know, like in this whole online space. I mean, that is like huge growth from when I was in my early twenties to now, like in my fifties. So yes, I've, I have had massive growth just in that aspect, you know what I mean?

CH: And then life itself presents other growth opportunities and we don't really need to go into...

P3: <laugh>. I'm just using it from an educational point of view, teaching point.

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CH: And, and it is huge growth in your own teaching practice, if you, and if you had even thought, like in your twenties, would you have ever envisaged that you would be teaching in an online platform?

P3: No, not at all.

CH: Ya. So, so definitely online learning, I can see you advocating it and sometimes what people, um, may want they don't want to grow may not necessarily be for the good for them.

P3: Ya...ya.

CH: Whose responsibility, [Joanna], do you feel it is to develop these skill-sets? Is it, um, both the lecturer and students? Is it the students who should be taking, um, the bulk of it? What are your thoughts there?

P3: Um, I think it's both. I, I don't... I think it's both. I think it is the lecturer as well as the, as the, the students.

CH: And do you feel that there is a different type of, um, where you say percentage of involvement as they, as they move from first year, second year, third year? Or do you think it's it is about the same that it, it's, it is this partnership in development?

P3: Um, I think first year, I think, uh, more percentage lies with the lecturer. But I think as they grow, uh, into going into second and third year, especially third year or even like if they are going to into masters, I think it's more the percentage lies more with the student to develop those skills. I think because they're getting to know who they are, who they are themselves, um, you know, with, with whatever they do, whatever environment they are in, you know,

CH: And hopefully they have got some of those skill-sets.

P3: Sorry.

CH: So hopefully those skill-sets that you have that lecturers have been trying to support the development of we're starting to see them.

P3: Yes.

CH: ...take place. And so, then the focus would shift.

P3: Yes, I think so. I think that's how it works, because eventually you are taking the responsibility for yourself. You are taking the responsibility for your own, um, your own learning, your own. You can be guided by other people, even in, in life. You know, you can have, have other people that are like older than you, kind-of-thing, and you can get, um, knowledge and wisdom from them. And you don't, you can't shut that off. And it is the

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same as, you know, with the students, but I think, um, as you get older, the responsibility becomes yours.

CH: Mm-hmm. <affirmative>. Okay. Then what is your understanding of graduate attributes?

P3: Um, okay. I see it as, um, characteristics, um, that basically identify something that is inherent about somebody. For example, you are ambitious, you are a high achiever, cheerful, um, consistent, um, balanced, that kind of stuff. Organized, um, hardworking, disciplined, oh, there's lots of them and you could go on and on. But ya, that is how I see it. It's basically just a characteristic, identifying something that is inherent about a person, well, that's looking at attributes, I suppose.

CH: Okay. And...

P3: Then quality. Quality or characteristic? I said qu. Ya. Ya.

CH: Okay. And okay, so, so those characteristics would hold them in good stead for the career. So, like you have mentioned, consistent, you would be consistently applying yourself.

P3: Ya.

CH: ...um, in your job. You are organized would lead to you have a structured systematic approach to dealing with things.

P3: Yes.

CH: You are ambitious and hardworking means you are going to always give off your best in order to achieve, you know, so it's, it is linked with, they will hold you in good stead. They are inherent within you, but you would apply them within the workplace?

P3: Yes. Yes.

CH: Okay. And do you prioritize certain ones? Do you feel that, um, there are certain graduate attributes that are more important than others?

P3: I think it depends on the job. I think it depends on, it, it depends say on the module that you are doing, um, the job that they are eventually going to get. Um, I think it, I think it depends.

CH: Okay.

P3: I think it depends.

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CH: And you have already explained why, uh, which, so it depends, it depends on the job. It depends on, on the actual subject,

P3: Yes.

CH: Okay. So now the question is, how do you support that in your online learning experiences that you give to your students?

P3: Um, I think they learn from lecturers and how the lecturer, um, approaches the particular module and how they present that particular module. Now, I will look at myself, I'm, I'm very, a very organized person, and, um, because I'm organized, it, it comes across in my, in my, um, lecturing because I'm very prepared. So being organized and prepared, it definitely comes across. So, then the, the, the students have confidence in, in that, because I am prepared and organized, if you know what I mean. I know what I am talking about, I know what I am doing...

CH: Mm-hmm. <affirmative>,

P3: ...and we, we go from one thing to the next. So, it's not all higgledy piggley, you know what I mean? Because I am organized. Um, ya. How do you support the graduates in creating online learning spaces? Ya, and I, I'm, it's hardworking and they can see that, you know, they, uh, disciplined. Um, I am consistent. They know what is going to happen, um, in lectures kind-of-thing. Um...

CH: Okay. So, in other words, you lead by example.

P3: Yes. Ya. I suppose that's what I am trying to say. Ya. I think a lecturer does, does do that. They learn from, from the lecturer.

CH: Okay. So now I am going to go specifically, I am going to drill down a little bit.

P3: Yeah.

CH: So, when you say a structured approach, um, you come in prepared and students have confidence in that, so you are very organized. What do you do that shows that organization? So, for example, you showed them a lesson plan.

P3: Mm-hmm. I was going to go into that, ya.

CH: Do you do that intentionally? Do you do that on a regular basis? Or was that just

P3: I do that all the time. I do that all the time. Because in that lesson plan, there's all the learning unit objectives that are in that lesson plan related to that particular learning unit. And those learning unit objectives are extremely important in terms of being able to write their tests and exams. They have to be able to answer each of those learning unit objectives. So those learning unit objectives, uh, I present lesson plans all the time. I give

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them a complete structure of what, um, where we are in the textbook, the pages, the sections in the textbook, um, so they know exactly, exactly what they have got to be studying. And then that is then done again in those slides. So, they are seeing the learning unit objectives again in the slides, you know, at, at the beginning of each sort of like section.

CH: And do you think that repetition is important?

P3: Very much so. Ya because it, it, it sort of keeps consolidating it for them. They keep seeing it, you know what I mean?

CH: Mm-hmm. <affirmative>. Okay.

P3: Because sometimes they can sort of like, you know, go off into space and they're not thinking, you know, when you're doing the lesson plan, but then they are seeing it again when you are putting it on the slides.

CH: So it is almost reinforcing.

P3: Yes, it is reinforcing.

CH: Do you also, in, so moving it just away from the asynch, from the synchronous space to, you know, the design of your [online] module, which I have yet to still go in. So just from your thoughts.

P3: Okay.

CH: Do you have a, a set way that you present your resources? Um,

P3: Yes.

CH: Okay. Do you want to just talk me through it a little bit?

P3: Okay. So, um, I have different folders. Like for example, I'll have the module content as a folder. And inside that folder will be everything that is, that is, um, like the admin side of it. So, the work will be there, the timetable will be there, the PAS will be there. Um, what else? Um, ya, anything that is related to admin, uh, for admin sort of purposes is in that module, content folder. Okay. Then my second, um, folder is like lesson plans, worksheets, notes, um, recordings, et cetera, et cetera. And then I put it as, um, I divide all the learning units up. So, there will be learning unit 1, 2, 3, 4, 5, labeled, whatever it is. And under each of those learning units will be, um, the lesson plan, worksheets, notes, prep activities, anything that's related to that specific learning unit. And that goes all for that, that, uh, folder. Oh, you'll see it when you go in. And then, um, like I have another folder that says ICE tasks. So, the ICE tasks are there, the four ICE tasks. Then I've got another folder that says uploading of ICE tasks. So, if they can just go directly to there and they can find that whichever learning unit is, which is related to your specific ICE task,

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and they upload that ICE task in that, in that area. Um, with what's another folder that I've got? Um,

CH: So, you have gone very intentionally with that design?

P3: Very much so. And the students like it because I've, I've, I have actually got feedback from all my students, all from the different modules that I do. And they really do like it. They have said to me that it's very well organized and they know exactly where everything is. Um, and with, with economics as well, we, we get like memos that are inside [the institution's online platform]. So, once I've, I think you maybe saw that when we did the one thing on Tuesday. I, actually when we finished that section, that memo then goes up under another heading, uh, another folder of memos. And those memos are learning unit one to 11 or whatever.

CH: Okay. And just with the memos, um, do you only put it up once they have worked through the activity?

P3: Yes.

CH: Okay. So that's...

P3: So, they don't see the memo until we have actually done it, or they have done it themselves and we have gone through it,

CH: Which also is creating a work ethic?

P3: Correct.

CH: in your students.

P3: Correct. So they have to do it first. Well mind you, on Tuesday you heard that they, um, they were supposed to do something. Oh, and it just slipped their mind there.

CH: Yes. Well, at least they were honest enough, you know?

P3: Ya, they are quite honest with me. <laugh>.

CH: So, so I did appreciate that student saying, "Oh, it slipped." Or like, she, she hadn't thought about it. If she hadn't done it, I can't remember exactly what she typed, but, um, the fact is that so, so the students are liking it because it's, it's easy to locate. And do you feel that that has, that, that um, ease in which to find information is an important component for learning to take place?

P3: Yes, very much so. Because the reason I'm saying that is because then the student doesn't have to go and search for everything. It's like all there and then, because it's all there, they've actually got no excuse to say, oh, well it wasn't there. Or where do I find

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this? Or it's all there. Um, and I, at the beginning of the semester, well, especially first semester, because when you get into second semester, they got familiar with the way that I do it, set it all up. But first semester I always, I often go back to show them, this is where it is, this is where you are going to find it. Um, because you know, they have got to obviously navigate this new [online platform]. As I said in first semester, second semester, as I said, it's different because they know how I set it up.

CH: So that familiarity and reassurance is actually an important component for, for learning to take place. Yes.

P3: Yes. So, they don't have to worry. It's not an anxiety for them.

CH: So, when you facilitate, you also are reassuring them. You almost...

P3: Yes.

CH: ...motivate.

P3: Well, yes. I don't know what word you would use? Giving them confidence. Giving them confidence, that maybe is the word.

CH: Okay. Right. Then let's, um, move on. When creating online learning experiences, what do you consider as important design elements in the development of 21st century graduate attributes? Okay, so I think one of your design elements would be that very structured approach and organized approach that you have on your [online] module that we have spoken about. Is there anything else, [Joanna], that you think is important here that you want to talk to?

P3: Um, I do worksheets. I don't know...would that fall in here? Creating an online learning [experience]... Okay. I think, um, yes, it's worksheets and I use all my worksheets. All of them come from past papers. All the questions on those worksheets come from past papers. And the reason that I do that is that it, um, lets the students become familiar with what could possibly be asked in tests or exams. So, it's not like, oh, it's just a. a little worksheet and what a waste of time. It's, it's actually very pertinent and, um, relevant to, you know, what they're doing, um, in a particular section.

CH: Okay. So, I am going to ask the question. Sorry. Um, [Joanna], do you think, um, the importance is on preparing them for an assessment? Or do you feel that your worksheets are preparing them with a skill set for them to apply it not just within assessments, but beyond?

P3: Both.

CH: Okay.

P3: Both.

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CH: Do you want to explain that a little bit?

P3: Um, sometimes the worksheets, um, the questions are actually quite thought provoking. Um, because they have to actually analyze the questions in an exam. So, it is not just like straightforward, if you know what I mean. Um, they'll, they like give you like a, sometimes they give you like a, a thing out, a clip out of a newspaper and you actually have to think about it. It's not just your theory that's coming, you know, like regurgitate your theory out of the book. Sometimes you actually, the student actually has to think about it. So, it is actually showing them that this is the kind of question that you're going to get in the exam, but it's not just like straight out your textbook that you actually have to think about it. So, I would say both.

CH: Um, your worksheets, so I'm just interested in, so I know I've seen your worksheets, it is almost like... Is it a booklet design that, or do you just have worksheets associated with your learning units?

P3: I've worksheet, I have a worksheet related to each of the different learning units and there's a prep activity as well.

CH: Okay.

P3: Um, I don't tend to give them the answers to the worksheets on [the institution's online platform]. We have to go through it ourselves. So that sort of encourages them to come to lectures. If you're not at lectures, you're not going to get the answers.

CH: I like.

P3: If you are not there, you don't get the answers. But on the, on the other hand, I give them, there, there's a prep activity and I do give them the answers. So in other words, there's a balance. Um, and it's the same as the workbook. I don't, I think, I, did we do questions out of the workbook? I think we did, yes. Ya, we did. We did. And we don't give, we do, we are not, we are not allowed to just put the, the answers up on [the institution's online platform]. So, my thing with the workbook as well is if you're not in lectures, you don't get the answers. You have to get your answers from your peers who were in lectures.

CH: Okay. So, so I want to go back to the workbook thing because that is obviously a strategy that you are using to develop the skill set, um, where you, you are getting them to develop that problem solving, critical thinking skill sets and perhaps even a little bit of collaboration because some of the activities you were asking them to work together almost. You were doing...

P3: Ya.

CH: ...the activity together, but calling on them to try and give you answers.

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P3: Yes. And, and I know at that point I could have gone into that, um, the break-out group so they could go and discuss and then come back up. But I didn't do that that time.

CH: That's okay.

P3: I don't do that very often. Um, I find that students don't, they don't really like doing that, you know, and then they wonder what they're doing and you know, and who is going to answer, you know, be the leader of the group to answer. So, I don't do that very often, but I could have done that in that instance. Ya.

CH: I, I've, I tend to find that when you are not in their room, then they don't necessarily work as well...

P3: Yes.

CH: ...as when you are in their room.

P3: That's what I have seen. Yes, definitely.

CH: So I think it is managing those break-out rooms which is not always the easiest.

P3: <laugh>. Ya.

CH: But just going back to the workbook, um, when you give them, it looks like you refer them to particular questions in the workbook as you getting to the actual type of content and skill sets that you're trying to develop, would that be a true reflection? So it's, it's, what I'm trying to establish is have you intentionally scaffolded those activities or do you rather use the workbook to maybe consolidate at the end of a learning unit? What do...?

P3: Both.

CH: Is it both? Okay.

P3: Both. So, what I do sometimes, um, is that I take... Those specific questions out of the workbook, um, are related to the specific, um, theory material that we've covered. So, it consolidates that specific thing, but other times they have to do the whole learning unit of the workbook on their own and then we will mark it. So, it's, I use it both. And I, uh, especially when we do calculations, um, for example if, ya, if we do like, you know, um, calculations and then to consolidate those calculations, I go straight to the workbook, so we can actually work through that together. And then there might be another question in the workbook that they have to cover themselves.

CH: Okay.

P3: Um, because they're not just going get the theory, like, just like that. You have to actually show it. Especially in economics, you can't, you know, they can't, they're not

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going to think of it themselves. They have to actually be shown how to do it. And then you go through something with them and then they do another one on their own or a few on their own. And then we regroup and then we go over it again.

CH: Okay. So, so you actually use the modeling techniques, you model that behavior with them.

P3: Yes.

CH: And then they left to, to have it almost reinforced through, through practice?

P3: Yes. Yes.

CH: Okay.

P3: As I say, because the, the theory, they'll never be able to work it out on their own. It will be extremely difficult because I mean, they'll already find, I mean, students already find economics very, very hard.

CH: Well,...

P3: <laugh>,

CH: ...I owned that right at the beginning,

P3: <laugh>

CH: Because some, some would probably challenge that and say, could you not let them muddle through it themselves initially? Um, what are your thoughts on that?

P3: I personally don't think they could muddle through it. They'd, I think they'd get very frustrated, and I think they'd get very despondent and their self-esteem would go <laugh> for a bit of a loop. Ya.

CH: So, then you, um, through your facilitation, building confidence within your students actually is a, a primary...

P3: Yes. It is.

CH: ...concern for you?

P3: Very much so. They must be confident in what they're doing.

CH: Okay. And it's probably because of the stigma that's attached with micro and macro unfortunately.

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P3: Very much so. Yes, It is. It is. And you know, it's one of the ones that has the lowest, you know, pass.

CH: Yep. [Macro] is probably, I think, the lowest one.

P3: Is it? I am surprised because [Macro] is easier than, it just depends on the student because, uh, [Micro] is more graphs. There are a lot more graphs. So if a student is that way orientated, they would do well in [Micro]. But [Macro] is actually more, a lot more theory. It's not so graph orientated. So, it just depends. It depends on the student and their learning, um, way, you know, how they learn.

CH: So good luck. You've got two at-risk modules that you lecture.

P3: <Laugh> That's why my name is never on the, the lecturers award. <laugh>.

CH: Ya. Because the challenge is real. I mean, yours is

P3: It's very real <laugh>. That's why you never see [Joe], [Jack] or I up there for the economics modules. <laugh>.

CH: But but look, there will be somebody nationally who does get it.

P3: Yes.

CH: But again, it's, you know, what is the focus? Is the focus on the skill sets and developing the graduate attributes versus...

P3: And it also depends on the students that you get as well. Because there was the one year Chantal, I had a great, I had a great group of students. They did so well. Ya. And I think it was, they were near the top. I don't know who got it that year, but I know they must have been near the top. But, um, this group that I've got this year is very weak. Very weak.

CH: And, and it makes it more challenging. I mean,

P3: Ya. And I would imagine they are weak because they have come through the Covid years. Ya.

CH: Ya. Okay. Um, and then, okay, so, so the techniques or strategies you use in the online space to encourage engagement from students, um, I saw you used the chat function?

P3: Yes. Yes.

CH: Okay. How, how do you get your students to engage?

P3: How do I get them to engage? Um.

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CH: So, so I know through the, through the questions.

P3: Through questioning, really, questioning, questioning. Because I was questioning and then they were answering through the chat. Uh, what else? Um,

CH: Do you use any like polls? I know you have used break-out rooms.

P3: I've never used polls. I'll be very honest. I've never used polls. I have done breakout. Um, but I have never used polls. No.

CH: So generally, it's, it's trying, it's through a questioning technique, getting students to either go through the chat function and if they're brave enough I suppose to use their mic.

P3: Um, ya, not very many of them do that though. They are very, I keep encouraging them to, to speak because it is easier for them to speak, to be able to, I don't know, to answer them back and then they, you know, you know, that sort of thing. Um, so it would be nicer if they did actually use their mics, but they tend not to.

CH:

Ya. Okay.

P3:

They, they, they, I tell you when they do tend to use their mics when it is not being recorded. Do you need to chat to somebody?

CH:

Okay. Um, no, I was just, somebody was outside my door trying to get my attention and I told them to go away. <laugh>, sorry.

P3:

Ok. When, when the recording stops and they are not being recorded, they tend to sort of come on to chat.

CH: That's interesting.

P3:

That's what has happened with some of my students. Mm.

CH: That would be one that we should test. Like if they know they are not being recorded, would there be a significant increase in engagement?

P3: Ya, I don't know whether it's, maybe because, maybe it's not just because of the recording, but because we finish the session.

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CH: Ya.

P3: Uh, and then they feel freer to, to ask questions. I have had that. Ya.

CH: And maybe that's something that we build, you know, that's potentially something we could look at testing. To say, finish 10 minutes early and... Although, if you finish 10 minutes early, you know what they do.

P3: Yes. <laugh>.

CH: They leave.

P3: Ya. And the other thing also, uh, you know, like if I've got time, I go online, but you know, like a bit sooner. And then the people that come online early on, uh, we, I can chat to them, like I'll actually speak to them, how are you? And then some of them will only use the chat, but others will actually put their mic on. They will. Okay. But generally, not during this, during the session.

CH: And then, um, just looking at the, the type of technologies that obviously, uh, [the institution's online platform] provides you with discussions, um, discussion boards, the, the blogs and that. Are there particular ones that you like to use, um, in trying to get students to problem-solve? Critically reflect?

P3: Um, the activities. I really like the activities that were developed for, um, for both micro and macro [economics]. Um, the activities are really good. Um, and they're very relatable to the, um, subject material. And they've got memos, not all of them have memos, um, but they've got memos and then, well, you saw that on Tuesday and then that memo gets shared with the students. So yes, I do like that very much. Whoever developed it was very good.

CH: Okay. So do you find that you, you find you use more dis I would say then it is not a discussion board that you would be using...

P3: <Indicated the negative>.

CH: ...it is probably more your blogs, maybe Wikis?

P3: I don't use any of those wikis or blogs. I, I mainly use those activities because they are really, they, they are just really good.

CH: Okay. So, I, I'll, what I'll do, I will go in and I will look, look to see what type of activities they are.

P3: There are blogs and there are wikis. Um, but often what I do is that I don't let them do that on [the institution's online platform]. I, we do it like in lectures I will use that particular activity, which is a blog or a wiki and we just do it in lectures together.

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CH: Okay. And, um, I saw you used a YouTube clip.

P3: Yes.

CH: And do you often use YouTube clips to...

P3: If I do, they are very short. Um, just to sort of like introduce the material that we are going to do or on the other end to consolidate the material. Obviously, I don't put like, you know, as you heard there was another video that they could watch, which was about 16 minutes. Obviously, I don't put that up there. I mean, but just a, a quick one, like a minute or two minutes. Ya, I do. Um, sometimes they come out clear, sometimes they buffer. I have, because I sometimes I have gone back and I have listened to it myself. So sometimes it's fine. Um, but ya, it is just really to introduce a topic or to consolidate a topic.

CH: Okay. Um, okay, so then I'm not going to ask you 5.2, I will leave that rather for, um, another time. Just if we pick up that there's certain ICTs, you know, what you trying to, to develop there, because you've already spoken about the YouTubes was to introduce or consolidate.

P3: Mmmm <affirmative>.

CH: So, I'm going to move on to number six, um

P3: Six. Right.

CH: Ya. And probably just have two more, two more questions there, just from a time perspective.

P3: Okay.

CH: Number six. What challenges have you experienced in preparing for these online synchronous sessions?

P3: Um,

CH: If any, maybe you haven't had any challenges.

P3: Ya, sometimes if, if the WiFi is sort of not working, um, and I have learnt now how to, you know, hotspot it off my phone. You know?

CH: I am impressed.

P3: Yes. I'm, I'm very fortunate that I have daughters, so they have shown me how, they've shown me how to do that. Um, so I've just got data on my phone, and I use that. I haven't had that very often though. Um, because we got quite a good setup at home

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because I invariably I'd do all my online sessions at home. And the reason that we got a very good setup at home is because when, when there was Covid, there were five of us online, you know, my husband and my three girls and you know, we had to have quite a good setup. Um, but sometimes, you know, when it's gone down, then I, I do hotspot it from my phone. Um, also students coming on and off. Students, you know, they, you know, they get booted off the thing. That sometimes actually happened to me as well where I've, you know, been lecturing and I can see that I'm not on anymore. That has happened to me, but then that's when I go and hot spot.

CH: Do you, um, maybe at the beginning of your module, do you speak to the students about these type of...

P3: Yes.

CH: ...things that they could experience?

P3: Yes.

CH: What type of, um, what's your advice to them generally then?

P3: They must obviously try to get back on. Um,

CH: So again, reassuring them.

P3: Yes. That if this happens, don't worry.

P3: Yes. Because I said, look, it, it has happened to me. So, I mean, I understand their predicament as well. So.

CH: Okay. Have you had the experience when you ask students a question that they miraculously disengage, lose connectivity?

P3: No, I haven't heard that. <laugh>. No, I haven't had that. <laugh>.

CH: What do the students do? Sorry. Don't t know that one.

P3: <laugh>. No I, I actually haven't, no I haven't had that.

CH: Because they have been from some, but they just, in fact, mine, mine sometimes do that. They disappear, then they come back on and I go, we're still waiting for your answer.

P3: <laugh>.

CH: Um, and what has been your experience in the implementation of these online learning experiences? What is your experience?

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P3: Positive. Positive experience. It has been positive. Um, it was, um, um, not difficult. It was, it was a lot to learn when we had to go onto this online space. And um, you know, if you show me what to do, if you, if you just show me, I'm, I'm not, you know, I can't just work. I'm not IT orientated, if you know what I mean. So, if you show me what to do, I will, I will, you know what, I'll handle it and move on with it, if you know what I mean. Like, you know, all those things that, you know, all the workshops that [EdTech] led at the beginning, you know, those three weeks in Covid, you know, I sat down and I wrote everything down and once I got the handle of it, I could honestly say that it was a positive experience and I've still got all those notes. <laugh>.

CH: Awesome.

P3: I still have to sometimes refer back to them, you know, like if you have to take, you know, the assignments off the system. And, you know, mark them off the system and then reload them. I can't, I have to look at my notes to see, you know, how to do it. I don't just know it once and I think it's age Chantal <laugh>.

CH: No, no, no. Look, I still refer to things. I have sometimes facilitated a workshop and then gone How'd you do this again?

P3: Ya.

CH: Because if you don't do it regularly, you're not going to remember all the aspects.

P3: That's, that's what happens. But if I do it regularly and I've cottoned onto it, then I'm fine. Ya.

CH: [Joanna], I'm going to end it there for today. Those questions that we haven't touched on, we'll keep for the second follow up.

P3: Okay.

CH: Okay. Really thank you for accommodating all these technological glitches. It looks like how we, we get over these, um, situations and I look forward to that second observation.

P3: Yes. I will see you on Tuesday. Yes.

CH: Yes. Not jumping up and down for joy, that it is Economics. So, if you can teach me, you can teach anyone <laugh>.

P3: Ya. Alright. And then you have got, we need to get, uh, to see each other again after that one. When do you want to do that?

CH: Um...

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P3: Um, free Wednesday, if you want to look at it now while we are online?

CH: Ya, we can. Um, I am going to stop the recording now just so that...How do we end this recording? Stop recording. Perfect. Okay, so let's have a look. Next week Wednesday, we can do next week Wednesday.