

## Follow-up Meeting 2 with Participant 4

CH: Okay, so this is our final session together. Um, and [Julie] really thanks for letting me sit in and observe those two lectures. Um, and I know we are going to pick up with the conversation that we had, um, literally yesterday...

P4: Mm-hmm. <affirmative>.

CH: ...um, of some of the challenges. And I think that's where we kind of ended off. We spoke about some of the challenges are the difficulty to connect with students and to really engage the students. And I mean, you have spoken about the growth between the pandemic from 2020 to 2022, where you felt that disconnect, um, right at the start. But you also, you were in a unique position where you kind of came back from maternity leave and all this was happening. Um, and, and to where you are now and just what you have learned, the skills that you have learned in the form of questioning techniques and including a discussion for your students. You also mentioned, and I just want to refer back because I've made a note of it, I've just got to find it quickly, um, that I thought was another challenge. You said sometimes students are super-engaged and other times mute.

P4: That, that is a huge issue. And I think that that came across just in our two sessions. So you could see, like in the first session they were super-engaged and in the second session they just really weren't like, and I know that this is probably true for face-to-face as well, but it's, it's significantly more noticeable in the online space where there's periods of time where you have to draw the student out, like taking blood from a stone, draw the student out. And you know what, I have also realized that especially like online, as much as we can bring the magic in terms of, you know, we've got this great lecture prepared, the slides are prepared, and we've got discussions and questions and answers. A lot of it also depends on technology.

CH: Mm-hmm. <affirmative>.

P4: Things like load-shedding. I have had some attendances where they have really been bad because one whole area is like out and a lot of students may live in that area and then they are out for load-shedding, and they can't always get to campus because it would have maybe been a day where they have got lectures online and they haven't sorted out transport for that day or... There, there are a lot of external factors that affect us that wouldn't affect us in the face-to-face. So, there is also that challenge that you can't really control and just the mood... Sometimes they are just not in like, they are just not as engaged as they usually are. And it could be because they're stressed because, you know... I, I know that one lecture I had very few people and I said, "What is going on?" "Oh, sorry, [Jasmine's] assignment is being handed in tomorrow. So, everybody's doing that." And you know, these, these things also are challenges. Yes, they are challenges in the face-to-face as well, but if you have got three people out of a class of 20 online, you are just thinking now what must/can happen now? You know, like, what must I do? So those are external challenges as, and that coupled with the existing challenges of online, can make it quite difficult.

CH: So how have you overcome those challenges?

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P4: So, I, I've told them to like plan ahead and I am like, "Guys, you know that the load-shedding schedules are released in advance. You have got your timetables in advance. If you can, then just, you know, come to campus because we have got the generators, it's not going to be a huge big issue. Um, just come.", You know, try and, and facilitate that as well. If it's a huge issue and lots of people are not coming, what I then try and do, although we shouldn't really, but I then record the lecture. And then make that accessible. So that's, that is, that is one nice thing about online is that you can record the lecture and then they can go back. But then, you know, that also has different challenges because then now how do you know that they have, number one, actually watched the lecture? Number two, that they have understood? Number three, that they have engaged with the skills that you want them to engage with? So, like there, there's no way to measure from a recorded, you know, from that perspective. Because if you ask them, "Oh yes, no, they all did it." But there is no way to be sure.

CH: And then I think there, and I'm sure it was, I am sure you mentioned it and you could verify if you did that one of the things that you've battled with is not seeing the body language. Was that you?

P4: Yes.

CH: Okay.

P4: Yes.

CH: So...

P4: Because you know, you can easily scan in a face-to-face and you can see the person who is sitting there going, "Oh my goodness." Then, you know, okay, no, let me repeat this or whatever and, and try and engage them. So that for me is a big, um, especially with this particular group who is a higher certificate. It is very easy to see the blank stares and going, "Okay. Okay. Let's just go back a bit and just re retouch on this."

CH: So, so what have you done to try and accommodate that lack of visibility to seeing the student's body language that you have used in the face-to-face class? How have you navigated that space in the online? Or, or maybe you haven't, you know, maybe there isn't a strategy. I don't know.

P4: Well, what I have tried to do, and I don't know if it is like a strategy strategy so much, but what I have tried to do is usually when I go in, um, to the, you know, to the break-out groups, I try and just do a quick scan of, you know, sometimes they are talking and then obviously you can see who is talking and then I just quickly scan the chat in that break-out group to see who is contributing and stuff. So at least I can see who is kind of engaged or who isn't, you know. Um, I actually had one of the, I did a break-out group for this same class a while ago and one of the girls texted me on WhatsApp and she said, "Ma'am, as soon as you left, everybody had disengaged. So please come back into the, into the group." So, I went back in and they didn't expect it. And then I, you know, I was like, "Uh,

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excuse me, what's going on here?" You know? And so that, that helps. But I try and go in and just scan and say, okay, well most people are contributing, da da, da. Okay. You know, whatever. And, and that's how I try and, and make up for it.

CH: And, and um, though, when you see students who maybe over the semester haven't engaged, do you have students who come online and don't engage at all? And how do you manage those?

P4: So, so what I do is for those students who are not engaging online, it's become very clear that they are very anti the online model. So, what I do is I then just have a quick word with them in class when it is face-to-face to just say, "Hey, everything okay? Do you understand what is going on?" And they, and then they say, "Ya, I understand, but I just, I don't want to talk."

CH: Okay.

P4: And I am just like really.

CH: So, then that's some of the challenges that you are facing is that students are reluctant to contribute in an online...

P4: Yes. And look, it's not all of them, but some of them are very reluctant.

CH: Okay.

P4: I have also noticed that those, those very reluctant ones, sometimes they will WhatsApp me after the lecture to say, "I didn't understand this. The next time, can we please go over it?" And then very often what I do is I don't wait for the next time to go over it. I will send them a voice note explaining, um, "Oh, you didn't understand testate succession. Okay, well really what it means is that you have to do, to die with a will. That's a testate, you know, and I break it down for them in a voice note so that it is also answered real-time because I don't, firstly I will forget <laugh>. You know, I will forget if they don't. And so, I just say, no, no, no, let me rather just do it now and then I know that that is sorted out. Because I also don't want them to ever feel like they can't come to me. So, I just do it right there and then. And I send it in a voice note. Which it, I mean, ya, it is the only way that that that, you know, if they are communicating with me also on WhatsApp, it is obviously a medium that they feel safe with and that they are used to. So, then I just quickly send a voice note back and it is "Okay, I understand now. Thank you, ma'am. "You know. And it is done real-time.

CH: Well then, I would say that approachability is quite important to you; that that is something that you consider in creating a climate for student engagement. Um, how have you like, approachability in a face-to-face class, um, is maybe something that you are more familiar with. How have you established that in the online space, that approachability?

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P4: So, I try as far as possible to use humor.

CH: Okay.

P4: So, I just think, you know, also I do have to just be mindful because some classes are more sensitive than others. But I do try and use a little bit of humor just to say, "Guys," you know, and I say, "You mustn't be afraid if you can't, you know, your friend also doesn't know. Nobody knows, even me, I don't know." And then they all laugh and, and whatever. And try and just use humor also to just break down the barriers.

CH: Okay. But it also seems that you, you encourage them right at the outset then, um, and almost set the expectation that you are looking for them to ask questions. If, if that's what I have got from what you have just said now is "If you don't know and there will be others that don't know...." So, you try to create a comfortable environment in which they can engage.

P4: I try, it doesn't always work, but I try.

CH: And do you use announcements, um, in the, on [the institution's online platform] in an asynchronous as well? Or don't you tend to use announcements?

P4: Not for the higher certificates. Firstly, not in general because I could not even find the announcement things when [the online platform] had a facelift. I was just like, what is going on here? Again, [the online platform] had a facelift when I came back from maternity leave for the second child. So, I was just like, "Oh no!" <Laugh>, "every time I go on maternity leave, something changes. This is ridiculous." So, um, that, that was difficult for me. And then when I need to get messages out in a hurry, I often, like if I need like a, like a record of it and if it is official then I use the emails. But if it is just a quick like, you know, like I want everybody to bring their textbooks for a class activity, then I will..., Because we are all on groups on, on, on WhatsApp, I have got different groups, so then I will send them like a voice note saying, "Guys, please, you know, please bring your textbook because you will need it for tomorrow." And then I'll also like use humor and say, "Please, you know, textbooks are not going to fall from the sky tomorrow. So, if you don't bring it, you are going to find yourself in hot water. Please, just remember it." So, you know that that like humor and then they are all like "Ha ha ha. Okay. Okay." So that is what I do.

CH: WhatsApp is a form of online communication with your students, um, that you are using that they are comfortable. And not everyone likes to be on WhatsApp. But you obviously are, are comfortable in engaging with the class, um, on your WhatsApp group.

P4: I am especially because, you know, also with the announcements and stuff, I can't tell you how many like students are, "Oh my [online platform] doesn't work. Oh, I forgot my password. Oh, you know, this is a problem. Oh, my emails don't work. Oh this, oh that." So, there's always like five hundred excuses, but everybody goes on WhatsApp. So, it also just helps me just to make sure that the message is out there.

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CH: Okay. And then, um, your experience? So, so now we've, we have looked at the challenges that you faced, but the actual implementation. So, you have got this plan, you have got... Your thinking is I am going to start with the outcomes. I am then going to align the questions and do the scaffolded approach in the questioning techniques with "the whats" first to build the confidence and then the discussions. Um, what has been your experience in the implementation of these online learning experiences? Besides from the one that you have already spoken to where the classes are the super-engaged or they are mute, um, and I suppose that lack of engagement that sometimes creeps in. Are there any other? So, so your experience of the implementation, has it generally been well-received? Lots of challenges? How would you describe your experience?

P4: So, prior to, to when the, when the pandemic hit, prior to I would say my own personal growth in the, in the online space, I was terrified that we were not going to get through the content because I was not comfortable in an online space. And I was very aware if I am not comfortable, I didn't want that to translate into the lecture. So, I would, I would find myself pushing more content and kind of like "me, me, me" doing all the work; "teach, teach, teach". And then I was not actually comfortable with using break-out groups and using polls. I used polls a lot as well. Um, and using all of the, the tools available on, on [the webinar]. And now that I am more into it, I have found that it is much better received because I am more comfortable in this space. So, I can do more, and I can assess and see how the online lecture is going to be well-received. And I have had a much better success rate, I think, now with the online lectures than I did previously.

CH: So [Julie], would you say that an important component if we looking at design elements to help other Independent Contractors in creating this learning experience is that there should be, from what you are saying, a focus on helping the lecturers with navigating and feeling more comfortable within that particular platform before they go in and implement?

P4: Look, definitely, but having said that, it's not like we didn't receive any support at all. Like poor [EdTech Jane] was running off her feet. And I know that for me, especially, I had a lot of one-on-one time with her because I had come back, and everybody knew what they were doing. And she did teach me the things. And eventually I felt comfortable enough to, to do the things that she had, she had shown me. But, uh, I think a lot of it, and maybe this is just for me personally, but like, you know, like how you can't teach from other people's slides because that's their thought process and it is not your thought process? Right? So, until I sat one afternoon and I was like, right [online platform], let's do this thing. You know, and I created... Poor [Jacinta], because I created a link and I sent [Jacinta] the link and I made her go in. And then I said, "Okay, [Jacinta], can you see the slides? Can you do this? Let's, you know, just help me hear feedback. And until I was comfortable enough in that space, that's really when I kind of like, was like, "Okay, this is not so bad, I can do this." Because then I also realized online lecturing is not going anywhere. So, I was like, "Oh Christ, okay, let me just try and make it my friend", you know, <laugh>. So ya. And so, so I think that that is also important. Like you can have all the training. It is like when you learn to drive, you go for all the lessons, but you really learn how to drive once you have got the license and you are in that car by yourself, and

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you have to do all the things by yourself. And there isn't the instructor there saying, "Do this, do that." That is when the, I think that is when the real learning happens. Yes, you need the training to know how to do it. But once you are there by yourself, that is when most of my learning takes place. And that is also when I can easily ascertain: okay, this works for me, this doesn't work for me; this works for me, this doesn't; I'm going to do this, this, you know, that...that, so...

CH: Okay.

P4: At least now it is working.

CH: Well, I think that an important component is almost conquering that fear. Like it's the fear of the unfamiliarity of the technology and the fear that that's going to translate in an actual online lecture with students. Um, and then how do you, how do you manage that fear? And I think the technique that you have used with a colleague, who did a practice round with you, so you got that confidence to go, "Oh thankfully that is how the slides do show." Um, and it may not have been everything that you needed, but it was enough to get you started on your journey. Um, I think it is a very clever strategy.

P4: Thank you.

CH: Um, and in your opinion, okay, so we have spoken about these graduate attributes and let's talk to the graduate attributes. Just as a reminder: you spoke to critical thinking; and problem-solving; and the ability to have that analytical skill-set; and that thought process to work through; and then apply it to the particular situation; um, the importance of being able to extract the key idea or the key reasoning in a, um, in whatever case study they are reading; um, the resilience aspect, which is an important life skill that is needed in order to take the initiative in the workplace; and then you also spoke to the importance of being able to communicate effectively, um, in a written format; as well as attention to details. So, there are a lot of skills that you have referred to.

P4: Ya.

CH: Um, in your opinion, are undergraduates ready to develop these skill-sets? So, the first years, the higher certificates and then you obviously go all the way up to your fourth years because they are still undergraduates. In your opinion, are undergraduates ready to develop these skill-sets?

P4: I think so.

CH: Okay. You are going to have to elaborate on that <laugh>.

P4: So, what, what we have, and you know what, it wasn't something that I was actually aware of until this very morning because I always thought, oh no, our students are just going to go out there and flounder. And I'm actually realizing that they are not. We have had, [Jill] was telling me this morning, the positive feedback from the attorneys in practice,

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that they are coming back and saying, your students are top shelf. [Jill] went to a MOOT Court with [Jaseema] at UKZN and she came back, and she said, you know what, [Jules], our first years could have wiped the floor with their final years and our final years would have eaten them all for breakfast. And um, one of our graduates, [Mary-Anne], is doing vac well, she's not a graduate, she's in final year now, but she's doing vac work, vocational work at [one of the top firms in Durban]. And the, the, the partner told [Jill] yesterday, oh, your, your candidate [Mary-Anne], she drafted something for us and I battled to find an error, even a punctuation error!

CH: <laugh>.

P4: And so I'm sitting there going, you know what, we are actually doing something right here. We are actually imparting these skills and they are going out there and they're actually doing wonders. I mean, one of my students phoned me in a flat panic on Wednesday saying he's got a, he's got an assignment where he has to interview an attorney and it's due on Friday and he doesn't have any of the attorneys. And I said to him, "Well, I'm sorry, I'm not helping you." And then he said, "No ma'am, please." And he showed me all the emails he had sent to attorneys, and he didn't get a single response. So, I said, "Okay." So, I phoned one of my colleagues, personal friend of mine, she has her own firm and the feedback from her was, what a polite gentleman. I was like, Hmm. She said his questions were intelligent. So, I was like, "Oh, okay, that's, that's something." And she said just the gratitude that he had for the time that she had, you know. And he bought her a little bouquet of flowers and, and a box of chocolates and she was so touched. And she said he has a genuine interest for law. And she said, you know, that, that that all starts in the classroom. That motivation and that zest for your profession, it all, it all starts in the classroom. So, she says, obviously you guys are doing something right. And so, we are starting now to see that, ya, the critical thinking, the problem-solving, the resilience, the, all of this stuff. Because I said to her, "Ya, but I had to sort out his attorney" and she said to me, "No, he was being resourceful because he had sent out a whole bunch of emails, he didn't get a response and so he decided to use the resources available to him, which is the lecturer." So, I was like, "Ya, you're actually right, hey." And so, we are seeing this now, kind of like come to fruition, you know, where we are seeing, okay, they do. So, I think that they are ready for it. Look, not everyone, okay, there are, you do get some of them that are vastly lazy. But I think that we are seeing them now, we, we are doing all this groundwork and now when we send them out into practice and we are going, we are actually saying, "Oh, hang on, wait, they are swimming, they are not sinking. Oh, my goodness. Okay." You know? And it, it's, it's, it's great for us to get that kind of feedback.

CH: Ya, and probably the rewarding part in why we are lecturers <laugh>.

P4: Exactly. Ya. So, I think, I think that they are ready and I think that most of them are actually when given the opportunity to practice the skills, they are able to do it.

CH: Okay. So, look, I understand that not all students, I get that, that some students are lazy and that. So, what behaviors do you believe students should already be

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demonstrating in class? And it might be different to what you expect from your third years to your first years. So, you may want to, to look if the behaviors are different, but what type of behaviors do you think should be evident to you to see that they are ready for that skill-set?

P4: So, for me it's accountability. So, I expect obviously my third years to be a lot more accountable than my first years. Okay. I get it. But I do not expect that the first years have no accountability whatsoever. Okay. So that's the first thing. The second thing is initiative. I, I really think that I always say to them, "Okay, before you log a ticket, have you actually thought about this? What, what can you do to minimize the effect of, of it on your own?" You know? So, I mean, for example, we, I had a student who, who logged a ticket about me as a complaint saying that I had not uploaded a stitch of anything on [the institution's online platform]. Now this was last year. So, the, the, the ticket landed up because it was an [online platform] query, landed up at [EdTech Jane]'s desk. And so, she called the student and she was like, "What do you mean? Because I have gone in and I have checked that, you know, and everything is loaded there." And he's like, "Oh sorry, I just didn't know what to do because I missed the [online platform] training." <laugh>.

CH: Yoh! <shock>.

P4: It's like, "Oh my, so... Exactly. So, I said, "You know, in that instance it was pointless logging a ticket. You need to do some self-reflection, accountability and initiative." I think those are the three attributes that I would, I would require to a lesser extent in first years. But across the board, those are the attributes that I think would be required.

CH: Okay, cool. Um, and then activities? So, so they are ready, they are ready for the skill-set. Besides from the discussion activities, are there any other activities that you create to try to develop these critical thinking skills, problem-solving skills? Because you have spoken specifically about questions that aligned to outcomes and discussions.

P4: Well, my ICE tasks,

CH: Okay.

P4: So, my ICE tasks are usually quite involved and usually, um, depending, obviously it's module dependent on the more procedural modules rather than the more substantive modules, I always send them to court as an ICE task.

CH: Okay. Application activities?

P4: Yes. Application activities. So firstly, all of my ICE tasks are content-related, but they are always application-style questions. And for my first years, I always set an ICE task that involves going to court. Just because I want them to go into this thing with eyes wide open and for them to realize it is not Suits, it is not LA Law, it is not any of that. Please understand. And, you know, they also get so much out of it because it's, it's, it's a cross section of what your life is going to be, what you are working towards, and it's a realistic



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thing. And I found that a lot of the time they get motivated because in the ICE task, um, I can actually send you a copy if you want, "They, they," I say, "they have got questions, so find an attorney, and ask the attorney x, y, z questions." And then they said, "We can't go up to an attorney and just ask them." I said, "Firstly, the attorneys are not as scary as you think. Obviously, you have to time it right. If the attorneys are outside court just waiting for court in session, then yes, they've, they have got the time. If the attorney is busy, then please don't approach them." You know. And a lot of them were like, "Oh, the attorneys are quite nice, they are quite helpful." Um, we had, it was last week Friday, I took my third years because some of the first years that were in my higher certificate years and years ago are now in BCom Law third year. And they said, "[Julie], you took us to court in first year, how come we don't go again? And I said, "Well, do you guys want to go again? And they said, "Yes." I said, "Okay, we will pick a day where nobody has lectures and off, we will go to court." So they dressed up and they went in quietly and the magistrate stopped court and said, "Do we have students?" And they all said, "Yes, yes, we are students." And the magistrate said, "Well, I am so pleased that you guys are taking an interest. Now that I know that I will be explaining the process in detail so that you guys can understand."

CH: Nice.

P4: I thought that was so nice. Ya, it was so nice. And I think that, you know, these kind of, of activities do promote the skill-set. It also makes them aware of the skills that they require, which I think is, is, is a big motivational key. Because they will see like an attorney or a prosecutor that has impressed them and then they will be like, "Okay, well when I grow up, I want to be Barry, Barry Roux or Gerrie Nel, or whoever", you know. So, so I think the ICE tasks are a big one.

CH: And I would love a copy. I would love a copy if, if you are happy to share. Um, any other activities? So, you spoke about ICE tasks. Um, do you do quite a few case studies or not?

P4: Well, for law, we don't have actual cases studies as such. We just study the cases that have been. Um, but it's, it's usually just, you know what, it's also because the, the time is so little and we have got such like an enormous amount of content to cover, it's usually just the ICE tasks and then the, the class discussions and stuff. And then the odd activities that I do, you know, like the bedtime story and the news clips on Tiktok, and um, I did slam poetry once.

CH: Okay. So, you do storytelling, you use storytelling as a form of, of an activity?

P4: Ya, exactly.

CH: And, and what is the thinking behind using the news clips, the bedtime stories? What's, what's the intention of that activity, the technique of storytelling?

P4: So why I use it is, is just because it's, it talks personally to my own learning style. So, when I was, when I was on campus, I used to take all my books and while my mother

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cooked dinner, I used to sit on the kitchen floor, and I used to teach her what we had learned that day as a way of consolidating. And even now that I am lecturing, I find I have to go through the material before I am able to teach it so that I know what I am doing. I mean, obviously we know it, but you know, these, these nuances that you, okay. And so, I thought to myself, you know, if I could make everybody do this. If they have to break down the concepts and rebuild it and, and, and kind of like explain it to everybody, but not in a way that's going to confuse, confuse them. So how would I go about doing this? Because I really like that idea. It takes you right up and down the Bloom's taxonomy and it's, and it is scaffolded. So, I'm thinking, okay, if we use a bedtime story, they have to take the concept and completely break it down to its bare bones. They have to understand it. And they have to rebuild it, apply it, and explain it. So, they have to understand it really, really well. And then it also takes them through that skill-set, that attention to detail, that that process of thinking that, um, an analytical skills, it takes them through that as well. Whether it is the story, whether it is the slam poetry, whether it is the whatever it is, it is that whole process. So, I then know for, for definite, they have been through the content, they have, they have touched on the outcomes and, and they have a solid understanding. And also, then that whole process of sharing their creations with each other is also helpful. So, it, that kind of like fills in the gaps of their own knowledge.

CH: Okay. So, would you say then that it is the process, the process of working through that, that is more important than necessarily the outcome?

P4: Yes.

CH: So, you want the news, but it is the process of learning that is taking place?

P4: Yes, because I am very interested in the process and I, and I, I, although I guide the process, I do let them take control of that process so that they have the opportunity to showcase the skill-sets rather than the outcome. Because also the outcome, they usually, well not the bedtime story, but the other, the, the slam poetry and, and the, the news clips, they worked in groups. So, I, I also know that on a, you know, that the, the, the most impressive one is going to be because there will be one shining light in the group who is doing all the work. But that process of thinking and engaging and all of that, that's where the magic happens.

CH: Okay. So, so you also use group activities then as a technique, um....

P4: Mm-hmm. <affirmative>.

CH: ...to, to equip students with a skill-set because you are almost using that peer-to-peer. So, you are using a technique that is peer teaching, which is one of your most successful strategies in recall. Um, and through sharing their stories, others are learning and getting different ideas.

P4: Yes.

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CH: So, I would say in essence, you are using a deconstructing technique. They are deconstructing the content in order to show the skill of conceptual understanding. And you're bringing in the synthesis with the creation of whatever the...

P4: ...whatever they have to do. Ya.

CH: Okay. So, you would say that is...

P4: Because that is a lot more eloquent than I have said it, but yes, that's the, that's the,

CH: I'm, I'm clarifying that, that that is what I am taking away from what you are saying. Is that an accurate portrayal?

P4: I would say that is a 100% right. Yes.

CH: Ya. Cool. <laugh>. Right, then we are moving on to question eight. Now we are moving on to the collaborative problem-solver. So, in the teaching and learning, the [institution's] Teaching and Learning Strategy document, it speaks to preparing students with the necessary graduate attributes. And one of them is, is to encourage the development of the collaborative problem-solver. Um, what is your understanding of collaborative learning?

P4: So collaborative learning is when, it is almost like for me it is almost like building a puzzle. You will have some of the pieces, I will have some of the pieces, and when we put it all together, we get the bigger picture. It is not necessarily that we have to learn together, but it is the piecing of your understanding and my understanding to get a holistic view.

CH: Okay, cool. And do you use collaborative tasks in the online space?

P4: Well, with the, with the questions and, and the break-out groups and all of that, um, that is where the, the collaboration will come in. Um because, you know, in the groups they will discuss the answers and whatever and everybody puts their viewpoints forward.

CH: Okay. So, I am going to go, if I had to then look at the elements that you consider in building this collaborative space, it is the questioning techniques where you are scaffolding from the "whats" to the higher order-thinking by, with your focus on, um, building confidence amongst your students. Would that be an accurate...?

P4: ...Yes. That would be accurate.

CH: Okay, cool. Um, then you have given examples of collaborative tasks in the, in the questions and I've seen it as evidence in the online lectures. And then what elements do you consider when creating problem-solving tasks in the online space? So, you have spoken collaboration, which doesn't necessarily translate into a problem-solving tasks. So, what elements do you consider when creating problem-solving tasks?

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P4: So, you know what, with the higher certificate group, I am not entirely certain that I use problem-solving tasks in the online space. I think I use them more in the face-to-face because of that confidence factor. So, if I have to ask them a problem-style question that deserves a lot of analytical assessment, I am not sure that the student would engage with that in the online space because they are already a group that is quite hesitant about online learning. They don't feel comfortable with it. So, I don't know if, if I had to do that, I am scared that the confidence would just be zero and that they wouldn't respond at all. My problem, analytical problem questions come in, in the ICE tasks where they have got time to grapple with it at home in a safe environment and they, nobody is going to laugh at them or (there's always these fears), laugh at them or poke fun at them or do anything like that. Everybody is, you know, there by themselves and they can work through it and they have got the book and they have got [the institution's online platform] and they have got whatever materials they need. That is when I use more problem-solving. And then also because then the ICE tasks are written submissions, it is also then very easy for me to see... You know, I mean we are trying to take the class from here to Cape Town, but then some people are landing up in Bloemfontein, like honestly. So, it is then easier for me to see, okay, who is in Bloemfontein and who is actually in Cape Town? So that is what I also like because in the online space, I do personally, I am not saying that it can't be done, I am just saying, for me personally, it is also a challenge to get a true, accurate representation of measuring, whereas with the ICE task in the written...

CH: So, I am going say that you do do it in the online space because you have just spoken asynchronously. So, remember when they are not with you in real time, but when you have given them something afterhours to do. So, it is actually not in your face-to-face class. But they have had to access [the institution's online platform] to get some of the information...

P4: Yes. To get the ICE tasks.

CH: ...so you are using problem-solving tasks in the online space. It is just in an asynchronous manner.

P4: In an asynchronous way.

CH: The elements then that you are using in getting the students to problem-solve, um, is there a specific strategy in how you help them problem-solve in those tasks? Or do you just go, "Go forth and figure it out"? Like I am interested to know if there are certain elements you build in to help with that thought process to stop the Bloemfontein, those students going to Bloemfontein and not to Cape Town, I mean...

P4: Cape Town.

CH: Yes. You know what I mean? <laugh>

P4: I know exactly what you mean. So, you know what the questions are scaffolded again. Um, so that they are very guided. So usually with the ICE tasks, um, in, in this, if we are

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talking this particular, um, scenario, they are, so I take, I pull the questions from [the institution's online platform], and I say, 'Right guys, you need to do X, Y, Z questions.' So, there is, and [the online platform] is quite good in scaffolding the questions and in providing a guided kind-of... So, so I don't know if it, if it works like this in your, in your modules? But for us, okay, like let's say now they are doing a succession testate question, so what [the online platform] will do is they will give them a passage on what testate succession is and then a little story. So, it will be a problem-style question which will, which you know, requires analysis because this is your client and he comes to you and this is a problem, and blah, blah blah blah. And then then questions. And they always start with the easier questions and then they get harder and harder. So that whole story together, that passage to jog their memory about what we are focusing on, so that focuses them. And then the, then the, the story, the application question, you know, John comes to you, and he wants to draft a will, and blah blah blah blah. And then after that all the questions is I think, is sufficient guidance enough for them. So, it actually makes my life a little bit easier because I just pull those questions from there and I am like, go forth and do it. And then after that, in class, when everybody has handed in and we are going through the ICE tasks, I can always say, "Well guys, some of you said this, okay, but really what we were looking for, was this. Or really, you needed to refocus your attention here." And then I fill in the gaps like that.

CH: Okay. So, so students are using resources, they use... So, so it is broken down; it is almost like chunked quite nicely for them.

P4: It is. And also, on [the online platform]. And I've also said to them, "If you are battling, okay, you are not in the trench, in grenades by yourself, go to the learning unit. If it is learning unit three that this outcome comes from, go into the actual resource of learning unit three. Because they have got little links that you can go to, and you can research and you can get a better understanding. Or you know, God forbid anybody pick up a textbook. But it is also, that is where <laugh>, that's where your answers lie. Go to the slides, go to here, go. And if you are sitting in a pickle, go and research, it is all there." And so, lots of them do because the ICE tasks haven't been half bad. Some of them have been terrible, but some of them have been okay.

CH: And, and you have kind of given me a problem-solving task because you spoke about that particular example of um, intestate, I am terrible, intestate. <laugh>,

P4: Ya <laugh>

CH: I have totally mispronounced it.

P4: Testate Succession.

CH: That's it.

P4: You have to come back to class <laugh>.

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CH: <laugh>. I would be a terrible student. I would go to Bloemfontein.

P4: <laugh> Yes, you would be in Bloemfontein.

CH: <laugh>. Um, just to, just to revisit some questions. Um, okay, so we have spoken about technologies: you, you like the easiest; you, so something that's the easiest, but you also have given the students the flexibility to use mediums that they like. Okay. Um, and, and so your preference then is the ease with which you can navigate something for yourself and the ease which they, or the, the, the element of comfort that a student has in choosing a preferred medium. So, would you say that is accurate explanation on the type of use of technology?

P4: Yes, most definitely.

CH: Okay. Um, then just to conclude, because we have worked through all those questions, um, is there anything else from a design perspective, so thinking of how we could perhaps assist lecturers, um, who are starting their journey, um, anything that you feel that you haven't yet shared, that you, you think, ooh, I need to speak about this now?

P4: I don't think so. Nothing comes to mind. I think that for me, you know what, I like to keep my lectures relatively uncomplicated because I also feel like if you are trying to do too much the whole time, it confuses, it, it, it also makes you to go into, it will make me to go into a flap of panic and be like, "Ooh, I haven't done this. Ooh, I haven't done that. Ooh, I haven't done that." And then I think it also detracts from the total experience because you can't, I, I don't think that you can learn anything when. And then I think it also detracts from the total experience because you can't, I I don't think that you can learn anything when the, the lecturer is frantic and trying to do everything in one go. Do you know what I mean? I think that the students also feed off our energy. So, if we are relatively calm and we are going through the work and whatever, whatever, like, I, I feel terrible about the second session that you, um, witnessed. I was so distracted because I had [...] construction going on here and it was so distracting and I was just like, "Oh my heaven's alive. Like I can't think", you know? Um, and and again it just like kind of solidified the fact that okay, I need to be less frantic and just done or else the students are going to feed off that and I am not going to enjoy the lecture either.

CH: Okay. Well, I think that is fair advice.

P4: I don't think there is anything...

CH: That is fair advice, that is fair advice. The design needs to be uncomplicated. Keep it simple.

P4: Keep it simple.

CH: And, and it is important that how you engage with it, um, is going to not reflect, I don't know what the word is, impact or...

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P4: Impact, ya.

CH: ...affect the student's experience actually.

P4: Ya, it is. They feed off that energy. Ya.

CH: So [Julie], thank you so much. I really appreciate all the time....

P4: You are welcome.

CH: ...you have given for this. Um, I need to just go and download the link for, for yesterdays for the, the one session. Um, I am not too sure if you mentioned the module that I should look at for [the online module].

P4: So, I will send you all of that information and I will send you the uh, ICE tasks that I showed you about... Court and whatever, whatever. So, I will do that and I will send you so that you can just have it. I don't know. So, I will try and do that now quickly.

CH: Well don't worry, I will retract all the things off it anyway. I mean, so nothing is revealing <laugh>. But thanks so much. I really appreciate it. I am going to end this now.