

Initial Meeting with Participant 1

CH: The last one I pressed record. It didn't record <laugh>. That's why I'm checking that it is going this time.

P1: Okay. No problem. <Laugh>.

CH: Okay. So [Jasmine], the study really is looking at graduate attributes.

P1: Mm-hmm. <affirmative>.

CH: So, in honors I was actually looking at, um, are lecturers developing graduate attributes? And the findings weren't as rosy as I thought it was going to be.

P1: Ya.

CH: So, this study is actually looking at, um, a teaching practice that, um, the EdTech and Teaching and Learning Specialist has said these people meet the mark of this type of teaching practice.

P1: Okay.

CH: They are best practice. And then from that to look at in the online space. And so one of the questions will be, do you lecture online?

P1: Yes. Ya.

CH: So, um, to look at in the online space, are there things, certain things that these lecturers are doing that is developing some sort of graduate attributes? And the question is what graduate attributes have been developed? So, like with the reading and the literature that I have read, um, the difficulty in defining 21st graduate attributes is in a nutshell a difficulty in itself because, um, we don't have measurements...

P1: Mm-hmm. <affirmative>.

CH: ...that measure say critical thinking, creative thinking. So, um, they have established that there are certain graduate attributes. There are four in particular sections. I have focused specifically on the four of the most popular graduate attributes that have come through research.

P1: Okay.

CH: Um, and then looked at their categories. So, you will see that sometimes the graduate attributes are over two lots of categories and may consist of eight things.

P1: Okay.

CH: And then to try and work out what are we doing? Are we developing critical thinkers? Are we developing digital?... Like, um, ones who can engage with, with

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relevant information- that type of thing. Um, and, and so that is really what I am doing is trying to isolate what are the lecturers doing.

P1: Okay.

CH: And it is a qualitative one, so you will see that it is a bit more than just pulling in a survey.

P1: Ya. No no no. You need actual feedback.

CH: Um, so this is what, um, I am actually asking... Can I come and observe two online lectures of yours? And that that is where your commitment is. That it is two observations, and it is the full observations. So, I am not just coming in for, you know, an observation of one session. It is sitting there and listening and observing. And I am a silent observer. [Jasmine], I am not going to interrupt at all.

P1: No, sure, sure, sure.

CH: Um, even if you want me to put another name, so like Sam or something, I can do that. Um, because literally I don't want to change anything in the actual online lecture. I want it to go seamlessly as though I'm not there.

P1: Ya.

CH: Um, the second commitment is you record it.

P1: Okay.

CH: And the reason you are recording it is obviously for two hours I am going to miss some, some stuff and I will need to go...

P1: No no no. Definitely.

CH: And with that you are going to have to make it accessible for me to access because I am coming in as a guest. I am going to ask you to share the link to the online lectures, so that you are willing to, to have me sit in.

P1: Of course. Ya ya.

CH: Um, and then I'm, I am going to just remind you beforehand. I won't even say on the, on the session, "Don't forget to record." So just to record it and for me to be able to either access it directly in that module or whether you send me the actual recording.

P1: Ya. Okay.

CH: And then because it is qualitative, there is a semi-structured interview. So, these are the type of questions that I will be asking after the actual online lecture.

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P1: Okay.

CH: Um, so I won't necessarily ask all of them in the first one because there are two of the interviews. Because they follow each observation. And it is more to get clarity. Um, have maybe something explained you might say, you know what, that wasn't intentional...it just happened.

P1: Ya. Well ya.

CH: Because we are trying to hopefully from the research pull some of the elements in your, um, learning design to all, to say to lecturers, this is what you need to put to develop these graduate attributes depending on what the research shows.

P1: No, for sure.

CH: I have absolutely no idea what the research is going to produce. But it's the idea that a lot of the literature says that, um, those professional development workshops are how you develop your best practice and that...

P1: Yes. Ya.

CH: But for independent contractors, that professional development workshop 12 months down the line hasn't helped lecturers who are starting their journey. So, we are trying to pinpoint those design elements so that that is actually the purpose of the research.

P1: Okay. That makes sense.

CH: Whether, whether it delivers those results we will see.

P1: You can give your best shot at it.

CH: Um, but those would be the type of questions that will be asked. Obviously with a semi-structured it does allow for questions to follow a particular line of thought to have just a better understanding of something. This is the observation schedule. And you will be familiar with the various presences because I have mentioned the revised community of inquiry model.

P1: Okay.

CH:

And part of our workshops are really like the social presence, the emotional presence. So, I have tried to break down what each presence is so that you have got a little bit of understanding of...

P1: Of where we are...

CH: ...of where I'm going with this. Um, but it doesn't mean it changes your lecturing style. It is your normal lecturing style.

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P1: Ya, sure.

CH: Um, but those are the type of things that I will be looking at, but we don't necessarily see all of it in those online sessions.

P1: For sure.

CH: Um, so that is your commitment is two online lectures where you don't have to worry, you just have to share the link. I come in as a silent observer. I have got access to the recording. The time is spent obviously in the interview. So, I would say about an hour per interview.

P1: Mm-hmm. <affirmative>.

CH: And then the last part is to allow me access to one of your modules. Possibly the one that I come into the online observation where I go in and I look on the, the [institution's online platform] and I look to see have you used announcements? Have you chosen particular activities? Are there more, are there activities that students tend to respond better to? Is there critical thinking coming through in their responses? And I probably will do that more in November.

P1: Okay.

CH: Even though I might go in early, I won't necessarily be looking around there until...

P1: Sure, sure, sure.

CH: ...until the time I have got a little bit more information.

P1: So, it makes more sense to you.

CH: Because it's not going to really make sense right up front. But if you see me suddenly enroll, it's because you have given me permission to do so. <laugh>. Okay?

P1: Ya. I think it's awesome and it will be really good. My only concern from my side is that online attendance is horrific. Right? So, to be completely honest, it's very hard to do, you know, the amazing classroom type of style. I mean, you know, my one module, there are two kids in it. Right. The others, they are disappearing and because it is end of the semester as well, the bulk of my modules are take-home assessment. So, they did well on the first assessment. "Oh, Ma'am created this, we don't have to do this"...whether it is face-to-face or it is online. They are really not attending. So, my concern is that I really want to help you, but I don't think you are going to get as much from my online lectures because literally I am going on and even if I have an activity, it's not even working. Because there are not enough kids there to do anything. We got, I had a break-out session last week for one of the Higher Certificates, half of them logged off during it because they didn't want to work with each other on it and stuff. And it's like we try to pull them in and do stuff. [Julie] is speaking to them, we are doing stuff and think and they are just not there and

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things. And that is why I am worried for like the purpose of, because if you told me you just want to know, like on my part, I can gladly help you with the interviews and do all of the stuff and tell you whatever I do if it makes sense at all. But I don't know if my online sessions are going to be good enough to actually help you and give you the material.

CH: And look, those are some of the challenges that the research also needs to reflect.

P1: Ya.

CH: So, you know, if you are happy for me still to do it?

P1: Okay.

CH: Whether, and, and we can have a discussion at the end to say, you know what, maybe with this... There is not enough or actually this shows some of the challenges that we do have. And they are very real challenges in the online space, and we are trying to address it. Um, if you are happy with that, we can go forward with the research based on obviously your answering some questions here.

P1: Ya. Ya.

CH: Um, but I understand because, and, and that is why I'm also looking at how many online sessions do you have because there are not as many opportunities now as we are nearing the end. Um, I know that with another participant, she has got three. We have chosen the first two in case there is an issue with one that we have still got the third that we can do, which is not ideal.

P1: Ya.

CH: So, we are trying to juggle, juggle that space as well.

P1: I get it. No. No, it's a lot.

CH: Perhaps look at, um, look, it needs to be an undergraduate course.

P1: Ya.

CH: So, it can't be a postgrad. Um, one where maybe attendance is better.

P1: Ya.

CH: So, you don't do the two because they...

P1: No no, not those two. Ya.

CH: Ya. That wouldn't be any fun.

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P1: Ya. No, I looked at the time, I don't have a lot of online lectures left and stuff. And that is why I, I wanted to hear, because I generally want to help you and stuff like that. I, I know what this master's journey is like and stuff and I want to be able to help with it, but I, I honestly don't think my online sessions are going to be much value and stuff because...

CH: I think, I think you... Look, I can't say...

P1: Ya.

CH: Look, the focus is on the lecturing. It's not, it's not so much on the student aspect.

P1: No. Sure, sure, sure.

CH: I am not looking to, to assess whether the students have critical thinking or, um, able to think out of the box. Or, um, can collaborate with each other. Um, so, so that the focus is not from the student side, it is from a lecturing side. So that the interview does allow us to engage on maybe at the beginning of the semester what was different? What were the, some of the challenges? As I said, we can make a call like later to say, "Look, I'm going to, there's nothing here that we can do. Are you happy if we, we, we put a stop to this?"

P1: Okay.

CH: "Or actually from this, another area that we need to examine" becomes part of the research as well.

P1: Okay. Okay.

CH: So, it's, it's so difficult.

P1: Ya, it is very hard...I know, I know.

CH: You have no idea what the results are really going to...

P1: Okay. Okay. We are, we, we can try and stuff like that.

CH: Okay, so [Jasmine] what I am going to do is ask just a few questions.

P1: That's fine.

CH: Um, because there, there's certain criteria that have to be met in order for you to participate. But I am pretty sure you have already met all of them.

P1: Mm-hmm. <affirmative>.

CH: Um, how many years have you been teaching or lecturing?

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P1: Uh, just over four years.

CH: Four years.

P1: Mm-hmm. <affirmative>.

CH: And then how many were [at this institution]?

P1: All four years.

CH: All four, okay.

P1: Mmm.<Affirmative>.

CH: And then, um, what schools are you associated with? School of Law or any other?

P1: Oh, School of Law. School of Humanities. Um, uh, Management, and Finance and Accounting.

CH: Wow. Okay.

P1: I have managed to cross all...

CH: So, you are right across. Okay. Cool. And do you teach undergraduates?

P1: Yes.

CH: That's a big one. <laugh>.

P1: That's a big one. <laugh>.

CH: And then how long have you been teaching in the online space?

P1: So, it has been since the start of Covid.

CH: Okay. So it is, I'm looking for somebody who has done two years or more, which qualifies you.

P1: There we go <affirmative>.

CH: Because it, it is focused on the online.

P1: Right.

CH: And then how would you best define your teaching practice?

P1: Um, okay. Good question. Um, I aim that with whatever the learning unit is for particular session, that I want the kids to be able to walk away having, um, gotten the

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essence of it. Right. Um, removing the intimidating aspect of it. Getting them to focus in on what is important and at some level, make it as relevant as possible to, um, their, their lived experience.

CH: Okay. And would you say their primary activity is to listen to you or to do something? How would you...?

P1: Because of law and because, uh, a lot of my modules are on the higher certificate, it is a lot about them listening to me and then working, uh, with things thereafter... With ICE tasks and, and so forth thereafter.

CH: So, like activities, ICE tasks.

P1: Ya. ICE tasks or, um, perhaps having to deal with the scenario or something.

CH: So, scenario based. Okay. Cool. That were, those were the questions.

P1: Okay. Okay, cool.

CH: And then, um, if, if you are looking at the online lectures, I don't have, do you have your schedule with you?

P1: Let me get it out.

CH: Where my diary?