

Follow-up Meeting 2 with Participant 5

CH: [Jessica], thanks so much for the second follow-up.

P5: No worries.

CH: Um, and obviously the last observation was with the presentations from the students. So, the students were presenting, um, how they had incorporated ooh, maths components in with a literacy component as well, if I recall.

P5: Yes, yes.

CH: Okay.

P5: Uh, and life skills. It depended, but yes.

CH: Ya. Ya. And what was nice is that they all had an opportunity to present.

P5: Yes. And then they actually, um, took the initiative to present, you know, they were, they would...even though some had connectivity problems, they were desperately trying to log on so, and do their presentation. So that was nice as well.

CH: I was quite impressed with them.

P5: Me too. Yes, me too. <laugh>. Um, because I did after that first session, um, that you observed, I did go and turn off the ability to edit. So, they had to, they were under pressure to complete in the lecture time. So, um, I was impressed by that as well. And then they had to then present, and they actually did come back <laugh> to the next session and present on what they, um, the ideas that they came up with. Okay.

CH: Okay. That was quite clever of you to stop the editing <laugh>.

P5: Because otherwise they just procrastinate, you know, so to put that pressure and they should be able to work within deadlines as well. So...

CH: And it is a third-year class.

P5: ...I suppose that's... Yes, exactly. So ya. Responsibility should be there.

CH: So [Jessica], I am not going to ask you all the questions again. Um, we had worked through quite a few. I am going to revisit, um, some in five. And we had ended off with six where we were looking at the challenges and now I am going to just finish off those questions. But before...

P5: Okay.

CH: ...um, we start looking at those questions. Um, you know, one of the things that I had asked you earlier was what are some of the important design elements, um, within

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the online space? And we had focused on the synchronous. I have now had an opportunity to go and have a look in your module, navigate in your announcements, navigate in your resources, um, looking to see what activities the students are completing. So, I thought maybe you would just like to unpack a little bit of how you go about, um, organizing the information in your modules. Do you have a specific type of way that you do it? Is it different in each module when you are setting up folders? Um, if I look at the TMMD one, there are very few folders under the more resources. So, you have got ICE activities, you have got lecturer slides in, and I think it was micro POE teaching.

P5: Oh, teaching. Yes, it was the micro-teaching. Yes. Um, like I mentioned last time, I don't really like to put things on, like I will put the slides for their POE that will assist them later on because that is a summative assessment, and I would rather have them listening to me than trying to write things down...

CH: Mm-hmm. <affirmative>.

P5: ...um, you know, that is anyway in their POE brief. But generally, the slides I only share with the first-year students because they, they, the first-year students, don't really have that. They want to write everything down because they haven't found, you know, their, their style of learning yet. So I would rather have them, you know, focused in class and coming to class to find the notes. Um, not that my slides will like, give everything away <laugh> anyway. It is a lot of talking to a lot of images, so they won't understand a lot of it anyway, because I don't share it with notes if I do share it anyway. Um, and ya, I just, most of them I try and keep it as simple as possible. If I have slides, folders, you know, that kind of one click into a folder type-thing so that it is easy to navigate and that they can't say "Ah, I don't know where it is" kind-of-thing. Um, they all know where my resources are. Every module has those standard folders, so I just use those except like for this module there was the micro-teaching, so then I just left that out of there so that they could see it immediately.

CH: Okay. And then, um, out of your, out of [the institution's online platform], you have got tools such as blogs, journals, um, discussion boards. Do you have a particular preference to one of those? Or do you like a mixture? How do you go about selecting what activities the students should be doing?

P5: Um, because the timetable is not kind of the same as it was last year, I have to, or I have taken to looking at my timetable, where are we going next? Is it an online or is it a face-to-face? And trying to stay flexible and trying to manage the content within the time that we have available. So, looking at it from a perspective of just: What is next? How are we going to best manage the content going forward?; How am I going to do that just so that we complete the content. Um, ya, it is not really, I don't really have like a set way. Um, if for example, the timetable does, you know, um, let's say give, ask them to, uh... Now we have online sessions for, for like two in a row, but the next session that we are getting to is like more practical (let's make resources, let's play the games), then I will skip that content and do it in a face-to-face base and go into something that is more

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theoretical that they can absorb. Um, I just think that sometimes because of the nature of the modules that I lecture, it is just easier and more beneficial to manage it in that sense.

CH: Okay. Because I see also in this particular module you had a variety, um, of activities. So, the, the students don't do all the activities in [the institution's online platform]. They do a selected few, but there is a mixture of um, journals. There is a mixture of blogs, not so much discussion boards in your maths module. Um, I have no idea if you use a discussion board in others but, but I see a mixture of, of tools.

P5: Yes, there are a mixture of tools. Um, I think I did mention last time that I have to make a conscious effort of using the online activities more because a lot of them are quite beneficial. I mean they definitely do link to the learning outcomes, um, just to use it in that sense. But I, I like the journals where you know, where they can also comment on each other's posts. It makes it... Because teaching is a collaborative space, I do like using those tools. Um, but again, I would rather like if it was a face-to-face lesson, I would rather do that, you know, okay, let's share in groups and actually have that one-on-one or you know, small group face-to-face experience, then stop, take out your phone, let's then do this online kind-of-thing, if you know what I mean. I use it as and when it is needed.

CH: Okay. And I had a look at your announcements, and I saw your bitmoji

P5: Oh yes. <laugh>. I love my Bitmoji. I think it just brings a little bit more character and sometimes, you know, your message, it captures their attention because they, most of them are visual learners, so they are like, "Oh, there's a picture". And if I can try and make my picture allude to what I am making my message across to be, it will automatically, you know, they will be like, "Okay, if it's got a storybook," like for example, when first-years had to bring a storybook, "Oh yes, I remember [Jessica] told us last time, we need to bring a storybook" kind-of-thing.

CH: Okay. Um, anything else in the asynchronous space that you want to chat to that maybe I didn't probe.

P5: Um, I do use like, for example, my own like activities. Because having come from, you know, not having [online] modules, I do have all my activities. So if like with my second years I know that they are a particular group, they like to take notes for example. Um, giving them those notes before we go have an online session type-of-thing so that they can work through it as we go along and keep track of the content as we go along.

CH: Okay. Right then just to go back to the various types of tools that you use, I mean, I know you use a range of tools: You have used Padlets, you have used the Hungry Caterpillar, you have used Kahoot, you have created Pictionary. So, I know that there are lots of tools that you use. And specifically, when we look at ICTs, I think you also used polls. I mean, there's a range of tools that you use. Um, and how you have

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selected them is by examining the content and trying to select the appropriate technology that will best fit the activity. Um, so when you are using these technologies or ICTs, what is your aim in the development of your activity?

P5: So, when I develop an activity, the first thing I have in mind is the learning outcome. And then the second thing that I try to do is what kind of activity can I do that will incorporate a strategy that they could potentially apply in a foundation-phase classroom. So, um, I suppose what they can use as a professional teacher, but experience as a student or learner now. Um, and then the next thing I think about is, is the content. So, for example, like with what I did after they did their presentations in the second session that you observed. Um, I basically, I did a baseline assessment, um, for assessment. So, then it gave them, because for me, I think that is the hardest one for them to understand that "I have passed". So doing a baseline assessment to teach them about assessment. They have like a first-hand experience if they weren't in a school that did those types, um, of, you know, assessments. So, um... I don't know what else I think of after that. Oh, and then always engage them, you know. Um, in the class I think it is easier when you are face-to-face. Um, but online, what am I going to, how am I going to see whether or not they are actually engaging? So that is why, like the Google slides that I shared with them is nice because it is kind of like when you walk through the classroom, um, you can see, "Okay, what are you doing? Are you, where are you stuck?" Um, those type of things. Um, Kahoots even though like, you know, they are like 25, some of them are 25, you know, some of them are 20, 22. Like they still have that, um, competitive nature,

CH: Mm-hmm. <affirmative>.

P5: So, you can see they actually have to engage with that. And it's also nice because you see how many people are participating and you link that back to your register. Um, I think, ya, definitely making sure that they participate, uh, you know, kind of like, you know, like a typical teacher kind-of-thing. "Are you doing your work? How am I going to manage that?" That they are not just sitting there, you know, in the bath <laugh> and listening to me kind-of-thing.

CH: Well, they could be sitting in the bath. You would never know <laugh>.

P5: They could be, as long as they are playing my Kahoot, they can lie in the bath <laugh>. You know what I mean? So...

CH: I mean, I will never forget...

P5: ...just as long as they are doing the work.

CH: I will never forget the one student when I said, please put on your video just so that I connect with you. And she was like, I'm still in bed <laugh>. And her mother was also sitting on the bed.

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P5: Oh gosh.

CH: Ya. You never know what they are doing <laugh>.

P5: Exactly. Ya.

CH: So, I think that is probably the frustration that I have seen is that [the online platform] doesn't have any indicator. So, you were like, well I hope someone is typing.

P5: Yes. You wish it was like WhatsApp, <laugh>.

CH: <laugh> and even like Teams you can see in the chat function there's little like ellipsis and the ellipsis is moving.

P5: Yes.

CH: So you can tell that somebody is actually there. Whereas in the [webinar] session chat function, it appears...

P5: It is just crickets.

CH: like miraculous... <Laugh> yes.

P5: Ya. It's like, "Ooh I got a message, yay. Someone is listening" kind-of-thing. Ya. I think, you know, you just have to manage, you know, like if it is a Teams thing, then it is nicer because you know, um, you do have that indication that there is life on the other side of the line.

CH: Mm-hmm <affirmative>.

P5: Um, but on I think just management of how you are using your learning management system at the end of the day. So ya.

CH: Okay. And then, um, is there a particular ICT technology that you like to use more than the others for developing the 21st century graduate attributes? Or would you say you don't have a particular technology?

P5: I don't know. I think I like, as much as I use quite a few tools like padlets and Kahoot and that, I think I tend to stick within those kind-of-things. Um, I have also used Mentimeter. But I think also just like you say, it depends on the content that you have to teach. So, like last week, um, I did away with my one, my one year group having a WhatsApp group because they are quite anxious and then they will message at midnight, you know, before they have to submit and, uh, I can't, I can't. So, um, part of their task was they had to draw a picture of themselves during assessment time, because in my other module we are also on assessment now. And I was like, "Okay, well I can't see what they are drawing now. How am I going to get their pictures?" So,

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then I just quickly created a Padlet and then they could share their picture on the Padlet, you know, and it was, "Don't worry about your drawing. You don't even have to say who you are, just see the general feelings", you know. And then they had to draw a picture of what they want their learners to look like and feel like during assessment time. Um, just creating that element of engagement where they can actually interact with you. So, they also have a sense that there is someone, you know that is, you know, checking up on them. Um, but also like an educator that is interested in what they have to share with, you know, with the rest of the class and the answers so that they feel valued and heard when you are doing the activities.

CH: Were you also trying to create like an emotional connection because of their level of anxiety through that activity? Or was it just that it kind of lent itself to the theme of what you were doing? Because if you are trying to get them to draw...

P5: I think so.

CH: ...how they are feeling, was it to try and reassure them that there are many who are feeling this way or this is what you should be; so if you are feeling this way, this is what you need to do. Like, was there that element, or no?

P5: I suppose it was unintentional because I start every lecture or online lecture with, or every lecture is just different in the mode of delivery with, you know, a check-in. "How are you?" Because of my role of where I am, um, I am very invested in how they are doing and are they coping? So, in that lecture I kind of saw, "Okay, okay, you're, you are tired and you are anxious and these are all normal feelings." So, I suppose unintentionally I did, I did do that. Ya.

CH: Okay. So, we spoke about challenges and, and you spoke about how your challenges, um... You, you are quite sorted in some respects because you have made plans to ensure that you are always connected even though Murphy decided to, to join you on that one day. Um, <laugh>.

P5: Yes, <laugh>.

CH: ...but the fact that, that you have, you even hot-spotted, um, in, in that type of situation, despite the solar power, your third-party person who could resolve, um, the, the connectivity issues. Um, so you spoke to the challenges you experienced in preparing these online learning experiences. What are some of the challenges that the students experience? I think you did mention load-shedding somewhere. Um, so I would imagine load-shedding is an issue. We are just very fortunate here in eThekweni.

P5: Ya.

CH: I have never been so happy about floods <laugh> -the one bit of silver lining,

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P5: <Laugh> Ya, actually. The one thing that came about. Ya. Um, ya, I suppose definitely it is load-shedding. But I think because of the institution, the fees are quite high. I think some of them, if most of their money or their parents' money goes towards their fees. And then there is like, especially, not really in the beginning of the month I have noticed, but towards the end of the month, you know, when the contract runs out, they run out of data, things like that. So, I suppose it could be from a financial perspective, they don't have extra cash to get data. Um, sometimes I think it is a personal, um, like a personal kind of error because like the other day, um, I was observing, I was peer reviewing another lecture and I sent a message to them and I was like, "Well, where is everyone?" "Because there were like two people on this lecture and then the one girl messaged me and she said, I am so sorry, I had to ask my mom to EFT me because I ran out of pocket money and I didn't have data and, and, and... So, you know, it is personal management because it, they are, you know, youngsters and their mind is not always on, you know, what needs to happen or um, you know, someone's coming tomorrow for lunch, I should go today. I should go today and being proactive, you know, to prepare for that. Um, ya, especially with the morning lectures, I think they're more awake in the afternoon, um, most of them anyway. So, um, I think as well, a lot of them are working, unfortunately, which we, we tell them that they are first, you know, full-time studying, but because of the online nature, it's not that there is any, you know, attendance implication there. So, a lot of them tend to, you know, watch the recording or whatever later on. Um, which is I think why I feel like the activity-base still needs to be important in an online space because they, when they go online they realize, "Okay, I have missed this" because there are like pieces of recordings because they are missing all the activities and there is a lot less value in just sitting there and watching it like it is a TV documentary kind-of-thing.

CH: Mm-hmm. <affirmative>.

P5: Um, so then they have to actually go and explore those learning outcomes on their own. Um, other challenges that they have? Okay. They are working, data, load-shedding. Um, I don't, I don't think, I suppose also time management because like we said, they are young. So, for example, I had one student today she told me, um, what about my attendance because I missed that one in August because I overslept, <laugh>, you know, kind of thing. So, it is just, ya, the nature of working with young adults, I suppose, you know, and you have to treat them like young adults, you know. Can't send them a message, you know, every morning at six to make sure they are up, ready for class kind-of-thing.

CH: At least she was honest.

P5: Um, I don't know what other challenges? Yes, she was very honest. And I think that is part of building that relationship where you are, you have that empathy to understand, um, where they are coming from. Because later on when they really do need the help or you know, whether it be because of, obviously they are youngsters, they are still learning to navigate the world as it is and find their place in the world, they do go through certain, um, challenges or situations where they sometimes, they don't want to

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speak to their family about or their friends about. So, you become that person. I suppose lecturing is just like teaching really. You become like, like an all-encompassing person to them and there needs to be that element of trust, you know. And also, um, admitting when you as the lecturer have made a mistake, you know, like there is a typo, "Oh, sorry guys, malfunction, you know, these things happen. I'm just human at the same time." Ya.

CH: Almost that authenticity. So, showing them that you are just like them. Um, but we learn from our mistakes.

P5: Mm-hmm. <affirmative>. Exactly. You know, and it's okay to make mistakes, you know, no matter how old you are kind of thing.

CH: Yep. <laugh>,

P5: I still can't, I can't think of any other challenges that they would specifically have.

CH: Okay, so now [Jessica], what has been your experience? So, what is your experience in the implementation of these online learning experiences? So, your experience.

P5: Initially I found, ya, I found it challenging when I started, um, because I had only ever been in a face-to-face model. Um, luckily, you know, my daughter came around when she did. So, there was, when I came back from maternity leave, you know, all the, the online platform had been sorted out. Like the EdTech and the T&L had done a lot to support the lecturers during that time. And they were also right there to ask whenever you needed anything kind of. So, them sharing that knowledge and training okay, um, you know, from doing lessons plans or you know, going on the supports that, you know, [EdTech Jane], um, she had done those kind of tutorials on 'Let's look, how, how do we do this and how do we do those?' Those how-to-sessions. Those definitely helped. And then seeing how I could adapt and be flexible in what I, what I gave to them and then reflecting on that. So initially, um, I gave them like the workbook to do digitally and then I was like in a, in a face-to-face basis, it is fine because they are sitting there, they are listening, they are writing notes, but in a, in an online space, it becomes very overwhelming for them. How can I take this activity and then adapt it? Let's draw like, like the drawing activity for example. Let's draw, but let's share it with each other because you would be looking at your friends in class, especially during 2020 when they didn't, when they didn't have any connection. Um, and we were still in isolation. It creates the connections there. Um, it was quite challenging to find all these online tools. At least I knew Kahoot. So that was one tick and I would use that in a, in a face-to-face basis as well. Um, but I think it, it, the main thing that made the changes or helped is being flexible and open to that change. Um, and to be, uh, to adapt, you know? Um, and also being, you know, inquiring. You know, I did this lecture and I have got to do, you know, this Q and A, but I did a Kahoot last week. I don't want to do a Kahoot again. Are there any tools that you know? You know, speaking to other lecturers about it and collaborating and getting ideas from them. Um, ya.

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CH: So would you say that collaboration with other lecturers is actually quite important in the online space?

P5: I, I do think so because you can only google so many websites. You know, sometimes it is nice to bounce ideas off of other people, you know, and get, not just, maybe not just ideas for lectures, but get a sense of, you know...let's say, for example, you were working with the second years as well, I could say, what online activities did they really enjoy? Or what, what are the most, you know, um, what is the most engagement you have got from, you know, different like, Learn activities, your journals or your blogs? For someone that doesn't use those or didn't have those before, um, what do you think that they would enjoy the most? So that you also are adapting to what the students like and to get their buy-in from that.

CH: And do you think it's quite important to get the buy-in from the students?

P5: Yes, I think so because you, especially when they like looking at a screen, they want to, I don't know, it's, I don't, I don't know if it is like a conscious thing. I feel like maybe it might be a subconscious thing where um, the way that you develop the activity brings/ makes them feel like you have considered what they would find interesting. Like even just applying adverts that they might be exposed to or to, instead of playing a YouTube video, find a TikTok about it. You know, adapting to audience, um, to get their intrigue, um, or their investment into the learning. Because sometimes areas of content could be quite content-heavy and now you are like, "Okay, this is the theorist" and then you play TikTok and they are like, "Okay, maybe, maybe theorists are not so bad." You know, to break that, you know, negative connotation between us. Ya.

CH: So it is more than just making the content relevant, it is actually almost embedding it in in a situation that they are more familiar with or using a medium that they are more familiar with?

P5: Yes, I think... Ya, I would say. Ya. Like my fourth years are very much on Pinterest. So, I use Pinterest with them, but the first years, not so much. I am going to to have to twist their arms eventually because it so so valuable for teaching. So, I wouldn't necessarily say go onto Pinterest. I would say like, you know, search on TikTok for an art activity or whatever the case is. And then share it among yourselves kind-of-thing.

CH: Okay. Um, okay, so you mentioned how in the beginning you were, you found it initially challenging. Through that, are you saying now you are finding it easy, or you are enjoying it? Like what is the hidden message that I am missing here whereas initially it's challenging?

P5: <Laugh>,Um,

CH: Or is it still challenging?

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P5: I find it, it is still a challenge depending on the content that lines up next, you know, in the learning outcomes. But I find it, it is much easier to navigate now because I know a lot more tools. I am far more equipped to do online lectures. I think it was also that I was just very overwhelmed because, you know, COVID just threw it at us. It wasn't like a gradual progression. Um, and it was only online. So, I think it is easier now also in that sense because it is now only like so many sessions are online. Um, and then so many sessions are face-to-face, so there is a lot more, lot less out of the box thinking <laugh>, I suppose when it comes to developing your online lectures. So, I can use my Kahoot once and I can use my Mentimeter once and then it is a different thing every time. Whereas before, you know, you struggled through these things and then eventually they are like sigh because now we have to do another slideshow or complete another slideshow, or they had to present or whatever the case is.

CH: Okay.

P5: So ya, keeping it fresh is much easier now. <laugh>.

CH: And, and if you had to give advice to lecturers, so independent contractors who are starting their journey and are immediately moving into (and we will say) blended approach, but, but they, they are starting with the online. Would you have any advice that you would give to them based on your experience?

P5: I think I would tell them just to remain flexible, you know, and just gauge where you are at in the content. If you do really feel like you want to move things around like by one or two sessions, don't be confined by that because it is to the student's best interest, you know, if they have to do an engaging activity, do it when it is to the best interest of those students. Um, but don't forget to go back and cover what you need to. Um, and then definitely, because I know that I need to use it more, going onto [the institution's online platform] and using the activities that they are given, that are given, but not just using every activity, choosing the ones that are really beneficial to the content. Um

CH: Okay.

P5: Um, and then collaborating. You know, finding ideas, you know; ask, um, ask [EdTech], you know, if you are having a problem with this; um, you know, chat to me if you need any ideas; you know, here's a few um, websites that I found really useful; um, those kind-of-things. But I think if you are sharing with someone that is brand new, I think it is also nice to share the link with them like in a, like an email to say, "Okay, go to", you know, "Here is Kahoot" and give the website and "Here is Padlet," give the website. Um, so that they are more likely to use it because they only have to go to the email and click the link to explore that platform, you know. Um, it is not just like a vague idea and they don't know where to go with it kind-of-thing.

CH: Um, and would you say that part of...

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P5: ...And just...

CH: Go...<continue>.

P5: Um, and also just be prepared, you know, be prepared. Like, you know, I have like taken all these measures and you know, life sometimes just happens. Just be honest, you know, to try your best. Know how to hot-spot on your phone, you know. Come to campus if you know you are going to have load-shedding because you, you need to deliver that content. So, you need to be prepared to deliver that content just like you would if you were in a face-to-face lecture. You would be prepared to come to campus, then you, that is what you need to do kind of thing.

CH: Okay. And would you say that part of...um, if a lecturer is unfamiliar with the online space and a little bit fearful of the online space, um, would your advice be that it's, it is part of the process that is needed in order to start navigating that space better? Uh, um, like what advice would you give to those lecturers who have a certain fear about technology? Because a lot of lecturers had that fear, so,

P5: Um,

CH: How would you, you know, um, that, that feeling of anxiety, how would you deal with it? How would you advise them to work through it?

P5: I, I think it is also like if they have such anxiety to say, "Okay, come onto campus, bring your laptop, let's do like a mock session. Um, I will show you all the tools, like let's go into collaborate. Let me show you the tools that are just there." So even if they just start with can they share their slides, can they engage in the chat box. That's, that is the start of it, you know. And doing it in such a way that it is slow and that you have patience with them, and just empathize with them because all did go through that phase where it was very overwhelming. Um, I know I was quite anxious when, with online lectures. "Oh no, like everybody is going to be listening to me." I had like, "Then the parents are going to phone me" and they are like, "You shouldn't be a lecturer!" You know, you have those like irrational thoughts in your mind kind-of-thing. And just making them feel acknowledged that what you are feeling is normal. Um, we all went through it and it is overwhelming. But once you get the hang of it, it is not actually so bad. It is basically a step-by-step like process, you know.

CH: Okay.

P5: Being very patient though. Very patient with them.

CH: Okay. Right. So, moving on to question seven. Um, okay, so we have spoken about graduate attributes and if I refer back to what you had mentioned, you spoke about the importance of collaboration, the importance of interpersonal skills, um, that the students need to be semi-tech savvy. Um, so helping them navigate within technology. Um, in your opinion, are undergraduates ready to develop these skill-sets?

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P5: Because of the nature or the, the nature of the kids today (I was going to say like, you know), they are a lot more tech savvy. So, I think they can cope in the online space. It is just that they can cope with managing the online tools, but can they cope with managing their time? It is more the maturity I suppose in that last. So, they, they generally do navigate the space quite well.

CH: So, move away just from the technology and the online space. We are talking graduate attributes. So, it is not necessarily just technology. So, the ability to problem-solve, um, the ability to collaborate with others, um, knowing how to communicate effectively- all those elements. Are they ready, in your opinion?

P5: Well, the growth to fourth year, so being that it is fourth year... In first year, definitely not. They definitely have to or work on those skills, obviously in line with, you know, the module content. Um, but the growth, you know... If I look at the, like the third-years that are going to fourth-year now, when they started, they were in Covid. They hardly spoke to each other. And now today we had full on discussions where almost every person in the class was having a chat with the other person and it was, even if someone disagreed, they, they said, "I understand that, but this is my perspective." And it was done in a very respectful way. So as an exit-level undergraduate, yes. As an entry-level undergrad, no. You do get to know your mature students that come in and have worked, then those are different. But those are few and far between.

CH: So, I am going to split it now and I am going to focus on both.

P5: Okay.

CH: Because you have got entry-level, no, not ready yet with these skill-sets. And then we have got progression from second to fourth-year and it would obviously be progressive. So, what type of behaviors then are you, are indicators to you that they are ready to develop these graduate attributes? Are there certain behaviors that you like to observe in students? And what are those for the ones that are ready to develop these graduate attributes?

P5: Um, okay, I am going to think about my first years now. So, there is a level of maturity, um, in those that I feel are prepared. Um, they have kind of like an openness to learn. Um, they are, they inquire. So, they are the kind of students that will come up to you and ask questions even if, you know, not necessarily, you know, on anything content-related, you know. "I'm struggling, I don't know how to find my marks", whatever. And they come to you on the side. So, there is a confidence I suppose. Um...

CH: Would you say resourceful?

P5: ...and in that...Yes, I think ya, using like the lecturer as a resource and to solve their problem. Definitely. And I think there is also kind of like a proactive nature behind them. So, "Okay, I have this problem. How am I going to solve it?" Um, because I have noticed in the past, uh, that some, it is not every group, it is like every now and then you

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get this group, and you have to even teach them how to google something. Because they will come to you with every little thing and like, "I don't understand", you know, "what is it, like what a function is because I was doing my pre-reading, so I stopped doing my pre-reading." Um, you know, instead of just going "meaning" in "meaning function" in google. You know, there's that, there isn't that, you know, uh, ya, proactive nature to do anything. Not even just to solve a normal problem, to like engage with content. Ya. So communication, proactive nature, maturity, um... I would say take life a little bit more seriously. Like they are more invested in what they are doing, you know. Even though like I do have some students that teaching is not really what they want to do, but they still, they are here now, they are invested in what they are doing, you know, to complete their degree kind-of-thing. There's, so there is definitely a, like they care about what they are producing, you know. Or there is still a sense of achievement that they want whether or not it is, you know, the degree that they want to be in.

CH: Mm-hmm. <affirmative>. Okay. So now let's look at the ones who are not ready to that group. Um,

P5: <laugh>.

CH: ...have you created activities to help them start to develop those skill-sets?

P5: Um, I suppose in my other role. So, if you, if we think about the, you know, like how to manage your time. So, during workshops, asking them, coming up to them saying, you know, "I notice like for example, one student is not engaging because it is like a, it is like an ITSA module where they have to go and ask, do the POE as they go along, and they haven't really done that." So, I chatted to that lecturer and going to the students saying, you know, "Why haven't you been...?", You know, um, "Are you struggling to manage your time?", like investigating, you know. Basically "Why aren't you being proactive in your studies because you are going to fall off the bus?" Um, and encouraging them to use the resources. You know, saying, you know, "I am here, you know, even if it is not my module. I was a foundation-phase teacher. Come and ask me, you know. If you don't know where to find something, use it, if you are not comfortable with that person, find someone you are comfortable with to talk to." So even if they mediate kind-of-thing, um... Ya. So...

CH: So [Jessica], I am going to ask you because you said...

P5: ...I am trying to think about when they are not ready.

CH: ...in my other role. Okay. So, in my other role, I am assuming your program champion role is what you are referring to?

P5: Yes. Ya.

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CH: Okay. So, what I am now going to say is take away that program champion hat. As a teacher/ educator/ lecturer, do you feel that it is not the responsibility of the lecturer to kind of develop those skill-sets of time management, use of resources?

P5: No, I definitely do. I definitely do think it is the role of the lecturer because everyone has a different connection with the students. So, you might connect with others, some that I, that I don't. Because we don't have like the right personalities whatever. But it is that other lecturers don't see that as their role because this role exists. So, if you are having a problem with that, go to this person. So, it is like, who can I send you to, to get it off my desk kind-of-thing. Having a problem with this, go to A. If you are having a problem with that, go to B kind-of-thing. So, um, there is kind of like, from what I have experienced, compartmentalizing. Like they are their "to deliver" module content. It is not everyone.

CH: So, if...

P5:

I don't want to generalize because a lot of lecturers, you know, do have that. Some...

CH:

Okay, so, so now I am going to play devil's advocate...

P5: <Laugh>.

CH: ...and well, not devil's advocate. I am going to probe a little bit more in your opinion. Okay. So, in your opinion. Do you believe what makes a good lecturer is someone who sees their role more than covering content and possibly covering these? Or not? What would, what would you, what would you define as a good lecturer then?

P5: I think a good lecturer is, and I have taken, you know, like feedback from my students as well, and not just for me, but from, you know, asking them about how other lecturers are, it is going, especially if the lecturer is new and a lot of them come with, you know, it is going beyond that role of content delivery into are you able to empathize. Like for example, you know, especially in first year, you know, they are kind of, their ducks are all over the place, you know. Giving them okay, giving them the deadline in first semester and then if they come to you with that reason is to say, "You know, you know, my, my dog passed away", or "You know what [Jessica], I am really struggling with my mental health" kind-of-thing, you know. "I have done it now. Will you accept it?" You know, having that level of empathy, um, for them to kind of be able to come and talk to you, to be, to be approachable, to in a more of a distant way act like a motherly-figure or not in, not, I wouldn't say a motherly-figure, but like, I suppose it depends on the age- motherly-figure, but like a big sister. Did you have that, that careful line between, "Okay, you can come and talk to me about these things because I am here for you like a big sister. This is the line. You need to listen. Um, we need to engage in the activities." So, um, I definitely feel like it is all encompassing just like any other teacher

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would be. Especially when you have smaller classes. Because you do know your, your students on a personal basis then. And if you have a class of 16 students and they are not coming to you, um, you know, I would be very upset <laugh> about that because it means that I haven't created that connection on a personal basis. Because if you can have your lectures and you can, you know, like make jokes about things because you on a comfortable level, um... If you, if we think about like Maslow's hierarchy, if they don't feel safe and accepted, the learning is not going to happen. And I don't think it is just like that for little kids. I think it is for any type of learner.

CH: Okay. So, in essence, if I try to navigate that...

P5: Sum it up <laugh>.

CH: ...answer, um, for you, a good lecturer is someone who looks beyond just content delivery. And I would imagine in your mind it is also the skill-sets that are linked to that content...

P5: Yes.

CH: ...within that module.

P5: Yes.

CH: Okay. And it is about the relationship that the lecturer has developed in creating a safe environment for the students to engage. So, there is that element of engagement with the lecturer, and you possibly would define it as the approachability of the person that.

P5: Yes.

CH: ...you are approachable.

P5: Yes.

CH: Because you care. You can understand. You can empathize. You are not necessarily going to say, "Oh, no problem, just hand it to me." But you can get, you can say, "Well, in this context I understand and yes, I can give you a little bit of leeway, but you know, it's, it is..."

P5: Ya. You got to understand that it's only because of this that I am accepting this.

CH: ...as you said the borderline between....Ya.

P5: Yes. Um, I also think that it helps with that, the online engagement when you have that relationship. Because if I think about, you know, like, you know, if someone is phoning me and you know, I don't particularly like them, I am not going to answer the

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call. So, if I don't like the lecturer, why am I going to go online? When I, when I don't really want to engage with them kind-of-thing. So, creating connection, um, improves the connection online, you know, or the, the number of students that come to your lectures when you are delivering online.

CH: Okay. So, then that is a huge component then of what you need to build into your online learning experience is setting up those connections. Right, right at the outset. Otherwise, they are not going to, so as you said, <laugh>,

P5: Yes. I think so. I, ya, I enjoyed last, uh, we sat in on a mock a while ago and we had to all introduce ourselves to one another and give, you know, like it was a law module, so connecting the personal life to the module kind-of-thing. So, what is your name? Um, if you were on death-row, what would your last meal be? And then what would, you know, what is your name mean? And then he took, so then he started off with, you know, connecting all of our names, um, to build a connection and to understand, you know, that might be the kind of person that we are. So, using those initial sessions to just build some kind of a relationship. I think like in teaching experience; you could ask them to do their teaching philosophy. So, using your module to get them to know them on that basis. And then from their building on this level. Um, and something that we discussed today actually in that is with that same group that you observed, um, we were still looking at assessment and communication of that assessment. And I think it applies nicely to the online space as well, is that the first time they hear from you on a personal basis or in, in anything should be, it should start, be on a positive note, like welcoming them, asking them how they are. So that if you need to like unfortunately sometimes scold them or ask them where something is, they don't feel attacked. You know, starting with that a pleasant, a positive relationship. So that when they see that email pop up from you, they don't just, you know, ignore it because they think it is awful <laugh>, you know, or they are being reprimanded or something.

CH: Or the CAPS.

P5: Yes. <laugh>, or those YOU WILL SUBMIT TOMORROW. <laugh>.

CH: <Laugh>. Okay. So, we are now with the final question. So, in the teaching, in the teaching and learning strategy policy, it speaks to the development of graduate attributes. And in one of them it says to the development of a collaborative problem-solver. So that is one of the, the graduate outcomes that [this institution] refers to is we are developing the collaborative problem-solver. What is your understanding of collaborative learning? And you have spoken about collaboration, so it is now just your definition of how would you define it?

P5: So, I would say collaborative learning is where you are engaging your learners with elements of the content and the learning outcomes, um, in such a way that you get them to share ideas or opinions amongst one another. Um, and in that sharing, it shouldn't be, okay, let's go around the group and all share our opinion. There should be a discussion around that. And trying to unpack what if your opinion is this, I don't

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understand, can you explain that kind-of-thing? Not just, okay, we have all shared, but you know, nobody has actually engaged with or understood anything.

CH: Okay. So almost like building on from each other and if you are... So, so, so collaborative learning is more than just about the sharing of ideas. It is about how you are developing your thought processes when either with agreement with somebody or in disagreement, um, you building on that knowledge as a collective group.

P5: Yes, yes as a collective group in a respectful way. Because when, if you are going to collaborate, you need to also have those, you know, um, social skills to do, do it in a pleasant way, you know. "How can I re-phrase this so I don't sound, you know, like I am attacking them" or, you know, um, being like, you know, someone on Twitter, it's just got their, their spines up and ready to fight kind-of-thing. <laugh>.

CH: Okay. So, my next question is what elements do you consider when creating those collaborative tasks in the online space? I would imagine then there must be something from netiquette, um, where you looking at how they can respond in a respectful manner. Do you build that into your collaborative task? Like do you, do you speak about what is acceptable, what is not acceptable? Or do you just let the students kind of engage in that collaborative task and then through them engaging you kind of set those boundaries afterwards?

P5: I must admit I have only really ever had a problem once, um, when I shared, you know, the link, um, with, you know, things that are unacceptable. I think also the, the nature of the kind of person that joins the qualification is generally, generally, like a, a pleasant kind of, you know, person that is not like out there and, um, fighty. Usually when they, when they choose to work with little kids, they usually do have that sense of empathy. Um, and, and the, the understanding of, well, I need to understand this person. So, I haven't really had situations, I don't think I have ever had a situation like with an online task. Um, well, not that they told me about it anyway, <laugh>. I guess, you know, because it is online, you, you are not going to always know everything. Um, but I think if it did happen, it would be how do we, let's stop, um, uh, let's stop what we are doing now. Let's go after the session into our own meeting and let's unpack this there for now. We are going to focus on what we have to do, um, so that the rest of us can learn because that is what we are here to do kind of thing. And take it into a different space to manage that. Because I have had that in a face-to-face space and that is kind of how I deal with it. Except now instead of the screen, instead of the classroom, it is now the screen kind-of-thing.

CH: Mm-hmm. <affirmative>. Okay. So, are there any design elements that you build into your collaborative tasks?

P5: I try and make sure that there is something for everybody to do. So, or there is enough work for them to manage it themselves. With the first years. I kind of like try and say, "Okay, one person needs to do this." So that they learn kind of those skills of how, how do I manage a task like this? But by the time they are in third, fourth year, um, I

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say, "Okay. Here is the group. Divide the content up as you need to." Um, you know, work independently pretty much.

CH: Okay. So, so when you give those type of activities, um, do, do you just give the instruction and off they go? Or is it quite structured in that you might have a set of questions, for example, that are scaffolded? Just talk me through that process.

P5: So, I will try and have activities where the instructions are quite clear. Um, just because, especially when you are on an online basis, some of them might have connectivity issues. You know, if you, if they are online and they can see the slide, then they know what you are doing kind-of-thing. They don't have to like, you don't have to re-explain the whole thing. So having quite self-explanatory activities. Um, and in that, when you have your activities, so in my face-to-face lectures from, you know, from teaching, um, learning is making sure that 100% of your learners are engaged for 100% of the time. So, trying to, when you have those activities, trying to make, you know, to the best of your ability in an online space, making sure that there is that 100%, um, engagement happening, which is why, you know, like the Google slides and the Kahoot, you can see that happening in real-time. Um, ya, so trying to think of ideas where everybody can engage, everybody can have that opportunity. Um, trying to, which I probably should do more often to say, like in class, you know, you always have those ones that put their hands up. So, um, it is kind of like, uh, we used, when I was teaching, we used to call it cold calling, so just randomly choosing someone's name and asking them for an answer, you know, kind of seeing whether or not they are actually there. Otherwise, they rely on one person to be engaging the whole time. Um, when you are doing, you know, those quick Q and A type slides just to make sure they are not falling asleep, you know, give them a chance to, you know, engage before we get to those activities.

CH: And [Jessica], um, do you have a particular example of a collaborative task that you can think of?

P5: So, I think the putting together of those, those Google slides. That was, um, collaborative. I didn't do it this year because it fell part of, um, my, my face-to-face lessons with my second years. But they had to, um, take a journal article and split it up amongst themselves. So, I try to make sure that there were like for each, for equal sections. If there were five sections in the journal article, then there were five people in the group so they could manage it like that. Um, kind of summarize that, put that together and then present it in an online space. And I think the collaboration also then comes in, um, when you have to, okay, now we have to discuss who is going to present what type of thing. It also builds responsibility. So, there is accountability. "If I don't, if I don't add my section, I am going to let my group down" kind-of-thing.

CH: And then moving to the problem-solving aspect, are there certain elements in the design of the activity of a problem-solving scenario, um, or question that you consider quite important?

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P5: Um, so sometimes I have to just, you know, like you, you are at a low-resource school. Um, these are the resources you have. Come up with an activity, like... You know, and you have like your teacher is sick, you have to go and substitute. You have like five minutes to prepare. Um, so this is my content. This is what I have, kind of like making it realistic, um.

CH: Mm-hmm. <affirmative>.

P5: Something that they might be exposed to. Um, giving them elements to work with. So definitely like, you know, a scenario. There is a real-life problem. Um, these are the things that I have. Um, and sometimes in your scenario you can slip in, you know, there, you know, like there are bottle tops or you know, the, there is a teaching assistant. And it is up to them or to see, okay, well the teaching assistant will know where their books are kind-of-thing. I can use her just to help me quickly navigate the classroom type-of-thing. Um, so being very, um, particular in the way that you developed that problem so that it gives them, it gives them elements to work with. But you can also see their creativity because everybody thinks differently.

CH: Okay. And [Jessica], um, is there anything else that you want to share? So, while we were talking or if I interrupted you, is there something that you want to share about, um, anything that will contribute to the, the important elements that are needed in order to develop these 21st graduate attributes?

P5: I think, um, I think it is just all looking at the group that you have, because every group is going to be different. Some students might need, um, more time developing, you know the interpersonal skills. Um, others might be, you know, they have those skills, but it is not very, you know, graceful in how they execute them. Um, some of them might be netiquette where, you know, like you get some, some first-year send emails like their WhatsApp, you know. Um, just navigating, engaging in what those students need. Um, not applying it in the sense that, okay, this is what I have to do and let me tick all the boxes. If they tick that box, why waste the time? Give them what they need.

CH: Absolutely. [Jessica], thanks so much for giving me all this time.

P5: Thank you Chantal. No, it's, you are welcome.

CH: I am ending this recording.