

## Follow-up Meeting 1 with Participant 5

CH: Okay. So firstly, I want to say a big thank you, um, for allowing me to observe.

P5: Oh, you are welcome.

CH: Um, and so the focus is obviously the set of questions that you have already received. So, I am not too sure if you have got the schedule in front of you, but you will see that I won't go through it, I won't go through all the questions today.

P5: Okay.

CH: Some of them I will leave for the follow-up, for the second session. Um, and obviously we needed to do it quite soon because tomorrow is the second observation.

P5: Yes.

CH: So, there was quite a tight timeline. So really thank you for accommodating such a short turn-around.

P5: No worries, <laugh>. No worries. Especially sometimes it is better to do it fast than you, you know, you are still fresh in your memory.

CH: You can remember all that you have observed and, um, and you can remember what you, you have done because I know in a week's time I have forgotten. In fact, in two days' time, I have forgotten already.

P5: Ya, [Jessica]e <laugh>.

CH: <laugh>. So, you will see that I have enrolled now into your course on [the institution's online platform].

P5: Yes.

CH: Okay. But I haven't really navigated within that space and I have done that purposely. So, I have tried not to see what you have put on [the institution's online platform]. I just thought let me quickly enrol while I was enrolling on others because I was in the admin section. But I purposely haven't looked at your artifacts now because I, in our discussion, some of the, you probably will talk to, to what you have been doing in the online space, that is not just in your synchronous sessions. It would also be what you have been doing on [the institution's online platform] when they are not connected at the [Jessica]e time with you. So, um, obviously I will go in and have a look this evening, but I purposely have not looked so that you can just talk to it and I can get a sense of, of what you have done in that space to try and engage students in, in these graduate attributes and in the online space. Ya. Okay. So, I am going to start with question one. I don't know if you have got the schedule in front of you, but if not, it's not a train-smash at all.

P5: No, I don't, I left it at home.

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CH: And look, it was really to just give you a heads up. These are the type of questions that are going to be asked anyway. So, I am going to start with the first one, which is obviously as an online lecturer. So, the focus is more the online, not the face-to-face.

P5: Yes.

CH: What do you believe is your primary responsibility?

P5: I think that, obviously, you know, when they, you go on a lecture and then it's more, when you're in, in the online space, it kind of goes back to that PowerPoint and talk, you know, like chalk and talk. But in the online space. And it's kind of trying to stop that from happening because I know that, that if you just do that, they are going to put you down and they are going to like, you know, play Xbox or whatever the case is. So, to try and engage them in that space, um, you know, even in the chat, because I know they are not comfortable using the mic, so I just encourage the chat. It does sometimes make the silence a little bit awkward while you are waiting because you don't know who is typing. Um, but ya, just trying to keep it relevant also to them. So, developing those lessons that make them want to listen. "This is going to help me. How is it going to help me?" So, linking it to a module for next year. Why are we doing this? Let's build our skills, um, in that sense. You know, let's be collaborative because teaching is a collaborative space. Um, just keeping it relevant to the field as well.

CH: Okay. And I know that in your... Hold on, I am going to put headphones on.

P5: Okay. <laugh>. It does make it a little less, uh, distracting. <laugh>.

CH: Yes <laugh>. Okay. Can you hear me?

P5: Yes.

CH: Can you hear me? Cool. Okay. Um, so I, I can see in the synchronous session there was the Google Docs that you made use of for students to collaborate. In fact, it was so lovely to see that. Um, and I am looking forward to see what they produce in the next session.

P5: Yes, me too. Fingers crossed <laugh>.

CH: And, and I also saw the chat function used and you are very comfortable, even though you may say it is uncomfortable, you seem very comfortable with the pauses.

P5: Ya. No, I have had to learn. So, you know, [when] I started teaching, I always used to try and fill the gap with words, but then something that I learned is like, sometimes it just has to be uncomfortable. They have to know that the expectation is that they have to reply, and I am not going to fill in the gap for them. It does make it a little bit longer. Like the time went over, like I wanted them to present yesterday and because of all the waiting and also the chat function takes time as well, you know, for them to type in. So, it is a little

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bit more time-consuming, but you have to take the no-opt-out kind of, um, position towards that.

CH: Okay. So, so you have mentioned you want to make, um, you want them to link it to, to modules that are relevant, that is also relevant to the field that they are going within, which is obviously teaching practice. And you wanted to, that, that teaching is a collaborative engagement with students. Outside of the synchronous, how else do you do that, um, on [the institution's online platform]? Do you have, do you do it in an asynchronous manner? Or is it purely in your synchronous sessions?

P5: I try and use [the institution's online platform] as much as I can because before, um, Covid none of my modules were on [the institution's online platform]. So, I had to kind of generate everything and go into my lectures with that. There were, there was the module guide that I used, um, to help me do that. But it's, it is now that I have to kind of pause and try and make use of this online space. So, in my own way, not try and do everything myself; give them that opportunity. So, I am learning to use it more and to engage more with online platform. I know I'm still, um, I am still learning. So it's, it's a, it is a process, but like, I think for example, the integration that I used on (I am sure, at least I think I know, I think it's) this module, I gave them an activity because obviously there is not enough time during the lectures because we have that, you know, those LAC sessions to kind of look at technology in teaching. So, using technology to learn the technology. So ya, it's, it is a process for me. I'm trying to also, because now we don't have block emails anymore. I am using those functions and the announcements as well just to kind of, you know, keep them up to date. These students are at the third-year level. So, I don't feel like I have to hold their hand as much. So, in my teaching experience module, it is quite literally if you don't do this, you won't get the mark kind-of-thing. Whereas they seem, they need to be moving to more of an independent, um, independent space being fourth-year next year.

CH: Okay. And, and you have kind of touched on now, the next question, which is obviously in, in preparing students for the 21st century workplace, what skill-set do you consider important for the students to develop?

P5: I think also like, kind of the use of like yesterday incorporating those Google Slides, being able to manage that. Because I went in, in between the break-out groups and I saw like group one was struggling or there was nothing on their page. And I went into the group, and I asked them, you know, "What's wrong? Do you need help? Do you need ideas and stuff?" So, the one girl just said like, "I, I couldn't find, I needed to figure out how to insert text there", you know, and more and more schools have, you know, these 21st century skills. So, they need to have those skills in, you know, um, presenting and like next week or tomorrow when they present online, what if they move into an online school space? They need to be able to manage those, those platforms and become confident in using them. Um, I try as well to encourage them to create everything digitally so they, you know, (like not in just this module, but in other modules), are using online platforms to create posters that they would put up in their classrooms and things and create professional lesson plans on a Word document. So, encouraging those skills so

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that they walk into the classroom with that skill-set of, how can I use... Because they do have those modules, but some of them just don't apply themselves to get the, the max, you know, the benefit of those modules, you know?

CH: Okay. Um, and you mentioned collaboration. You believed it is a collaborative thing, so I would believe that collaboration is a skill-set that you are looking to develop?

P5: Yes. Yes, it is. So even in an online space, because obviously Covid happened, so, you know, like we had to work via, you know, [a webinar tool] and everything like that. So, to encourage them when we are online, how do we collaborate with our, with our, with our peers? Because I refer to them like, this is like your, this is like your grade department. These are your co-workers. How are you going to work together to get those ideas across?

CH: And why... Okay. So, you, so you have spoken about collaboration. So why do you think collaboration is so important? Or why, why do you believe that the skill set of collaboration is so important in preparing them for the workplace?

P5: Most workplaces now, I mean, even though we sit in like different departments where we are now, um, we do collaborate with one another. So, it doesn't necessarily mean just because they are becoming teachers, they need collaboration. But in a workplace, you need to collaborate because everybody brings something to the table, you know? But if I take it back to teaching, there is so much to do during the day and my experience in teaching brings it back to them, they need to be able to communicate with their co-workers, whether they like their co-worker or not, you know. We have to work as a team because it is to the benefit of our learners. How are we going to manage that skill set? And I mean, it's more awkward for them in first year when they are because they don't really know each other. Now it's, they are in third year, they kind of have their family vibe going on. They all know one another. Not all of them like hang out, you know, you get your clicks and whatever, but that is beside the point. You have to be able to work with those people that are around you, whether it is in a digital space or in a face-to-face space.

CH: Okay. And you kind of already spoken to the Google Slides and the need for them to be able to use it in their teaching practice.

P5: Mm-hmm. <affirmative>.

CH: Um, is there anything else you want to add there of why you consider these important or do you think that was that's summed up?

P5: Um, I think in terms of, you know, there is a lot that sits on a teacher's plate as well. So being able to manage yourselves to complete a project together is also a good skill. Because you can manage your own time, but it is a different set of, you know, or different kettle of fish when you have to like now manage the time of someone else and they are not doing what they need to do, you know. Encourage, how do you encourage them

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without making it awkward? So those interpersonal skills, um, or in, ya, skills with one another, there as well.

CH: Okay. Um, and then you have spoken about obviously, students. You have also alluded to first years... there is a difference between first years and third years. Um, there is a lot more handholding with first years. So, whose responsibility is it to support or develop these skill sets? How would you define that relationship?

P5: So, my role where I am now is obviously I have more of a vested interest in their success. But even as a lecturer, I...and the success of my module, what skills do I want to get across in my module?... I, as the lecturer, need to make sure I am developing those, you know, in my lecturing role. And bringing in, you know, the work experience that I have, and applying it into the lecture room, whether it is, you know, the digital room or the actual lecture room. It's, it is important, you know, like, um...oh no, there goes my train of thought, um,

CH: <laugh>, that's okay, we will come back.

P5: It's gone, it's gone. <laugh>

CH: Well, you, you spoke to that you have got a vested interest in developing the skills within your particular module, um, and that it is important that you bring that, that work experience so that it is the, so that it is not just the theoretical aspect, that it's what they are going to actually experience.

P5: Yes, so the integration of how you develop your, your lecture, which is not really a lecture, it is a facilitation. Um, so how, how do I get them to use skills that they are going to apply in their classrooms? So, for example, in the online space it is a little bit more difficult because my students are learning to be foundation-phase teachers, so their work will be more hands-on. So, when I am in the lecture room, I am trying to encourage them or I apply activities to them that they can adapt to do with their learners. So they also have that understanding, how do I feel as the learner completing this activity, encourage them to reflect on those activities. How would they do it in the classroom? Um, to kind of also show them an extra thing like that is outside of the curriculum, while in my opinion, because it's, I am taking the curriculum, but how am I applying it to the tertiary space that they can apply to the foundation phase?

CH: And that ability to reflect, um, then is obviously an important skill set that you are also getting them to, to develop... The ability to empathize and to have a better understanding through reflection. Um,

P5: Yes.

CH: Ya. So, I, I would say that that is probably a skill set that you are also wanting them to, to be able to, to reflect on how to almost improve themselves.

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P5: Yes. So usually what I do, whether or not, um, like if it is an activity that I implement and I ask them, you know, "How would you do it in the classroom? Like how, what could we do better next time?" It's encouraging them to reflect, but also it is kind of like, uh, I don't know, subliminal messaging, like "Please use this in your classroom one day" kind-of-thing. Um, and just like scaffolding them a little bit from first year to third year to, to make the reflection more complex as they move along. So, looking at your group and applying the skills, because even though you are saying I am, I do reflection with them, I don't necessarily intend to do that. It is just in my nature as a teacher, let's reflect on what we have done kind-of-thing. So, a built in skillset that we are trying to encourage them to use at the [Jessica]e time.

CH: And then what is your understanding of graduate attributes? Because we talked to, there is a set of graduate attributes that our students need to acquire by the time that they graduate from, from the Bachelor of Education foundation-phase. What is your understanding of graduate attributes?

P5: So, I think of it from the perspective of an employer. So, if it is a first-year teacher and they' are coming into my school, what do I want to see? I want to see that they have content knowledge. So, their theory is there. I want to see that they don't just know it, but they can apply it in the classroom situation. They engage in reflective practice. Um, they are able to communicate with the learners at their level, not just on a content basis, but on an emotional level because those learners are small, they need that nurturing. So trying to get them to empathize in the classroom. "How would you feel? How did you feel in the classroom?" Especially in maths because a lot of kids have anxiety towards that. Even though we have anxiety, we need to put it aside. How are we going to not make them feel that way? Um, and then taking the communication from the learner-base. How, how do you communicate with your, with your colleagues? You know, are you professional? Can you conduct yourself? Can you, do you have emotional control basically? You know, you don't get overly angry or overly irritated and things like that. And then how are you going to communicate with the parents? Because when they are tiny, the parents are very involved. And some of them, you know, I think also becoming a parent, it's helped me kind of prepare them for those parents. You know, when these little kids are coming into class, their child is perfect, their child can't do anything wrong and there's nothing wrong with their child, you know. Um, how are you going to manage that situation? You need to be able to at least, you know, empathize with that parent to say, and how do we do that? How do we give them, or how do we practice using the sandwich? Give something good, give you know the problem and then, you know, how do we solve the problem, so they leave with a positive? So those kinds of skills. Communication is obviously very important because you are working with people. Like there are three sets of people you need to work with and that those communication skills need to be there. And then obviously on a 21st century basis, do they have the technological skills? Can they send an email, and can they send an email like it isn't a text on WhatsApp, you know? "Good day", then there is the body, then you sign it off kind-of-thing. Not like, "Hi, where are you?" Like, it's a WhatsApp message. So, especially the first years, that is a skill-set that they need to develop over time.

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CH: And then do, do you believe that cell phones have affected communication quite badly?

P5: In terms of, in the working world, I think so. Like, it's when, when I started, which was 2018, when I used to get emails from students during that time, it was that they were able to send me an email like an email, even in first year. But now I see that you kind of have to have the chat with them. This is how we send an email: please make sure to greet, please watch your tone. You know, kind-of-things like that. So, I do think that it has had a, had a very big effect on the way that, you know, the students moving into tertiary, approach communication. Because I think they have had it for so long. That's just how it is. And as much as they learn it in Matric as a transactional piece of writing, to them, it is like...because my husband teaches English, so he is like, "Okay," he is like, "I, for this year," he said, "I did it so differently this year. I actually made them send me the actual email instead of writing it down on a piece of paper that is an email format." You know, so for them it is like, "Oh, I need to do an activity, I need to like write an essay kind-of-thing." When an email is not that formal, you know, so it's, that is a skill set all on its own <laugh>.

CH: <laugh> So you have already spoken about the importance of the communication skill and obviously why you prioritize that. That application to...so you spoke about content knowledge and the application and that, why is that important? Why do you prioritize that?

P5: Obviously when you walk into a school, you have to know what you are doing. And you come to varsity for four years and you do learn a lot. You know, there are things that you have to go back to your textbook for. But when you walk into the classroom, it's like, they always ask me "Why do I have to do this massive lesson plan? Teachers just like note on a thing and they, and then they go and that is how they do lessons." And I say to them, "Because we are doing lesson plans, you are refining your content knowledge in the way in which you are going to present a lesson. So, in the back of your mind, after these four years, even in your fourth year, you will say, 'Oh, I know that lesson. I, I know what I want to teach. This is how I am going to do it.' Because we have, it has been kind of ingrained in you. That thought process has been trained. And into your lesson plan comes your content knowledge. So even when you think about 'Oh I need to go and teach, you know, repeated edition, you already know you are thinking about the content knowledge that you would have had to put in your lesson plan the [Jessica]e time.' So, um, and you know, you need to know where to find that content knowledge, how to use that, that content, um, and apply it in those particular situations and not just in your like kind of didactic modules. It's also in your theory-based module." So, they learn about learners that need support, you know, and learners with difficulties. How can I apply that in my classroom when I see that learner? I need to know what ADHD looks like or signs of epilepsy look like because I am with them most of the day. I need to be able to, even if I don't know the whole textbook off by heart, which you can't really, because there are so many things, it needs to trigger something in your memory, you know. So, you have to have that content or that holistic content knowledge about your learners, whether it be what you are going to teach them or how to manage their behavior or you know, the

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difficulties that they might experience and what you have to implement into your classroom.

CH: Okay. And how do you then support these graduate attributes that you have just spoken to in the creation of your online engagement with students? So, think of your synchronous sessions and creating these learning experiences for them. How do you support these graduate attributes that you have just spoken to in the online space?

P5: It is a little bit more difficult, and I think because I have that, that synchronous space to build the relationship, they know kind of what is expected of them. So that relationship is there. I think that is a very important factor. And I think that is...

CH: So, [Jessica], I am going to pause you there. Okay. I am going to just quickly interject. That relationship that you have spoken to, where you said the synchronous, are you referring to the face-to-face? Like we have got the blend approach and the face-to-face allows you to develop that relationship, so it makes it easier for the synchronous space. Is that what you are saying there?

P5: Yes, I think it, it does make it easier. That is exactly what I am saying. So, my students and I spoke about it the other day because now they are going to fourth year and they are like, they are so excited, they are nervous, they are excited. And we were talking about like how our relationship has developed. And they said, you know, they only really got to know me when they came into second year because they were first years during Covid and you know, it was all pretty much, you know, a voice and a face-in-a-box kind-of-thing. And now that we have developed that relationship, they can come to me, they can talk to me. You know, because over the phone it is, you know, it is difficult, you know, when you have so many students to connect with. And I think in first year they are also very, um, how do I say this, uh, they are very shy. You know, it's a new space, it's a new time in their life, they are learning to adapt to everything. So a new person that seems intimidating because when you come in, "Oh it is my lecturer! Lecturers, you know, like, you know, so high up there kind-of-thing." That, that perception needs to be kind of broken down and say, "Look, I am here to support you." And as much as you say that over the phone, when they sit in front of you in a face-to-face space, they get that feeling of being cared for. You know? So ya.

CH: Okay. So, I am going to ask, have you done anything differently from when you started with Covid? Because Covid really was your first experience in the online space. To what you you are doing now in the online space where you feel that is impacting the relationship with your students? Or maybe you are still doing the [Jessica]e thing but believe it is impacting the relationship?

P5: So, because we don't see them as much because we have the blended approach now, um, I try and use my announcements sometimes just to kind of encourage them. So, you know, like later on, um, because assessments are coming up (it is you know, that time of the semester), just to send them a message saying, "You know, I know you can do this". Because sometimes you know, it will pop up in their emails and they will be like,



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"Okay". Maybe they are having a bad day kind-of-thing. And using that space as well to say, you know, um, using the email function to say, you know, "Please send me, you know, um, queries or if you need help managing your time" and things like that so that they don't feel alone. And you know, giving them the option to, you know, you can come in, but we can do it, you know, if you are going home because you don't have lectures anymore, kind-of-thing. So, trying to communicate there. I think I also started using Bitmojis a lot more because I am not comfortable with the, I mean it just, it seems a bit awkward to like put a face, you know, saying you know, you know, kind-of-thing with a thumbs up. So, giving them that, that just that little bit of like a personal thing. And I think it makes it also a little bit more informal so that they feel more comfortable to come and to talk to you, um, when they, whether or not it's, you know, you know they are struggling with their time or they are struggling with content.

CH: Okay. And then, are there any other things that you do to support these graduate attributes? So, relationships is your link to, I think, communication. And then where you looking at the applications, you spoke to the importance of it's not just content knowledge but it is also the application and that is important because you are almost trying to ingrain a particular thought process that they will work through. Okay. So, is there anything there that you have done in the online space that has helped that?

P5: I think I developed some workshops. So, I saw that their, their skill for example, creating appropriate and kid-friendly worksheets (not that I love worksheets, but anyway), that that skill was really, really poor. So, I put together a workshop and then I recorded a video so they could go and watch the video whenever they need (because I shared it on a Google Drive). So, kind of trying to upskill them in the things that I see that there is a shortfall in. So, after I get an assessment, analyzing it: "Okay, what is the way forward?" And then making it available to everyone. So, I recorded that one in, you know, I think the one that I am referring to, in 2019. Because the worksheet is a worksheet for a foundation-phase learner. So, it is something that, you know, now the first years as they walk in, they have access to that. So, making those resources available as they come along.

CH: Okay.

P5: Um, and then encouraging...

CH: And do they use them?

P5: Yes, I have actually seen, like I haven't seen them use the tool because you obviously can't track the views when it is on a Google Drive, but when they have handed in their POEs or I have asked them to, you know, create a worksheet as an activity, I can see those students that have gone in. And then, and to actually review that, especially in teaching experience, you can see those ones that have applied themselves to it. And, and then, you know, if they bring it into the classroom, you know, you kind of throw in that, "Oh, I see you went to watch the workshop", but you say, you know, you say it so loud so that other kids, like other students are like, peering over, "Oh that looks nice, maybe I should go and do that too", kind-of-thing. Subliminal messaging <laugh>. Ya.

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CH: So, you definitely use subliminal messaging a lot. <laugh>?

P5: I definitely do. You know, kind of, you know, because I think they are at a delicate stage in their life where they want to be treated like an adult, but they also don't have the skills to kind of act like an adult. So just to manage them in terms of that. So, you don't like, because they want... Like a big thing now with one of the groups is we don't want to be treated like foundation-phase learners because obviously when you move in, in from teaching in that phase, you have your way of teaching, you know, and then you have to adapt from that. So, I, I thought about it myself and how do, how did I manage that? So just treating them like kind of how I would want to be treated in, in a space. Like how would I want my, my colleague or my boss to talk to me to say, "Okay, let's rather do it like this and then this is the reason behind it." Or you know, also taking that from an adult perspective but thinking like, okay they are like 18, I do need to treat them a little bit or manage, manage them like children, but how do I adapt that? So, it is definitely like a fine line of how you manage that whole situation. So, encouraging them in a mature way, like, but not like you are their mom or not like they are a child, kind-of-thing.

CH: Okay. Just jotting that down. <laugh>. Okay. So, when creating these online learning experiences in your synchronous sessions, um, are there certain design elements, so when you are putting it together in, in your head, um, or preparing for that instructional design, are there certain design elements that you feel are crucial in the development of these 21st century graduate attributes that helps them to think things through?

P5: I think that kind of, when you start with an online session, how are you going to get them engaged in the session? How are you going to make sure that they are not, you know, watching Netflix and you are just there on mute kind-of-thing. How are you going to get them to engage with you and how are you going to check that they are engaging with you? So, I think it is nice that the platform that we are using now gives you that so many percent of the students are engaging. So, and then, um, I didn't use it last or yesterday, but using polls to see how many people are responding. Um, then staying online till the end of the session to see who stays on longer. So, you can kind of see who has put you there and to pick up on those. So next time, you know, you can say, "Okay, uh, Timothy" -you can call out his name and then, you know, he is, "Okay, maybe I must, should pay attention to these lectures." Because I know that like sometimes 10 minutes after the session has ended, that student is still online. And they are the only one and we have said goodbye and you know; they have said thanks and whatever the case may be. So, I know I am just sitting there while you do whatever you are doing kind of thing. And also, I like the, the Google Slides kind-of-thing because I can create that template, share it with them, and then kind of monitor what is happening on the page to see who is actually working on their task, um, during the session. So, you know, like when you walk around in class, you can see what is going down on the paper, you can see the, the chats happening. I think that's nice because you can see it happening in real time. Um, how does that link their skill-sets though? Um, so I think just in terms like yesterday with the Google Slide, seeing what are they struggling to do? Who needs help? You know, not, maybe not with content, but who needs help inserting a textbox. So, showing them those skills at the [Jessica]e time. Um, I also think about it from the perspective that, you know,

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teaching is also moving into an online space. You have your online high schools now and you have your teaching English overseas. Kind of modeling to them as well, the kind of strategies that they can put forward. Let's use the chat, let's use polls, let's use a Kahoot, let's use a Google slide, um, all of those things to see what's happening in real-time. How do we, how do we manage that situation? How do we ask them questions? So little kids aren't going to read all the text on your slide. So, let's use pictures. Like that is why I choose to use pictures because then they are engaged. They also have to look at the screen to know what I am talking about at the [Jessica]e time, you know, and even if you look at the slides afterwards, which I am not a fan of uploading. Be in the lecture, you know what I mean?

CH: Mmm-hmm. <affirmative>.

P5: They, they have to engage with what is on the screen and be present, you know. Not present on the register; present as in, you know, you are with me kind of thing.

CH: And I noticed that you in your, um, presentation, so in the PowerPoint slides you were, your slides are cleverly devised that the component that you are trying to engage them on is what appears before the next one comes. And I saw it was very visual. Um, so I can see the technique coming through as you were discussing it, um, that they have to interact with you during that time. Um, so, so I am going to just ask the question. Since you are not a fan of uploading your slides, do you upload your slides?

P5: No. Only if they really, like first years, I will upload those slides, um, because they need that little extra support. Um, because they also haven't kind of, I feel they haven't developed that skill-set of let's take down what is important. They take down everything and I would rather upload my slides for them so that they are sitting in the lecture listening rather than focusing on, "Okay, I need to write all of this down." And I want them to engage rather than to focus on what is on the slide and writing that down. So for second through to fourth year, there aren't any slides unless it is like a support slide, like for their POE, for example. Just that example of how we are putting it together, the explanation, those kinds of notes. But other than that, I don't, I am not a fan of it at all. Like you can take photos in the class and whatever. But if you are paying attention, you should be, you know, you should be comprehending and absorbing the content as we go along.

CH: And, and um, you spoke about the first years not necessarily developing the skill-set. I would say the skill-set then is extracting the key ideas.

P5: Yes.

CH: So being able to pull what is- so that is another skill-set. That is an important skill-set set that you then are developing? Um...

P5: Yes, I think so.

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CH: Mmm <agreement>. [Jessica], um, would you say, and you haven't, you haven't mentioned it, but I am going to just [ask]...that when you were saying for students to be able to, to put text into something, are you also saying that the skill to problem-solve is important? That that is the skill-set?

P5: I suppose.

CH: I am not too sure what skill-set I would put that down as. Maybe you have got a better way of defining that they are, I don't know, taking the initiative, figuring it out themselves, independent study or being able to problem-solve, I am not too sure where you would place it?

P5: I think it is problem-solving because I find that the groups that are able to like go and get on with a task or able to like simply ask Google their question...um, when last, not last year's group of, or this, ya, last year's group of fourth years and the one before that and the one before that, they were, they were really good at that. And I say even this year's fourth years, you know, in the, in first year we really worked with them and they were a small group, so I had more time to build those skills with them. But then I would say like the second years this year and then in the beginning of the, uh, the first year, I mean the third years now, they really needed a lot more support with those kind-of-things. I feel like they needed more handholding. And now this year's first year group, I don't know whether it was because they dealt with Covid quite a lot in their schooling career and they had to develop those skills, that they seem more independent again. So, it is kind of gauging the level of the student to see what, what they are coming out of, you know, high school with their level of problem-solving.

CH: Okay, cool. And then, um, what techniques, and you have spoken to some of the techniques I am just going to, to possibly look at then the type of technologies that you are using. But what technique or strategies do you use in the online space to encourage engagement from your students? And you have already given to me: use the chat function, you try to encourage the mics. And we can talk to, is there a difference, um, between maybe first years and third years in the use of mics? Or would you say that is relatively the [Jessica]e? Or like maybe the first years are more comfortable in using mics? I don't know. Um, but we can, you can look at that as well. Um, you have made use of polls, you have made use of real-time technologies.

P5: Yes.

CH: Um, is there anything else that maybe I have missed of strategies you are using to encourage engagement from your students?

P5: Um, engagement in the online space like, that is why I would like, yesterday, I would have liked them to present because I knew they would be online. And they would have no excuse to, you know, they would have to make a plan to, but like now, tomorrow, are they going to be online because now they know they have to present kind-of-thing. So that is why at the end I left them with that titbit, you know, like, so saying, you know, "You

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have to be accountable to your peers, you know, you have to be online." So, there is kind of like, you know, that accountability is being pushed forward, um, in an informal sense, I would say guilt-tripping kind-of-a-thing <laugh>.

CH: <laugh>.

P5: But ya, to, I don't know, it is just, there is so much that you think about, well that you do, that you don't necessarily think about when you are developing your activities. Because you are so used to, you know what you have to do, you know how you have to get the engagement kind-of-thing. So even as you are like picking up on the things that I am saying, I am like learning things about myself kind-of-thing.

CH: Okay.

P5: It is so ingrained, having been ingrained, you know.

CH: You have said it <laugh>.

P5: I know. But you know, you don't realize because it is just what you do every day, you know? Ya. Um,

CH: Okay. So, so let's look asynchronous because we have focused on synchronous and you have said you have tried to make use of [the institution's online platform] using um, announcements, emails, and that. Do you use particular activities that are in [the institution's online platform] within your module? I don't know if you get, if, if they ever designed your module where it is similar to what the majority on campus had, which was activities that included blogs and journals and discussion threads, or was the B.Ed space left to their own devices? Because you did say like, I didn't have an [online] module prior to Covid. Did you have to do those activities yourself? Did they provide you with something?

P5: So, before Covid, yes. They had, we had the module guide, so I used that to kind of guide my thinking and I used it a lot in my initial lecturing stage. But then I saw what didn't work, what works better with some groups, like some groups prefer to work, you know, as a whole, as a whole team because they have kind of like a, they have quite a strong bond and there is no judgment, you know, they all know that they are learning kind-of-thing. Especially like with the third years now, they will all chat amongst one another. There is a good vibe. But whereas like other groups, like the first years where they are still getting to know each other, I would rather put them into small groups. So, kind of that reflective thinking on how am I going to manage this to get the interaction. Um, what else, what else is there? Um,

CH: So do you make use of like the discussion threads, um, that make the students outside of... Because remember I haven't looked at your, your, I haven't, I haven't navigated in [the online module] for you. But, um, do you get them to complete activities

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in their own time and maybe get students to reply to each other's discussions? Have you used that technique?

P5: I prefer to use the discussions in class. I know that it is a technique because the teaching is like, there are a lot of blogs and you can interact a lot online with people all over the world. So it is something probably that I should do. Um, but I prefer to use the discussions in class to have that real-time, um, interaction with one another. Because they, it, it, to me it seems like, you know, if I go into like the psychology modules and I look at the way that they formulated the activities there, it is very much similar to how they have generated the activities that are in, um, our [online] modules as didactic modules. The, the thing for me is with the didactic modules is that it is a very hands-on type of module. So, you need to be engaging with the content, you need to have the resources with you, you need to act as the children, you need to practice doing your lesson plans. And it is not necessarily something well that I, I feel right now. I know that, you know, I have to move towards the online space and use those activities in terms of managing my own time as well because using those activities, even if I have to adapt them a little bit. And I have done that in, in past modules where I go, "Okay, this is too much for them right now. Let me take this out or let me add in, you know, the materials." Because I have. I know that they are going to struggle to find the resources there, um, you know, on a first year, second year level. Although this year, second year is not so much, they are quite good at finding, you know, where they need to find coursework and stuff. But also gearing them towards... So, I need to know how to navigate the online space because that is where they are going to find some of their information and their additional reading. So, navigating them to those platforms as kind of like additional reading if they, if need be, when they are putting together their portfolios or putting together an ICE activity. So, I'm trying. I actually spoke to, um, the T&L specialist the other day and, and uh, EdTech and I was saying like I really have to start using it more because it, there are so many valuable things. It is just taking the time to kind of go through it and see, "Okay, what can I drop that I am so used to teaching" Because now I have developed that activity, I kind of get attached to the activity. Now I want to refine it kind-of-thing. <laugh>. Ya, so just kind of letting go and using the online space to teach them at the [Jessica]e time.

CH: Okay. And then, um, okay, so how do you select the technologies that you are using? So, you use Kahoot, you use Padlets, um, you made use of Google Slides. So how do you select those technologies, um, in that online space?

P5: So, the first thing that I do is I think about what I actually want to teach them. What is the content and how are we going to teach them this because they are so, like for example, in the module outcomes that we covered yesterday, um, I think it said, "Create a lesson plan". Now they have done lesson plans at nauseum and usually I just get a, "Aggg really we have to do the lesson plan again" kind-of-thing. So, taking it to where I am going get more engagement from them and like I want them to share ideas. I want them to be collaborative because I found when I was teaching, some teachers just don't want to share their ideas. And at the end of the day, it's not, it is not a competition. It is what is best for our kids, you know. How can we best teach them? So, sharing their ideas amongst one another. And, for me, Padlet, I use Padlet, kind of like a Pinterest board for

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them. So then later on, I don't think I did it yesterday, but like sharing the padlets as a link so that they can go back to it when they are teaching, um, their, their, their lessons, um, or developing their POE. And they have to put so many activities together into um, one actual lesson plan. So taking those ideas, adapting them to whatever they have to do in their, um, either in their teaching practice or in their, um- what do you call it?- or a POE or exams, kind-of-thing. And then if I am teaching, you know, leaving lesson planning behind, if I am teaching kind of, you know, like content where they have to know terminology. So, math, there is so much terminology that they have to know. How am I going to get engagement. I just don't, I don't want them to like learn it and then, you know, come and like kind of do a spelling test or like a comprehension or whatever. Like getting that encouragement. So, um, in the face-to-face space, I kind of try and mix it up. I initially started with like a crossword. So, then there is also chatter: like they have to figure out what are, what the question is telling them, or what the clue is telling them. And then they, it sparks that engagement between them so that they are talking about it... And then later on, so they have to kind of know terms, different terms. And then for that I created Pictionary. So, I did Pictionary with that. So, they had like 10 minutes to study and they didn't know what they were going to do with this information, but then, and then they had to in the, depends on how the timetable falls. So, I have done it in class this year. I did it in class, but last year I did it online. So, I created the pictures in a Slide Show and then they had to all guess what those pictures were. And then I incorporated kind-of-into-a-Kahoot-type-thing. Um, and then the previous year, I also used it. So, I adapted it from last year and I put it into a Kahoot. But the previous year I had them all write it down on a piece of paper and then we marked it afterwards and then they sent their-like their test, a photo of their test to the WhatsApp group kind-of-thing, you know, and then encouraging that red pen. "Get your red pen out" because they get excited about those things. I know <laugh>, I know.

CH: And I also picked up with the use of your certain technologies is that real-time engagement, that you can see what is taking place. So, you mentioned that real-time, um, and they could see what others were doing. So, if I look at that Padlet one that you did in yesterday's, um, session. It was very much, um, share, share what you were trying to achieve with those resources. And I think it was integration of math into literacy. Did I get that right?

P5: Yes, yes. <laugh>. Yes. Hundred percent.

CH: And, and it was the different, it was the different ideas that were almost sparking new ideas that, that I almost got the sense that, that is what you are trying to encourage there.

P5: Yes. Ya. So just that, that I feel comes back to collaboration. If we are sharing ideas, we get so many more ideas from this. So, like that last idea that I think that one of my students shared, she had, you know, using kind of "The Hungry Caterpillar" and how can we use it in measurement, how can we use it in data handling? So, we are incorporating so many things and she kind of let them see which was the main aim when I walk, when I went, which I started with creating that clear path. Because for me, it is not only the clear path of learning, it is the clear path of teaching. So how do I make it more streamlined for

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myself so that I am not going back and forth and jumping between so many different things. So, kind of encouraging that skill-set and see where that goes in their collaboration.

CH: Okay. And then I am going to end off with the final question today, just looking at the time. Um, one that you will be able to, to speak to since you felt Murphy was present in the session.

P5: Oh! Hundred percent!

CH: What challenges <laugh>, what challenges have you experienced in preparing these online learning experiences?

P5: So obviously connectivity because I, at home, like I know I, you know, with load-shedding and all of those things, like we have solar power. And we know how Telkom is, so we actually go through a third party. So, if anything is wrong, we log a ticket with them and they have to hound Telkom so that it gets done so much faster because they are a corporation kind-of-thing. So, like to all intensive purposes, we have tried to troubleshoot at home like we always have power. We are supposed to always have proper internet kind-of-thing. But then sometimes life is just thrown at you and you just don't know, like 10 minutes before, I wouldn't have even been able to make it to campus, you know, before the lecture started. So, what I did was, is I hot-spotted my laptop, um, and then put my phone in a specific place because I know it gets really good signal there. So, I think, even though, you know, sometimes technology is not the greatest and it like throws things at you, just trying to stay cool, calm and collected during the whole process <laugh> is something else because you can't troubleshoot if you are in a stressed situation. And then I think I have also had, you know, when I started using the online platform, how do I share this? What do I do with that? You know, um, kind of taking the time. It is important for me to take the time to figure out like, what are all these things on [the institution's online platform]? Um, because you sit in and they, and you get told all these skills, but to actually go in and mess around with them, you know, to make those mistakes while the students are not online, you know, so for... Because for me, I am the lecturer. They have to respect me and if I am struggling, you know, and I want them to use technology, now I am struggling with technology! I have to be the role model here, you know. And also when things like that happen, just, you know, saying "Sorry guys", you know, just being honest because life happens and they also need to see you as a person. Because I think that also generates that relationship and admitting that, you know, "I am just a human. I make mistakes too. Things go wrong for me too." So that, you know, they see, "Okay, [Jessica] is, you know, [Jessica] is trying, she is trying her best", but you know, life happens and being honest with them at the [Jessica]e time to say, "Look guys, this is the situation, you know, I am so sorry, I am really trying." And then I kind of, my husband says I do it when I walk around the house as well because I think with, when you have kids, you kind of speak your mind out. So then while I am trying to troubleshoot, I narrate what I am doing to them so that, you know, I show them, "Okay, this is my thought process." So subliminally again, I think trying to encourage them to, you know, problem-solve, and troubleshoot and you know, let's...how do we solve this together? And if those things do



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happen in the classroom, encouraging them to, um, help you. Because they also know things that we don't know. You know, they are coming from a more technological background. So, using them as a resource sometimes as well. Because I think lucky for, for my, you know, my lecturing, they have all been in school, so they will all have examples. So, using them as a resource as well sometimes. But ya. Ah, technology man, it's just, yesterday was just... <Laugh>. It worked the whole day. Just not in those two hours. Not in those two hours. It was just, I think it was feeding off my nervous energy as well. <Laugh>, you know how, you know how it is sometimes you plan as best you can, but sometimes, you know, life just happens.

CH: And you know, the timing will always be when somebody is sitting and observing <laugh>.

P5: Of course, yes. And like, yesterday, usually like, they are all online because the class is like of 22 and usually, they are all online. And then yesterday I even sent a message to the WhatsApp group saying like, "What is happening?" with like the eyebrows emoji, because they are usually all online. And I know they don't have an assignment because I have all of those assignments on my desk. I am looking at them every day. So ya, kind of just, you know, making them accountable. "Oh, [Jessica]", you know, and then I had one student tell me, "Oh, sorry [Jessica], I had to make a plan to get data" kind-of-thing. So yes, I was, you know, when she sent me that message saying, "Thanks for doing that, I really appreciate that you made a plan to get online." So, acknowledging, okay, she knows that she should have been online. And when I probed her, you know, like now, you know, like a parent, "Where are you?" kind-of-thing, um, you know, in a mature way or in a casual way, they do think about it and they are like, "Oh, okay, let me, let me be online, you know, let me make that plan to be online" kind-of-thing.

CH: Okay. So I am going to stop us there. Um...

P5: Okay.

CH: But I want to thank you. I really enjoyed observing that particular session. Um, and the next time that we, which will be after tomorrow's observation, sometime you will set up a time and then we will follow through with the, with the questions that we haven't answered and also re-visit some of the questions and unpack them a little bit more. Happy with that?

P5: Okay. Perfect. Yes, that is a hundred percent.

CH: Okay, so I am going to end this recording now.