

Follow-up Meeting 2 with Participant 3

CH: Stop transcription.

P3: There we go.

CH: There you are. Okay. And thank you once again for letting me sit in. I'm devastated that it didn't record that second part, just because you had gone to different things.

P3: I know, I'm so sorry. That has never ever happened to me. I was shocked.

CH: It is when you use the break-out.

P3: Is it?

CH: It is when you, ya. So, I've lost, um, a recording through the break-out session. So as soon as you hit the breakout, it kind of, I don't know, affects the recording and I'd forgotten that, that it does that. So, when you sent me the email to say I've only got five minutes of the second session, I realized it was at the point you hit the break, the break-out session. Ya.

P3: Ya. Because I never, I never, I know that I never went off to put it off, you know what I mean? And I got such a shock when I saw it at the end that it only recorded 4:59 <laugh>. I thought no ways. And I know that it was, when you listen to the recording, you know that it's the time of the break-out.

CH: Ya

P3: ...the break-out group.

CH: And you had done videos, you had done, um, two different articles.

P3: Yes.

CH: There was a discussion. I had the chat function. I, what I did is I did take a photo of the chat function because at one point I thought right at the end, I'm sure it's not recording now. So, I just went in...

P3: Oh, okay.

CH: ...and did a, uh, a screenshot of a chat function. But the, the thing is, you lose a little bit of what you were trying to achieve, um, at one point where...

P3: Ya

CH: ...you were trying to get them to develop some of their thoughts. But what I'll do is, in this, um, in this discussion, I'm going to ask you certain questions related to that observation.

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P3: Okay.

CH: Um, for you to unpack a little bit. Um, just because obviously that recording is missing.

P3: Ya. At least you were there for it. At least you saw it.

CH: Yes. Yes, I did see it. Um, and I'm not going to now ask you all the questions, so you'll see that I will ask, I'm going to revisit question one to a degree and you'll see why.

P3: Okay.

CH: I'm going to revisit question two.

P3: Ya.

CH: And then you'll see I will go to five and then finish off with seven and eight. Because seven and eight we never touched on.

P3: No. We didn't.

CH: So, we are not going to work systematically through the questions like we did last time.

P3: Okay.

CH: Okay. So [Joanna], um, I know that you mentioned your primary responsibility is to get the material across to your students, and you also spoke about getting the students to relate to the material that was quite important to you. Um, if you look and reflect on yesterday's lecture, um, how do you feel you achieved that? And, and I know you did two sections, so you may want to break it into the two that you, you finished off the, AS the, what's it? The ASDA model?

P3: The ASDA model. Ya.

CH: And then you did the, um, business economic growth?

P3: Economic Growth. Ya. Um, okay. How do I feel that I achieved that yesterday? Um, I introduced, well, let's go to the second half because the, the first half was very similar to what we did the last time. So, let's go to the second half where we looked at economic growth. I felt that, um, by letting them... I've always been encouraging them to read articles. You know, especially with economics because it puts you into like an economic way of thinking. And, um, it's just to expand their knowledge as well. It's not just the theory that we are doing. So, I think, ya, I think another responsibility is to actually, um, ya, expand their knowledge into, into other, into other areas. I think that's what I'm trying to get at. But by how do I achieve this? Well, it's through, through those articles and the discussions of those articles. But you can see they are not like all voluntarily jumping up

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and down and responding and got...some of them did, you know, to a certain degree, but, and it's the same usual ones that like respond, you probably saw that. Um, and they are the, usually the ones that like sort of attend every lecture. Um,

CH: And if we look at that discussion, because you did have to try and draw it out of them.

P3: Yes.

CH: Okay. So how, like, what techniques did you use in drawing out? Because your attempt was to get them to critically reflect on whether South Africa was a developing country or developed country. So, if I look at that particular discussion when you had the article on developing and developed, you, you initially asked them, then you, you pulled the activity through. Um, how did you try and develop that more in-depth answer from the student? Because they had very limited, they they put very limited answers initially.

P3: Ya, they did. Um, it was sort of more like a questioning technique I would say. Questioning.

CH: Ya.

P3: I don't really know how else you would do it because...

CH: Just through probing questions.

P3: Yes.

CH: It was almost like...

P3: Yes. And I did, I did try to do that. I kept on asking like different questions. It was like, it was probing questions really. And then to consolidate it, it was, you know, I wanted them to think about it. And then to, to consolidate, it was putting up that article that we did to, to show them these are the characteristics of a developed country and the characteristics of a developing country. Because I think that's very important when you're sort of like learning about economic growth, you know?

CH: Mm-hmm. <affirmative>.

P3: You just have to sort of see, you know, what is the difference between that and that before you actually go into economic growth.

CH: Okay. Um, and then you mentioned for, um, preparing students for the 21st century workplace, you mentioned the ability to work independently. That was probably the first thing that you spoke to was developing that, that ability to work independently. And then later on through the discussion was also to develop the critical thinkers and the problem-solvers.

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P3: Mm-hmm. <affirmative>.

CH: So, we kind of rounded it off in that discussion.

P3: Ya.

CH: How, how do you feel you achieved this in yesterday's online lecture?

P3: Um, I think like by asking them those questions, it made them think. Like, what is the, what is the difference between a developing and develop, developed and developing country? It made them like think, "Oh, okay, there are, ya, there is developed and developing countries." Are they different? Are they the same? What makes them different? What makes them the same? And that was sort of like, like problem-solving and critical thinking really. It, it sort of involved both of those. Um, I don't...

CH: Think as almost feeding off each other because that was a group discussion,

P3: But you see that, well that was what really didn't work, did it? That group thing didn't really work. Like some of them are saying, well, what are we doing? And you know

CH: Oh, you mean the break-out?

P3: The break-out groups.

CH: You still did a group. So, so even though you, you quickly, so you went into the break-out rooms and there was confusion, so we can look at that as well. But you, you quickly pulled them back into the main venue.

P3: Yes.

CH: And it was a group activity that you then used?

P3: Yes. Ya.

CH: It was that group discussion. Um,

P3: Instead of then dividing them, instead of them each like five in a group kind of thing, and they discuss it, and then they come back in and discuss what they did in the group. I had to change it because they weren't doing it, if you know what I mean. So, I had to change it. So, well, we will just all be in a group together kind of thing.

CH: Why do you, why do you feel... What um, what do you think was the reason that there was that confusion when we moved into the break-out?

P3: I don't use break-outs very often. Um, so you know, some of the students that are there, they do know about breakout groups. It's not familiar to them at all. Um, I don't think

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they're confident in it. They are not confident in talking to each other about, you know, whatever the topic is. I think maybe because they are first years, Chantal, I'm not sure? I think like as you get, as you go into second and third year, I think definitely more third year, I think they would be more comfortable and more confident in going into breakout rooms. But at least, like if you are doing it like, um, in first year, you are sort of getting them, oh well this is something that we, that we do do and we can do. You know what I mean?

CH: Do you think that some of the confusion was that they were unsure what they were needing to answer? And if you maybe had popped the question into the break-out room, so made it available, might have helped.

P3: Ya. I wanted, I wasn't quite sure that, can you put that screen on there as well?

CH: Ya.

P3: So, you do the break-out rooms and then I would put those questions there from [the institution's online platform]. Okay. I thought you could do that, but I didn't. And probably there, there was the confusion. So that came from my side.

CH: So, there are two ways you can do it. You can use the whiteboard and just get them to quickly write the question. Or you could drop a link that they open up in the question. So, you, you load it somewhere and the, the questions are there for them. So "they just click on" is probably the easiest way, um, for, just for future reference for break-out rooms because they do, they start to feel insecure often when they don't have those questions in front of... Unless you have the questions in front of them. I mean, that's another way.

P3: Ya. Because they weren't sure what to answer. Even though I had gone, I had stressed, you know, like I had said it a couple of times. Ya. Okay.

CH: But just going back to that group discussion. So, I'm going back to the group discussion. Um, forget the break-out room because you, you, you made it seamless, so, so even though you wanted to do the break-out when it wasn't working, you just automatically shifted and brought them all together. And we still did a group activity, but we did a collective group activity. Um, so going back to, um, your focus on critical thinking and problem-solving, I think that group activity definitely lent itself to the probing questions, um, the consolidation through the article that you mentioned. So now I am going to shift it and say, okay, you also want them to work independently. It doesn't have to be in the actual synchronous component, but how, so, um, it's important to you that they work independently. How have you, um, focused on that aspect linked with economic growth from that online session?

P3: I think, um, as individuals, some of them came up with, with their, with the answers. And then when other people, other students saw these answers, they felt a bit more confident, "Oh, somebody's answering. So, then they could answer as well." Do you know what I mean? Um, so I think, I think some individuals were thinking alone and then

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because they came out with their own thing, other people joined, joined on the bandwagon. That's, that's what came across to me.

CH: Okay, cool. And you also had them doing research right at the end? For the preparation for your next one?

P3: For for next [lecture]. Yes. Which is, um, you are going to laugh, but it's actually my peer, I had to organise this because it is my peer review tomorrow...

CH: Oh shame.

P3: ...with [Jackie]. So, I had to structure it so that then it like fits in with the pair of you <laugh>.

CH: Sorry,

P3: I've had a week of...two weeks of people like

CH: <laugh>,

P3: of been peer reviewed. Ya.

CH: I can understand that's stressful.

P3: Yes. So yes, I am going to start off with that um, uh, tomorrow. Yes. Tomorrow. Well, no. I remember I asked them to do questions first out of that, from that previous one, the ADAS model, and they had to answer questions from the workbook first. So I'm going to go through that first so we can get the ADAS model finished. And then we'll go into the business cycle and where they think that South Africa...Where, where does South Africa lie at this moment in time in that business cycle? And I think that makes them think as well. You know, you got to go out and, you know, you can't just get everything fed by the lecturer. And some of them do actually go and, and research it. They do not, oh, there's only like a handful that do that. But they do go and see, you know, where it is.

CH: But your intention is to get them to research?

P3: Correct.

CH: Yes. So, whether they all do it

P3: It's not just showing the video, it's like introducing the concept of the business cycle. But you've got to know, okay, well that's very nice, that's a theory, but where do we as a, as a country fit into that, into that, um, theory?

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CH: So technically your, your thinking independently is two ways. So, one is consolidation. So, in other words of the AS AD model, you are looking to see that understanding has taken place.

P3: Yes. Definitely.

CH: Okay. So, you are wrapping up that section and they are working independently so that you can assess to what degree and to what degree they themselves have understood. Because I'm not too sure if you would mark it or if you would work together in class,

P3: Um,

CH: When you go through it, would you do it as a class activity or are you going to mark it?

P3: Okay, so for example, like there was the, there were the 10 multiple choice questions. I would just give them the answers. And then say like, have you got any problems? Did you, is there anyone that you don't understand? Then we would go through it. Um, some of the graphs I would actually go, I would actually draw on the board with them, um, because they find graphs so hard.

CH: Mm-hmm. <affirmative>, I can relate.

P3: <laugh>. So I, I I even have the answer like on the screen because, you know, we've got, we have got the answers for that workbook, so I put it on the screen. But I would still draw the actual graph on the board and then I show them how the marks are allocated because I think it's very important for them to know where the marks are allocated, for when they go into the exam. You know, because they can, I often say to them, even if you just draw the skeleton outline of the graph, you get marks. And that could either make you pass or fail the exam. So even if you don't understand how to, you know, continue with the graph to answer the question, at least you have got the skeleton outline there.

CH: So, to you it's also important in providing the students, um, it's not just the content, but how for the, how the students can develop their responses to maximize marks?

P3: Yes. I, I do believe in that as well. Ya, I do. And I think you have even heard me saying as well, like, um, like I always stress, um, for like, exam purposes, they must start from the, the latter learning units, like learning units 7, 8, 9, 10, and 11. Because those are the learning units that are not examined like in the test one and test two. Because we don't have assignments in um, Ecos [Economics], we just have tests. And I always stress to them, don't start learning from one! It, it sounds lovely to start from one and working nice and methodically through to 11, but the majority of the marks in the exam come from the latter units because they haven't been examined. And I stress that so much. Um, and then once they have, you know, got a handle on all of those, go back then to the units that have already been tested.

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CH: And do you find that the learning units that are later, because I, I don't know the Macro Economics content, but do you find that a lot of the later learning units are a combination of prior units or are they completely different topics?

P3: No, they, um, like, for example, that economic growth that we did yesterday, we had already touched on it in a, a previous learning unit and chapter. And, but they then they just touch on it and then they expand on it in this other learning unit 11 that we did yesterday. So, they are very, they were familiar with it, but you learn, uh, more stuff about it.

CH: Okay. And then, okay, so I'm going back to that question where we were looking at their ability to work independently and we looked at, um, that ASAD model, the consolidation, and then going to that business cycle where you're getting them- the intention is to research. It's, it's an, it's actually an application because you said the video is the theory and then you want to see how it applies to the South African context.

P3: Mm-hmm. <affirmative>. Ya. So just sort of like research that they have to go and do now. And I think when they do that, if they, if they do that, I'm not, if they do that, I think they are going to remember it a lot better. You know what I mean? I think, you know, "Oh yes, I did that. Oh..." If they see that in the exam, they're going to say, "Oh ya, that's what I did. I had to go and see where it was, where it is in South Africa, what's going on in South Africa." You know what I mean?

CH: So, it shows better understanding.

P3: Yes. Yes. It's not just regurgitating the theory.

CH: Ya. Which is ultimately what we are trying to get our students to do.

P3: <laugh> Ya. We're, we are.

CH: Okay. Um, and then going to, so I am going to question five, but I'm, I'm looking at 5.2 now because we have actually spoken about videos. Videos are something that you use as a resource and you've used it both in the, the first observation and the second observation.

P3: Mm-hmm. <affirmative>.

CH: And in this particular, um, in yesterday's lecture, we looked at two videos. Um, one that I think explained Economic growth and then the second one that was the business cycle or

P3: Mm-hmm. <affirmative>.

CH: Okay. So, um, what, what is your aim in incorporating those videos?

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P3: Um, to show them something else that's not just my slides. That there is, there is other material out there. Um, that's one of the things. Another reason is to consolidate the theory. That's what we did as well. That was what that first one was about. The second one as we have just discussed, it was more like, here's the theory, go and do some research on it.

CH: And then, and you directed them to where the video is in your lesson plan.

P3: Yes. Because one of them asked that. Oh goodness, he is always asking. That one is always asking where everything is. Ya.

CH: But that's, but that's good.

P3: <laugh> Ya. It means that they are listening <laugh>. Ya. So, all of it is all there. It's, it's all on that lesson plan.

CH: Mm-hmm. <affirmative>.

P3: So, it's like in one place, you know what I mean? Everything that I do, um, ya, is there. It's on that, on that sheet really.

CH: Okay. So going back to the videos then, so to show that there's other material and that you are not just the expert, there are other experts too.

P3: Correct. There are other experts out there and there's some really nice, nice Ecos videos out there. There are. Ya, so it's sort of like, it's two ways. It's, I either use it to consolidate or I use it to, this is the thing, go and research something else on it.

CH: To almost stimulate the...

P3: Yes. It's not just, oh, let's just sit and watch a video.

CH: Okay. And then, um, why do you, why do you like the videos?

P3: Why do I like the videos? I think it breaks the, the, the session. It, it, um, it's not just slides and worksheets and you know, that workbook questions, that kind of thing. I think it brings in another aspect to, to the, to the lesson. To the lecture.

CH: Right. And then I'm going to move to question, um, seven and eight now.

P3: Okay.

CH: Okay. So, so now we are going to focus on things we didn't focus in the last, um, one.

P3: Ya.

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CH: Okay. So, we spoke about skill-sets, um, such as working independently, being a critical thinker, problem-solving, you spoke about characteristics of graduate attributes and preparing themselves for their job and saying that the, the graduate attributes really are dependent on the subject, on the job. So, so those were the type of things you alluded to in our last, um, discussion. In your opinion, are undergraduates ready to develop these skill-sets?

P3: Yes, I think so. And the reason that I say so is because they have grown up with technology. Um, they've always, they've only known technology and online spaces especially, um, recently with, you know, with Covid and you know, they, it was all sprung on them. So, um, ya, I think they have, they've grown up with it and I think they've grown up with it on a personal level like, you know, WhatsApp and um, Facebook, and Instagram and all of that stuff. And they've also, uh, have developed it from an academic point of view, as I said, because when we were all in lockdown, they had to, you know, use it from an academic point of view. So yes, I do think that they are ready to develop these skills. Definitely.

CH: Do you think that the use of technology, um, equips one to be a critical thinker, problem-solver, to work independently?

P3: Yes, I think so. Because you are learning different, um, you are learning different skills, you know, to, like, you know, if you, if you are wanting to put together, well, I'm talking about from a lecturing point of view, but like say if no, if they were going into marketing, let's say they had to like use Kahoot or whatever... Um, you know, all those different sort of, like online platforms, um... Ya, I think, um, ya, they would, they would, they would be able to do that. And I think they need to do that. I think they need to, um, know that kind of information because, or know how to do it because that's the future. The future is definitely more technological, technologically based. I mean we can even see it ourselves. And they are going to go far more into it.

CH: Okay. Cool. Right. So then, um, you've said yes. So, what student behaviors do you believe students should already be demonstrating in class?

P3: Um, oh, like for example, like they would like access [the Learning Management System] on their phones, you know, they've got their phone there. If they don't have their laptop there or an iPad there, they've got their phones there and they are already like using, accessing [the online platform] and saying "Oh ya, this is my mark." And I'm thinking, okay, that's good for you. You found it on, you found it on your phones. <Laugh>. But ya, they are already doing that. Um...

CH: Okay. So, the ability to, to use different platforms to access information.

P3: Yes. They have definitely got that, that interaction on online platforms. They definitely, you can see they know how to do that. Ya.

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CH: Okay. So, so going back to, to the graduate, so to to this, the skill-set. So, we've been focusing specifically on skill-sets here.

P3: Skill-set.

CH: So, so to be able to navigate technology is, is where you going with this... That they should demonstrate behaviors where they are more adept with technology. Going back to the skill-sets of your critical thinker, problem-solver, um, independent worker, taking the initiative... I was trying to think what, what all you had mentioned... Um, working in a group with other personalities, I think those were all your discussions on, on skill-sets that should be developed from students. What behaviors besides from um, the ability to access technology from different platforms, would you say should be evident in class already? Or is that it?

P3: No, no, first year, first year level... Hmm... I don't know so much. First year level, no. I think you get, I think you get more into those skills later on in second and third year especially third year because I think you got to do a lot more research. Um, first year, no, not so much. Uh, ya, first year, no.

CH: Okay, so first year should be able to adapt to the technology.

P3: No, I think they've already got, I think they have got a lot of technology already.

CH: Yes.

P3: Um,

CH: So, they should have those behaviors?

P3: They should have those behaviors already. Ya, as I said, because they, they have grown up with it from a personal aspect and I mean academic. Like personal, I mean these, I mean a lot of these children are getting like phones when they're like grade two. Not grade two, sorry, grade four kind of thing.

CH: Ya. [Bradley] is hoping for his phone in grade two and it's not happening <laugh>.

P3: No. I mean my [children] only got it when they were in grade seven, you know, and it was only from the point of view that I need to be in communication with you to fetch you or whatever, you know, but ya. And I mean they jumped up and down and I, we said, sorry, you are not getting it. Ya.

CH: Okay. So, so let's go now to because your undergraduates are also second years and third years. So, what you're saying is in first year, certain behaviors need to be seen, um, but it's more limited and, and their, their ease in which they navigate the technology is a behavior that you expect to see because they are familiar with it from an academic

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and personal level. Second and third years, what behaviors then? So, so um, would you group the second and third years together or would you actually say it's more graded?

P3: More graded. I think, I think it is a growing process. It's growing.

CH: Okay. And it's, so what would you see in second years? What would you expect? What behaviors would you want to see?

P3: I think they would have more the ability to do research, um, like journal articles, um, that kind of thing.

CH: Okay.

P3: Um, and their, I think that their, like, referencing skills and all of that would be a lot better than first year. <laugh>. Well that's what we hope, eh?

CH: Yep.

P3: Ya. And they, I mean their plag, I mean I haven't really found plagiarism too bad, I must say. I have never really come across that too much. Um, but ya, referencing and intext referencing and making sure the references... ya, first year... I think it also depends on where they've come from, what schools they have come from because you can definitely see the schools that have pushed that kind of thing in first year and that the students that are able to reference and intext reference to students that have come from another kind of school that didn't, um, emphasize that, um, kind of thing. So ya.

CH: Okay. And third years?

P3: No, I definitely think they should be able to ref

CH: What behaviors?

P3: Definitely the ability to work on their own. I, I think so. I think they have to have that, that behavior of work. Ya. Because they've got to put a lot together and a lot of research together on their own. It's not like group work unless the project happens to be group work. But a lot of the thing, a lot of the assignments and everything are individual, they are individual assignments. I would imagine.

CH: So, the ability to ask for help, the ability to take the initiative

P3: is going come from within them not, not necessarily from their peers or their lecturer. Their lecturer can guide them, obviously you think they can come to you, and they say, "Oh look, we've got this idea. What do you think? Do you think this would fit in?"

CH: Ya.

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P3: And their lecturer could guide them like that, but they have actually come up with the idea, if you understand what I mean. Whereas first years I don't think, I think they're growing into that.

CH: Okay. Okay, so, so you've, you've, you've kind of touched on 7.2 already because where students in first year may not have the necessary behaviors that we are hoping to see develop once they graduate, you are saying that the lecturers would be there to provide more assistance?

P3: Mm-hmm. <affirmative>.Ya.

CH: And how do you develop those skill-sets then as a lecturer? How do you support the development?

P3: Okay. I think it's the way, like I set out [the online platform] for them.

CH: Ya. So, going back to the you modeling the behaviors?

P3: Yes. And then it's showing them. "Oh, that's quite a nice thing to do, I'm going to keep that in mind" kind of thing. So, they can use their lecturers as, as examples or whatever the lecturer does, they might like that particular thing from a lecturer or what that lecturer does. So ya, I would say a lot, lot of it is, is my setting out on [the online platform], how I actually set out the whole thing. Which I think you have probably seen now.

CH: Yes. I, I went in literally before <laugh> and had a good look to see the setup.

P3: <Laugh> Okay, so you saw it. So, you saw what I did?

CH: Yes, a very structured approach.

P3: Yes.

CH: Repeated the same approach over.

P3: Yes.

CH: Um, so it's clear for the students to find information.

P3: Yes.

CH: Ya. I saw all of that. And, and you've got all your examples. You've got your PowerPoints in a specific place, you've got, and it's all associated with each learning unit so that the students have absolute clarity in where to go.

P3: Ya. So, they, they don't, they've got no excuse really. It's all there and anything that we do in any module is all on [the institution's online platform], anything.

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CH: Okay. Um, do you create any activities that also helps the students to adopt those behaviors? So, so you model the behavior for them. Do you also have activities that you feel helps them achieve or accomplish some of those skills?

P3: Hmm. You're talking from like a technological point of view?

CH: No, not necessarily technological. So, it could be your workbooks.

P3: Well, that's it. So that's the, it's the workbook, my worksheets, my, the prep activities...um, it's the prep activity memos. It's, ya, it's all that sort of thing. And you must remember that all of those things are basically based on past exam questions. So it's like twofold. You, you, you are covering it twofold, really.

CH: Okay. So, the question I'm going to ask: in your workbook, do you choose the type of activities that one needs for rote learning or do you choose the type of activities that requires more thinking from the students? Or do you choose a combination?

P3: That workbook is actually set up by, um, [the institution]... That, that specific workbook. And it, it can, it does both. To what you're saying.

CH: Okay. And which activities do you like? Do you work, do you work systematically through all of them? Or do you find that you gravitate towards certain activities within the workbook?

P3: Um, okay. Sometimes what I do, um, for example, that learning unit, that that economic growth and, and business cycles, I won't touch the workbook. They would have to answer all the questions on the workbook by themselves. Another occasion, which I think you saw when I did the ADAS model, I said, okay, this question three is... Let's consolidate the theory with this question three in the workbook. So it depends on the section. Like for example, if we go through like calculations, um, or formula, um, I will do the formula and then I will go and find an example either in my workbook... Within the workbook, not my workbook... The workbook or the prep activity or my worksheets to consolidate that calculation. But as I said, other times they have got to do the whole workbook by themselves. And then we will come back and mark it.

CH: Okay. And then the last one is we are going to start looking at the collaborative problem-solver that's in the teaching and learning strategy policy and it says, um, the graduates, uh, so one of the outcomes of them completing their, their qualification, their programme successfully would be that they are collaborative problem-solvers. Um, so what is your understanding of collaborative learning?

P3: Well, um, I suppose it's basically involving the, the students working together on activities, um, or learning tasks in like small groups. And you've got to make sure that everyone participates. It's not just one soul. As a facilitator, you have got to make sure they are all participating. It's not just one person that's like handling the group.

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CH: Mm-hmm.<affirmative>.

P3: And I think, you know, I, I think it, I'm not a fan of group work, but, um, because you always find that there is always one person that tends to run the whole show. So, it's not something that in my lectures that I, um, push, if I can put it like that. I mean, even the break-out rooms were quite, um, is quite something <laugh>, um, for me to do. Um, which I suppose those break-out rooms are sort of like a form of collaborative problem-solving. Um, but on the other hand, when they do go out to work, there are times where you actually are going to have to do group work. You are going to have to sit around a board meeting, well, obviously depending on your job. But you are going to have to sit around and discuss certain things and you are going to come up against different personalities and different characteristics and characters and that kind of thing, so maybe if you learn that from this early age, early on age, it could help you when you are older or as you get into that work, workplace.

CH: Mm. Okay. Um, and you've touched on, but I'm going to give you an opportunity to still respond. What elements do you consider when creating collaborative tasks in the online space?

P3: Okay. Um, that was when I did that article, that was when I did the questions. Um, and then they had to go into the break-out rooms, as you know, that didn't work out too well yesterday. But, um, that's what I would do. I would look, you would look at questions and obviously put it up in a better form, so they have got the questions in front of them. Um, and that would create a collaborative, um, you know, problem-solving sort of environment so they could discuss those questions. Because that's ultimately what's going to happen in the workplace. You are going to be discussing what, how are we going to take this firm further kind-of-thing. Um, so there's that and or you put up an article and they have got to read that article. Obviously, it can't be a lengthy article, but you put up the article and then you could have questions about that article. But you see I did it the other way. I did the questions and then the article and then, or you could do the article and then they've got to answer certain questions on it. So, it's either way. Ya.

CH: And do you get students to critique each other's answers or just build, so do they just build on each other's answers? Do they try and critique? So, let's say somebody has a flawed, flawed perception of something. Um, do you correct it or do you try and get the students to correct it?

P3: No, I sometimes, I do, I, I often say is he or she right.? You know? Do you feel that, um, their answer is correct and why? Um, ya, no, I do, I do do that. Sometimes I do correct it myself, but ya, often I often ask the group, "Do you feel that what they have said is correct?"

CH: Okay. Um, okay, so you've already provided me with an example. And then what elements do you consider when creating problem-solving tasks in the online space? Because we have spoken collaboration.

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P3: Ya.

CH: So, this doesn't, we, so the problem-solving, can you think of specific, and it doesn't need to be the observations. It can be a, a completely separate thing.

P3: What elements do you consider? I, I battled with this question, I must say. What elements do you consider when creating problem-solving tasks? I think, um, critical thinking, again, critical that they, they do critical thinking. Um, they see, uh, whatever the, the problem-solving task is that there is relevance in doing that specific task.

CH: And that's key. That's, that's a key element then for you. It's the relevance.

P3: Ya. It's got to be relevant. It's not just, "Oh, we just come to lectures and it's just irrelevant." You know, I, I like to, to say I'd like that everything that we do in lectures is relevant. You know, to, for their, for their growth, their understanding of the module, that kind of thing. It's got to be relevant.

CH: Mm-hmm. <affirmative>.

P3: Um, because I think that builds confidence in them and they don't feel that they're wasting their time coming there and that sort of thing.

CH: Mm-hmm. <affirmative>. Well ultimately you are trying to prepare students to become responsible citizens...

P3: Correct.

CH:within the economy.

P3: <laugh>, yes. <laugh>, yes

CH: ...which directly relates to your topic.

P3: And especially, you know, they, they are young. I mean, they are going to be living in the future South Africa, so they've got to see what's actually going on. You know, they are going to be living it, they are going to be bringing, you know, if they get married and they have their children, they have got to understand how things work. You know, like for example, even one of the, the sections that we do in the government sector is, is taxation. And we actually do individual taxes. And I, I say to them, we, you know, you are going to be doing this. This is how you are going to calculate it. You are one day going to be doing this. So, it's relevant. Yes. I find it has to be relevant.

CH: Okay. Any other key elements in your problem-solving tasks?

P3: Mm.

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CH: Do you, do you think it's important to scaffold a problem or, I'm just trying to think how you would put your, so they, they have got to solve a particular problem. Do you give them resources? Do they have to find their resources? What would be elements that are important to you there?

P3: Okay. I'll give you an example of what I'm going to do tomorrow with, with [Jackie].

CH: Okay.

P3: We, we are looking at, um, the national, um, planning committee. So, we still do, we are still in this economic growth and business cycles thing. So, we look at, um, what the National Planning Committee, um, sort of, it was formed in 2010 under Zuma and they did a plan. So, I'm going to show, I'm, there's an article on the NPC and then I'm going to say, right, um, what do you think they should have strategized? And I'll put it on the board kind-of-thing and say, what do you think they should be strategizing? Because they strategized it up until the uh, uh, the year 2030. So, on the board I would say, right. Um, what are the, what do you feel they should have strategized? Give me five things that, um, you think they should have sat down and done. And then I've got a nice and that kind-of-thing. And how would you rate it or how would you rank it? You know, what is, which one is the more important one? Um, then, so, we'll they will have done that. And then there's a video actually showing what they actually did do, the National Planning Committee. And it's a really nice video, um, on the nine challenges of South Africa and what they want to achieve by the year 2030. And I mean, I think we in 2022 and well, if you look at that, what they were planning to, what is, they've only got like eight more years to go...well, it's quite debatable. You know what I mean? So, it shows them, I don't know, it shows them that this is, this is real, this is reality, this is what's happening in this country.

CH: Mm-hmm. <affirmative>, I also think you provide resources at particular points that can help develop their thinking even more in their problem-solving.

P3: Yes, yes. Yes. Cause like that, that is an, a real good example for that.

CH: Mm-hmm. <affirmative>. Pity I am going to miss it. I would have loved it. <laugh> .

P3: <laugh> It's also with the developing, you know, what I did yesterday, with the developed and the developing, uh, countries. You are starting off with that first, and then you are going more into the economic growth because you have got to first of all decide, well, are we developed or developing? And you saw one person actually said, "No, we are developed." And no, we, no, we are not developed. We, you know, and then, then she can see why she can't answer developed. So, I sort of did it in that sort of area, that aspect as well.

CH: Okay. And [Joanna], I mean you've, you've given me an example. So, I mean, you've given me a specific example to relate. So, so relevance is absolutely key.

P3: Yes.

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CH: Um, developing that critical thinking, um, is dependent almost on your problem-solving task, but I get the sense that you have resources there that you pull in at different aspects...

P3: Yes.

CH: ...to kind of check in with where they are at?

P3: Yes, I do, I do do that.

CH: Anything else?

P3: No, and it's not just with Ecos [Economics]. I do it with Psych [Psychology] as well. I bring in very relevant, um, articles too. Accounting's a bit different. Accounting. Ya. Not that I'm lecturing accounting at the moment. When I did, you know, it's not, it's very different to this. Ya.

CH: Um, [Joanna], anything else that, you know, I, I've, we've kind of been chatting and sometimes I interrupt your train of thought that you want to still speak to about the graduate attributes?

P3: I don't think so. Um, I, I think that, you know, we sort of learn and grow from each other. Um, we do, we do, we learn and grow from each other. Um, you are trying to get the students to sort of develop a higher level of thinking, a higher level of thinking. Um, and, and when you're doing that, you sort of like boosting their confidence and their self-esteem. I think that is what we are doing. And you are ultimately I think trying to make them decision-makers and problem-solvers. You are trying to do that. So by doing that you are sort of creating tasks that encourage diversity. You are not just like on one little path. Um, and by doing that you are going to aim at higher standards of performance for your students. Ya. Or we try to <laugh>.

CH: That is the intention. Not all will get there.

P3: Ya. We try to <laugh>.

CH: [Joanna], I want to thank you so much for letting me sit in and observe. I know it wasn't necessarily fun having me there <laugh>.

P3: No, it was fine. Ya, it was fine.

CH: Um, I really appreciate you giving of your time, and that. And then what I will do is once I start writing on the findings and that, I will probably send you things to just verify that you are happy that that is an accurate assessment. Um, and then obviously if you want to read the final thing, you are more than welcome to.

P3: Ya, I would be keen to. It would be nice. Ya.

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CH: Okay.

P3: Ya. Because I have contributed to it <laugh> in some form. Yes.

CH: Yes. And you will be referred to as a participant 1, 2, 3. You will be nameless, but you will know which one you are <laugh> so that you can at least, um, check that, that is an accurate description or observation of things.

P3: I don't envy you doing 31 hours of this, though I must say! Because if you have got five, five of us doing it, it is like virtually 31 hours. That is a lot of time. Ya.

CH: Ya. The, the, the transcriptions are going to be fun! That, that I am not looking forward to <laugh>. Let me stop this recording.