

Initial Meeting with Participant 6

CH: Okay, it is recording <laugh>. Okay. So, um, that is the study. Um, what was interesting from the literature is that there is a lot on professional development programs, but you know, that comes in, like if you are lecturing, you will probably do those 12 months down the line or six months down the line. So, I am hoping from the study, based on what research provides me...

P6: Yes...Yes.

CH: ...because I don't know what it is going to produce, is to almost get those defining elements and be able to provide some sort of template that will help anyone who is joining lecturing for the first time.

P6: Yes.

CH: To say these are the, the critical things that you need to kind of incorporate...

P6: Because we are in a whole new world, really.

CH: Mm-hmm. <affirmative>.

P6: We are, we are we in a whole, I'm just... Like I say, doing distance- I have now been in distance for six years- you, we got into this whole rhythm. But 2020 till now, things have changed. It is another transition altogether. Altogether.

CH: Okay. So let me explain what I am needing from you.

P6: Okay.

CH: And then you can say yes or no.

P6: Okay.

CH: So, I need to observe two online lectures.

P6: Okay.

CH: Okay. Ideally, I would like it within the same type of subject.

P6: Okay.

CH: I don't need it to be the same group. So, you may have two groups of, I don't know, [name of module], whatever.

P6: Yes.

CH: It can be different groups as long as it's not the same lecture.

P6: Okay.

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CH: Because obviously I am looking to see for what is happening in one lecture compared to another. Um, and then there is a follow-up interview after each one. And that follow-up interview just allows me to obviously get a better understanding of: was this intentional? Was it unintentional?

P6: Yes.

CH: Um, what were your thoughts on it and and your ideas of what is contributing to the development...

P6: So, it has to be the same group of students, just different lectures or the same subject, different groups?

CH: You can have either one, same subject, ...

P6: Okay.

CH: ...different groups or, um, the same group, just different lectures.

P6: Because just to let you know, so with distance, um, the way we structure our [online lectures], we are coming to the end now.

CH: Ya. Which is what my concern is.

P6: Yes. We are right at the end now. So now all we are really left with, I have got one more this this week. Monday and Tuesday. I did my second-to-last [online synchronous lecture], regular [online lecture]. And then I have got one more regular [online lecture] and I have got, uh, the rest is assignment and exam prep, which is very different. Because that is not hugely interactive. That is more structured.

CH: Ya.

P6: This is the brief. This is what you have to do for the exam. This is the mechanics of the day of the take-home exam, the length, the blah blah blah, blah. Um, so excuse me <clearing throat>, there is only one round of [webinars]...

CH: Okay.

P6: ...left. Um, one, one week. Um, and that is round-about, I think the, we know those round-about 10th of October and then thereafter it is getting ready for the exam.

CH: Okay. So, do you lecture any modules with [...] campus as well?

P6: Yes.

CH: Because it doesn't have to be purely online. Yes. We are looking at the online synchronous component in our blended approach.

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P6: Yes.

CH: So, you could look at that. The only thing is it has to be undergraduate.

P6: Ya. Ya.

CH: So, no postgraduate ones.

P6: Ya. Ya. I just think distance would, I think distance...Would it be a problem if distance, um, if it's that, if it's an [online synchronous lecture] versus a sort, what they call an NSS, a national support session, which is a briefing... Would it be problem? Would that still be fine?

CH: Oh well, I think that would still be fine. I mean what we, we are essentially looking at is how are you developing graduate attributes. So, ...

P6: Okay.

CH: ...so if we are looking at how do we support graduate attributes and those, you are getting them to problem-solve and that, it is still appropriate. It's just a different type of format.

P6: Yes. Because the one would be the [online lecture] is you, the [online lecture], we pretty much say, "Okay, they know we will be dealing with whatever in this today's [online lecture], we will talk to that for 10, 15 minutes. And then it's, and during that it is also interactive. But then afterwards it is opened up to them and then they talk to you and say, "Listen, I'm struggling with this, or what about this?" And they, you know, they can jump all over the place. Versus with the national support session, we have actually got a template that we have to

CH: Okay. <laugh>,

P6: Do you know what I mean? We have to make sure that we, we go through to a degree. So, I'm, I am happy we can do, if you are happy with that?

CH: I am happy with that. Absolutely.

P6: There is a group, um, which is quite interactive, which I think will be quite nice. Which is the, it's the [identified module]. It's [named the module], which is [...] communication.

CH: Okay.

P6: And they are, what is quite nice is that they are second semester students. So they have done first semester, second semester, and they're, they are a nice and interactive group. They can winge and moan and do whatever.

CH: That's okay. Students are students, <laugh>.

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P6: What I am saying, it is nice. So, you get a real feel...

CH: Yes.

P6: Um, and they have got, I am going to just check my schedule. It is that first week of, must just check my schedule. It's that first week of October. Can I email you the dates?

CH: Please email me. Because at the moment I am booking up like crazy.

P6: Ya.

CH: Um,

P6: I will, I will know... It's the first week of October. We have just had a [webinar] with them on Monday.

CH: Okay, the good news is even that I can, that that's the [conference]. So, I can, if you have got a session there, still do that.

P6: But that is also in the evening remember?

CH: And the evenings are fine. Evenings are fine. Quarter to six.

P6: No, no, it's, I don't know.

CH: Yours are different?

P6: They are different. Some at six, some are at quarter to seven. I will have to check with them what time.

CH: Okay, that's fine. Because the evening, there are actually no issues with the evening.

P6: Yes, it's evening.

CH: If evenings, that makes my life a lot easier.

P6: So, it's evening. So, there will be a, it will be [an online lecture] and then there will be a national support session either for the final assignment or their exam. But I think it will probably be better for us if we do the assignment and whatever, the [online lecture]. And I like I said to you, it's very, very different, you know, with our students, with our students here- the undergrad and the face-to-face. With the distance, we are still sitting with a predominantly older demographic. Whereas here, it is younger. So, with the distance students... Like here, you can play games and do whatever... There, they don't appreciate it. There, they are like, "Well listen, um, supper's waiting." When they come on, they want guidance, they want to ask questions, get what they need.

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CH: Ya. Well, it's the, it is the engagement...

P6: It's, it's a different...Yes.

CH: So as long as we are looking for engagement.

P6: Ya. Perfect.

CH: And that, that is because it's about how do you keep your students in an online space engaged at the same time as supporting the development of 21st century graduate attributes.

P6: That's perfect.

CH: Okay. So, then I am going to ask you just a few questions. Yes. Um, how many years have you been teaching not at [this institution]. Over the years? Around about?

P6: Well, I left, I left industry. Um, I come from an HR training development background. So, um, [this institution], 17 years.

CH: Okay. And outside [this institution]?

P6: Well, I was in training and development.

CH: Okay. So that, so that answers both questions, don't worry. You have just answered two questions of mine.

P6: Yes.

CH: Then, um, what schools generally are you associated with? I know it is School of Humanities.

P6: Yes. It is a mixture because my undergrad is actually a BBA, it is industrial Psych and Communication. So as the years have changed with [this institution], for instance, when I started, I was lecturing on that, uh, the BA in the higher diploma in PR. But I would also lecture on BCom and remember we had IMM, so the Consumer Buying Behavior, that kind-of-thing. So, for me it has always been, I have always had predominantly, I would say now Humanities, but it's more the, the PR, the marketing-that orientation.

CH: Ya. So, you a little bit of School of Management.

P6: Yes.

CH: If we look at the current situation.

P6: Yes. Ya. Yes.

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CH: You obviously teach undergraduates, as you have already answered that question.

P6: Yes.

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

P6: It's going on for six years. Going on for six years. Ya. Since the distance has been running.

CH: That's nice because now I am going to have somebody who has got a bit more in-depth understanding in the online space. And then how would you best define your teaching practice?

P6: I would say for me, and to try and simplify because I am very, I like, I like keeping it simple. For me it's, and for me it is about... The foundation starts with relationships. So, it is to create that climate that is conducive to teaching and learning taking place. For me, nothing, no matter what bells and whistles and sophistication you pull on thereafter, if you don't create a climate that is conducive to the learner feeling comfortable, blah, blah, blah, blah, nothing else happens. So I would say ya, that the relationships and the interactive part of it forms the foundation for everything else.

CH: Okay, cool. That is it. Those were just the questions.

P6: Perfect.

CH: You definitely... I would love you to participate in this study.

P6: Perfect. Can I, can I email you then the dates?

CH: Ya.

P6: And then those sessions are automatically recorded because they have to be recorded with the link that is sent out.

CH: So, you would need to send me the link.

P6: Okay. I will send you the link.

CH: And I will enter in just as Chantal, unless you want me to use another name.

P6: No. They don't even, they don't even, you know, it is very seldom that they would notice because you have those outliers that sometimes attend, sometimes don't attend. There is, for instance, just to give you a bit of insight, so the, for those groups and just with our students too, I never belong to the WhatsApp group. I don't, I have like...

CH: Ya. I am, I am exactly the same. I don't do the WhatsApp.

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P6: I don't get involved. No, no. But for the distance group, I have a link. So, I will ask someone right at the start of the year, whoever wants to volunteer, the chattiest one, "Please will you be my link to the WhatsApp group?" And then I keep them on WhatsApp. So, I'll, I encourage interactional queries via email more. But if there is ever a disaster like with load-shedding or something happens...

CH:

You do need that...

P6: ...then I would go, go by that person. Or if there is a urgent question, they will go via that person. But I don't get involved.

CH: Ya. So, you have a, a rep who is, so I know with mine, so I had Higher Certificate students and I had the one student like, "Can you send on the WhatsApp group...Where is everyone?" And you can see them quickly logging on.

P6: Yes, yes.

CH: So, it's a nice way of a quick like...Or load-shedding. "So sorry. Go in and do this because I cannot log in."

P6: Yes. Yes. And and I, I must tell you now, and and really, you know, these people are like, how do you do it? What do you do? What? I honestly and you will see it, and just to give you some context, I keep it very simple. Like, like clockwork, I email my students on a Monday morning and I say, "Right guys, remember this week, this is our focus. This is where I'm suggesting you should be at. This is where, what you should be doing, et cetera, et cetera. Yes, the formal submission date is X, but this is where you need to be if you are comfortable and are not going to be under pressure, this is what you should be focusing on, blah blah, blah." That is a Monday morning. Monday morning always is where we are. And then I email them like clockwork on a Friday. I say, "All right guys, the weekend's coming up. I hope you can put some time aside. Remember X, Y, and Z." And then within both those emails, I'll send, uh, a guideline for ICE tasks or I will send a link for a recording for uh, academic integrity or, or anything like a little kit or little tool or something that can help them. But I find that is what works. And then they know "Sjoe! Mondays and Fridays is when [Jade] communicates." So that they, they need that.

CH: Routine and structure.

P6: Yes. And they need that. They need that structure. And then I have got the demanding, needy ones that will email you every five minutes. And then I have got ones that I will never ever hear from. But ya, you can see for yourself.

CH: Until last minute when it is due in five minutes time.

P6: Yes. Yes.

CH: [Jade], just um, when you send me those two dates, I will obviously have to have one of the follow-ups in between the two, but we will liaise...

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P6: But they will, they will be, because they will be at least three weeks apart.

CH: Oh, fantastic. Because I had one that was literally, I think it's two days apart. So I have got one day...

P6: No, no, they are three weeks apart. Because the one will be [an online lecture] and then the other one will be a support session. So there will be at least two to three weeks apart.

CH: That gives us some breathing space.

P6: Yes, that's right. Yes.

CH: Um, and you will see that with the, those semi-structured questions. I may not ask all of them in one. Because it's quite, it is probably about an hour and we will do it online.

P6: Okay, perfect.

CH: Um, and just liaise with whatever there.

P6: Ya, I'm happy to do that.

CH: And then just when, so you will send me the link for the, the actual observation, you will also need to just create a link for me to download the, the video because obviously I am not going to have access to that. And then are you happy for that [verified specific module]?

P6: Yes.

CH: If I then go into that [online module] to do the artifacts from there.

P6: Yes.

CH: So, if you do see me inside there, you know, it is for purely because I am observing. Generally, in November, I probably will do more of the observation in there because by then it is the end of the semester. I can kind of see what has happened throughout the semester.

P6: Perfect. No problem. I'll just, then what I will do is, because there is more than the, we'll have one [online lecture], but there is more than one group.

CH: Which group would you like me to go into? Well

P6: Well, preferably the, I would say the [green] group because that is more like the organized early registration...

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CH: Ya. I am only going to go in one. Ya. I just need, so all I am doing is I am seeing if you are using announcements... What type of announcements? If you are putting resources, how it is structured, you know, like having a...

P6: Ya, that's perfect.

CH: You can actually see from there. Because I have tried to explain, although we have spoken teaching presence, social presence before in workshops. But you will see I have tried to give you definitions there.

P6: Okay.

CH: And so, you have got a sense of where I will be looking. But it depends on what I am observing.

P6: Definitely and I know from a research point of view, you need to be neutral. But as long as from a contextual perspective, you understand that distance is very different to this.

CH: Look and I, I think that is part of the research... Is to, to have a look at the different...

P6: Here, there is a lot more handholding, a lot more entertainment, a lot more like little fun things there. It's, ya.

CH: No, that's absolutely fine.

P6: Not at all like this.

CH: [Jade], thank you so much.

P6: A pleasure.