

### Initial Meeting with Participant 3

CH: It shouldn't take more than 15 to 20 minutes. It is just literally to go through the commitment. Now where have I got this? <Located letter>. So like this letter spells it out.

P3: Yes. Yes. It is the one that I have, ya.

CH: So, so the topic is lecturers' creation of online learning experiences to support the development of 21st century graduate attributes. And it has been quite interesting because to what degree are we really developing 21st century graduate attributes? Considering that the literature out there can't actually define it. There is so much; you know, there is the technology, there is the critical thinking, there is the collaboration, there is communication. And so, this is really taking something that I started in honors and then realized actually, let's look at best practice. So, you have, you are in the pool of lecturers that I have actually spoken to from..., And, and you have not been named for the actual research, but we will be looking at lecturers who have really done something in the online space, even if it is still new.

P3: Mm-hmm. <affirmative>.

CH: And so, the research is based on those lecturers who are trying to engage students in an interactive way. And I'll, I will ask you a little bit about your teaching...

P3: Yes, ya.

CH: ...principles and that. Um, and the essence of, and the literature out there is, you know, the lecturers can do professional development programmes. But this research is really trying to identify what are the pedagogical elements, what are the things that these lecturers are doing that we can build right from the beginning? We don't need to do a professional development programme. Perhaps we have got some certain elements that keep cropping up. And that should be in the instructional design right up front with our Independent Contractors. So really is to also solve the problem of how you get new, um, Independent Contractors onboard with a particular approach to develop these skill-sets.

P3: Okay.

CH: Okay. And I have no idea what the research is going to show <laugh>. That's the point of research.

P3: Ya.

CH: Um, so, you know, that is why I would like to observe some online sessions. Um, and there is obviously a semi-structured interview...

P3: Mm-hmm. <affirmative>.

CH: ...that follows both of those observations. And the reason is to unpack a little bit of what was done. Was it intentional?

P3: Ya.

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CH: Um, what was your thought process? Do you feel that it had the impact? And all these things will be shared with you, so...

P3: Okay.

CH: ...to give you a sense of what it is, and this is broken down of what I am observing. Okay.

P3: Right.

CH: So that is part of the observation process. Um, and I am looking very much on a particular model. So, you will see the model is framing these questions. You will see there is teaching presence. There is, um, the social presence. So you are, you have heard of all of these things because we have actually been working with it already as part of a model that really works well in the online space.

P3: Okay.

CH: And so, it is just showing you what you will be observed on.

P3: Okay.

CH: Um, and there are four sections to it...

P3: Right.

CH: ...because there are four elements in this particular revised community of inquiry model. So, you actually have heard of this already just because we have done it in workshops, but just to see if you bringing in various elements, you know, what would be the key elements? And then this is the interview schedule that, um, is proposed because obviously as things are structured, we can still clarify, um, and ask for further detail on certain aspects.

P3: Mm-hmm. <affirmative>.

CH: Um, but that will follow, and I might not necessarily ask all the questions on that particular sheet at both of the, the follow-ups from the observations. Um, and so you have got a sense of all that is, that is taking place. And then the examination of artifacts. I am going to ask you what module you would be comfortable for me to go [into the online module], have a look around, just see how you have structured it, what type of activities you engage with your students. So, you will see there is the examination of the artifact schedule, and, and it is based on a similar line as the observation. So there I am looking to see how have you set up your course, um, understandably that there are certain activities there. Do you use certain activities? Do you like certain activities? What are those activities?

P3: Okay.

CH: Have the students engaged? So that gives you an idea of what I am looking at.

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P3: Okay.

CH: Um, in a particular module of yours. Okay. So that's actually what I am needing from you is...

P3: Okay.

CH: ...is the fact that I will come in and observe two online sessions.

P3: Ya. But I mean, you can easily do that because there are links there. You must just go and have a look. I will just say "Go and have a look..."

CH: Well, you would share the link with me. You have to share the link with me. I can't just come in <laugh>.

P3: No problem...Ya. Okay. <Laugh>.

CH: So, so one of the things would be that you share the link with me.

P3: I'll, I will share with you a really good lesson <laugh>.

CH: That's fine. That's fine. So, you know what I'm looking at. Um, so it's, and the thing is I'm going to be a complete observer, [Joanna].

P3: Okay.

CH: So, I am not interrupting. Like a peer review.

P3: Ya.

CH: You know how I think you have seen me peer review before.

P3: Yes. Yes

CH: I don't say a word. I keep quiet, um, I can enter just Chantal so that no one knows that I am there. I want you to just continue as per normal. All the challenges that you normally experience with students logging off because you have asked them a question or whatever. Happy for all that to take place because I want the real stuff.

P3: Okay. So, you actually want to be physically, you want to be present in an online. You don't want me to just send you a link that I have already done...?

CH: No.

P3: ...in a lesson already done.

CH: I want to sit in and observe very quietly. And then I will ask you for the recording. So, I would like you to record that whole online session.

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P3: I do that anyway.

CH: And for the purpose of research [...] is happy for that because I know we don't normally record a whole session. Before that particular session, you would then need to send it to me because I can't just go in and, well, ...

P3: Ya.

CH: ...I can't just go and engage into your [online] module. And then the module that you would like for me to examine, you need to decide which module that would be. So, you might have four, five. I am only going to go and look at one.

P3: Okay.

CH: I am not looking at all your modules. I am just looking at one of your modules just to get a sense of how students have engaged, what do you put there as instructions, how have you used announcements? So, it is really just to get a sense of what are these things that is making that engagement take place, those graduate attributes being developed, are they being developed? Um, what are those things that all these lecturers are doing that is making it happen? That that is really what the research is?

P3: Ya. The best one will probably be the economics module.

CH: Okay.

P3: [Specific module name given].

CH: Okay. I am going to write that down.

P3: Ya, that will be the best one. I must just actually have a look...

CH: So, you will see that I will become registered on, I will enroll...

P3: Yes. Yes.

CH: ...to ask [EdTech Jane] to enroll me.

P3: Mm-hmm. And do with the BCom group [green].

CH: Okay.

P3: I have got another [name of specific module] group, but that is the Entrepreneurship group. But so many of them have dropped out.

CH: Okay. So, it is [verification of module name].

P3: [Module name verified]. Group [green].

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CH: Group [green]. Okay. Now your online sessions that I am observing...

P3: I will have to have a look to....

CH: You could do two different groups. I am not too concerned as long as it is not the same session that is been examined.

P3: No, it would be a different, it would be a different online session.

CH: Ya. So, I'm, I am not too concerned if if you don't have as many online sessions left in your lectures.

P3: Yes. I have got to look at that as well.

CH: Yes. So that is... I don't know if you have got your schedule here?

P3: I don't. Because I did [another module] today. No.

CH: Okay. So, if you could come back to me quite soon on that, because we might have to do an online session next week if they are scheduled that early. Um, and you may find that actually on another group I can come in on a different topic in the online space and it might not be the same thing.

P3: Okay. Well then go onto the other [module] then as well. It's the, it is [identifies specific module] but it's, it is the Entrepreneurship group.

CH: Okay. But I would only go into your one artifact. So I am only going into one module for the artifact observation, unless you would like me to do both? I am happy if you would want me to do both.

P3: No, it's fine.

CH: It probably would be similar, but...

P3: It will be the same. You can just do two different online sessions, but I will do two different sections of work.

CH: So, you would, so you share the link in an email, I can then, um, click on it and go in as a guest.

P3: Ya. Okay.

CH: And then just being able to access the video recording, you would need to be able to save it with the, I think there is an option of it being downloaded. I must just double check with [EdTech Jane].

P3: But I can just send you the link?

CH: Yes.

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P3: Where...?

CH: But you do need to save it in a certain way to download. Students should be able to download, but I'm pretty sure you already do that.

P3: Oh yes, I do that. I do that. Yes. Ya. Where they save the recording. Ah, no...

CH: Not everyone does that.

P3: Oh, no no no. I do that where I save the recording.

CH: So that's, so once I can save the recording because that will be obviously put away...

P3: Yes.

CH: ...safely in a password protected space.

P3: Okay.

CH: Um, to verify that I am not making this up.

P3: Ya. So basically, you are just wanting two, two separate online sessions with different material?

CH: Yes.

P3: Okay.

CH: Yes.

P3: Okay. So, I have got a couple sort of towards the end I think.

CH: Okay. So just have a look when...Look I am hoping that I have got availability then and there. So that is the other thing is just coordinating.

P3: Ya. I will send you the dates. Ya because like we are running out of time...

CH: Ya. So, so if, if you can email me that quite soon, that will help because then I can plot and give you a sense of, okay, we are going to have to do it like here and we are going to fit in our follow-up interview round about there. And let me know which suits you? It will be online, so it's easy that you can do it from the comfort of your own home. I mean, we will do it on [the webinar] as well.

P3: Yes.

CH: Um, I will just work in one of my modules. <laugh>.

P3: Alright. Okay.

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CH: Okay. And then just to, to ask some questions from you. So, I just need just some general things.

P3: Ya.

CH: Um, how many years have you been teaching [Joanna]?

P3: Oh, since...

CH: Because I know it was before [this institution]!

P3: Yes <emphasis>. Oh gosh. I did my HDE. Uh, my HDE in 1987.

CH: Okay.

P3: So, it was from, well then, I did my two prac teaching blocks in 1987. Um...

CH: I think you have probably started the same as me. It is about 25 years.

P3:

Ya. But I had also, I had a break when I had my children.

CH: Okay.

P3: But in that time, I was, I lectured at, um, the [another named institution]. I always had my hand in, in lecturing and teaching.

CH: So, what would you say? Plus 20 years?

P3: Oh, easily, yes. Ya, easily. Because I have been here for, this is my 14th year of being here and I lectured...

CH: We are exactly the same. I have been here 14 years.

P3: And I lectured overseas as well.

CH: Okay.

P3: Ya. And I, I lectured, um, lectured here before.

CH: So, you are probably plus 25.

P3: Ya, I would say quite honestly, yes.

CH: Or around about there, roundabout there you, you are about 25 years. Okay. So, within this institution is 14 years.

P3: 14 years.

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CH: A long time, eh?

P3: It is. Isn't it?

CH: <laugh>.

P3: I know.

CH: And such changes.

P3: Mm-hmm. <affirmative>. Very much so.

CH: So then, okay, what faculties are you linked with now? BCom, so school of management

P3: And um, [name of another module].

CH: Is that School of Education or School of Humanities?

P3: Humanities.

CH: Okay.

P3: And then I remember I also did all the [...] students. I don't know if you want all that?

CH: Ya, no, I just want the current, the current ones.

P3: Okay. Current.

CH: If we looked at, if we looked at all the schools before that, <laugh>.

P3: No. No, it would be a lot. So, you only want now.

CH: Do you teach undergraduates?

P3: Yes.

CH: Yes. Because that is part of the research. And then how long have you been teaching in the online space? So, is it since Covid or did you do it before Covid?

P3: Since Covid.

CH: Since Covid. So that was 2020. So we are looking at three years now.

P3: Yes.

CH: Okay. And then one that I want you to put in your own words is how would you define your teaching practice now?



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P3: What do you mean? Sorry.

CH: So, um, do you like to stand in front of the class and present and talk and they must get the information? Do you like to do activities? Are you completely activity-based or do you like to throw in some activities?

P3: I do, ya, but I do.

CH: So how, how would you describe?

P3: I do a mixture. I stand and, uh, give them information. Plus, they also do activities. That is what I do.

CH: It is a mixture of activities...

P3: Mixture. Yes. It's not just...

CH: ...and Instruction.

P3: Ya. It's a mixture.

CH: And why do you throw in activities?

P3: Oh, just so that they, um, can consolidate what I have taught them or lectured to them. It is basically consolidation and so I can see that they have understood what I have, I have, um, been saying to them.

CH: Okay. So, it is to assess their understanding.

P3: That is how I get feedback, you know, so that I am not just standing and then they just all count the roof type-thing...

CH: And do you find that you use that feedback to adapt your teaching strategy, or do you keep your teaching strategy as the same?

P3: Um, pretty much the same I would say. Because I think it works, it works for my subject. And I think I have always done that in all my, all my teaching years I have done that.

CH: So, feedback is to assess student understanding?

P3: Yes.

CH: Okay. And those were just the questions that I needed upfront as part of our initial...

P3: Okay.

CH: ...meeting. It was really to, to see that you, you...

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P3: To see where I, where we are going?

CH: ...so that we can go ahead with this research. Um, are you happy with...

P3: I am.

CH: Okay. So, if I can ask you to have a look...

P3: I will, I'll, I will email you when I get home and I will have a look at the dates that I have got online sessions. Because I already know what I am lecturing in those, in that time.

CH: Absolutely. <laugh>.

P3: You know what I mean because it, it was all structured and whatnot.

CH: So just possible dates where you would like the online, um, say which are your two preferred dates, throw in an extra one if you do have an extra one.

P3: Okay.

CH: Just in case I have got a clash. Um, and hoping that it all kind of just fits in together and...

P3: Okay. Alright.

CH: ...and then between that we will do the follow-up interviews. So the one will have to be between the two online.

P3: Okay.

CH: And then the other one can be whenever we have got availability to do wrap-up.

P3: Alright.

CH: Okay. Any questions that you would like to ask?

P3: No, I think it will be fine.

CH: [Joanna], I am so looking forward to this. <laugh>.

P3: <Laugh>. Ya. I hope it helps you. Ya. I am sure it will.

CH: Well, look. I have no idea what what it is going to present.

P3: How it is going to pan out? Ya.

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CH: But but I am really intrigued to see are we developing these 21st century graduate attributes because that is what we are promising our students. So, to what degree? Um, and what are the elements that that sets that?

P3: So, it will be interesting.