

Field notes

Field notes on interview 1 (2/10/2021)

Field notes made during interview:

Dyadic telephonic interview

Two young female teachers, teaching high school students.

Both have taught learners with CVD.

9... Working with learners w...olour blind/ experience

Relaxed and eager to share their experiences.

Note that learners with CVD came to them and told them they cannot see certain colours.

Mention red, orange.

The one participant noted that she had a learner with CVD and she had to mark his work in a different colour due to his challenges with seeing red.

9:2 Note that learner... Becoming aware of learners who are colour blind
Challenges for learners who are CVD

9:3 Note that learner... Working with learne

Have to repeat questions- sometimes communication unclear when we are 3 people participating in a telephonic conversation. Due to no facial cues difficult to determine who is speaking and if they heard questions clearly. Luckily, they asked when uncertain.

Practical examples of their experiences and ways of support.

9... Accommodate learners who are colour blind

In class teaching in colour and colour used in extra-curricular activities.

9... Extra murals
use of colour during instruction

Participants responded to what each other shared and noted similar examples.

Do two participants participating in a dyad interview make them more comfortable? Spotlight not on them. More casual and more a conversation than the one-on-one interviews I did in masters.

I often paraphrased responses. What influence does my choice of words have on the participants?

Did I manage questions well to include both participants in the interview? How can I do this better?

Both gave examples both commented on the other's experiences.

Field notes on interview 2 (2/10/2021)

Telephonic interview- little opportunity for observation.

Very formal short answers

Does not recall teaching learners with CVD. Prior to interview we had a discussion on the prevalence of CVD, he was surprised and did not realise it is so common. Notes in his interview maybe he has taught learners with CVD but was not aware of it.

9:6 Does n... Awareness
Working with learners w...olour blind/ experience

Headmaster of a public high school.

Physical science to Gr12 level for 15 years.

Use colour.

- Draw attention.
- Affect the emotional state.

9:7 Use col... Colour perceptions by teachers
Emotional/ social impact

Gives a lot of practical examples on how to change teaching and instruction for learners with CVD.

- Font
- Ask them.
- Expose

9:8 Gives a lot of pract... Accommodate learners who are colour blind

Expressed a need for awareness and practical ways on how to accommodate such learners.

9:9 Ex... Accommodate learners who are colour blind
Awareness

Field notes on interview 3 (4/10/2021)

48	Telephonic interview		
49	Humanities HOD high school		
50			
51	Prior to starting to record the interview she asks how long this will take and notes she is busy doing washing can I hear her moving around as I am on speaker. Does not seem very keen on participating.		
52			
53	Due to being on speaker at times struggled to hear the participant. Can hear she is moving closer and further away from the phone and is doing something else while talking to me based on the amount of movement and background noise. (She also mentioned she is busy hanging washing)		
54			
55	HOD- share experiences of teachers working under her. She herself has not taught a learner with CVD.	9:10 H...	<div> <div>Awareness</div> <div>Becoming aware of learners who are colour blind</div> <div>Practical examples of ho...rs who are colour blind</div> <div>Working with learners w...olour blind/ experience</div> </div>
56			
57	Challenges in specific subjects:		9:11 Challenges in speci...
58	- Art: only paint in black and white		Challenges for learn
59	- Geography: Struggle to see colour code features on a map		use of colour during
60			Working with learne
61	Teaches history – colour in photos and videos. Learners with CVD may miss important information such as bloodstained clothes.		
62			
63	Field notes on interview 4 (5/10/2024)		
64	In-person relaxed and at ease. Not at school.		
65	Consent NB not forced to participate as I know her personally. (How does my relationship with her and previous conversations on my research maybe influence her responses?) Notes she had conversations with other teachers who have taught learners with CVD.		
66			
67	Foundation phase		
68	Honours in Remedial teaching yet limited knowledge of CVD as a barrier to learning.		
69			
70	Often use colour to assist in explaining topics.	9:12 Often use c...	physical barriers in scholastic resources
71	Still use green board – write with red on green (CVD?).		use of colour during instruction
72	Maths counters colour coded.		
73	Use colour when doing reading comprehension.		
74			
75	Field notes on interview 5 (6/10/2024)		
76	Telephonic interview		
77	Soft – struggle to hear him. Seems like I am on speaker, echo.		
78	Young male teacher at a high school		
79			
80	Coach cricket- aware of challenges in cricket for learners with CVD.		
81	He teaches Geography and only after a while realised that a learner in his class could not find features that were colour coded such as rivers on maps. He noted that when he looked at her actual work, he realised she lost marks in mapwork because of this. He then went on the explain that that was how they realised she was colour blind.	9:19 He teaches...	<div> <div>Awareness</div> <div>Becoming aware of learners who are colour blind</div> <div>Challenges for learners who are CVD</div> <div>Practical examples of ho...rs who are colour blind</div> <div>use of colour during instruction</div> <div>Working with learners w...olour blind/ experience</div> </div>
82	Teaches Geography		9:13 Teach...
83	Experience teaching a learner with CVD.		Becoming aware of
84	Cannot find river on map – colour coded. He realised she has CVD.		Challenges for learn
85			Practical examples
86	Uses concept ‘straight blind’ not able define it. Maybe uncertain about the different types of CVD.	9:14 U...	use of colour during
87			Working with learne
88	Field notes on interview 6 (6/10/2021)		
89	Dyad interview		
90	Two maths teachers, high school		
91	Both speak loud- easy to hear.		
92	Engaged in conversation – eager to share their experiences.		
93	Little probing needed.		

94
95
96
97
98
99
100
101
102
103
104
105
106
107
108
109
110
111
112
113
114
115
116
117
118

teachers seemed to know each other well.

Similar experiences

Both teach Math.

Child struggle to see writing in different colours on the board.

Realised child struggles – not aware of their CVD prior

socio-economic challenges – support from school

The participant noted the possible emotional impact for learners with CVD noting that they may at times be excluded or teased due to being different and the challenges they experience.

Practical examples of the use of colour in sport and ways to support learners with CVD.

Netball: cones, bibs, ball, field markings

Field notes on interview 7 (7/10/2021)

Know personally - explained informed consent to avoid feeling forced.

Home language Afrikaans - gave the option of doing the interview in Afrikaans, but she said it is fine in English.

Seems anxious, hesitant, struggled to find the right words in English.

Expressive in her body language, try to explain with her hands if she cannot find the right word.

Foundation phase teacher

Frequently use of colour.

Colourful class

Often uses colour during instruction – uses it to help learners remember work.

9:16 C...

Becoming aware of learners who are colour blind

Challenges for learners who are CVD

Practical examples of ho...rs who are colour blind

Working with learners w...olour blind/ experience

9:17 P...

Extra murals

9:18 Foundation...

Colour perceptions by teachers

use of colour during instruction

9:20...

Challenges for learn

physical barriers in

Awareness

Becoming aware of

Challenges for learn

Emotional/ social in

Other learners awar

Working with learne