

Research journal

*In this journal I have integrated my thoughts, reflections, and decision-making processes.
I have organised all notes by means of dates.*

2020

1 February 2020

Yesterday we had a meeting regarding the layout and planning of my research proposal. I have a lot to learn and read up on. I still need to read up more on:

Paradigmatic perspectives (interpretivist/ constructivist) (approach: Qual, Quan, mix) (design: case study)

3 foundations

- Theoretical
- Epistemological (ontology, axiology etc)
- Methodological (research approach)

17 March 2020

I am excited about this new journey. I have started planning my research approach. I am considering using a mixed methods approach. This is new to me as previously I have only done qualitative research.

26 March 2020

Tomorrow, lockdown will start due to Covid-19. I am concerned how this will influence my study. However, I am also grateful for more time to focus on my study. Luckily lockdown is only for a short period of time.

30 March 2020

The national lockdown. I am wondering how this lockdown and COVID may impact my studies. Luckily it is only two weeks. I hope to use this time to work on my studies, especially my literature review. There is not a lot of data in the field. I often have to take into account sources older than 10 years due to limited research in the field.

3 April 2020

The lockdown has affected schooling. I wonder how I will get access to schools and teachers. A lot of schools have moved online and even my own work is often online or telephonic. In this period of time, I have also made use of Google Forms a lot. I am considering such techniques for data generation. How will this affect my data generation process?

22 April 2020

The national lockdown has been extended. Although this concerns me, and I wonder about the extent to which will impact my studies I plan to continue using this time to focus on my studies and hopefully finish my proposal.

How do you do both qualitative and quantitative data collection during a global pandemic and lockdown? What does the future hold? Will I be able to access schools if all the schools are closed at this point?

I hope this does not lead to extending my studies.

I have not been on campus once since starting my studies. I have had to mainly rely on online resources and publications. Although I was able to access most information online, I wish could go sit in the library and work quietly.

What to consider from an ethical perspective when doing research online? How will participants be able to ask questions? I have not done quantitative research prior to this. I think it might be helpful to find out how others are doing this.

7 May 2020

How do you collect data during a pandemic? I have started using online platforms in my

work and should probably consider such platforms for my data collection.

6 October 2020

Today I defended my proposal. I did this online. Who would have ever thought that this would happen? Doing it online created a lot of stress for me as I had to master the use of the online software as well.

I think it went well. I had a lot of questions, regarding data collection in the current SA context. There were specific questions related to COVID-19 restrictions and how this may impact my data collection. I will have to be creative. I think this year has created a lot of new possibilities on using online means to gather data. I have for example had to master the use of ZOOM, Teams and Google Meet for various work and study related responsibilities.

7 October 2020

My proposal has been approved with minor changes. My supervisor and I will discuss the challenges and possibilities of gathering data in the current climate. I assume there will be limitations to gathering data face-to-face. I would have to change my way of thinking; I am used to face-to-face interactions and gathered my data this way in my masters. I hope that all my experience in 2020 with online forms and meetings will assist me in this regard.

2021

6 February 2021

I have had to revise my ethics application several times. During this process I had to consider gathering data online and the limitations associated with the COVID-19 pandemic.

15 April 2021

I need to look at doing qualitative research (PRA groups) online. How would discussions work in an online context. I have had some experience with ZOOM and Google Meet.

21 April 2021

One of the statisticians at the university is assisting me with my online questionnaire. Although I originally planned on using Google Forms for data collection, she is recommending Qualtrix.

20 May 2021

Today I followed up with the statistician at the university regarding uploading my questionnaire on Qualtrix. It seems to be taking longer than expected. I am hoping it gets finalised quickly as I am not allowed to gather research in the fourth term, and this might delay my whole study.

31 May 2021

I am very excited. My questionnaire is finally uploaded on Qualtrix, and I was able to complete the questionnaire myself to ensure all is correct. It went well and seems easy to administer online. I have that how easy it is to administer will contribute to getting enough respondents for my study.

4 June 2021

Today I had a meeting with the statistician to discuss how I will share the questionnaire with schools and teachers. I am planning on sharing the link on an email with administrative staff at the school or the principal of the school who will then distribute it to teachers via email.

19 August 2021

I spoke to my supervisor about using Kumospace, an online programme for PRA groups. I will research and play on Kumospace to plan on how to use it. Email respondents willing to participate and ask them about their availability in the school holiday.

- 70
- 71 Notes from my supervisor:
- 72 - 3 core questions participants can discuss in breakaway rooms (20min per question);
- 73 - 4 to 5 participants per group;
- 74 - Explain the project and purpose of these PRA groups to them; and
- 75 - Explain to participants they are the experts when it comes to this topic.
- 76

77 **22 August 2021**

78 Will I have enough participants for PRA groups??? I am struggling to find respondents to participate in phase 2. I need to speak to Prof Ronel about this.

79

80 **2 September 2021**

81 All the respondents I have emailed or phoned are not getting back to me. I will have to follow up and see if I can get hold of more of them.

82

83 **6 September 2021**

84 I do not think I have enough participants for PRA groups. What other qualitative methods are available? I have used semi-structured interviews before and am familiar with them maybe this can be an option. I need to ask Prof Ronel.

85

86 **15 September 2021**

87 I have emailed all 19 respondents from phase 1 of the study who indicated they I can contact them to participate in phase two. I am concerned as so far it has been a struggle to find respondents for phase 1. I hope that phase 2 goes easier and I do not have to struggle to find enough participants. I feel like COVID-19 has made it really difficult to come into contact with people. The criteria to participate in my master's degree's study in 2017 and 2018 was much more specific but I was able to get enough participants much easier. It feels like Covid-19 related restrictions has negatively impacted my social networking skills.

88

89 In my master's degree I travelled to participants and interviewed them in the comfort of their own homes. During this process I was able to observe them, and they seemed comfortable and at ease. I have less non-verbal information to work with during interviewing if it is telephonic. What impact will this have? I will have to listen very carefully to tone of voice, pauses and background sounds during interviews.

90

91 Apart from interviewing participants at their own homes in my master's what other techniques worked to set them at ease? Initial explanation of consent and the purpose of the research. Chatting to them casually when setting appointments. Showing interest in their stories and lived experiences.

92

93 **18 September 2021**

94 Pre meeting

95 I have an upcoming meeting with my supervisor regarding data collection and the way forward. I am really concerned about data collection in the current setting. Schools have reported that their teacher are stressed out and overworked and they do not want to overburden them with more work by participating in the study. I have struggled a lot to get schools willing to participate and have a had a low response rate to online questionnaires.

96

97 I wonder to what extent the area I'm doing research in plays a role. I am in the Ekurhuleni areas and there is not a university close by. When speaking to other PHD students in Pretoria, they seem to have had a much better response rate. Could it be that the schools in that are used to participating in research and have a different culture?

98

99 I wish I could get in my car and drive to schools. I am struggling to get schools willing to participate when I phone or email them.

100

101 Ideally, I wanted rural schools to participate to compare the quantitative results of urban

and rural schools. However, I am not finding any schools willing to participate. When I phone, the number often does not work, no one answers, or they say that they will get back to me, but they do not. I have had no response from emailing the rural schools. I am so frustrated.

20 September 2021

Due to the lower-than-expected response rate to quantitative, I had to change from PRA groups to semi-structured interviews. The low response rate has really made my studies challenging. I cannot help but wonder what impact Covid had on this. I hope I gather enough information to keep my study valid.

I am not allowed to do research in term 4. This means that I need to do all interviews before the 11th of October.

27 September 2021

My first interview will be with two participants. Although I have done semi-structured interviews during my master's I have not interviewed more than one participant at the same time. I am a bit nervous about the process.

How can I ensure I hear both participants experiences? Probing and asking the other participant if there is anything they would like to add. Maybe repeating the question and addressing the other participant. I will need to make notes as I listen to ensure both participants answer each question. I can also ask participants if there is anything else they would like to add before proceeding to the next question.

27 September to November 2021 (Reflections on semi-structured interviews)

28 September 2021

Reflection on telephonic conversation with participant 3 whilst setting up interview

During an informal conversation with one of the participants prior to the interview in an attempt to set up the interview the participant noted that he has never taught children with CVD. He noted that this is an interesting topic as it is not something that is occurring often. This participant is the headmaster of a large public high school. Reflecting on my reaction during this conversation I wonder if he could hear that his response came as a surprise. I thought it was strange that a teacher who teaches Physical Science a subject where research shows the use of colour may negatively impact learners with CVD has not come across this. I wonder if he has maybe taught learners with CVD, but they maybe were not comfortable sharing their experiences with him.

8:1 no... Awareness
Working with learners w...olour blind/ experience

8:2 I thought it was s... Awareness
Working with learners w...olour blind/ experience

Furthermore, if he picked up on how I felt to his response could it maybe influence his responses during the actual interview? I hope to address this by building rapport and explaining to him that his actual experiences and honest responses are valuable prior to conducting the interview.

Follow up reflection (29 September 2021): During the interview he once again noted that he has not been aware of teaching a learner with CVD. He did note that maybe there were learners with CVD, but he was never made aware. He also acknowledged he is not aware of how common it is.

8:3 During the I... Awareness
Becoming aware of learners who are colour blind
Working with learners w...olour blind/ experience

30 September 2021

Reflection on conversation with participant 1 prior to interview 1.

Participant 1 and 2 seem very interested about my research and noted that they have both taught learners with CVD when I contacted them to set up an interview. This makes me very excited as I can gather information on their actual experiences teaching these learners. I am surprised that both of them have had such experiences as both of them are young teachers and have not taught for many years.

8:4 th... Awareness
Working with learners w...olour blind/ experience

8:5 I a... Awareness
Working with learners w...olour blind/ experience

2 October 2021

Reflection on interview 1

129 During my first interview one of the participants reported that a learner in their classroom
with CVD could not see red pen on his tests and she had to mark his work in another
colour. When reflecting on this, I wonder how many of his teachers were aware of this
how it impacted his schoolwork but also how it affected him psychologically. It seems like
CVD can even influence a learner's ability to see their marks and learn from their
mistakes when teachers use red pen for marking and corrections. Teachers may not
often realise how often they use colour.'

8:6 learner in their classroom...

Accommodate learners who are colour blind
Awareness
use of colour during instruction
Working with learners w...olour blind/ experience

130
131 Both participants were eager to share their experiences teaching learners with CVD.
This was the first time I did a dyad interview. I made use of probing and often asked if
the other participants wanted to add something. It seemed as if participants fed of each
other's responses, and it encouraged conversation. The preparation in terms of how to
ensure both participants get a turn to speak, and probing helped to be more prepared for
the interview. It seemed as of colour is used differently in different subjects. Teachers
were also made aware of the challenges by the learners who informed them of their
unique challenges associated with CVD. It seemed as if they had to make changes in
support of these learners.

8:8 Teacher...
8:9 It...

Becoming aware of learners who are colour blind
Accommodate learners who are colour blind

8...

use of colour du

132
133 How have two very young teachers who have only been teaching a year or two share
experiences of teaching learners with CVD but a teacher who has been teaching for over
15 years not recall teaching learners with CVD? Based on the percentage of people with
CVD in the world it is unlikely that he has never taught a learner with CVD. Could it be
that he has taught learners with CVD but never noticed or been made aware?

8:10 How have two v...

Awareness
Becoming aware of learners who are colour blind
Working with learners w...olour blind/ experience

134
135 **2 October 2021**
136 **Reflection on interview 2**
137 This interview was with a teacher of a headmaster of a large public school. I know this
teacher in a different capacity and took time to gain informed consent so that he does not
feel pressured in any way to participate or answer a question he does not feel
comfortable to answer.

138
139 As noted previously, I was surprised that he said he according to his knowledge he has
not taught any learners with CVD. During our telephonic conversation when setting up
the interview we discussed the prevalence of CVD and in the interview he noted that
maybe he has taught learners with CVD but was not aware of it. I wonder if my
conversation with him prior to the interview may have influenced his responses. It
seemed as if it made him more aware of the condition. Although he has never taught
learners with CVD, he made several practical suggestions of how he could support a
learner who experiences challenges differentiating between colours in class. It could be
that he has experience supporting learners with barriers to learning but not learners
specifically with CVD.

8:11 I...

Working with learners w...olour blind/ experience

8:13 I word...

Awareness

8:12 During...

Awareness
Becoming aware

Accommodate learners who are colour blind
Learner support

140
141 **4 October 2021**
142 **Reflection on interview 3**
143 Although the participant who participated in my third interview indicated that I could
contact her for follow up data collection during the second phase of my study she
seemed very distracted during the interview. I wonder if she only agreed because she
knows me outside of the research setting. Could it be that she came across very casual
due to our relationship? Could it be that my research was not taken as seriously as I
hoped it would be taken?

144
145 *How can I avoid similar interactions in future interviews?* I plan to when setting
interviews to emphasize to participants the importance of a quiet environment with little
distraction and that external noise could negatively impact my research process. I could
also during the interview note challenges with hearing the participant and that recordings
may be unclear due to this.

146
147 This participant is the HOD and shared her experiences supporting other teachers who
teach learners with CVD. This could be an alternative way of support be equipping
HOD's to assist teachers under them on how to support learners with CVD. She shared

8:15 This p...

Becoming aware of learners who are colour blind
Teacher support (training)

physical barriers in scholastic resources
Practical examples of ho...rs who are colour blind

experiences of teachers who taught learners with CVD in Art and Geography. It seems as if each subject had unique challenges (I noted similar findings for the first interview).

5 October 2021

Reflection on interview 4

Conversation when setting up interview. The participant assisted with the distribution of the questionnaires for the quantitative part of my study at the school where she works. She noted that she had several conversations with older teachers who taught with her in the foundation phase. She explained that several of them had taught learners with CVD and shared their experiences with each other after the completion of the questionnaire. I wish I could be part of this conversation. It seems as if the completion of the questionnaire itself stirred conversation and brought awareness of CVD.

Actual interview. This interview was done in person as I knew the participant prior, unfortunately it could not be done on the school premises hence no observations regarding the school environment could be made. Once again, I took time explaining informed consent to the participant to ensure that she does not feel pressured to participate or answer questions. This participant teaches in the foundation phase at a local primary school. The participant noted that she has not taught learners with CVD. She reported on her conversations with other teachers who have taught learners with CVD and shared practical examples of how they have supported learners with CVD. I made a similar note when setting up the interview; it seemed as if my study initiated conversations between her and other teachers on CVD and how to support learners with CVD in the classroom. It seemed as if foundation phase teachers often use colour. The resources in the classroom are colourful and she uses colour when writing on the board.

She noted we don't always realise the challenges learners with CVD experience. She noted that sometimes children with CVD may seem to struggle with schoolwork not because of not understanding the concept but struggling to differentiate colours.

During the conversation she seemed relaxed and at ease. She often gave practical examples of how she uses colour in the class. It seems as if colour is used for various tasks and content including art, maths and reading and writing.

Reflection: She has an honours degree in remedial teaching and does offer remedial support for learners with barriers to learning. Yet it seems as if she had not considered CVD as a barrier to learning prior to my study.

6 October 2021

Reflection on interview 5

This was a telephonic interview with a young male teacher at a high school. He seems to be involved in sport and gave examples of challenges specifically related to cricket.

He seemed to speak softly, at a distance and it sounded as if the phone was on speaker. He referred to a concept 'straight blind' but when I asked him what this means he could not define it. It seemed as if he was uncertain about the different types of CVD and associated challenges.

6 October 2021

Reflection on interview 6

This was a dyad interview with two teachers from a high school who both taught Mathematics. The quality of this recording was clear. The participants engaged in conversation with very little probing needed. The two teachers seemed to know each other and comfortably engaged in conversation during the interview. This made the process easy and more natural. They often shared similar experiences to each other and gave similar examples feeding on each other's examples of experiences.

These teachers specifically reported on socio-economic challenges some learners with CVD faced and how the schools were able to support them.

8:15 T...

Becoming aware of learners who are colour blind
Teacher support (training)

8:16 S...

physical barriers
Practical examp
use of colour du
Working with lea

8:15 T...
8:17 She noted that s...

Awareness
Becoming aware of learners who are colour blind
Teacher support (training)

8:18 The p...

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

8:19 It see...
8:20 It...

Awareness
Teacher support (training)

physical barriers in scholastic resources
use of colour during instruction

8:21 She n...

Challenges for learners who are CVD

8:22 She o...

physical barriers in scholastic resources
use of colour during instruction

8:23 She h...

Teacher support (training)

8:24...

Extra murals

8:26 He ref...

Understanding

8:27 T...

Emotional/ social impact
Learner support

173	It seems as if colour is often used in extracurricular activities. Participants shared about the use of colour in sport, specifically netball where bibs, cones, balls and field markings are coloured.	8:28 It see...	Extra murals
174			
175	7 October 2021		
176	Reflection on interview 7		
177	I knew the participant personally and took time to explained informed consent to avoid her feeling forced to participate or answer questions she felt uncomfortable to answer. Although her home language is Afrikaans, she is comfortable speaking English. I also confirmed if she is comfortable if the interview was done in English and she said yes. However, she seemed very anxious during the interview, and it seemed as if she struggled to find the right words in English. She was expressive in her body language and would try to explain with her hands if she could not find the right word.		
178			
179	She is a foundation phase teacher and reported on the frequent use of colour. She notes that her class is colourful; colour is used in textbooks especially the DBE books and that she often uses colour during instruction. It seems as if foundation phase teachers who participated in my study often used colour to assist in explaining concepts.	8:29 She is a fo...	physical barriers in scholastic resources use of colour during instruction
180			
181	Reflection after all interviews (2 to 20 November 2021)		
182	2 in person		
183	5 telephonic		
184			
185	I realise that several of the participants who are younger and have less teaching experience indicate that they have taught learners with CVD. How is this possible? Could it be that they are more observant of barriers to learning due to inclusive education? Could it be that learners felt more comfortable sharing their challenges with them due to their openness or teaching style? I honestly do not know. This might be an interesting topic for future research. I am relatively younger and can recall teaching learners with CVD when I was teaching. Could it be that my own experiences of teaching contribute to how I view this?	8:30 I realise that several of th...	Awareness Working with learners w...olour blind/ experience
186			
187	It seemed as if during the dyad interviews teachers actually gained insight from each other's experiences and shared similar experiences. They also engaged more casually and seemed comfortable. It could however be because these teachers all had experiences teaching learners with CVD and seemed eager to share their experiences.	8:31 It...	Awareness Teacher support (training)
188			
189	I only interviewed two primary school teachers, who both teach in the foundation phase. I may not have enough information on the use of colour in the primary school. In addition, one of the schools only allowed foundation phase teachers to participate in my study. It could be that colour is used differently in primary school subjects and extra-mural activities.	8:32 I only interview...	Extra murals use of colour during instruction
190			
191	Teachers noted that they often used colour during assessment activities, for example in lower grades learners are asked to colour certain shapes or write certain words in different colour. In higher grades colour is used in assessment activities as well, for example in map work certain features are colour coded and in history and art colour may convey important information for example blood stains on clothing in a picture. It seems as if learners with CVD may lose marks in assessment activities due to challenges distinguishing colour.	8:38 Teachers noted that they...	Becoming aware of learners who are colour blind Challenges for learners who are CVD use of colour during instruction Working with learners w...olour blind/ experience
192			
193	The teachers I interviewed reported on the use of colour in the specific sports they were involved in. Several of the teachers I interviewed coached hockey, netball and cricket. None of them reported on the use of colour in other sports such as rugby, soccer and swimming. I do recall that cones and coloured clothing or bibs to identify teammates were used in these sports when I was still teaching. I coached cross country and hockey and often made use of coloured cones for activities. Often in individual sports such a cross country, learners from the same school would wear the same colour clothing whereas with team sports the learners often wore the same colour clothing as well as bibs that were colour coded to indicate the position the played. I wonder how this may	8:33 The teachers I interviewed reporte...	Extra murals

193

211

212

impact learners with CVD when participating in sports, especially team sports where colour may be used to identify teammates and positions. The teachers identified several challenges associated with the use of colour in sports, for example challenges seeing the ball or field makrings and challenges identifying teammates where colour coded clothing or bibs are used to differentiate between teams,

Several teachers noted how learners with CVD may be impacted emotionally due to the challenges they may experience in the school context. The one participant noted that all the learners in class knew of a learner with CVD in the class, that they made remarks in an almost teasing manner and how this may have been difficult for him. Other participants noted that learners with CVD may be perceived as different and marginalised or even teased. I recall how when I was a teacher a learner in my class would ask me to not write with red on the board as he could not see. He raised his hand in front of the whole class asking me to use a different colour, while his peers looked at him strangely.

30 November

Several of the participants reported that they had taught learners with CVD. Some of the teachers and schools made a lot of effort to support these learners. In some cases, the schools sent learners for eye tests. The participants made several changes to support these learners in their classrooms, for example they used less colours and asked learners if they could see when they wrote in colour in the board. It seemed that once teachers became aware of the challenges learners with CVD faced in the classroom, they were eager to assist them.

2 December 2021

The participants ways of becoming aware of learners with CVD in their classroom varied. Some of the participants reported that the learners came to them and told them. Some participants noted that they became aware of the learners' challenges with seeing or differentiating between colours in class and that the learners were not aware that they had CVD. Several of these participants noted that the learners with CVD lots marks due to their challenges, for example the one teacher noted that when he looked at the learner with CVD's test, he could see that she lost marks at the map work section. I wonder how many learners with CVD are underperforming at school due to associated challenges.

5 December 2021

I am surprised that there are teachers who report that they have not taught children with CVD. I was a teacher for 6 years and can recall teaching a few children with CVD. Certain participants reported that they have not taught learners with CVD. Due to the prevalence of CVD, I wonder if they really have not taught any children with CVD or if they were just unaware.

How can it be that some of the teachers that have been teaching a year or two report on experiences teaching learners with CVD but teachers who have taught many years note that they have not taught any learners with CVD? Certain participants reported that they have not taught learners with CVD. Due to the prevalence of CVD, I wonder if they really have not taught any children with CVD or if they were just unaware. Could it be that younger teachers training was within a more inclusive environment and they are more aware of such challenges? When considering the prevalence of CVD, it is unlikely that teachers who have taught for many years have not taught learners with CVD. Or could it be that learners with CVD may be avoid the subjects taught be these teachers?

10 December 2021

The teachers' responses varied when asked what CVD is. Some noted that people with CVD cannot see certain colours at all while others noted that certain colours may look like shades of the same colour for people with the condition. Further, some of the participants or of the opinion that people with CVD cannot see colour at all. I wonder how teachers' understanding of CVD may impact the support they offer for learners with the condition.

Some of the participants noted that learners with CVD need to be identified so that they can provide support to these learners. It seemed as if some of the teachers did not have a universal view for accommodations in support of all learners but rather wanted to offer individual support to the specific learners with CVD. I wonder to what extent this would be possible in the South African context where there are resource constrains with regards to professionals screening for CVD and teachers teaching large classes.

8:33 The teachers' l...

- Extra murals

8:39 Several teachers noted how learner...

- Becoming aware of learners who are colour blind
- Challenges for learners who are CVD
- Emotional/ social impact
- Other learners awareness
- Practical examples of ho...rs who are colour blind
- Working with learners w...olour blind/ experience

8:41 Several of the...

- Accommodate learners who are colour blind
- Awareness
- Becoming aware of learners who are colour blind
- Learner support
- Teacher support (training)

8:42 The participants...

- Awareness
- Becoming aware of learners who are colour blind
- Challenges for learners who are CVD
- Practical examples of ho...rs who are colour blind
- use of colour during instruction
- Working with learners w...olour blind/ experience

8:34 I am surprised t...

- Awareness
- Becoming aware of learners who are colour blind
- Working with learners w...olour blind/ experience

8:35 How can it be that some of the tea...

- Awareness
- Teacher support (training)
- Working with learners w...olour blind/ experience

8:36 The teachers' respo...

- Awareness
- Understanding

8:40 Some of t...

- Accommodate learners who are colour blind
- Becoming aware of learners who are colour blind
- Learner support
- physical barriers in scholastic resources
- Teacher support (training)

Teachers recommended accommodations such as extra time for tests and examinations to support these learners, this may be an example of support in resource constrained areas, however here once again these learners need to be identified. The participants made several recommendations on adjusting teaching and instruction in support of learners with CVD, such as using shapes or symbols and writing in different fonts and line thickness and writing down steps to accommodate learners with CVD. These changes in teaching and instruction can be used in resource constrained areas as well as in situations where screening for learners with CVD may not be possible. Further the participants who had taught learners with CVD seemed to limit their use of colour in general or only use colours that the learners with CVD could see when writing on the board.

Participants also made suggestions on how to support people with CVD in other ways. The participants for example made suggestions on how to support learners with CVD on the sport field by limiting the use of colour during training and making sure positions are readable by printing bibs in black and white.

8:40 Some of the participants noted that learn...

Accommodate learners who are colour blind
Becoming aware of learners who are colour blind
Learner support
physical barriers in scholastic resources
Teacher support (training)

12 December 2021

When I was a teacher, I taught a learner with CVD. I recall how I limited the use of red due to the learner's challenges to see when I wrote with red on the board. Similarly, it seems as if the participants experiences teaching learners with CVD changed their teaching in a way that is more supportive of learners with the condition. Some of the teachers who participated in the study noted that after the completion of the questionnaire they had conversations with other teachers regarding their experiences teaching learners with CVD. Could it be that my study itself increased awareness of CVD and possibly contributed towards support for learners with CVD?

8:37 When I was a teacher, I taught...

Accommodate learners who are colour blind
Understanding
use of colour during instruction

2022

10 January 2022

I am concerned that I do not have enough respondents for my quantitative data. I have contacted so many schools with no response. I am also concerned that I might not finish in time should I have to extend my data collection period and have to gain permission from the department of education. I am hoping to discuss my data with my supervisor soon in order to plan data analysis.

18 January 2022

At present I am busy transcribing the seven interviews. I am using Otter to do the initial transcription and then I am working through the transcriptions to make corrections and make sure everything is correct. Although this still takes a lot of time it is going much faster when using Otter.

2 February 2022

I have seen my supervisor and discussed my data with her. I have finished my data collection and am starting with data analysis. A statistical from the university is assisting me with the data analysis. I will start by reading through my transcribed interviews again to familiarise myself with the data.

13 February 2022

I used Atlas.ti to transcribe my interviews when doing my master's degree. It worked very well. Prior to using Atlas.ti in my masters (2017-2018), I went for training at the University of Pretoria on how to use it. I still remember all the basics.

19 February 2022

Today I watched a few YouTube videos on how to use Atlas.ti to refresh my memory. I am excited to start using it to analyse my interviews.