

## Transcript

December 16, 2024, 1:31PM

JF started transcription



JF 0:04

Alright yeah so.

**Do you remember the methods that I use in both of the sessions?**

Talia

**Best of all, yes, yes, the cube. And the grading system. Yeah, yeah, yeah.**

**Yeah.**

**OK.**

JF

**Yeah. So what one kind of resonated with you the most if you had to, like, pick one, what was the most effective way?**

Talia0:29

I think the cube.

JF 0:31

Yeah. OK.

Talia0:32

The cube 'cause I liked how interactive it was, like how we could like. We already knew each other's project, whether we could see like it on the like.

Kind of.

It was nice to like see it in that form and what we think of our project kind of in those short answers and yeah.

JF 0:49

OK.

Talia0:50

I like that.

JF 0:51

**And then what do you think the research was about?**

It's the, yeah.

Talia0:59

Like, yeah, that's a hard like.

I'm not actually sure and I didn't think of that like in terms of like how you wanted to like both of those things, right, with the grading as well?

JF 1:13

Yeah, yeah, yeah.

**I mean you can have like a guess, just good to know.**

Talia1:18

Maybe like how to like?

Make, like everyone in the group involved.

**JF** 1:25

Mm hmm.

**Talia**1:26

I'm not sure like the language I use, but like how to make everyone like kind of show their perspectives and like work and be more interactive in that sense.

**JF** 1:36

Yeah, yeah, yeah.

**Talia**1:37

Yeah, something like that.

**JF** 1:38

Pretty much like it's it's around that.

So I can.

Yeah, I can tell you what the research was about, so.

I'm loosely framing it.

It's quite a big research question I guess.

But my research is about how to make students feel a bit more confident and included in the community of the course to bring more diverse voices out and encourage more peer based learning and collaboration.

So yeah, you kind of got that aspect.

The sort of, yeah. Interactivity out of it.

**Talia**2:05

OK. Yeah.

**JF** 2:09

**Yeah. So I would like if you kind of were to use any of these methods in your own session, what would you change or do differently you can just talk about one?**

**Talia**2:23

**Yeah, with the grading system like I like.**

**JF** 2:27

Mm hmm.

**Talia**2:28

**I know, I know.**

**everyone in the group, very well,**

**So it was different.**

**Maybe for us, but maybe for someone who is not as like, I wouldn't be so close. Like it will be harder to discuss, like, especially the grading because I think that's touching on like a very personal thing in a way like.**

**It's different to like like get involved and like be looking at the cube, but it's different to judge someone else's like.**

**How like performance?**

**So maybe like grading systems like differently, I'm not sure what way, but like kind of to make someone feel like more confident in in a way like 'cause, I think like people are shy like especially like in our course.**

**JF** 3:15

Yeah.

**Talia**3:16

**So to make them feel like, OK, like we are not judging each other but kind of we can just understand the grading system not maybe like through judgement but through like different kind of method of like.**

**I'm not sure what would be the way, but like kind of not someone not to feel like too shy of like how they perform basically through the grading because that's touching on on this like maybe more personal like opinions.**

**JF** 3:42

Yeah, that that was a tricky 1 to do 'cause I I I noticed a lot of people they they stuck to like a grade and then everyone kind of moved up in the end and it was difficult for people to move those flags up or down. But yeah.

**Talia**3:44

Yeah.

Yeah, yeah.

**JF** 3:57

That that was quite a tricky 1 to do, to be honest.

**Talia**4:00

Yeah.

**JF** 4:01

But yeah, yeah.

**So yeah, another question is, do you think the like methods were distracting in any way?**

Do you think they helped with the tutorial session?

What do you think like.

**Talia**4:18

**I think they helped like I think especially the cubes.**

**How how you navigated it? Like how we had to write it, how we were like going through each other's like cubes.**

**I think that was involving and like very nice.**

**Yeah, I I don't.**

**I didn't find them distracting.**

**JF** 4:37

**OK. And the environment, did you?**

**Talia**4:38

Yeah.

**JF** 4:41

**Did you think the environment was good?**

**Like, where would you like to do tutors in the future?**

**Do you think that?**

**Talia**4:47

**I think we had a good spot because we had the sofa and kind of it was like nice comparing to just like a table. Like if we had like, you know just the tables.**

**JF** 4:50

Yeah.

**Talia**4:57

**So I I liked our spot, but I think maybe in the table with slightly different, but we had like this nice kind of more inviting environment when we were just on the sofa. But I think it also depends on the group like as I said like my group.**

**Was more talkative.**

**I don't about like other stories we had like so probably depends also like on the group of people you have.**

**JF** 5:17

Yeah. Yeah, exactly.

I'm I guess it was.

Yeah, I guess it was a little bit different per group, but I mean your group was very like involved with which was good, it was nice.

**Talia**5:22

**Yeah.**

**Yeah, yeah, yeah, yeah.**

**So we actually enjoyed it.**

**JF** 5:29

Yeah.

**Talia**5:30

**We were like, oh, that was nice. Like everyone said, the same thing basically.**

**JF** 5:34

Yeah. OK.

**Talia**5:35

They enjoyed it, yeah.

**JF** 5:36

That's good to know like.

If the because as I mentioned, like the research is kind of framed around this idea of, you know, I guess like from my observations with like group tutorial settings, you know sometimes you're just kind of waiting for your go and like you don't really get involved with people.

It just kind of feels like an individual tutorial, but you're in a big group which I didn't kind of want to kind of do.

And I wanted to be a bit more kind of interactive with people so they could kind of contribute share, you know, their projects with each other.

**With that kind of in mind, do you think there's anything else that I've done or has happened this term that can kind of bring more community to the course? Like anything you can think of?**

**Talia**6:29

In terms of tutorials like.

**JF** 6:31

In terms of anything, really.

**Talia**6:32

**Yeah.**

**That's a tricky one, I guess, because like, it depends on the group of people. As, as we said, like mine was very interactive. But like if you have people that are less talkative, it's really hard like the way to involve them.**

**But like, that's one way to make like them, write?**

**JF** 6:48

Yeah.

**Talia**6:50

Or like make other things that that was really nice because that that doesn't have that pressure.

I need to talk first, like they already know what I have in mind.

So like it's easier for someone to like, maybe navigate it.

Yeah.

Especially when you have like just a big group like let's say workshop because it's really, yeah, like they need to be like people need to be split it up and like.

**JF** 7:08

Yeah.

**Talia**7:15

Yeah.

It it's yeah.

**JF** 7:17

Did did you notice like any sort of changes from some students this time like you know that maybe from previous terms they haven't like been involved much, but now they're a lot more kind of involved or it's just?

**Talia**7:33

I think many people opened up like even one student was very involved like because you know like we have like of course smaller groups.

It's normal like as a big cohort, but like even people from different groups started being more involved and more talkative like.

And more involved as well.

**JF** 7:52

OK.

**Talia**7:53

Definitely like it's hard to involve everyone.

Still, people want, like some people is are not contributing as much, but like many people are more open for sure.

**JF** 8:03

OK. And do you think that's down to like just the smaller groups or like the environment that they're in or just like how people are generally more kind of interactive with each other or?

**Talia**8:16

I think all of those things, to be honest, because like it's like people like are are like when we start like they're not as comfortable. But like the more we go like and know each other and maybe smaller groups.

**JF** 8:18

Yeah.

Hmm.

**Talia**8:30

To and it's nice that with tutorials we have the chance to like have the the groups as well. That helps, yeah.

**JF** 8:39

OK.

See if I got any other questions.

**So you said you like preferred the cube 1 a bit more.**

**Talia**8:49

Yeah.

**JF** 8:49

**Did you have any other like feedback around that? Do you think it was because I remember like I had a lot of prompts, so lots of people were just answering the prompts. Do you think? How could I have kind of, yeah. Iterated on that or improved that?**

**Talia**9:02

Yeah.

**JF** 9:09

**Within, the prompts were helpful.**

**Would they?**

**Kind of limiting you too much.**

**Talia**9:15

**I like their prompts, I think.**

**Like what could be nice?**

**Like because they were like short answer and like after we start discussing like have another exercise like something we more deep like kind of like more specific question or like you know like something that like we need to write slightly more and then like maybe discuss it I.**

**Not sure like something that we have the cube to start and then like something else to like explore again like during the you know?**

**Like more conversation.**

**Maybe like something like that to?**

**JF** 9:49

Yeah.

**Talia**9:49

**Just to start, things like this interactive thing, but like later on when we like talk as well like.**

**JF** 9:55

OK.

**Talia**9:55

**To also have some, some other another interaction with the yeah.**

**JF** 9:59

Yeah, OK. 'cause remember at the end we, I got you to group them or like kind of, yeah.

I guess that, yeah, that was a kind of trying to like. Yeah, make sense of, like, similar themes and ideas.

But yeah, you could be.

**Talia**10:18

**Yeah, like kind of another exercise that like it's it gets more deeper like into the topic.**

**I'm not sure like framing like some question that like gets like yeah, writing even a bit more because sometimes it's hard. Like you know, that's like it was nice that it was a quick exercise, but maybe at the end like going like maybe writing a few sentences even.**

**JF** 10:26

Yeah.

**Talia**10:38

Or something. And then like having something like that. Yeah, maybe.

**JF** 10:42

Yeah, 'cause, there's some.

I guess there's a lot of like limited time during the and I didn't wanna take that time away from the tutorial time.

**Talia**10:47

Yeah.

Yeah.

**JF** 10:51

So for me, like I had to prepare it beforehand.

So it was just easier for you to kind of fold it and stick it together and kind of draw on it. But ideally like if it was a longer session, it would be good to kind of, yeah, go into a bit more depth kind of.

**Talia**10:56

Yeah.

Yeah.

Yeah.

**JF** 11:09

Use them in a different way or kind of go back to them or refer back to them in like further sessions in the term perhaps.

**Talia**11:17

Oh, that's also a good idea till I go back to them and then see how it evolves and what changes, what stays the same, yeah.

**JF** 11:20

This yeah.

Exactly.

OK. **Did you like that sort of tangibility to it, or would you have preferred something a bit more digital or?**

**Talia**11:28

Yeah.

**Oh, I like the paper and like simple pen like, I think it's good.**

**JF** 11:39

Yeah.

**Talia**11:42

**Digital like depends like like even with the feedback we had on work in progress, it's hard to like get people involved because like they are already in the mood of like this, more like physical interaction rather than digital one.**

**JF** 11:49

Hmm.

**Talia**11:55

Not sure if yeah.

**JF** 11:56

OK.

**That's interesting. 'cause other year groups, they've responded more to the sort of digital board for some reason.**

**Talia**12:05

**OK. OK. Interesting.**

**JF** 12:06

Yeah, it really depends.

But your your's a lot more.

**Talia**12:08

Yeah.

**JF** 12:10

Kind of hands on. I don't know why that is.

**Talia**12:11

Yeah.

**JF** 12:13

Yeah, that's interesting, isn't it? Yeah.

**Talia**12:14

Not sure.

Yeah. OK.

Yeah.

**JF** 12:19

But yeah, I guess if I had to translate that into a digital thing, I am not sure how I would go about that.

**Talia**12:25

Yeah.

**JF** 12:25

Maybe some sort of mirror board or where you can like compile images or something, but then you lose that sort of.

**Talia**12:30

**Yeah.**

**But I think it's harder to to make people include it when it's just me or like it's sometimes I find it more like even in a group work when we do the mirror like not everyone is asked like, you know.**

**Focused on on doing things there.**

**Yeah, it's tricky.**

**JF** 12:49

Yeah. Yeah, that's true. OK.

Yeah. **Do you have any other like feedback or next steps around any of the methods or like general thoughts?**



**Talia**13:06

I think like as I said, I I love the cube and as I said there was time limited. So actually it's maybe good that you made it shorter, like maybe as you said like maybe even using the same cube for like another tutorials if it's the same group. And like making like something like a bit more broad to those if it's longer and just like something different with the grading system I said.

Not sure if that's like the best way because people feel like very like.

You know some some people feel like maybe it's an attack, like, OK, like I'm I'm better than you or something. Like, especially when you need to judge like each other's.

**JF** 13:37

Yeah, yeah.

**Talia**13:42

Performance in that way, but like maybe something that like let's you understand the different grading system.

**JF** 13:52

Oh, sorry. I think the sound's cut out there.

**Talia**13:57

Yeah.

**JF** 13:57

Oh, I can hear you again.

Yeah, yeah, yeah, yeah.

**Talia**13:59

Yeah. OK.

Sorry because someone was calling me on my phone.

**JF** 14:02

Oh, right.

**Talia**14:02

It's fine, but I I was like hearing that like call from and then like hope you can hear me.

**JF** 14:04

Oh, right.

**Talia**14:10

Yeah, it's it's tricky always. So I think you did a great job like with the like how?

Especially with our group like everyone was like involved. But yeah, like something to understand. People like the grading system but not let them like, feel like it's personal to them. Like in a way like.

**JF** 14:31

Yeah, yeah, I got some feedback from someone else who said that, you know, the gradient thing could be a bit more personalized.

**Talia**14:32

Yeah, not sure.

**JF** 14:41

Not like with grades.

A to D but like with, just like your progress for your individual kind of achievements and then it's like, OK.

**Talia**14:47

Hmm.

**JF** 14:50

This is what I have and then like people can still kind of see where you are and kind of help push you.

**Talia**14:50

Yeah.

**JF** 14:57

To like I don't achieve more in the next something like that. Just kind of like a marker.

Then it's like less sort of, you know.

Specific to like a grade maybe, but more individualized, yeah.

**Talia**15:14

Yeah, that's true.

I mean like, it's good to understand the grading system in general like I think so.

But like yeah, maybe not like specific to each person like which we think because, yeah.

**JF** 15:26

Yeah, 'cause, it's tricky to like. You know, you don't wanna be, like, too harsh on people. And they might take it the wrong way, but then.

**Talia**15:29

Yeah.

Yeah. Yeah, exactly.

**JF** 15:36

By being everyone's got an A that doesn't really help either.

**Talia**15:39

Yeah, that's true. That's true.

**JF** 15:40

Yeah, yeah.

OK, alright.

**Talia**15:43

Yeah.

**JF** 15:45

Yeah, I think like lots of good comments and things I need to think about.

**Talia**15:50

Yeah.

**JF** 15:52

Yeah.

**Talia**15:53

Yeah, sorry, I'm not sure. Like if I can be more helpful because it's I think it's also tricky like how to even frame it because it's like depending on the group and the environment and like how people like like. Yeah, it's **yeah, it's tricky job to be a.**

**JF** 16:01

Yeah.

**Talia**16:10

**Teacher for sure.**

**JF** 16:11

Oh, yeah, yeah, yeah.

But I mean, I had to try some things out this term 'cause this I have to write about it and kind of present it.

**Talia**16:15

Yeah, yeah, yeah.

Yeah.

**JF** 16:19

So it was good to try it, you know, in the sessions and you know, some work better than others. And it's all a case of trying things out and then, you know, refining change in it for the next time.

**Talia**16:24

Absolutely.

Yeah, yeah.

**JF** 16:32

So that I guess that's what they're trying to make us do.

Really in these sessions, which is good, it kind of helps us that kind of be fresh and kind of, you know, you kind of need to anyway.

**Talia**16:36

Yeah.

**JF** 16:44

I wouldn't kind of do the same sessions every single year because groups are different, they have different mentality's and ways of working and we just got to adapt to the group really.

**Talia**16:48

Yeah.

Yeah.

Absolutely like similar methods can be used just like different questions or like the yeah.

**JF** 16:58

Yeah.

Yeah, but just change and reframe and even like using it and like not just tutorials, but in some workshop aspects. It might come. It might be handy, you know for ideation or like you know those are the sessions. Yeah.

**Talia**17:05

Yeah.

Yeah.

Hmm.

Yeah, absolutely.

**Yeah, yeah. With the workshop, I found it like it was hard to like, include everyone, like, and it's tricky when you do, like also physical work. Like to, like, get everyone included. Especially that it's like limited things that like you can do like with the amount of people.**

Yeah.

**JF** 17:36

Yeah, yeah.

**Talia** 17:38

But it's it's still always interesting, yeah.

**JF** 17:42

Alright, cool.

Yeah. Thanks for all your help and comments.

**Talia** 17:45

OK.

**JF** stopped transcription

