Abdullah Alhasani 0:00

Good morning, T3. Thank you very much for agreeing to take part in this interview. So the purpose of this interview is to investigate Omani student-teacher perceptions of their own experiences, authoring multimedia artifacts, creating multimedia projects in relation to three particular aspects: their engagement in the sort of learning experience, and then the pedagogy that surrounds this learning experience, and then the environment. And are going to also talk about the challenges that they might have faced and brought up. Let's get to know you briefly, if you could introduce yourself.

T3 0:42

Well, I've been teaching already now for almost two decades. I've never been interrupted in that kind of career. I've always been teaching continuously and my consistency in this job is not actually because of the pay or anything, but I really enjoy teaching. I yeah, I do enjoy it

Abdullah Alhasani 1:26

How many years in Oman out of the two decades?

T3 1:28

Yeah, that's already more than half, because I have eight years back home. Almost 12 years now in Oman.

Abdullah Alhasani 1:38

Have you had any previous experiences yourself authoring multimedia products or teaching others that?

T3 1:45

teaching yes, but as a student no, because, you know, my generation is quite different. Probably the only thing I can remember producing something related to multimedia is something on the radio, like a mimicry of a drama or something? Something like that, or a role play. Because my generation would not be that much fun digital.

Abdullah Alhasani 2:21

Have you taught students how to use or to create multimedia products?

T3 2:26

Yeah, a lot. in many ways, not particularly teaching that but using it as kind of a platform or a way for them to interact with me. Because you have to consider this is the age now. This is their age. So if they know how to use them, then we will have to take advantage as teachers of this knowledge, whatever they have now. So one thing that comes to mind is for example how are they going to useonline platforms, Like forums or threads for them to talk? So Google Classroom is one, they produce, you know, things there, I provide them with a template or I provide them with a online forum to answer, probably like a quiz or just a hypothetical question for them to comment on. Like this. So in many ways, we use those kind of platforms and, if you still remember Doctopus, that was also used for their writing

Abdullah Alhasani 3:48

so you integrate a lot of tools?

T3 3:50

Yeah, whatever I can think of. There's also one time I use Plickers. It was introduced by a fellow teacher. And of course, I used it a lot because it's like a on the spot quiz, and you you immediately get the results right there And then. So it's really nice. If you're talking about those, then yes, I've been using them

Abdullah Alhasani 4:15

So that's an aspect of technology integration? You're quiet an enthusiast in that regard?

T3 4:21

not enthusiast, I would say, I am more of the experimentalist on this. Let me see what I'm going to find out if this is going to work with them or not, you know, like it's not that I'm too excited to try everything that I will hear about. That's the enthusiasts that you're talking about. But I would say, let's try this, maybe this one would work because I'm not excited about other things. Like, for example, others are using Edmodo. I don't want that. I don't like it. It seems that it's not practical for students, you know. In my case, I don't know because they have to enroll them. And then there was also a time when I taught a children's literature, there's a website where everyone has to be enrolled and they can track their own progress, and how many books they read? Right? As an idea, it was good, but it was not very successful in mine. You see, for me it's not whatever is readily available for me to try, but it's what I think is appropriate in the course that I teach. Yeah, for example, you can't do Doctopus in other other subjects. That's only for writing. I think the website Epic, that's for the books because they can track how many books they read. I can assign a book to them to read and then they can answer questions that I post about that book, something like that. But it was not successful.

Abdullah Alhasani 6:07

So what is it that you consider your main priorities are? that it's appropriate?

T3 6:12

Yea, to the course and also to their level. Like if the resources also are available to them like them, can they really access this in the free labs? Because we cannot assume that all of them have their own computers at home. So I always make sure that their computer labs here in the college will really allow them. For example, YouTube is not really accessible to them. So even though I want them to post, for example, their own video recording of an explanation or synthesis of something, they can't, so I use the Google Classroom to post their own videos there if they are ready for it. Something like that. So resources of the college is also important. This course that I'm teaching, will it be appropriate to that multimedia platform that I'm going to use with them? and their skills too, because you can sense it, like if they show interest about that particular website or platform or online format, whatever interactive format, then you can sense that. If they are not, like you know, I will try but then, no. First, I would suggest it, like would you think that you can probably do some podcasts? You know, when you when you get like a good answer, like maybe Miss, you know where there's something like a positive atmosphere there, and then you catch it, you do it. Because before I do something, I make them agree with me. It's not something that I impose. No way. I don't do that. I don't like, say for example, I want you to produce this as a podcast or I want you to produce this. I have options for them, I told you about this right? I make sure that their own interests are considered. Some are good in writing. So I would say produce something in writing. It's a long report, mini essay, whatever you want; if you're good in your kinesthetic skills, maybe you can do a role play or if you're good with acting, you can do this radio drama or something;. and if you think that you're shy and you don't want to, you know, be in the class and do another format, which is a mini lecture or mini seminar, then you can just record yourself and post that video recording on the Google classroom.,Giving them also the freedom to choose because of their interest is also important

Abdullah Alhasani 9:18

How do you think that is helpful,?

T3 9:19

very, very helpful, because they will set themselves standards of how to produce them. For example, the students immediately came to me when I just mentioned it to them. I said, this is going to be your project, I have this idea, you may agree with me or not, but this is my idea. If you want you can do an analysis of this short story in this way, and then record yourself explaining those things. And then that student came to me after the class asking if it's all right to use the slides while she's talking. I said definitely. And she said, Miss I cannot do it on YouTube, just like what you suggested, but is it okay to post in on the classroom instead? I said definitely, for as long as you have an audience, and we are your audiences.

Abdullah Alhasani 10:25

Cool. Talking about your children's literature module, I was told by the some of the students that I interviewed that they authored some multimedia products.

T3 10:40

That's for literature one. I also taught literature one. For literature one, because we had the topic on the Renaissance period, and of course that's about Shakespearean drama. So one way to make them appreciate literature is to let them have a taste of drama. So of course you don't want this props of real drama, so you make it suitable to what they can afford radio drama, because you cannot say, okay, make a production of a drama! that's so far fetched, right? Something not so practical to do; you can't just immediately turn them into directors and actors, and producers and stage producers. No way! there's no props. What can they practically do? So make use of their voice, make use of their knowledge, some script here and there, that's done.Probably 90% of the class opted for that because I had, again, options for them to choose from, either they do a role play, or they make a mini seminar about that particular act and scene of Macbeth, or they do the drama, a radio drama. And 90% went for radio drama, because when you say drama, of course, it will involve different actors. So, immediately they want it in groups, right? They want someone who can help them in producing that. If that's comfortable with them, because would this really test their knowledge of whatever they're doing? Of course, the minute they're acting, acting out through their voice, the emotions of the character, they're showing understanding. Don't you agree with me? It's not just reading it. (i.e. imprsonate). Because one of the criteria that I postedon radio drama is that they should be able to, like, personify that character through their voice. I think it's also important when you give them beforehand what you expect them to do, you know, that criteria is really helpful. This is how you're going to be arked. Of course, our students here are always mark-conscious, and they don't produce just because you told them to, they produce because they're aiming for their marks, right. So you tell them, How are you going to fairly judge their product? (i.e., give them rubric). Yeah, and they know about it. And I should tell them to because otherwise they will focus on something that probably is not really important. Let's say for example, music. Music is.... (INTERRUPTION)!!!

Abdullah Alhasani 14:20

so we continue, you said something about you give them options, 90% of them opted for the radio drama because it's it will it involves group work, they're much more comfortable with this sort of scheme. So, at the preparation or the planning stage, you provided them the criteria as to the personification of characters and rubric details, aything else?

T3 15:00

I gave them what script they can use.

Abdullah Alhasani 15:03

You gave them the script,?

T3 15:04

yes. Which is of course I told them you may choose other acts or scenes you want to do, but this is the best one. So of course they believe me, I'm their teacher. And then Apart from that, I may have already allowed them to choose their group mates. Yeah. And also already told them about the scheduled presentation of their work; the time. I'm now just recording it for you. Okay. So, those are the basic things that I did for preparing them. That may have been given to them, I informed them in midweek already. Because that's supposed to be for week 15 or week 14, so that means I have given those ideas to them already after their midterm exam, which is about week8-week9. So that's enough preparation for them for the presentation by week 14, right.

Abdullah Alhasani 16:25

But like, for example, did he give them samples to listen to of radio drama?

T3 16:30

No, because they understood. I asked them, Do you listen to radio dramas? the dramas in the radio? They said they do. And I know its present here in Oman. That's why I asked them if they are aware of So I told them you will do something similar to that. And, when we were interrupted a while ago, I was about to say that the criteria that I give them is really important becauseif I don't give that they might focus on something that I don't really find important, for example, background music. Because through giving the criteria I gave them an idea of what I expect. For example, I tell them before the radio drama, there must be a presenter, a person who talks on the radio: you are going to listen to something like that, and then you have just listened to.. So there's an opener, and a closer for the radio drama, and that must be through the announcer. So that's also one of the criteria. So through that criteria, they know how they're going to do it. They're going to practically follow what I suggesting them to do.

Abdullah Alhasani 18:01

So you detailed the whole thing to them? What about choice of tools and resources to use? What I

T3 18:07

yeah, this is the difficulty because there's a challenge now on the formats. For example, when they're submitting it, what audio file have they used? I have not given them any particular audio file to use. Some have done it in WMV, which I couldn't play. Some have used mp3, which I could play, something like that. So, I did not. This is the problem. They have to make use of their own, and sometimes I couldn't play it because it does not match my gadget. So this is the problem. So I tell them to make it simpler, to try to use the common recorder (Windows Media Player), to use Windows Media Player only as much as possible so I can actually download it and play it. I encountered the problem first before I told them because I did not forsee. So yeah, sometimes that's that's the challenge, you know, because we cannot assume that we are only just using one type of players, for example. So that I missed . But anyway, it was it was really overcome successfully because they were able to convert anyway. So conversions, although it will take time, it's possible. So in that sense, yes, that was our challenge. I was not able to foresee the that there are a lot of formats.

Abdullah Alhasani 20:01

But the equipment they use they just recorded for their phones or directly through computer.?

T3 20:07

Good question. Some have used their phone, some are even better with recording on their phone because they use the really good voice recorder on their phone, but some use computer. I think that's also another challenge, because it all depends on what they have currently. And sometimes it does not sound really clear on particular devices they use.

Abdullah Alhasani 20:45

Okay, where did they record? Or did they do the recording? in the college or outside or?

T3 20:53

I tell them to use their own time and to pick a place where they can quietly do this, not being disturbed. So probably that may have been done at home, not at the college, because this is a group work, unless they are living in hostels, then probably they have done it in hostels.

Abdullah Alhasani 21:02

But they haven't told you about that?

T3 21:19

No, I did not even ask them.

Abdullah Alhasani 21:30

The previous steps: providing criteria, providing rubric, etc. How important do you think they were to the successful completion of the project?

T3 21:43

Yeah, I would say the the matching of what they produce to the criteria implies that this is really significant for them because they know how they're going to marked. So since they know how they're going to be evaluated, they do well in particular criterion when they think this is the heaviest; they become more creative. For example, in the opener, like there's an opening voice first for the drama. So they kind of sound like more like an announcer on a TV, you know, like really good creative designs. Some have even used songs to relate it to the drama they are going to use, you see. So because of seeing that particular criteria, they even make much more creative than what I expected them to do. Because for me, it's like plainly introduce, so they went beyond that.

Abdullah Alhasani 22:59

Why do you think they did that?

T3 23:01

Because of the marks, I told you. They want to achieve what I am asking them through the criteria.

Abdullah Alhasani 23:08

So was there like an element of creativity, For example?

T3 23:11

yeah, a there's a point for creativity.

Abdullah Alhasani 23:13

Can you tell me about it?

T3 23:16

Yeah, I told them, for example, if you want to make use of, like, background music, that would be an added point to you. Or, you know, the sound effects are important. So they are able to produce footsteps. Like for example, a Lady Macbeth was walking; she was asleep walking, so she would do the steps (i.e., sound effects for someone walking), you know, they produce something that is beyond what I have expected, like you're really listening to radio drama by professionals. You understand me? And there was even a time in literature festival that my students also created. That's another course and another time. I asked previous students of mine if they want to share those radio dramas, and they're proud to share it, really. And they actually had it exhibited during the literature festival. See, so that even goes beyond the semester time. And they're still, you know, proud about it.

Abdullah Alhasani 24:30

So you push them to share it.?

T3 24:32

I asked them if they want to, and they said no problem Miss.

Abdullah Alhasani 24:35

But you thought they're worthy to share? given the quality or ?

T3 24:42

Yes, Yes, Given the output in general, like they have done everything that that were asked of them. Yeah. .

Abdullah Alhasani 24:54

Did they consult you during the creation process? What sort of exactly the areas they focused on, the assistance they required?

T3 25:03

Can't remember now, but yeah, they would come to me from time to time to check if is okay, if this is clear enough, or if they want to add something, is it fine? like this. If it is for creativity, I would always say Yeah, go ahead! Yeah, be creative! There's no limit for as long as they don't really go away from the main task. Addition,Yeah they were very welcome. So they were trying to add something to it. So see, the creativity is coming because of that. Another instance, the most recent one is the voice over kind of thing, like if I allow her to do it as a voiceover, so not even a shadow her face will be seen in the video, but she will be making use of some art while she's explaining something. So, i said ok, good. SoI said if you want to do, show us some charts to explain or tables, without showing your face, as long as we hear your voice clearly, then Okay.

Abdullah Alhasani 26:22

So they're asking about alternative ways of doing it?. You said some approach you to ask if it's good enough, is that for moral support? did they require that sort of push?

T3 26:32

I think so. Yeah. I think they also want to have an approval if, you know, like,

Abdullah Alhasani 26:41

expert approval?

T3 26:42

Yeah. Like something like that. Like, do you think that this would be okay if we go ahead with this type of format? Yeah, I think they need also that kind of complement along the process. Like, I really tell them, Well, that's a marvelous idea. Why don't we do it? And I think that also helps them, it's an additional boost to them. because they already get that excitement. The minute that you tell them the project, And then they're excited about it, And then they come to seek for this kind of approval? You know that they're into it! And you don't want to kill that!. Yeah, you don't want to kill that, you want them to produce, you want them to create something for that course. So if this is how they think they will do it well, then, as I have said, for as long as they don't stay away from the main purpose, then they are welcome.

Abdullah Alhasani 27:49

You don't want to kill that. that's an interesting Point?

T3 27:53

Yeah. Don't you agree with me?

Abdullah Alhasani 27:56

I do. I think it's kind of interesting. So does that mean that we need to give students some room to share their own ideas and their own thoughts?

T3 28:06

I think so, yeah! this is how you always get the best of them; you don't put them in a box, you you keep them open; you have your target, fine, but that's target is should not confine them on how they're going to do something. I think this is very important. I have in my course of entire teaching, I think that, I would proudly say, something that I learned in my experience. Because if you give them this room, to be creative, to be free, without any limit, to give them that chance to prove themselves, they will even astound you. They will, and you are also going to benefit from that. But as a teacher, you'll have that fulfillment. I did something. Don't you agree?

Abdullah Alhasani 29:14

I do. I just I want to dig deeper. So So you think not only for them, but also for you as a teacher, you said it is for self fulfillment?

T3 29:25

Yeah, I think so I'm so happy when I see students creating something that is beyond my expectation. You know, of course, there are students who barely can, you know, follow what you are asking them. But even so with the challenged ones, if they are able to produce, at least to the minimum degree, you're so happy about it. See this freedom will also not only push them, it will really make themselves have the opportunity to prove themselves. Yeah I can do this, why not? Even for the challenge ones! See, I'm not asking them to memorize, I'm not asking them to, say for example, in that particular course, literature, one, I just want them to appreciate literature through that kind of, you know, product. So it's something they can all do. And if a challenged student would say I can do that, then you as a teacher would already have achieved your target, like about what 80-90% because you already allowing them to do something that they can.

Abdullah Alhasani 31:05

Do you think we're doing that enough, though?

T3 31:07

Well, not in all courses. You know, there's something I also told my students, I don't know if it's right to tell them, but I told them that if I were to really choose, I would not even have final exams for them. That's not the way you appreciate literature, to take a 50% final exam. Do you understand me? Literature is more of an appreciation. It's not memorizing things. I don't like the fact that I am testing my students on what they know about literature. I want them to understand and appreciate the art. And how do I do that like giving them exam 50 marks.? That's, that's ridiculous. To me, it's ridiculous, but I can't do anything. I am confined by this ministry module, ministry syllabus, and I cannot just do anything I want. So if you're asking me, I'm not even academically free. I can only do this small forms of assessment that will have them that tastes of art appreciation, or literature appreciation.

Abdullah Alhasani 32:36

But if you have a chance? you would eliminate exams for this particular module?

T3 32:42

Yeah, or probably just lessen the marks, like I know, standardized exam would be the fairest way to test the students, but a little bit, not 50%.

Abdullah Alhasani 32:55

So you would set like, for example, what 10%, 20, 30%?

T3 33:00

20% is enough, because you have other things, too. If they're really given the opportunity to appreciate, not only that, that festival is like a total good way; that's a comparable to midterm to final exam for me. I told them that because that particular group created a festival like in children's literature, not anymore in literature one. In children's literature, they were able to create shadow play, they were able to do radio drama, they were able to do puppet play, see what I mean?!, they are producing, enacting, reproducing, encouraging inspiring other students. Is that not the ultimate aim that you want them to do? to spread that appreciation as well, not only for them, but for others too.? I for me, that's the final exam.

Abdullah Alhasani 34:11

Okay, so you said you would alternatively opt for conducting festivals and things like that, because I wanted to ask you, if you take 30% from the final exam and just leave it at 20, How are you going to use that 30%?

T3 34:28

If I were to really choose, I would not even have a final exam. just that 30% is for compromise, like if the minister really wants to have exam. So there are you know, the common classwork, like creating your own poems,you know, small bits and pieces of this and that

Abdullah Alhasani 34:54

Okay, so more projects?

T3 34:56

Yeah, little homework, classwork, here and there. There are a lot of ways to make them understand literature, not only by quizzing them, you know, giving them exams.

Abdullah Alhasani 35:14

So there are more suitable ways to appreciate literature?,

T3 35:17

yeah, so that's why I told you, that the multimedia, platform, whatever you want to use, depends on the course you're teaching.

Abdullah Alhasani 35:28

Ok. Now, after students created and finished their their outcomes and their products, did you think they worked on certain technical aspects to improve the quality?

T3 35:47

I think so. And that I could not help them with, because I assume that they know those, they have the technical skills. If they opted for it, I assume that they have enough technical skills to do that. That's why they're given the options.

Abdullah Alhasani 36:03

So what's the quality? Were you satisfied with the quality of the of the outcomes?

T3 36:07

Some were not clear, Yeah. Some were not really up to that really good audio quality. And of course, it affected their marks because the clarity is very important in such thin, whether it is a podcasts or video. Yeah, this is why, since they are given time to prepare, they could have tested it and also checked whether it's clear,

Abdullah Alhasani 36:22

so maybe they haven't worked enough to ahieve that..?.

T3 36:37

yeah.

Abdullah Alhasani 36:40

Do you think also when it comes to the linguistic aspect? Do you think

T3 36:46

they also need a lot of help there.

Abdullah Alhasani 36:48

Have you sensed an improvement to, for example, the way they speak in class, and then the way they do it in the radio drama?

T3 36:58

Yeah, yeah. Because they have enough preparation, they do better there. Because they are given time to write down what they're going to say, so they're better there. But of course, lapses will still be, especially if they don't recognize their own errors. So you will still hear them. But at least minimal,

Abdullah Alhasani 37:26

okay, but compared to, te did better you think?

T3 37:28

yes, yes. And their confidence also, you know, there's a particular group of guys, you will expect that they're also going to offer drama, because this is Lady Macbeth in the scene. And yet he acted as the Lady Macbeth. So you see, they are laughing at themselves when they were listening, because I had to make everyone listen to their drama, each one of their product. Yeah, they were laughing about it. But he was doing all right. I said, Don't laugh at it. Because in the past, in the 16th century in the time of Shakespeare, all actors are male, there are no female actors. There are no Female Actor. So you're doing it right, the way it was meant to be. How are they going to, they are grouped according to who they like to work with. Of course, no female student would agree to work with them, so he was forced to do the acting for Lady McBeth and he did.

Abdullah Alhasani 37:31

Okay. that's interesting. So that that helped their confidence, you think?

T3 38:45

Yeah. Because, since they are not seen, since they're not going to do it in front of the class, that confidence, Hey, I can do that, you know. Otherwise, if you ask them to do it in front or read it in front, they won't, right? Okay. This is not the part of a man, how can I do this? But they did anyway.

Abdullah Alhasani 39:09

So you think this way is more comfortable for them to impersonate like female roles?

T3 39:16

yeah, so not only that, that was just only an example. But what I'm saying is they in their communicative competence, their confidence is better. You see, because you don't hear them to be producing those straight statements. Whereas when you listen to them in the radio drama, because it is scripted, then you can hear there's some sort of a higher confidence when compared to their usual classroom participation. you understand?

Abdullah Alhasani 39:55

Yeah. How many times do you think they did it? Do you think it was a one shot thing?

T3 40:01

No, I don't think so.

Abdullah Alhasani 40:04

would gives them away?

T3 40:06

Yeah, first, you can hear the pauses, right? And then you can hear that there's there's a different volume of recording. So you know that they did it several times, you know, that there's sometimes there's a cut of music, and then there's another music running. So you know that they have done it, like, in sections. So I know that they have not done it in one sitting. Others may have done it in one city. You can sense the smoothness of the, like they probably paused and then laughed and then paused and then laughed...

Abdullah Alhasani 40:44

when it comes to evaluation, was it only you who evaluated the outcome? Or

T3 40:47

unfortunately, Yes, .

Abdullah Alhasani 40:49

But they haven't told me that they listened to each other, they consulted their peers or something like that outside the module, Maybe?

T3 40:56

I did not give them the chance. But the unfortunately i am the only one marking. I wish there's someone I can share it with, if I were co-teaching probably with another teacher of literature of the same course. But usually I will be teaching it alone, with only one group, sometimes two groups

Abdullah Alhasani 41:18

You mentioned something earlier something about pride, about being proud of something, apart from confidence, ?.

T3 41:33

Yeah. They're, they're proud of their work. Something that that

Abdullah Alhasani 41:35

were they?

T3 41:36

Yeah. See., the reason I mentioned that is because they want to share it, even outside the classroom. Okay, if asked, they would willingly say Yes, go ahead, Mriss, You can share it, whatever you want to do with it. If they are not really proud of it, they can simply say no, please Miss I don't want to have it shown.

Abdullah Alhasani 42:06

Hpow do you think aspects like pride and confidence, How do you think these are helpful to their academic success In the college? In what ways do you see these are quite helpful to them.?

T3 42:23

Well, I'm talking in general now, in whatever we do, when we are confident about something, we are even clear headed about what we want to achieve, right. So I think that's the reason why if they are given the options or alternatives, they are helping their confidence, because it's something that they have chosen, which means it's something they're interested in, and which also means that there's something they can do. So if they can do it, and they are interested in it, they produce better. So this is the reason why it will really be helpful if students are given that freedom, even just choosing topics for example, for writing, it's really important. Like before you introduce them a classwork, for example, okay, you want them to write poetry on their own. After finishing the lecture on types and form, you want them to practice applying what they learned about the types and the forms, right? So as a teacher, you want to give them the chance. Show me that you understand and really understood our lecture, produce your own. But if you simply say I want you to write about a tree, they don't have any other option, they get stuck, whereas when you give them options, these are the subjects you you may want to write about, you may write in any type and form, for as long as you indicate which type and form it was. I tell you, Abdullah in half the session, they were all amazed at their own work, because they could not believe at first that they are able to produce. You know the reaction!! I was I was even angered by one reaction, because one student said, How do you expect us Miss to write a poem immediately? I said, I'm not expecting you to be a poet, immediately, I'm asking you to try to write a poem according to how you learned. So they did, they tried. And when they produced, they produced really nice poems. So I collected them, I chose randomly some poems, and made them see a brochure, I called it (the dasis on sand dunes). I told them, this is your poem, I did not create it, I just put them together. Now I want a homework like this, I want you to create your own poems, and collect it, make it an album of poetry, which you can call your own, and publish it, and distributed among all the students here in the college. So based on what they have done, they got the inspiration to create, because they saw that I appreciated also their work. You see that? And that's why I called it (Daises on Sand Dunes). I told them because you're like the sand dunes, you think that you cannot produce anything, not even a plant. But when you plant it, when you grew a plant even grew daisies, I said; not just poems, but beautiful ones.

Abdullah Alhasani 46:10

Yeah. So they were amazed.? They thought they're not able to produce ?

T3 46:14

Yeah. And when I showed them their work, they were really like, Okay. Yeah. I'll show you the exam, the brochure that came from them, I have one page here.It should be done like this, actually. And It's back to back. So it's longer like this. See? that's all from them. And I told them to do the same, because this one is created by me but collected work from the class. This print is also only done by me, the brochure. But what I'm asking them to do now is to create their own as a group homework ,and they will all get 10 if they produce. See? Another multimedia artifact!! And they can share this online. They can distribute it through paper, they can submit online. See this is done through publisher, in the Microsoft Office.

Abdullah Alhasani 46:58

Now we're going to talk about the pedagogy that cover some aspects of these creations of things like that. The first one we're going to touch on is the aspect of learning by doing, or the practical learning, giving students a chance to do something rather than just sit passively and absorb. How do you think that is valuable to them in HE context?

T3 47:59

much more important than anything else is that the practices it, like this one. I told them, if you don't even know what form you're doing, then you did not learn anything from me. You see, that's why they are given the option to choose which one they like to: one produced a fine poetry, one produced prose poetry, one producer lyric poem, one produced an acrosstic. See, it's like, a perfect way to test them, whether they understood what you taught them in the classroom or not. Really, if they cannot even identify what form or what type they're doing, then that means they don't understand anything from the lectures. So, yes, doing it, learning by doing is much more important than anything else; they need to know how to do it, then they appreciate even, at least that's what I have. Because remembering also is a way of saying that you understood something, but if you remember it because you memorized, it is so far from you remember it because you did it.

Abdullah Alhasani 49:21

Okay, so it is more memorable?

T3 49:24

It's not the same. For example, you remember it because you just memorized it, is not as commendable, I would say, as you remembered it because you did it. Because you can remember, you know, Yeah I know the types: they are the lyric narrative, dramatic poetry, but if you did it, you went through the process, then that is the more commendable thing. Yeah, it is ingrained even. But you're right, it becomes more memorable too, because it becomes ingrained in you, they will never forget that experience. And since they will never forget that experience, they will never forget the concept behind it, I hope.

Abdullah Alhasani 50:18

as long as given opportunities to do that, why not? So how do you compare that sort of aspect to different approaches that are practiced here? instructional approaches?

T3 50:28

Oh, our other approaches are terrible, right? As I told you, you make them learn by testing them. This is what we are like, because of the time constraint, because of the many content that we need to cover. Sometimes we resort to the easiest ones, because learning by doing will take time, Abdullah.

Abdullah Alhasani 50:56

so that is maybe on of the challenges, you think?

T3 50:58

Yesh, that would be a challenge. Yeah, you're only given some semester, practically four months, practically three months because of the exams. So you don't really have the luxury of time to really make them practice, practice, practice all the time. You are only left in that session to make them do something. One other challenge is our students generally do not make use of their non-study time for studying. They don't, if they are free, they're free. That means they they will close their books. That's generally the attitude. Of course, I'm not saying all students are like that, because others you can really see they're studying besides their studying hours. But what I'm saying is, that's another challenge, because you may want, ok: I want you to practice doing this. But will they really? How will I know? How can I visit them and see what they're doing? That's not even appropriate. So this is why that that would be another challenge, the time.

Abdullah Alhasani 52:24

so they're harder to observe in that sense?

T3 52:26

Yeah, it's harder to obsereve. That's why learning by doing, although better, it has a lot of challenges: the time and it's harder to observe. And it becomes already very subjective when it comes to looking into what they do. Unlike when it's a test, you have objective types, you can easily mark it.

Abdullah Alhasani 52:54

But do you created rubrics? So there is a way to at least be objective?

T3 52:59

Right. But what I'm saying is, in all things, Would you like to do rubric in everything? Yes, you can actually do it, like in small things. But what I'm saying is, it's still difficult to those challenges

Abdullah Alhasani 53:16

So, is it because our modules are not set for that? are they more geared towards testing rather than geared towards project, sort of learning by doing?

T3 53:25

That's also another thing, because we are following timetables here. We have targets, we have deadlines, and then there's

Abdullah Alhasani 53:43

But did students receive well the learning-by-doing aspect? You said there was a bit of resentment at first?

T3 53:50

Oh, yeah. Yeah. Not only by one, but by many. They even came because I announced it: the following session, we're going to have this, and then oh my God!! They came to my office, and they said, Please, don't do it Miss; we don't want to do it; I don't think we can produce anything like that. But I said, Why are you doubting yourselves? Your teacher thinks that you can do it, and you doubt yourself?! You know, I got even angry because they were laughing at it. Like for me, the arrive is: is she silly? is she asking us to do something impossible? I really snapped. Unbelievable!! I said, You are not convinced that you can? And yet here I am, believing in you.

Abdullah Alhasani 54:47

Did that resentment continue?

T3 54:49

No, no, when they saw how I evaluated them, because they get the feedback, right. So I give them: this is a lovely poem; this is this is a wonderful; Oh my god; you know, I give them feedback. That resentment probably stopped then. Because when I showed them this, and I started giving them one copy each, they were so surprised; they were looking at it and said, see! See what you did? And yet you said you can't!? So that stopped. And yet they were all, say, negative about it. Some may we be okay with it, because I told them to; not because they want to. Now when I showed this to them, now they want to. You know when I said you collect, one even made a suggestion: Miss, Can you please post a template where we can all write there so that we can make use of that, and then create our design on it. See! they even made a suggestion!, so that indicates that they are into it now, because there's a suggestion coming for their own processing, for their own benefit. Not anymore for me, not me telling them anymore. They said please post a template where we can all write, and we can work all together, and that's where we're going to take it from to design. See.! And I said yes, that's a wonderful idea. See! The input is also coming from them, it's a sign.

Abdullah Alhasani 56:40

it's interesting, discussing ideas like how to deal with students, how to handle students, order something from them. It is the first few moments, the first few reactions maybe, get past them, and then maybe! Let's talk about the authoring aspects, authoring poems, plays . How do think the value of this sort of learning, learning through offering something?

T3 57:08

because it's done by practice, like it's learning-by-doing, as you have said, right. So, the value of that, the coverage may be tiny, but it's heavier. Whereas when you are just giving them the usual one, lecture for example, all lectures you may have covered a lot of topics, but it's shallow; it's on a surface level, whereas if it's done by them, the depth is there.

Abdullah Alhasani 57:58

So there's little content, little material covered, but there's deep learning happening.?

T3 58:03

Yeah. So I thinkthere is the value there. And you would say as a teacher, at least if a student learned something from you, you're happy with it, right!. We say that, like if this student has at least one thing that may be helpful to him in the future, that is enough, right? This is what e are saying; what is know what is the importance of having covered all of it, and yet after that, after the semester they just remember Miss T3 as the one who taught them literature, not what literature is?! See? So at least they know.

Abdullah Alhasani 58:53

So we need deeper learning, rather than surface learning?

T3 58:56

Is this not the very reason why we're getting into higher postgraduate degrees? because we want in-depth, not this surface.

Abdullah Alhasani 59:13

So, do you think we need to introduce more experiences where students author?

T3 59:21

I think so. Because, as I have said, we are tempted because of the ease of covering topics ,we are tempted to do the much more easy ways. Because there are a lot of challenges for learning-by-doing, if you ask me. Like, we will be very nonconformist if we become advocates of learning-by-doing; we will be nonconformist, we won't even have to use books; we will use books only as supplements, not coursebooks to follow, and to cover. We won't even have, you know, standard syllabi; we would be always creating something new. Because that's what learning is doing, is you always fit and adapt to what students you have, what they need, what they're supposed to do in the future in their particular... you see! (i.e., refine and improve). So, if we are to become advocates of learning-by-doing, we become nonconformist. This is what I think. I have not read that Abdullah; this is my own realization.

Abdullah Alhasani 1:00:50

Yeah, That's what I want, because at least you have these at the back of your head; that's what you want to impart to your students - these ideas. You told them if it were to me, I would eliminate tests? or give you something much more wild, something that gives you a deeper sense of meaning?

T3 1:01:07

Yeah, see, this is why you become a nonconformist; you won't be able to follow anything.

Abdullah Alhasani 1:01:12

So you think current practice encourages surface-learning, and encourages conformity?

T3 1:01:19

Yes, so almost everything

Abdullah Alhasani 1:01:21

that's political, and I like that actually!!

T3 1:01:23

I know, I know. I know, it will shaken the very institution of education. But I know that there are a lot of theories about education. What I said is not new. This has been heard of before. But if you're telling, me if you're asking me now, I would say what I told you is simply based on what I think, because of my experience.

Abdullah Alhasani 1:01:56

So you think this program, your own ideas, and these are protected? Don't worry. You think this program encourages more conformityو doesn't give the teacher the room, doesn't give the students the room?

T3 1:02:07

yeah, as I told you, if I if I were to give my own take on something, that literature festival was enough for them for a final exam, because I was so like, enamored by how they did it, the production, they used two hallls, they invited school students for this children's literature. Can you imagine the magnanimity of that work? And is that comparable to a 50-Mark exam? I don't think so.

Abdullah Alhasani 1:02:44

There is a festival to do with history, I think, or something to do with Omani artefacts> i attended that one.

T3 1:02:49

Yeah. That was marvelous as well, because I would say that's about science. Right?

Abdullah Alhasani 1:02:54

I think it was a history module or something. This was something to do with soicology, i think!

T3 1:03:01

Sociology probably. But, see! If your students are all involved in such an activity, this is more a practical way of testing their knowledge, rather than a 50 Mark-exam!! Yes, I know, they will only do something little about it. but at least, as I told you, at least the depth.

Abdullah Alhasani 1:03:30

Okay. So that matters more than breadth?

T3 1:03:32

Yeah. Isn't it Not in everything? Yeah, form over matter. It's not the form; It's the matters, what's the content is. It's not the shape, it's not how much you make them understand - it is what they understood really.

Abdullah Alhasani 1:03:52

Cool. Student-centered learning. ?

T3 1:04:11

So what format? I don't know. They have to choose their own. So that is also a kind of challenge. Right? Because if you're only after their product, then you don't care about how they're going to do it for as long as you think that they're doing it.

Abdullah Alhasani 1:04:41

Also identifying those challenges are going to help us overcome these points in future, if there is a large scale implementation of such initiatives, which we're keen on, hopefully. Talking about student-centered learning. Such project as producing audio drama requires some sort of independence and autonomy, or giving them some room. How do you think that is valuable to them at this stage at Higher Education? Maybe in Oman in particular.

T3 1:05:28

The importance of that to them is, again, because of their individual benefit from what you are teaching them, right? Because if, for example, they just listen in the lecture, it's not going to be as much beneficial as if they did it. If the way they've learned something has to do with their choices, their interests, their own choices for doing some thing, I think this would really even make them more creative, productive and unstopping when it comes to learning, because they they push themselves more, right? Student-centered learning, how do I do that, Particularly in my courses.

Abdullah Alhasani 1:06:58

You give them something to do by themselves.? .

T3 1:06:59

Yeah, But I told you we can get tempted to lecture and lecture, right! and not really make them do something because of the what you're trying to finish, you want to accomplish this within the day. So if you give them that student-centered learning, sometimes it becomes even chaotic, you know, because they show their own personality in what you want them to do. So if it becomes a student-centered learning, sometimes it becomes chaotic if they're not properly guided. So there's a lot of effort put into by the teacher, if they're really allowed that much. Okay, let's take for instance, in the Google Classroom, you give them, for example, a quiz, right? You read something, a story, and try to answer the following questions. Yes they will answer that, but the way they read the story would not really be enough for them to really grasp the ideas; they will answer literally, not go beyond understanding the story, because you are not there.

Abdullah Alhasani 1:08:44

So it requires more clarification from your part??.

T3 1:08:48

Yeah, I think the readiness of our students in this level, the college level, is not there yet. They would always ask guidance, even at year one, year two level, they still need guidance from teacher. So yeah, student-centered learning, the intention is really good, it's for their independence, but realistically speaking, they're not there yet. They don't have that readiness to accomplish things without the intervention of a teacher.

Abdullah Alhasani 1:09:30

What do you think that? Why aren't they ready?

T3 1:09:35

I don't know, it is a skill, Abdullah.

Abdullah Alhasani 1:09:39

So do you think the program is not doing enough to prepare them?

T3 1:09:43

No, I think generally life skills they have learned from the beginning, from the foundation, in schools, they were not really taught that one. Because you give them something, okay: I want you to read this! And many, many times you give them advanced reading, not one or two would say they have really read what they are asked to read. I think that is also because of the reading culture in in this country. I think, and I can sense from my literature students, they don't really have that reading-culture, you know, talk about sitting with a coffee reading, or you know, spending some time reading. They do that probably for Arabic language, but not English. So that's it, or maybe not. So there, there is also that; we don't know how that the readiness is not only from the academic, it's a life skill that I'm talking about. They have not acquired that independence. You know, you give them every everything they can do on their own, but they will still ask you questions.Do you get to me? And in many times I have proven this. I have already given them the format, the structure, and yet they will still: Miss, what is the..? you know, Like, Did I not tell you? So even if you give them that student-centered learning approach, in a way you still have to intervene because that readiness is not there yet.

Abdullah Alhasani 1:11:33

Is it because they're used to only that way? i? .

T3 1:11:38

I think so

Abdullah Alhasani 1:11:38

So in a way you think it's not only a culture, the culture is part of it, but also it is the educational system?

T3 1:11:43

Yeah, I think so. Okay. That's where I'm strongly inclined to think. Because, you see, one student may say that their family really care about making them independent, and everything. But rarely would you hear anyone doing something on their own. Maybe it is a life skill, and we're not even just talking about? Plus, this digital age also is not helping them, don't you think? I mean, in this way, in this aspect of independence, because now everything is being, you know, relied to upon the accessibility of information. So sometimes, they're not even, you know, encouraged to open books. Right? So I'm talking about literature, per se, in ready. So, for example, I asked what do you think is your analysis of this story? After learning everything about how to evaluate the story, they will still go through ready made analysis. And I know, teachers can always detect whether once words are taken or lifted from a source or from the student himself. We know that, whether we don't use the safe-assign tool, we know it, immediately. So it's unbelievable, someone would be talking about so distant from his experience in his analysis, you know, it's like a buzzer! This one did not do it!. So why is that? because everything is accessible to them. And they think by that they can actually fool teachers, that they have done it by themselves. But as I've said, we know, we can detect it. So that student-centered learning, yes, it's good, but our students are not ready, because of all these things. There may be other factors. If you give me more time to think about it, there may be other factors. mean, if you really think about it, Why are our students like this?

Abdullah Alhasani 1:14:17

But I would like your take, because you are coming from a different culture, different experiences and things like that. So you read the culture somehow differently than I do? So yeah, whenever something pops up, you can always let me know about it (or email it).

T3 1:14:31

and my students also say that, like Miss we don't really want to read this thing. It's not interesting. The minute I: What do you think about the story? So have you read? No, yes, Miss I read; it's boring. You know, those first things that they say hurt you, As a teacher. And then you start, you know, discussing it with them. That's the only time they appreciate it. Ahh! Now you say, Ah! I really mock them sometimes because of, you know, ah! see how beautiful that is? And you just said it was boring, right? No no Miss; It's not actually boring. You see!, because they always needed someone to help them. Independent learning here will be a like a superficial one, like, do it, answer it. This is the independence learning that they know, you know, but going through how they're supposed to do something is not. See! That's why I told you, I gave them something to read, I gave them questions, they answered. That's the independent learning they know. But learning, really reading it, is not something they know. (i.e., they doin't get deeper). Yeah. They don't they don't have that skill. If even we take it away from literature, let's say for example, there's one unsuccessful activity that I asked my foundation student. This is the level B, all right. They have to create questions that they're going to use the second conditional clauses. So what I wanted them to do was to create a kind of a presentation of series of questions they want to answer. For example, if I were the Sultan, you know, second second conditional, hypothetical questions like that. So what I wanted them to do was to present it, and show the questions, you know, this is a practical way of making them communicate and then really have a functional language there, instead of just asking them questions, or making them grammatically write the sentences or put the correct answer in the gaps? Not that. You want them to see if they really understood. It was an unsuccessful one. You know why? Because they cannot do this independently, even if you tell them what to do. (i.e., they are so clingy). Yeah, yeah. This is what I'm talking about.

Abdullah Alhasani 1:17:26

So Do you think we need to introduce it properly?

T3 1:17:29

Yeah. student-centered learning; before we even introduce it, are our students are independently ready? like, is their readiness there?

Abdullah Alhasani 1:17:48

which you doubt?

T3 1:17:49

I doubt. They always ask, they always ask, no matter how clear the instructions are. It's not bad to ask, you know, it's for clarity. But you know the questions for clarity, and you know the questions for creativity. But you also know the questions for those who don't really...

Abdullah Alhasani 1:18:14

But do you think projects, on the other hand, rather than tests, give them that sort of room and opportunity to learn at least to be independent, and to be autonomous.?

T3 1:18:22

Yeah. I think for projects, yes, I think. But if you work on it for their classwork or homework, there will be questions?

Abdullah Alhasani 1:18:38

is it maybe tied to marks and grades? because they're just concerned they might lose, because everything is tied to grades?

T3 1:18:44

Yeah, everything is tied to grades or even if not everything is tied to grrades... Oh!!!, yeah. Maybe this is the reason why it was an unsuccessful project last time, because it was foundation. But what about my literature course then? Why would they, you know, not do it then.?

Abdullah Alhasani 1:19:05

Because i know a lot of them are just bookish, because they want to get high grades. But when it comes to fluency, they're quite weak. Grades matter more than anything else. I think that's part of the culture also, maybe.

So, focusing now on learning through ICT, how do you see the value of integrating ICT into higher education pedagogy?

T3 1:20:20

Very important, highly important not only because this is their particular generation, but because this is how communication works at present. And so, if they have an online presence, (they term it as such, right?) If they have an online presence, this is a mark of their activity, whether being academic or not. So yeah, it is important to include/ integrate this types of learning methods for them.

Abdullah Alhasani 1:21:17

So you think online presence is important for students.?

T3 1:21:20

Yes, because, as I have said, this is now their age; we have to make it as authentic as possible to them. If we stay away from that, then it probably sounds artificial.

Abdullah Alhasani 1:21:38

Yeah. so it makes the environment authentic?

T3 1:21:40

That's one only, Yeah. Another thing why this is important is the speed and interactivity is much more efficient that way, rather than always being contained in a classroom, or being told to do something within only a particular place. So with that freedom to work online and produce something, also in other terms not only using paper and pen, that's also important, right? Whether you're asking them to write, or create something much more manifesting of their learning, other than writing.

Abdullah Alhasani 1:22:43

Do you think students are receptive to this sort of method?

T3 1:22:46

Yeah, and they actually admit that not all of them are comfortable with writing, especially this is not their language. And given and the fact that they're English language teachers, I know that they should be focusing more on that, but still they want to say we also have some other kind of intelligences we can make use of. And that's also tapping those other intelligences, aside from linguistic intelligence. Right? So those are the things: so those who are visual can create something like charts and diagrams; those are kinesthetic, they can do something like that; those who are logical, they can do something that presentations in the class; those who are interpersonal, they can do some group work and other things, and technology helps with that use. The the use of technology facilitates everything for these types of skills and talents.

Abdullah Alhasani 1:24:00

So do you think those students, in this particular context, make enough use of tech?

T3 1:24:06

Not enough. As I have said, other courses tend to be limited, because of the all this suggested: content, time restrictions, and everything. So not all.

Abdullah Alhasani 1:24:28

But to you, we need to integrate more?

T3 1:24:31

Yeah. For me, this is important.

Abdullah Alhasani 1:24:36

Do you foresee any sort of negative implications to ICT integration into their learning?

T3 1:24:45

You know, they always say that this is going to be a problem about among those who are learning digitally, that they don't read anymore, but I don't think so. In fact, since they are exposed to more reading materials, reading text, it should help them more. But I think the problem is they are being overwhelmed, sometimes. So if it's not properly guided, or if they are not given the correct configuration, how things can be done, it can go really chaotic.

Abdullah Alhasani 1:25:33

You are YES with increasing it, but you need also guidance?

T3 1:25:39

Yeah.

Abdullah Alhasani 1:25:41

Let's move to the last part. Talking about the general environment of the sort of learning; we're talking about learning through authoring multimedia artefacts. One of these components, talking about the role of the teacher. In authoring multimedia artifacts, it requires that teachers' role be limited to facilitation. What do you think about this type of teacher role or limiting teacher's role to facilitation Only? how helpful is that to students at this academic stage?

T3 1:26:12

Yeah, as I have said, there is a little intervention needed from the teacher, because without that guidance, without them facilitating, it may not even achieve what you intended to achieve, right? So really, even though there is a multitude of all this methods of being able to make them author multimedia artifact in whatever way possible, you still have as a teacher give them some guidelines on how to carry on with that task. Similar with student-centred learning approach, the same idea I told you a while ago. Just like any other sort of freedom, freedom is not that good if it's like an absolute freedom, you know. Absolute freedom is questionable in this case. So, for the sake of uniformity, for the sake of achieving common targets, for the sake of really learning, it has to be facilitated one way or another. As so with independent learning, which is also for me, it was a problematic because of the readiness level that they have about independence. So they all match now, I told you,

Abdullah Alhasani 1:27:56

Definitely. Because were're also talking about how students are receptive to this kind of role.

T3 1:28:02

So if we, from the very earliest stage as teachers in schools, if we are giving them enough exposure to really inculcate in our students independent learning, then probably at a college level it won't be as challenging. But probably they're just starting. And as I have told you, the textbooks, the way we are given the curriculum, it is so confining that we need to finish those instead of making them really learn; we need to cover content. So that question of form over matter is always, you know, surfacing.

Abdullah Alhasani 1:28:50

And also current practice, current curriculum, they are not designed in a way that helps students?

T3 1:28:54

Right. So if you are successful in making other academicians to realize through your study, that we need to stay away from very limiting course curriculum, then you know, you will shaken the very institution.

Abdullah Alhasani 1:28:55

Okay. So Does that mean that you're more with less teacher-centered instruction?

T3 1:29:29

Yeah, yeah.

Abdullah Alhasani 1:29:34

Thanks. any possible setbacks might result from limiting teachers' role as facilitators? Apart from what you mentioned, that students are still not ready, they require a lot, they're not safe.?

T3 1:29:52

I feel that if the teacher also hasn't really fully understood his profession. I mean, not that I'm degrading others, what I mean is there's really no sense of what teaching means to that particular teacher, then that's a problem too, because it will surface. Just like what you said, other teachers may just be, you know, doing just for the pay. You said a while ago, right. Now, I'm going to take your own words, because that that is going to be a problem. If the teacher will be in that kind of mindset, then it will be a problem. Because it means dedication to be able to really do these things.

Abdullah Alhasani 1:30:38

So you think in a way is threatens teachers position?

T3 1:30:58

Yeah, because it is out of the comfort zone of teachers now.

Abdullah Alhasani 1:31:03

I like that.

T3 1:31:04

Yeah. If you really enforce this as a new curriculum, okay, let it be like this, that would mean a lot for teachers,

Abdullah Alhasani 1:31:14

Are they prepared do you think for that sort of role, as facilitators?

T3 1:31:20

I don't want to be unrealistically optimistic. Probably there are some who can really say, "Yeah, that's a good thing to start with"!. But as usual, changes are not welcome to some, especially if it destroys the comfort that they're used to. So for example, I'm so used to lecturing, I can finish things through lecturing, I don't want to change that.! You get what I mean? So if I think that it is fair for me to test students by examining them, testing them with some questions here and there, I don't want to change that. The thing is, it needs a dedicated teacher to really make use of other things like this. Can you imagine how much more job you're adding to a teacher, if you're going to ask them to do some multimedia artifact authoring?! You will need to make that teacher technically skilled in computer; you will need that teacher to be able to focus on each product of every student in that course; you will need that teacher to always become creative; you will need that teacher.., see!!. I would say it's heavily on the teacher. The students will always follow, because the students are your reflection. You inspire them to do something. And if that inspiration does not surface from the teacher, then how?

Abdullah Alhasani 1:33:08

What's kind of cool. How about the learning atmosphere? when students authors such artifacts, they require the sort of support and collaboration and independence, and then allowing them also to learn through trial and error, and put them in the position of trying to learn, learning to learn. This sort of atmosphere, do you see it's a valuable to students at this stage.?

T3 1:33:39

Yes, yes. And we are short-sighted about that as teachers, because as again sometimes we are all only after the product, right? Sometimes we forget that they are also trying to learn something new; and the process is not written taken into consideration. Yeah, we know about process-writing, but outside those processes, there are other other processes, mini tasks that are involved, did we even consider those? You see, thinking is a process alone. Even, for example, okay: I'd like you to brainstorm on what topic you want to write about, even that brainstorming, Did we even consider asking them how are you going to brainstorm? From where will you get those ideas? Sometimes we just leave them be; like, okay, we thought that brainstorming is understood, we assume that everything is okay, but we don't guide them through the process. We know this is a particular step. So taking it from the surface level only, like Okay, first you need to brainstorm; Second, you need to outline; third.... . But do you really go through each? because every step includes processes too, so there are mini tasks within every step of a certain process.

Abdullah Alhasani 1:35:14

But you do see the vitality of learning through trial and error rather than just being correct every time?

T3 1:35:19

Yeah. If they know that they are wrong in the process, they can check that, they can monitor, they can even say, "Oh, yeah, I made a mistake about this one because I was not able; I missed a step". If they know how each is done, then they can even say "I don't like this. This is not what Miss T3 is asking me to do". See!! if they know the process, if they make mistakes, they can evaluate themselves, they can even re-correct themselves and improve. This is a highly intelligent step among students, and sometimes we even teachers are short-sighted about it; we just, you know, like leave it for them, whereas we should actually guide them through.

Abdullah Alhasani 1:35:42

But these students, do they appreciate sort of atmosphere?

T3 1:36:28

I guess it really is dependent also on how it is managed by the teacher. For example, let's say I have a series of steps for them to do and, and they were told that it still needs some improvement. If the teacher simply says that without any particular explanation or rationale behind it, the student may be at loss and may feel, like, unmotivated anymore to even go on; why she's saying this is wrong, for example. So but if it is managed well, explained well, why they missed a certain step or why they made an error in this particular, maybe they will improve if it is handled properly. Even our feedbacking really is important, the way we feedback on this process.

Abdullah Alhasani 1:36:28

Do we need to continue to create such atmosphere for students where they should feel safe to learn through process and learn through mistakes, and appreciate them?

T3 1:36:28

Yes, yes, definitely. They, as I have said, they learn from those. They're even better at evaluating themselves and their work.

Abdullah Alhasani 1:36:28

You think?

T3 1:36:28

Yeah, you can see that, when they show up in your office and say, "Miss, is this, right? I feel like this is right. But there's something wrong, is it?" You know, when they say that, then you know that they're in that process of checking themselves, and they know that somehow you are not happy or satisfied with what they're doing. They know that; it would even come from them. So it's not something hurtful, because it came from them. So if they know it, if they do some trial and error, there's even a better relationship between you and the students. Right?

Abdullah Alhasani 1:36:28

All right. Do you see any flip side to that, though? The sort of atmosphere?

T3 1:36:28

Yeah, especially if the students are kind of arrogant, bossy, and hesitating corrections, and if they are offended by corrections. Some don't take it lightly; they think that they are being hated by the teacher. Just a while ago in the class, because I was asking them to finish their report, you can imagine we have done it in two weeks time now, we started outlining, and then we had the paragraph summary, and an introduction. Today is the conclusion, and so I told them, so this is the last part, this is how we do it, and without explanation. And then someone kept coming back to me for introduction, and that was a long time ago already, right? And oh my God! He got mad, he got slighted because I have asked him to change for the fourth time. He told me, "you already asked me to change. This is now the fourth time you're asking me to change". So I stopped, and I said, "Well, the first reason why I asked you to change is because I think you still need to improve. Now imagine if you think you don't want to improve anymore, that's fine with me; what I'm telling you is for your correction and improvement. If you don't want that it's fine with me, I can just give you zero for that part. Now, it's up to you". I said, "Do you want to continue and improve or not? Why are you offended by this correction? It's not for me, it's for you". I told him, just a while ago in that class that I just got from. So it depends also on the students, how they take it. Others are not still mature to, you know, and not open for corrections. They think that the teachers are taking it personally. Of course, we are not. What are we going to do with their report? Are we going to keep them and sell them? We don't gain from always asking them to revise and revise until they get it perfectly, right?. For us. We just want them to make it as perfect as possible; that they can do. If they don't want that, ok then leave.

Abdullah Alhasani 1:36:28

Is it possible because they're not used to this sort of approach? Do you think it may have to do with it?

T3 1:36:28

Yeah, probably. This is why if you're really dedicated, you can just stop Sorry, Imad, that's wrong. But what I'm telling him, "Oh, you missed this again. Oh, where's your evidence? I just told you write the evidence. Now here are the evidence. Now, where's the article? I just told you with the evidence you mention the article! You said 'in the article', and then you give the title? Where is it?". See every step along the way, if I don't care about the students, i'.m going to say, "that's wrong, I'm sorry". But I'm telling you, each time he makes some changes, there's always something missing. Although it was already explained very clearly to him that that is part of that paragraph. Do you understand me?, and yet he takes it negative

Abdullah Alhasani 1:36:28

Is that a few cases or?

T3 1:36:28

a few, very few. But again, it makes one such attitude from my class would stir up emotions; it will affect others. So instead, even for him as a student, he would not even feel good about writing anymore, because he takes it negatively, when he could have just simply said, "Thank you Miss. I missed that again". Similarly, the teachers also, it's vice versa, if a student keeps coming back, "Do you think this is right?" If the if the teacher says, "please, will just stop asking me". Of course that will again.

Abdullah Alhasani 1:36:28

That's interesting. Yeah. So they may be a little sensitive when dealing with. Okay, moving to the last part. Authoring multimedia artifacts requires learning through projects or open ended projects, how do you think that is valuable to learning for students in this higher education context in Oman?

T3 1:36:28

That's very important for creativity. If it is an open ended project, you give them a chance to evolve in their own way, and you are giving them room for other things that you would not even expect possible. Or, as we have termed a while ago, 'going beyond your expectations'. So yes, to give it as open-ended, you just give them the format, just give them this, it is better. In fact, this is because I am only considering culture; that's why I don't really make it as open as possible. I give them, for example, "I want you to analyze any of these two, choose one of these stories, or choose one of this list of poems; but I chose those that I think are okay within the culture. Otherwise, if I'm really that free, I would just say choose any that you like. But of course, there are other things that we need to consider, like, you know, what does your faith allow me to make students learn? So it's also that.

Abdullah Alhasani 1:36:28

Cultural expectations, whether appropriacy, and things like that? Okay, do students like working through projects?

T3 1:36:28

You know the idea of project! They immediately say no to that, it's a huge thing for them, because the heaviness of a project is always something for them. It's obvious when they start, you know, making like, "can I do it? Can I have a someone with me? Can I make a little bit as a group work?" These are signs that probably will make you understand that this is a big deal for them. Right? So yeah, if you ask me how they take it, not quite in the beginning,; but when they finish it, and then they see the result, that's when they change their minds, and then they become positive about it.

Abdullah Alhasani 1:36:28

So there is the initial sock?.

T3 1:36:28

Yeah, especially if it's something new, you know, never tried. Yeah. Like, "how can we do this? Is it even possible that we can do this?" But when you show them that it is actually done, like giving examples from previous classes if you already have some, but if it is new, then you have to come up with a genious way to show them that they can do it, just like that class collection album. There's still a resistance there. And yet when they saw it, they immediately said, "yeah, we can actually have it on the template Miss, and then we all put our poems there, and we will design it". See! It even came from them.

Abdullah Alhasani 1:36:28

Talking about the the audio dramas, were they able to sustain the projects themselves? plan it and work through it from beginning to end? So they possess the skills and the readiness, you think?

T3 1:36:28

Yeah, some of them really showed the skills on that, like, with very minimal supervision at what they do; even sometimes zero, because I told you I let them do it outside the classroom, so I don't know where they're really accomplishing it. But because of what they have accomplished, and as I have evaluated all of them, I would say yeah, this is something they can.

Abdullah Alhasani 1:36:28

How are you with increasing PBL or learning through projects? When we talk about projects we're talking about multimedia authoring projects?

T3 1:36:28

Yeah, very much so yeah. It's the frequency that is the problem probably, How much do you make them do it? Because as I have told you project is a big thing. So how many projects will you give is a problem for them. Will they be able to do it? As I have said, we have a semester that will come down only to a few weeks. That's even besides the holidays that suddenly come up, you know, rainy days that suddenly. So one or two will really ruin your plan. I'm telling you, because of the very short semester; it is like totally ruined. I'm telling you. That's why we cannot even give up half an hour just for that course evaluation because of this. We're trying to race with time here.

Abdullah Alhasani 1:36:28

I know I understand. Do you see any flip side though to project based learning, apart from what you mentioned: the time element and...?

T3 1:36:28

Yeah, the attitude of the students and the teacher as well will be something that is in consideration. Because not all teachers, as I've said, are like us, Abdullah. You understand me, right? Some teachers are, you know, just gonna go by the book. That's what is indeed their job description; that's what they do. No effort of, you know,

Abdullah Alhasani 1:36:28

Just comfortable with the old ways of doing things? are quite comfortable.?

T3 1:36:28

Yeah. Students also are the same, how much can they give for such course? I will just study, that's it, I going to do what is asking of me, although they know that they can do much, much more, they will just do as instructed. Similarly.

Abdullah Alhasani 1:36:28

But on the other hand, someone give them opportunity, they do shine?

T3 1:36:28

Yeah. And if this culture is really going to push through, then maybe we will change the mentality. This is a big tip. Although not new, not it's not quite also that popular among us.

Abdullah Alhasani 1:36:28

But you think the problem is always top-down cultures, conventional practice, that dominate, which limits people?

T3 1:36:28

What have we been brainwashed into, What is education?!

Abdullah Alhasani 1:36:28

So you think the old ways of practice have been brainwashing us, or programming us?

T3 1:36:28

I think so, because this has been long proven that doing is always the best way to learn. And yet, how much time do we really give our students to do?

Abdullah Alhasani 1:36:28

That's interesting, reflects practice.

T3 1:36:28

Because they are always after exams, we're testing, we're ditching to the test. We're not really, you know, if this test is for, like, yeah, admission tests, placement test, Well, okay, good. You know, that's for standardization and everything. But if you want to make someone learn, why give an exam,? make him do!. Now, you see, I may not be a doctor graduate, but I have some ideas too.

Abdullah Alhasani 1:36:28

Experience matters, actually, more than anything else. All right, towards the end, would you like to add anything about this particular experience that students went through?

T3 1:36:28

I really hope that I can sustain this. Because I don't know at what point will I give up; sometimes I also give up Abdullah. Like, no matter how much effort you put into something and your efforts are recognized, and you are even threatened at your job. Sometimes you feel like, you know, I'm just gonna do what they are asking! Why am I doing so much more effort? You know, sometimes I think of that. So other factors also may, like the working condition. You know, what's, what's happening now? One, there was a point last year I was almost transferred. That's not very motivating for me. Right? Sometimes it's only because my conscience is bothering me if I don't do it for my students. If I do what I want to do for my students, this is the conscience telling me 'Please go on'; not anything else. Otherwise, with all this trust going on, being asked to do quality assurance work when you're not supposed to, yes you have to do it, but not writing it; this is not my job to write anything. And other tasks like that, and other pressure like that, and threatening of your job - this is not very motivating. At some point, you say. what have I done? but you know, students always give so much joy to me. That's why I probably continue. That's why I said the only joy that I find here, is teaching. Of course, the pay is good, thank you very much. But that's not it; to really be happy is to see if your students are appreciating what you do for them; and some students do, I am so happy.

Abdullah Alhasani 1:36:28

Great. Thank you very much for your time and effort. I really appreciate your insights.