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**Annexe A: Information leaflet and consent form**

**Working title**

The lived experience of affective factors in online learning (PhD (CIE)).

**Introduction**

You are invited to take part in this research study. This information leaflet will help you to understand the importance of this research. If you have any questions, which are not explained in this leaflet, do not hesitate to ask the researcher. Your participation is appreciated and of utmost importance for the planning of future e-Learn courses.

**What is the purpose of this study?**

The purpose of this study is to establish the affective experience of students who do a course online.

**What is expected of you?**

You are requested to participate in the focus group interview. You may only respond when you want to, as response is not compulsory.

**What are your rights as a participant?**

Your participation is completely voluntary and you can refuse to participate or walk out of the interview at any time without stating any reason.

### Sources of additional information

If you have any questions regarding this study, please do not hesitate to approach one of my supervisors or me:

#### Researcher

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### Confidentiality

All information obtained during the course of this study/interview will be treated as strictly confidential. Data, which may be reported in scientific journals, as well as in the research report, will not include information that identifies you as a participant in this study. Your informed consent form will be stored in a safe place and it will only be accessible to the research team.

### Informed consent

I hereby confirm that the researcher, Mrs SM Meyer, has informed of the nature of this study. I have received, read and understood the Participation Information Leaflet. I am aware that the results of the study, including personal details will be anonymously processed into the study report. I have sufficient opportunity to ask questions (of my own free will) and declare myself prepared to participate in the study.



**Participant's name:**

(Please print).....

**Participant's signature:**.....

**Date :**.....

**Name of witness:**

(Please print).....

**Signature of witness:**.....

**Date:**.....

I, Mrs SM Meyer, hereby confirm that the participant has been informed in full of the nature and the manner in which the study will be conducted.

**Researcher's signature:**.....

**Date:**.....

**Annexe B: Transcript of first focus group interview**

Keys: Interviewer = Q; Interviewee = R

**Q: First question: How did you experience this module? Salomé het vir julle verduidelik- dit is die Survivor wat julle gedoen het, ne – daardie module. As jy fokus net op daardie module, wat was julle belewenis daarvan? Wie wil begin? Hoe't jy dit beleef? Da's iemand ...**

R: With my background to, from where I come, I experienced a lot through this module. It was the one module in one year that I experienced so much.

**Q: So you learned a lot. But if you think of the emotional experience that you had?**

R: There were times I got frustrated, ag, but I could understand the frustration goes with, you know, that it's work...

**Q: So you had a lot of hard work. What else made you frustrated? Anybody else?**

R: I think, um, ek dink as ek my emosies wil beskryf in daardie tyd, was dit 'n absolute roller-coaster. Daar was jou op-oomblikke, daar was jou af-oomblikke. Frustrasies het ingekom as jy nie presies geweet het wat van jou verwag word nie, maar soos wat jy deur dit geswoeg en gesweet het, en jy kom uiteindelik- veral as jy ernstige frustrasies gehad het-, en jy kom eventueel by daardie a-ha-belewenis uit, dan wil jy jubel van opgewondenheid, want jy't uiteindelik bereik wat jy aanvanklik nie mooi geweet het waarna toe is ons nou oppad nie. So, vir my persoonlik, was dit roller-coaster oomblikke gewees. Oppe en affe regdeur, van die begin, tot en met einde. Maar uit retrospect, as ek nou moet vergelyk, dan was die op vir my meer gewees as wat die af werklik was.

**Q: Watter emosies het jy beleef toe jy nou hierdie - soos jy nou sê, dit was oppe en affe – toe jy op was, wat het jy gevoel?**

R1: Wel, as ons byvoorbeeld, wat was daardie – Java – Ja, joe, ek het my alie afgesukkel, en dit is die heelyd tref-en-trap, tref-en-trap, tref-en-trap. En, toe ek nou uitendelik sien hier hardloop hierdie oor my skerm, toe's dit soos in, ek is moerse opgewonde. Ek meen ek het vir – wat's haar naam? Wie was die fasiliteerder?

R2: Linda.

R3: Ek het onmiddellik vir haar op Yahoo! Messenger gesê, kyk, my goed is op, en ek voel baie impressed met myself. So, dit was 'n absolute hoog vir my op daardie stadium...

**Q: So die hoog was dat jy impressed was met jouself omdat jy die a-ha-antwoord het?**

R1: Ja.

R2: Dis baie lekker en jy's trots op jouself.

R3: Yes.

**Q: En die lows?**

R1: Die lows was, ek dink veral op stadiums as jy dalk nou byvoorbeeld wat – ek meen, ons het ook maar verskillende tye wat ons op die Net geklim het, en um, as jy met jou lonesome self daar sit en jy probeer, probeer uitfigure wat daar aangaan, en jy't nie regtig die geselskap soos wat ons eventueel eintlik toe nou met *Yahoo! Messenger* begin kry het nie.

R2: Dit was lekker.

**Q: Wanneer in die game het dit gebeur?**

R: Dit was 'n bietjie heelwat later, halfpad. Dit was omtrent halfpad. Um, so daardie eerste deel. Ek dink ek meen as mens kyk ook, as mens kyk na die boodskappe soos wat ons - aan die begin was dit absolute chaos vir almal gewees, en ek dink met *Yahoo! Messenger* wat toe nou begin inkom het, het die boodskappe op die message bord begin verminder, omdat ons so direk met mekaar kon begin kommunikeer. En dit was vir my ook baie, baie nice.

**Q: So dit was toe julle kon begin met mekaar kommunikeer wat dit begin beter raak het?**

Ja.

**Q: Toe jy met iemand kon begin gesels oor die netwerk, né?**

R1: Want ek dink e-mail, om met e-mail te kommunikeer, is soortvan 'n dooie kommunikasie. Jy weet, jy praat met die ou, en dan moet jy wag voordat daar 'n antwoord terug kom. Maar van die messenger was dit lekker. Jy kon sê hoor hier, ek sukkel, ek's moeg, ek's gedaan, en dan kom die ander ou terug.

R2: Dis onmiddellike terugvoer.

R3: En dan voel jy sommer beter.

**Q: So die interaksie het dit vir julle makliker gemaak.**

R: Wat vir my nogal die eerste helfte – as ek nou moet dink, dit was nogal alleen, want jy sit daarso en jy werk aan jou ding, en jy kan dit nie regkry nie, en jy stuur nou maar 'n email na Elearn toe, en more-oggend miskien het een of twee mense reply, en dan kyk jy nou maar wat jy kan doen en so-aan, waar, met *Yahoo! Messenger*, was dit die lekkerste gevoel om halfeen die nag te sit met jou hande in jou hare, en woep, hier kom 'n boodskap op: Ag, ek is bly om te sien jy's ook op. Waarmee is jy besig? Ek sukkel met hierdie ding. Ek kan dit nie doen nie. Help my. Nee, maar probeer dit, probeer dit. So die spanwerk met die synchronous kommunikasie het vertienvoudig, want omdat jy direk met iemand kon praat en dadelik sal daardie persoon 'n reply kan skryf.

**Q: So dit was amper 'n tipe van ondersteuning wat ingekom het?**

R1: Ja.

R2: Kind of a support from your colleagues that came in with the messenger.

**Q: *Yahoo! Messenger*?**

R1: Ja.

R2: Ja, ek dink almal sal saamstem dat dit die module is waarin ons die hardste gewerk het, en dit was regtig – ekskuus vir die Engelse woord – exiting om eenuur in die oggend op die Net te gaan, en jy sien met *Yahoo! Messenger*, o, daardie ou is ook online. En dan tik-tik-tik jy gou, en jy se sterkte.

R3: Ek mis dit...

R4: Ja...

R5: Ja...

**Q: So dit was baie ondersteunend gewees, veral as jy alleen gevoel het. So julle het nou gesê ... she said that she learned a lot. She felt that she learned a lot and she experienced a lot. She got a lot of information and she learned a lot. Jy sê daar's oppe en affe. Iemand anders wat 'n ander tipe belewenis gehad het?**

R: Ek dink een van die dinge wat ek moet sê is dit het my baie angstig gemaak. Daar's baie wat my vreeslike angs gegee het.

**Q: Wat het jou angs gegee?**

R: Verlaas die spanwerk. Jy weet, dis baie, het vir my angstig gemaak, want ek was altyd bang, jy weet, ek was nie kompetent genoeg om in die span te kan deelneem nie, of dit wat, jy weet, dit was vir my baie moeilik. Dit is een ding, en die ander ding

wat ek ook wil sê is ek dink hierdie ding wat mens ook angstig gemaak het, is jou spanlede, was nie altyd – of jou tribe members – was nie altyd aan diens of op lyn gewees wanneer -. So ons het baie meer cross-tribal relationships gehad soos wat jy inter tribal relationships geontwyk het, bloot-en-al vir die tye wat 'n mens op lyn was. Maar daar was tribal, jy weet, tribal frustrations in die sin dat, jy weet dat jy voel, jy weet, jy't nie die ding reggedoen nie, of jy weet nie hoe om dit te doen nie, en jy ...

**Q: So dit gaan ook weer oor die ondersteuning. It's about the support that's there or not there, and it makes you anxious.**

R: Ek dink nie dis die support wat nie daar is nie. Ek dink jy het tog gevoel die mense support jou. Ek dink dit is n kwessie van dat jy, jy weet, ek stel altyd die balkie te hoog vir myself. Ek is bang ek drop die ander ouens, jy weet, en dan maak hulle dit nie.

**Q: En het dit iets te doen met die feit dat die hele module in 'n tipe van speletjie aangebied is?**

R1: Ja, want jy wil tog wen. Almal wil wen. Ek dink dis wat die angstigheid inbring.

**Q: So die angstigheid is daar weens die feit dat almal wil wen. Everybody wants to win.**

R1: Ek dink nie ons wou gewen het nie. Ek dink ons wou beter al die take reggekry het.

R2: Dis nie jy wat wil wen nie, maar jy's bang jy raak jou span. Jy weet, jy as span... Soos die voltooiing van die taak binne die gegewe oomblik. En hierdie ding moet vyfuur moet hy in daardie ... gelaai wees, en jy laai en jy laai, jy weet en daar gaan nie iets vorentoe of agtertoe met die FTP's nie.

R3: 'n Groot bron van angs vir my was dat die goed so geweldig nuut en anders was met die tweerigting – jou res van jou vorige lewe se kennis help jou niks. Jy voel jy sit hierso, totaal nakend en sukkel. Jy't niks wat jou bietjie half hoop gee in jou onkunde nie. En die feit dat jy 'n span is, dat jou dommigheid maak, jy weet, is so ontmasker.

R4: Jy kan nie soortvan soos 'n brief skryf wat net jy en die ou wat dit nasien dit sien, en nie almal sien watse nonsens vang jy aan nie.

R5: Ek dink dis wat die angs bring.

R6: Dit het vir my baie angs veroorsaak.

R7: Jy weet nie wat weet die ander nie, en jy weet jy weet te min, maar jy weet nie of hulle ook so min weet of minder of meer weet as jy nie.

R8: Dit is nie ter sprake nie. Jy voel vreeslik alleen terwyl jy daar sit, en solank jy die ding nie regkry nie, weet jy hoe ver is jy van regkry af – jy is nogsteeds net nie daar

nie. En dan seker die oomblik as jy dit gaan regkry, dan is, soos sy sê, dan is dit fantasties!

R9: My belewenis daarvan was nie roller-coaster gewees nie. Myne was maar konstant gewees. Een van frustrasie aan die negatiewe kant, en dan beangstheid daarmee saam, as gevolg van die goed wat hulle alles genoem het, maar ook die positiewe goed wat daarmee saam gaan. So ek het hierdie kontrasterende emosies beleef die heelyd, maar op 'n konstante vlak – nie op en af die heelyd nie. Van die frustrasies was veral in die begin, dit was soos jy word in die diepkant ingestamp, en jy kan nie swem nie, en almal skarrel, en dit was totale chaos gewees. Dit het my omtrent drie weke gevat – ek is 'n tipiese behaviouris – voor ek 'n patroon begin sien het in hierdie goeters. In daardie tyd het ek, ek bedoel party mense moes my dra op daardie stadium, want ek het nie geweet presies wat om te doen nie. Dit was totale chaos gewees, maar toe ek my patroon begin sien het, toe begin jy nou bietjie meer competent raak. Maar toe het die frustrasies weer geskuif na 'n ander vlak toe op die einde, toe daar 'n shuffling van tribes was. Toe is daar ander tipes frustrasies. Ek het intussen competent geraak, hetsy deur doelgerigte leer of accidental learning, maar nou het daar ander dinge begin gebeur. Onderstrominge tussen die tribes het begin plaasvind. Politieke goed het begin plaasvind. Dit was nou weer 'n ander tipe.

**Q: Wat was die verskil tussen die eerste tipe – die chaos?**

R: Die chaos aan die begin – jy kan nie swem nie, want ek bedoel dit is, jy weet nie wat om te doen nie, jy weet nie wat aangaan nie, jy weet nie waar om te soek nie, jy weet niks. Jy trap water. En later toe jy nou begin die competencies aanleer, en toe ek uitgevind het hoe werk die goed en hoe – toe gaan dit goed aan, maar toe kom daar 'n verskuiwing van tribe-lede aan, hier op die einde rond, en daar het weer 'n ander tipe frustrasie daarmee saamgekom, wat nou nie te doen het met die competencies nie.

**Q: As jy 'n woord moet gee vir daardie frustrasie?**

R: Vir watter een – die eerste een, of die tweede een?

**Q: Die tweede ene. Hoe was dit anders gewees as die eerste een?**

R: Ontnugterend.

**Q: Ontnugterend, want jy't gedink jy weet nou, en nou's dit anders?**

R1: Ja, maar die vlak het geskuif. Jy's nou competent hiermee, jy kan nou dit doen, maar toe't daar, toe't rekenaars nie meer verband gehou hiermee nie. Dit het nou mense begin werk..

R2: Ek dink wat hy sê, sluit aan by wat Sanet sê. Dit is naamlik dat, jy weet, ons het gewoon geraak aan ons tribe. Ons het daardie verhouding gebou, en toe ons 'n nuwe tribe vorm, toe staan ons weer naak.

R3: Terug by punt een.

R4: Ja, ek dink die mense wat eerste afgestem is, het 'n groot probleem gehad, want hulle word toe saam in 'n span gesit, en outomaties weet niemand van hulle enigiets wat om te doen nie. Ek dink nie dit was so 'n goeie idee nie, agterna, maar dit het niks te doen met jou vraag nie.

**Q: Ja, maar dit gaan in 'n latere vraag kom. Miskien moet ons sommer hoor. Mense wat nie die kursus voltooi het nie – het almal van julle die kursus voltooi? What made you leave?**

R: Actually, because I failed the computer assuming the human element, you know. I failed instantly, and, I asked myself, now we're in this module, this type of module, where key things would be. But now it was still there, you know, it was like going to class, and at some stage I just felt there's no support. There is not enough support.

**Q: When was that? At what stage of the module was that?**

R: You know, right at the beginning. But I just happened to drop it where I said: No, I can't.

**Q: And when was that in the module? If you think, was that when the messenger system came in? Or was it before?**

R: Definitely I was frustrated by work as a team, definitely. And when we were writing a test, you know, people are busy writing, the time, you're struggling. You know, it's like ... My test was with a team, here, not a test inside, so I mean, by the time you reach the test, how agitated are you?

**Q: So you had trouble getting into the system. If you had a chance again to do the same course, are you going to do it actually?**

R: Wat baie moeilik was, was veral in daardie eerste ruk toe dit so deurmekaar was. Ons was nou almal in ons tribes, en ek wil nou eerlik wees, op daardie stadium, selfs al wou ek iemand help, kon ek nie, want ek was besig om net vir myself kop bo water te hou. En ek dink dis nogal waar – die ding was so intens, dat, dit was daardie eerste ruk elkeen vir homself. Jy kon nie ... Iemand stuur 'n e-mail na Elearn toe en sê ek kan nie dit doen nie, help my asseblief. Twee, drie dae daarna, as ek myne uitgefigure het, dan sal ek reply en sê hoor hierso, dit en dit en dit. Maar daar moet ek met haar

saamstem; daar was nie in 'n tribe, of tussen 'n klomp van ons enige support nie. Die support het later in die module gekom.

**Q: As jy moet sê waar, is dit toe die messenger system ingestel was?**

R1: O, weet jy wat, ek voel vir my was dit toe ek, soos Hendrik, soortvan 'n patroon uitgewerk het, wat ons, ons kry ons ding, en dan begin ek deur hom te werk stap-by-stap-by-stap, en sodra ek gemaklik was met die ding, dan kon ek begin om ander mense te help. Maar tot op daardie stadium, ek dink dit was elke week, was daar twee of drie dae van chaos wat ek nie vir eimand kon help nie. Ek's baie jammer. Ek het net my eie bas probeer red, en dan daarna, kan jy iemand anders probeer help, maar dan is dit baie keer te laat vir daardie persoon.

R2: Dan is hulle self al gehelp.

R3: Of dit is so laat in die week, verstaan, of dit is so laat in die week, dat daardie persoon nie kan die goeters klaarmaak in tyd van die afsnydatum Sondagaand twaalfuur nie.

**Q: So die speletjie self, het ook 'n invloed op hierdie hele proses.**

R1: Ek dink die swakkeres sou beter gedoen het as dit nie 'n speletjie was nie, as ons in ons tribes gebly het die heelryd, en as dit 'n kompetisie onder die spanne was, en nie spanlede onder mekaar nie.

R2: Die afstem, dink ek, het 'n baie negatiewe effek gehad. Jy kon dit agterkom aan die – jy kon tussen die lyne lees. Die mense voel nie lekker nie.

R3: Ek sou nie lekker gevoel het as ek afgestem was nie. Jy's tog 'n mens. Jy vat dit persoonlik.

**Q: Wat het jou laat besef dat die mense nie...**

R: Dis iets wat jy tussen die – dit was nie in die woorde as sulks nie. Ek weet nie, dit was 'n gevoel net wat jy gekry het in die boodskappe, dat die mense is bitter ongelukkig.

**Q: Is hier iemand afgestem wat hier is?**

R1: Seker almal.

R2: Almal is afgestem.

**Q: Wat het jy gevoel toe jy sien jy's afgestem?**

R1: I didn't feel that way. I just was not part of the group. I was just watching people voting each other in and out, you know, because everything was really fast, and others maybe needed – they had the priority to vote, to be voted, I mean. For me, I



never even voted once. I was looking at the learning part, but at some stage I could see that here it's about voting...

R2: Ek het op 'n stadium self gevoel dat as... jy werk so lank om iets reg te kry, en jy sukkel so, dat jy op 'n stadium kom, dan dink jy: luister, nou't ek genoeg gehad. Ek het nou genoeg tyd hieraan spandeer. Ek het nie langer ure om hieraan te spandeer nie. Mag hulle my nou maar asseblief net uit die span uit vote.

R3: Ja, jy't dit gevra op 'n stadium.

R4: Ja, daar was sulke boodskappe.

R5: Weet jy, ek dink wat, ek moet sê, dis die kursus wat, dis die module wat ek die meeste geleer het. Dis ongelukkig ook die module gewees wat ek veral aan die begin gevoel het, ek nie genoegsame tegniese kennis gehad het nie. Dit het ongelooflike frustrasies veroorsaak. Jy weet jy moet sekere goed doen, en jy weet as jy net, net 'n dag ekstra tyd het om daaraan aandag te gee, of erens 'n dummyboek te gaan opsoek, dan gaan jy dit dalk regkry, maar jy't nie daardie tegniese kennis om dit wat jy moet doen, te doen nie.

**Q: So watter tegniese kennis het 'n ou nodig voor hy so 'n kursus begin?**

R: Om byvoorbeeld daardie scrollbar wat ons moes maak – ek kan nie vir jou sê hoeveel ure het ek daaraan spandeer nie. En ek weet dat as jy, as iemand net vooraf vir my gewys het hoe om dit te doen, het ek dit binne minute gesnap en dit gedoen. So daar was tegniese goed van 'n ou gevra om dit te kan doen – ek wil amper vir jou sê software applications wat jy moes hanteer, wat ek geen, geen benul van gehad het nie. Dit was vir my 'n groot frustrasie. Die ander frustrasie was gewees dat, ek was in 'n span gewees waar my spanmaat bedags online was, en ek snags online was. So daar was tussen ons geen kommunikasie nie. Ons was net twee aktiewe lede in die span gewees. Ons span was so saamgestel dat binne die eerste twee weke, het al die ander lede gedisappear. So daardie ondersteuning wat jy nou gehad het van waar jy vyf ouens, of ses ouens aan die begin was, was darem 'n tipe van elkeen het min of meer 'n bydrae gelewer, het een ou in die dag probeer iets doen, en die ander ou in die nag probeer iets doen, en niks het eintlik lekker gewerk nie. Dit was regtig 'n groot frustrasie, en dis, ek het op 'n stadium regtig gedink, en ek het ook gesê aan iemand: luister, vote my asseblief net uit. Ek het nou genoeg gespook...

**Q: Maar jy't gebly. Wat het gemaak dat jy bly?**

R1: Hulle het haar nie gelike nie.

R2: Niemand wou my uitvote nie, want daar was niemand om uit te vote nie. Verstaan jy, dit was, ons was net twee aktiewe lede in daardie span gewees, met ander woorde, elke ronde is van die onaktiewes uitgevote, en jy moes aanhou met daardie

ongelooflike frustrasies wat – nou moet ek ook sê, toe ons met *Messenger* begin het, het daardie frustrasievlak minder geword, want, ek kan nie onthou of dit 'n reël was – nee, ons mag tussen spanne gekommunikeer het. So, ek wil amper vir jou sê, van ouens wat 'n mens op 'n natuurlike basis oor die loop van die kursus, voorheen al ondersteuning gekry het, het jy nou ondersteuning gekry. En daar was niks lekkerder, soos iemand al gesê het, om drie-uur in die oggend te sit, en te weet daar's vier ander ouens ook daar.

**Q: So die feit dat jy in 'n ander tribe was, het nie gemaak dat jy voel dat jy nie met 'n ander een kan kommunikeer nie?**

R: Nee, nee. Intendeel, ons het redelik baie gekommunikeer.

**Q: As jy dink – dit is nou 'n vraag wat later ook kom, maar as jy dink aan die verskil tussen hoe jy online kommunikeer en die verskil hoe jy kommunikeer het wanneer jy iemand voor jou het. Hoe verskil dit? Hoe is dit dieselfde?**

R1: Ek dink ons het dit nogal dieselfde. Ons het baie van *Yahoo!* se emoticons gebruik.

R2: Ja.

**Q: Julle het baie emoticons gebruik.**

R: Ja, veral *Yahoo! Messenger* se emoticons. As ons iets gese het, het ons gesmile, of jou wange het so dik gestaan van boosheid, en al daardie tipe van ding. So, ek dink in daardie opsig kon ons darem nog emosies ook deel – oordra – terwyl ons met mekaar kon kommunikeer. As jy 'n ding wou gil, dan kon jy hom gil met 'n emoticon.

**Q: Hoe was dit nog dieselfde as wat jy met iemand so sal gesels?**

R: Wel, ek het maklik gesê: Ag damn, ek kry nie iets reg nie, waar jy nou met die normale e-mail jou spelling sal check en seker maak dat jy alles. Ek dink ook dat die ander ding was, met *Messenger* het jy in jou eerste taal gekommunikeer; op die e-pos het jy in Engels gekommunikeer. Ek persoonlik, het eers my goed in Word getik, en dit dan gespellcheck, en dit dan gecut en paste. En ek is seker daar is baie ander ouens wat dit ook doen, en ek is oortuig daarvan dat baie mense nie deelgeneem het op die e-pos nie, omdat die taal 'n probleem was, want teen die tyd wat jy jou goed getik het en ge-edit het, en weer getik het, en seker gemaak het die spelling is reg en seker gemaak die tenses is reg – jy moet onthou, ons is darem M-studente, né. Jy kan mos nou nie jou is en am's en are's verkeerdom sit nie. Dan was die hele verloop van die *Surviver* game, was in Engels.

**Q: So the whole module was in English.**

R: Ja.

**Q: En wie se eerste taal is Engels hierso? And that was a bit uneasy.**

R1: Dit was. Jy't hierdie ontsettende – want dis ook waar die angstigheid inkom. Jy's bang jy slaan jou naam met 'n plank.

R2: Ek het later nie omgee ek slaan my naam met 'n plank nie, want ek vir jou sê, jy't nie tyd gehad – jy weet, ek het nie tyd gehad om te spell check nie, want jy het so geveg vir die Woensdag-, of die Sondagaand se ding, dat jy weet, jy't nie tyd gehad nie. Jy't net gesê hoe jy sê, en klaar.

R3: Ek dink ook dat 'n mens se akademiese deelname op 'n baie laer vlak, of baie minder is, as wat – ek dink jou akademiese deelname is baie minder op die e-pos as wat dit normaalweg sou wees, want jy's bang as jy te akademies raak – en ek dink dis nou ook die probleem – as jy te akademies raak, dan gaan ouens jou knowledge begin krip, waar, as jy net deelneem aan die administratiewe goed van hoe laat moet ons daar wees, en wat het jy nou hier gedoen en ... Dis op 'n baie laer vlak, die kommunikasie, waar ek dink as, in die eerste plek dink ek dat as 'n mens dit in jou eerste taal gedoen het, en in die tweede plek dat jy 'n klein bietjie meer tyd gehad het, sou daar dieper, op 'n hoër vlak, akademiese goed uitgekom het. Dat 'n mens meer issues sou bespreek het, en meer akademiese kommunikasie gehad het. Want nou was die kommunikasie gebasseer op 'n help-asseblief-ek-gaan-versuipt-vlak gewees. Jy't nie regtig – ek mis dit nogal dat die kommunikasie administratief van aard is. Dis al.

**Q: Ek wil, ekskuus, kan ek net stop, want ek wil net seker maak daardie ding tape, want ek dink net die rooi knoppie moet in wees, en ek sien altwee knoppies is in. Stop hom net vir my...**

R: Weet jy, ek wil nou net eintlik iets sê na aanleiding van wat sy gesê het, dat, toe haar WebCT nie gewerk het nie, was dit vir haar die laaste stoot. Ek het nou presies die teenoorgestelde effek daar gehad; totdat ons op WebCT kom, toe dag ek, ah, nou kan ek sien wat ek nie kon sien nie. En toe't ek nou soortvan 'n tweede asem geskep. So daar was 'n paar struikelblokke gewees.

**Q: Sy kon nie inkom nie, jy was in, maar toe ...**

R: Nee, toe's ek gemaklik, want ek ken die – want ek het toe nou al 'n kursus daar gedoen die vorige week. So dis vir my weer: as jy te onbekend met 'n ding is, is daar nie baie lekker goed daaraan nie. As jy erens 'n strooihalmpie het wat jy regkry en herken, dan skielik beleef jy dit ook baie beter. Dit was vir my...

**Q: You wanted to say something?**

R1: Yeah, it's okay...

R2: 'n Ander ding wat ook, ek weet nie of julle dit so ervaar het nie, maar partykeer het Linda 'n ding ingegooi, soos haar heel eerste vraag oor body synchronism. Dan was ek so hard besig om nou nog hierdie goed uit te figure wat sy gevra het, nou kom hierdie vraag. Dan voel ek, ag, wag nou net eers, dat ek net eers hierdie uitgesort kan kry, byvoorbeeld: wat's 'n IP-adres? Jy weet, sulke tipe van goed wat ek gevoel het, ek het nie krag hiervoor nie, en uhm, wat ek dan gedoen het, is ek storm op 'n search, en ek soek iets oor 'n IP- adres. Ek lees hom nie eers behoorlik nie. Ek copy en ek paste net. Daar's my weergawe, en ek gaan aan. Ek voel ek het dalk die punt gemis in daardie opsig van wat sy dalk wou bereik het met ons, met daardie vrae, want ek het 'n shortcut gekies, want ek het gevoel die ander goed het vir my half belangriker gelyk as hierdie vragies wat sy elke nou-en-dan vra, alhoewel ek tog wou deelneem.

R3: Ek het half gevoel dit is dalk bedoel vir mens om 'n frustrasie te wees, en ek het dit dienooreenkomstig hanteer. Ek het na die vraag gekyk, en as ek nie op die oomblik die antwoord kon sien nie, dan het ek dit doodeenvoudig geignoreer, want ek het net gevoel dit was dalk haar doel om ons te irriteer daarmee, en ons te side track van wat ons mee besig is, en regtig, tyd was 'n ongelooflike probleem gewees. Want as 'n ou, ek werk op deadlines, en dan werk ek reeds vyftien uur 'n dag. Dan het ek nie nog tyd om agt uur die aand, of van ses in die aand tot ses in die oggend op die Internet te wees om te sukkel om goed reg te kry nie. Dan wil ek, ek wil amper vir jou sê, dis waar die *Messenger* vir my 'n tipe van verligting was, want ek kon sê, ek kan dit nie doen nie, nou moet iemand my help om dit vir my makliker te maak om dit te kan doen, want ek dink almal van ons is op die vlak dat as iemand partymaal vir jou drie reëltjies sê van begin hier, doen nou dit en doen nou dat, dan kan jy dit doen, maar dis net om daardie beginpunt te kry. En dis wat ek dink. Die tegniese- en my software kennis, was nie genoegsaam gewees om my die vrymoedigheid te gee, en om die ding vir my lekker te maak nie. Ek dink as ek als-en-als so bietjie van geweet het, dan het ek, miskien het dit 'n klompie deure vir my oopgemaak. Wat vir my ook sleg was, is dat baie van die goed wat ek eventually reggekry het, met probeer en weer probeer en weer probeer, en uiteindelik kry jy dit reg, sal ek nou nie weer kan doen nie, want ek weet nie hoe't ek daar uitgekome nie. Ek het ure daaraan spandeer, dit uiteindelik genadiglik reggekry – niemand weet hoe nie, en ek sal dit nie weer kan regkry nie. Dis hoekom, daardie leer wat veronderstel was om plaas te vind, het nie plaasgevind nie.

**Q: As gevolg waarvan is dit?**

R1: Tyd, en ek dink jy't baie gedoen om te probeer en weer probeer maar jy't nie 'n clue wat het jy so gedoen, omdat daar soveel tyddruk was. So, ek kan nie, ek kan nou nog nie daai scroll bar doen nie, alhoewel ek dit op die ou-end reggekry het.

R2: Partykeer kry jy iets per ongeluk reg. Ek het scroll bar reggekry, en ek het hom later weer reggekry met my persoonlike Web site hierso by die universiteit. En nou wil ek dit weer doen, en ek het gesukkel, en ek sukkel nou al dae lank. Ek kan dit nie weer doen nie. Ek wil net nog iets noem, iets wat nogal 'n verandering miskien in terme van gevoelens was wat ek beleef het, was die *Interwise*-sessie. Ek weet nie of julle dit ook so beleef het nie, maar van die *Interwise*-sessie af, het – dit was so 'n sinchroniese ding wat ons eers nie kon gedoen het nie – was daar vir my absolute motivering wat uitgekom het, en die hele groepdinamika. Dis hoe ek dit ervaar het, en ek dink die rede daarvoor sal wees, waar jy miskien by jou rekenaar sit en al daai goed, het hierdie ding skielik lewe gekry, en het jy jou mede-studente se stemme gehoor.

**Q: So julle kon mekaar op 'n stadium hoor?**

R: Met een sessie, ja.

**Q: En hoe het dit die belewenis verander?**

R1: Positief, ja asof daar gemotiveerdheid gekom het onder die medestudente.

R2: Ons het selfs, daarna het ons deur *Messenger* gesels.

R3: Ja, maar daai was nou half 'n turning point.

**Q: Hoe was die verskil in as jy iemand se stem kan hoor?**

R1: Warmer. Bietjie meer persoonlik, en dit voel nie dis jy teen die Internet nie. Dis bietjie jy en iemand anders teen die Internet.

R2: Dit gee meer persoonlikheid aan die ander persoon.

**Kan ek maar aangaan?**

R1: Ja, jy kan.

R2: Ons praat nou hier van die affektiewe. Ek weet nie wie van julle het die probleem gehad nie, maar toe my eerste telefoonrekening kom, was dit tussen my en my vrou affektief nie goed nie.

**Q: Die mense wat nie eintlik iets kon doen nie, is eerste afgestem...**

R1: Ja, hulle wou nie die competent mense afstem nie, want dan gebeur daar niks meer in die span nie.

R2: Ja, so hulle het in 'n groep gesit waar daar niks gebeur nie. Niemand weet nie.

R3: Niemand kan mekaar help nie. So ek dink dit het 'n baie destructive uitwerking gehad op die groeplede. Dit was baie onmotiverend.

**Q: Onmotiverend. En as jy nou sê onmotiverend, wat het julle beleef as dit nie motiverend was nie?**

R: Ek is later afgestem. Ek dink ek en Erika is saam op 'n stadium afgestem, en ons het besluit – dit was nou heelwat later – het ons besluit, ek het besluit ek gaan nie deel van daai groep word nie, en ek het vir Linda ge-email en gesê dit is my redes, en ek gaan, ons gaan ons eie groep vorm. So, daai groep was gestig, toe vorm ons 'n aparte groep, want ons wou nie deel van daai groep word nie. Ons wou nog steeds geleer het, en interaktief deelgeneem het.

**Q: So dit was nie eintlik 'n negatiewe tipe motivering nie, want eintlik het julle weer iets positiefs begin daarmee.**

R: Ons het die reëls verbreek.

**Q: Julle het die reëls verbreek.**

R: En dit was net twee van die lede uit die hele groep uit wat so-iets sou doen.

**Q: Hoe het dit gevoel om die reëls te breek?**

R1: Ek het vir haar gesê ek gaan dit breek, en ek het nie geworry daaroor nie. Ek het vir haar gesê, ongeag van wat jy sê, dis wat ek gaan doen, want ek wil my waarde vir my geld kry uit hierdie *Surviver* storie uit, en ek gaan nie in 'n groep sit waar ek die enigste een is wat alles moet doen, en al die ander mense dra in die proses nie, want dit gaan ook oor punte aan die einde.

R2: Dit was aan die einde van die dag 'n spel gewees, en ek dink baie van die reëls was gemaak om te breek. Ek het byvoorbeeld, as ons 'n opdrag gekry het, het ek gekyk in hoe 'n mate ek my kinders daarby kon betrek het, wat waarskynlik meer tyd en kennis as ek het.

R3: Ja, jy't jou ondersteuningsbronne opgetrek.

**Q: Jy wou iets gese het.**

R: Ek wou gesê het van wat Hendrik nou gesê het, o nee, wat ek wou sê van die reëls verbreek, is dit: in die laaste pylvak, het niemand gestem nie.

**Q: Weet jy wat gebeur het ...**

R1: Maar ek het myself uitgestem, weet ek, want ek het my computer gecrash.

R2: Ek het vir Linda ge-email. Ons het op 'n stadium in ons groep gekom, wat ek gevoel het, ek kan nie iemand uitstem nie. Ons het te lank saamgekom en so, en ek het vir Linda ge-email en gesê ek kan nie stem nie, en sy't gesê, wel, dan's dit 'n random storie. En die feit dat ek toe nou nie uit is nie...

**Q: Was daar skuldgevoelens?**

R1: Nee, daar was nie.

R2: Ek het gedink in die tribe waarin ek was, het ek myself uitgestem. En toe't ek gaan kyk wie het gestem, en toe sien ek maar niemand het gestem in die laaste..

R3: ...Because people are so free to vote out people, and at some stage...

R4: Yeah, what is happening? What is it that they had before, that made them to vote out people? The computer was humanised. It was like a person. It had feelings. It had eyes. It had ears. Unlike when you use it as a machine. Do what you have to do. But it was really nice.

**Q: And that gave you a scare?**

R1: Ag, but it was just... I don't think that it happens...

R2: Dit was wat dit vir my lekker gemaak het.

**Q: That's very interesting. I just want to hear if that's what made it interesting for you.**

R: Vir my was dit wat my laat aanhou werk het, en aanhou probeer het, en aanhou karring het aan hierdie goed wat ek nie altyd regkry nie. Want die feit dat, dit was nie net 'n rekenaar nie. Dit was nie net 'n skerm en 'n keyboard nie, en ek het 'n probleem nie. Daar was ander ouens wat saam met my in die game was. Daar was ouens wat saam met my gesuffer het, so die feit dat daar 'n gesig agter die skerm was, was vir my positief gewees. Dit was vir my motiverend gewees.

**Q: Ek wil net sê, ons is, dis, 'n uur is amper verby, en ons is by die eerste vraag. Is daar iets wat belangrik is wat ons moet afhandel?**

R: Ek wil net sê dis waar ek saam met Hendrik wil stem, want op die ou-end het dit gegaan oor punte.

**Q: En jy wys na jouself.**

R1: Vir my. Ek het hierdie hele ding gewen, en ek was weg vir 'n naweek, jippiekajy, maar ek moet nou eerlik vir julle sê, nie vir een sekonde, het ek gedink ek doen dit nou om die naweek te wen nie. Ek het gedink ek doen dit nou om goeie punte te kry.

After all, ja, hulle het eers later gesê ons kan iets wen met hierdie storie, maar dis ook hoekom...

R2: Dit gaan oor punte. Op die ou-einde gaan dit oor punte. Hierdie is 'n module wat jy moet afhandel, wat jy moet weet...

R3: Jy wil goed doen daarin.

R4: Ja.

R5: En ek dink ook in 'n mate, ek meen, ek het dit van die begin af gedink, en ek dink ek het dit vir jou ook op 'n stadium genoem, is, ek weet verseker, die persoon wat gaan wen, is 'n persoon wat as 'n beginner, 'n Web master, as 'n Web master gekies is. 'n Persoon met al die, met die meeste tegniese kennis, gaan die persoon wees wat...

R6: Ja, want as die Web master afgestem is, dan sit jy met 'n probleem...

R7: Dan sit jy met 'n probleem. Jy kan nie jou Web master afstem nie, al wou jy ook. En, ek dink al die Web masters was hier aan die einde die wat oorgebly het.

**Q: Ja, wie was Web masters?**

R: Hy was een.

**Q: Hoe laat dit jou voel, Web master?**

R: Dit was geluk dat hulle vir my gevra het.

**Q: O, so dit word toegeken aan iemand...**

R: Hulle vra wie kan. Ons het gevra wie kan 'n Web site maak, en ek het vir hulle gesê wel, ek kan Frontpage gebruik, en toe't ek, toe sê hulle okay, great, fine. Jy's Web master. So eintlik was dit 'n geluk by die ongeluk, want dit was baie ekstra werk.

**Q: So jy't harder gewerk.**

R1: Ek dink net dit is nie goed vir my dat die vrae net gestel word, want die van ons wat hierso sit, was meeste van die mense wat aktief was.

R2: Ja.

R3: Ek dink dis belangrik dat daar 'n aparte groep moet wees, eintlik, wat bestaan net uit die wat onaktief was. But Barbara, you have not been telling the truth. You haven't said everything that you said to me about your feelings.

R4: Yeah, the main thing I can say about the group, but it depends on...



**Q: Miskien moet jy vir haar sê wat jy van praat, want dis baie belangrik dat ons hierdie goed uitkry, want in die volgende beplanning moet ons weet hoe voel julle wanneer julle hierdie goed doen.**

R1: You said to me at one stage that you felt there was some racial elements in the game.

R2: I mean, when I talk about the human, I mean the colour inside the human being, so automatically they say... But I'm not talking about race. It's not like I'm saying this in particular...

**Q: What specific thing happened in your interaction that made you feel...**

R1: They are general... The person is... Support from the people don't ... It stay's a person that you... Yeah, that's right. It can feel, it can see, and then answer you... So it's not just something that comes on the screen and you don't know where from, and you answer the question.

**Q: Just for interest's sake, did Linda just give this part of the module, of the course?**

R: Ja.

**Q: When did she see you? Did she ever see you?**

R1: One day before the trial. And then one day when we...

R2: But she didn't really tell us what exactly, we didn't know what to expect, even when we had the encounter with her, we didn't know what to expect when we went online.

R3: So she didn't really...

R4: 'n Ander probleem wat hulle nou ook het, dink ek, is, some of them don't have computers. They have to go to an Internet café. Is that true?

R5: Yes, it is...

R6: I don't know if the two of you have computers at home, but I know that some of the other black ladies don't have computers at home.

R7: Ek dink nie dit was 'n rasseding nie. Ek dink meer dit was 'n vaardigheidsvlak, wat daar nie was nie, wat 'n frustrasie veroorsaak het, en ek dink om so 'n ding goed te kan doen, moet daar 'n basiese ...

R8: So hulle moet sê, om hierdie kursus te doen, moet jy hierdie en hierdie vaardighede hê, en dan kan jy dit doen.

R9: Dit was vir my een van die grootste negatiewe goed wat gemaak het dat studente nie kon klaarmaak nie.

**Q: Kan ek vra, en ek rush dit nou, en ek wil dit nie rush nie. Ek wil net vra, watter vaardighede dink julle moet 'n mens hê as jy hierdie kursus wil doen?**

R: Jy moet HTML ken, hoor.

**Q: HTML. Wat nog?**

R1: PowerPoint moet jy kan doen.

R2: PowerPoint, Excel.

R3: Jy moet Word-vaardig wees. Jy moet Internetvaardig wees. Jy moet 'n rekenaar hê, 'n ou se eie persoonlike rekenaar, gekoppel aan die Internet.

R4: En jy moet 'n e-posadres hê. Ek dink dit is een van die voorvereistes van die kursus...

R5: En jy moet 'n goeie salaris verdien. Jy moet uitkom aan die einde van die maand.

R6: Jy moet 'n baie, baie goeie verhouding met jou bankbestuurder hê.

R7: Miskien moet mens net gewaarsku word voor die tyd dat dit deel van die kostes is van die kursus.

R8: Jy moet laat weet dat die kursus nie vyfduisend rand is nie, maar plus, plus, plus.

R9: Plus, plus, plus, plus.

R10: But then where...everything, you know, I mean, in terms of changing, in terms of absorbing, people who were not there before...

R11: Yeah, but I think, ja, but then there should be some bridging course towards that.

R12: Yes, yes.

R13: You must do something that will get you up to that level that you require. But then they shouldn't allow people onto the course if they don't have that. They should have an entry exam.

R14: Where they should say: B Ed computers.

R15: 'n Oorbruggingskursus.

**Q: But for any course at university there are...**

R1: 'n Oorbruggingskursus.

R2: Ja, jy moet 'n sekere vlak hê, soos as jy wil universiteit toe gaan, moet jy matriek hê, met wiskunde en wetenskap, of wat ookal.

R3: Ja, daar is ook sekere voorwaardes.

**Q: Kan ek net weer vir julle vra, ek, Salomé gaan julle baie mooi vra om weer iewers bymekaar te kom, want sy't hierdie inligting broodnodig, en ons het een vraag afgehandel, maar ek dink ons het waardevolle inligting gekry. Kan ek nou net vra: enigiemand wat nog iets wil sê oor hoe hulle die kursus beleef. Anybody that still...**

R: Ek is nou weer een van hulle, ek wag altyd vir 'n ... ek steek my hand op, maar ... Nee, weet jy, ek het toevallig nou hierdie *Survivor Thailand* nou gevolg hierdie laaste ruk, en nou dat ek die hele tyd hier gesit en luister het wat hulle alles gesê het, en deur my gedagtes weer recall het alles van verlede jaar se storietjie, die oomblik wat mense in interaksie met mekaar is, en hulle skuur teen mekaar, is daar sekere emosies en sparks wat gebeur. So alles wat, vir my, wat ek nou weer op *Survivor Thailand* gesien het, van agteraf collaborate, en agteraf gesels oor dinge, emosies wat jy beleef as jy gewen het... al daai tipe goed is alles goed wat ek nou weer gesien en gehoor en beleef het. Ek stem met al daai goed saam wat hulle genoem het: die up's en down's en wanneer jy iets reggekry het, maar ek bedoel dit is maar net so. Wanneer jy kommunikeer en jy's afhanklik van mekaar, en daar's iets waarvoor jy werk, en daar's geld betrokke, dan, outomaties is al hierdie emosies betrokke. Jy werk in die eerste plek vir jouself. Ek dink dit is nogal bepaald van die eerste twee, drie weke. Dit wat Barbara ook daar sê het ek ook gevoel, die eerste ruk het dit gegaan oor survive, en as jy nie kon survive of wat nie, dan het dit dalk vir jou gevoel maar iemand stem jou af, en hulle het dalk iets teen jou, of wat ookal. Maar dit het nie daarvoor gegaan nie. Dis soos ek dit maar gesien het. Almal het maar gesurvive. Dit het maar later bymekaar gekom dat ons met die *Messenger* en alles, met mekaar kon begin kommunikeer het, en omdat mens sien maar jy sukkel met iets, en 'n ander ou help jou uit daai slootjie, dan voel jy soos 'n span.

**Q: So die menslike, ek dink wat ek hoor is, some people thought that if you do this course, this is a computer course about online learning, and this is about me and the computer and how I work this thing and now, all of a sudden, you don't only have your teacher – you've got all these people.**

R: Soos wat jy nou sê, mens skuur met hulle.

**Q: As julle, kan ek julle net vra, en ek gaan nou stop. Ek wil hê julle moet vir my in woorde sê wat die emosies was. Soos ons het frustrasie gehad.**

R1: Vreugde, angstigheid, keelvol, onsekerheid, moegheid, kwaad – ek het dit gehoor – arm, jy't arm gevoel. Jy't verlig gevoel, ontnugter, lekker kry, verwondering, achievement, 'n gevoel van achievement – ek het iets bereik.

R2: Jaloesie. Ja, ek het gevoel dat ek deel is van iets. Ja, groepsgevoel. Belonging. Kompetisie. Alleenheid.

R3: Ek wil regtig net een ding sê – ek wil altyd laaste ... Ek dink as ons kort inleiding gehad het oor waarom die kursus gaan, wat van jou verwag gaan word, hoeveel ure jy per dag ongeveer gaan spandeer, hoeveel dit jou in rand en sent gaan kos. Sou daar baie ouens nie daai aand in daai ry gestaan het en ingedeel gewees het in 'n groep nie, want daar was baie hang-onners gewees. Daar was Hannes se assistent: daar was tweede jaar studente wat hoegenaamd nie belang gestel het om die kursus te doen nie. Ouens wat daar gesit het, wat regtig in hulle hart gewees het. Marty het gewees sy wil nie deel wees van daai groep nie. Maar die ouens is so half gedruk gewees om daar te wees, en om deel te word van 'n groep. En die feit dat die eerste groepsindeling, wil ek amper vir jou sê, 'n chaotiese starting point vir baie van die ouens was, het 'n groot invloed gehad in deelname later aan.

R4: Ek het gewees daai aand toe ons daar gestaan het, het ek gewees, dat daai groep van ses, was dit net ek en Hendrik wat gaan speel. Ek het daai aand dit gewees. Ek het daai aand dit vir Hannes gesê ook.

R5: En hy't ons ook laat staan, van die ouens wat die meeste rekenaargeletterd en computers het, heel voor staan, tot die ouens wat die minste het. So hy probeer in elke groep 'n baie goeie ou te plaas.

R6: Maar dan moes ons so gebly het, dink ek.

R7: ...meer heg...

**Q: Ek wil vir julle baie dankie sê. Salomé gaan julle definitief kontak, en, ek weet julle almal werk, en almal het nie tyd vir wonderlike dinge nie. Niemand het dit nie.... Baie dankie.**

**Annexe C: Transcript of second focus group interview**

Keys: Interviewer = Q; Interviewee = R

**Q: Let's start a couple of questions. How did you cope in the online environment?**

R: Cope meaning what?

**Q: Cope meaning what? Who wants to define what cope means?**

R: Maybe you could do what was expected of you.

**Q: Okay, how could you do what was expected in that environment? How did you cope?**

R1: Cope can also be emotionally.

R2: Coping could be behaviour and coping could be emotionally.

R3: It can be academically how you managed your cognitive style.

R4: The work got easier as we got along. The first week was a big shock, and then after that, as we went along, we got used to the type of things that we had to do. It got easier for me.

R5: It got easier.

R6: Ja, emotionally it also got like the load was lighter on me. As we went into the thing, it became easier for me.

R7: No, I coped quite well, except for the time and the finance. That was not something I could cope with.

R8: I don't think I understand the question correctly, but if it's online, how did I cope with the online...

**Q: Environment.**

R: Environment. Then I'll say, at times it was quite difficult for me. Well, I'll agree about what he said about the first two-three weeks, because I didn't know what was expected of me: what must I do? In what format must I do it? So the whole communication during the first two-three weeks was a little bit difficult for me, but later on when we had the *Yahoo* groups, and I could speak to everybody. Is that what she means? Is that what we have to do now? Ja, but...

**Q: So far, you got a little more structured.**

R: Ja, then it got easier for me.

**Q: How is it that at first you didn't have a lot of structure, and then later on you got a bit more. Is it from your peers that you got more structure, or where did the structure come from?**

R: I think it was for me a whole new thing. I was not used to what...exactly know what I had to do, but the first time, first week, ja, second-first week, the form in what the questions was put – because there was always a tribal task and then an individual task – and then when I saw what was the output, how did you have to hand it in, what, everything. Then, next week when you have a tribal task, then you know exactly more or less what to do. What I mean exactly means, I remember the last two weeks there was some tasks that were also not so clear.

**Q: Let's just focus on the coping. What do you think of coping? What do you think of the meaning of the word cope? It's actually such a pretty English word. There's not really an Afrikaans word for cope.**

R: Can I do it?

**Q: If you're able to do it. How were you able to do this?**

R: I think it's a very loaded word. You know, it's really not a simplistic thing to me. I don't see it as only being able to academically survive. The communication was a problem, as well as the getting to know the environment, how to manoeuvre...

**Q: We already know the difficulties. We know the difficulties, and about the time construction, but how did you cope in the situation? How did you handle this?**

R: You know you had to do it.

**Q: You just have to?**

R: Ja, and why did you have to do it? Because I...

**Q: And how did you actually manage to do it? What did you do?**

R: I sometimes used my daughter.

**Q: You what?**

R: I sometimes used my daughter.

**Q: In what way?**

R: Well, she typed for me.

**Q: She typed for you.**

R: Yes.

**Q: Okay, so you got somebody to do some typing for you. What else did you do to cope? Got somebody to type.**

R: Ja, I needed someone to...type fast, because my typing is too slow.

**Q: Okay.**

R: Well, I sometimes phoned people.

**Q: You phoned people?**

R: When the whole thing didn't work so, to get final clarity, I sometimes phoned Sanet and Pedro and so.

**Q: Even if it was against the rules.**

R1: That was very illegal ... you know that.

R2: Now is the first time that I've said it, but...

R3: So there should be another session, because then even more would come out.

R4: You can have enough of it.

**Q: You asked people to type for you. You phoned people. What else did you do to cope with this environment?**

R: First I went to my family, 'cause I was, all the time I was saying how much pressure ... I needed time, because time was...

**Q: And you have it difficult in your family? What happens there?**

R: No, my family just helped me.

**Q: They were helping you?**

R: Ja, but I'm the person, with my studies, I'm like a manager. You do that, and you do that. That's the way I am.

**Q: So you create a substructure for the family to be able to do their ... What else did you have to specifically do, did you have to do to be able to cope with this difficult situation?**

R: I really had to, sometimes between two classes, in an hour's time, get back to work. My computer was stolen from my office at that time. So I don't want to, today,

get into my own personal difficulties at that stage. It was horrendous. So it really meant rushing.

**Q: So the fact that you didn't have a computer...**

R1: Ja, you know, where I was...

R2: Can I just say something that didn't come out last time? When we started this course, we actually had two courses together. Am I right? We came together on Thursday evenings for Rolf's databases, and then, after about three or four weeks, they said that we are going to stop this because there is so much work in the *Surviver* module. But I think it was one of the reasons why we stressed so much during the first few weeks – because it was with something else.

**Q: And the something else never worked.**

R1: Yes.

R2: Exactly.

R3: We sat here for three weeks, and every time there was a ... We were supposed to make a database together with the *Surviver* thing. The second part of the module, the second part of the mark, would be an online portfolio of ourselves.

R4: And apart of the module that we were doing, we still had a task on something else.

R5: Yes, on something completely different, which we worked in *Dreamweaver* and Access databases. It didn't work. It never worked, because the lecturer couldn't get it to work. So that was a lot of stress, because you knew that half of your mark now hung in the balance, because of something that doesn't work.

R6: But if it was only the mark as they put it - it was time that was going...

**Q: I wasn't asking you...We again need to focus. We're again talking about other things.**

R: Ja, sorry, this doesn't fit there.

**Q: No, I want you...but it's...**

R: It contributed to the stress.

**Q: Yes, I'm going into that, because I need to know that. What did you do to cope with the situation? You phoned people. You gave your family tasks to do. What else?**

R: I changed my lifestyle.



**Q: How did you change your lifestyle?**

R: Well, I had to sleep in the afternoons, because I have a disabled daughter. So when I come home from school, I had to, you know, give her the attention and things like that and then I took a kip for a few hours, and then I got up at seven o'clock and then I went online. And at that stage I couldn't work, so, you know, until about nine o'clock or so, we had great fun with her, you know. She couldn't understand I was talking to the computer in friendly terms, when in fact, I was talking to Gérard, and she just couldn't understand this. She knew that I was talking to the computer. It's rather unflattering, and, but then when she went to bed, I actually literally started working from eleven o'clock 'till three o'clock, four o'clock in the morning.

**Q: So you had family difficulties. You had to be around your home at times.**

R1: It wasn't only family difficulties; it was the money thing as well, because, if you work at home, you work at night.

R2: After seven.

R3: I worked in the morning. I couldn't work at night.

**Q: So you had to either stay up, or...**

R1: But I mean, we had a day job as well, so, I mean, there's not a chance for me to work even for one minute in my work.

R2: No, I had to reschedule my life as well, around my baby and my wife as well, so I also started working at ten o'clock when they went to sleep.

R3: Ja, you just stopped sleeping.

R4: Each day I ... because I need to read or write, because as I've mentioned before, there was the other part, the database, and the dates were coming in, and I didn't know on which day I had to bring in what. So I made this table just to...

**Q: Oh, like a project plan for you to be able to finish the stuff exactly...**

R: And I knew I was...

**Q: It's ten minutes. Okay, anything else on the way you coped? We said...**

R: I just want to say, sometimes we did not cope.

**Q: Yes, okay.**

R: Something that I didn't mention so far: when it started, I had flu. The flu developed into pneumonia, and my kids were mad at me, because I was getting up at night. They were telling me, 'Ma, you're going to die.' But you know, there was no choice. You had to ... I did it.

**Q: So, if I say the way you coped was to join others, organizing your family, organizing your time, getting people to type for you, that made it possible...**

R1: Changed lifestyle.

R2: Yes, to get everything that you did to cope.

**Q: Alright, let's move on. What support did you get?**

R: Moral support.

**Q: Moral support. If you talk about moral support, what ...? Describe it.**

R: When I found my daughter – I'm so tired. Or something – they understand. That you could talk to them. Ja, that was nice. And our support from your tribe members as well. That was ...

**Q: What type of support did you get from your tribe members?**

R1: I think moral support as well as cognitive support sometimes.

R2: I would say that I really got tremendous support from the mentor. We used to talk on the chatterbox thingy ...

R3: Linda, late at night, you know, it was amazing -

**Q: Late at night she was –**

R1: Ja, one o'clock, two o'clock at night.

R2: Actually that is something that, if she does that again, you know, some of those things wasn't saved, of the talking.

**Q: On that little –**

R: Ja, that little, on that little box, and I think that out of that, you could have got a lot of info. Because really, you know, she helped a lot.

**Q: What other support did you get? From your family; you got moral support from your colleagues...**

R: We got support from outside. I used to e-mail my friend back home in (country) constantly. He used to support me. I had to make a Website, and then there were things I had to put in –

**Q: What did you say that he - what did he do?**

R1: During the program –

R2: A program to create web pages.

R3: You had to e-mail...because who knows *Dreamweaver*? Who knows how to put –?

**Q: So a lot of your support actually came through the Internet itself?**

Yes.

**Q: In what other ways did you get support, and from where?**

R: I got – again – support from my daughter, but because she enjoyed it. What do you call it when you can get immunity? You had to download a game for example, and I didn't even want to do it, but because she was interested in it, she did it, and she showed me how to do it.

**Q: So you got your family involved?**

R1: Yes, definitely.

R2: I would go so far to say if you didn't have the support of your family, you wouldn't be able to complete this. My wife never – I must say this – my wife never complained, only at the end did she complain about the telephone account, but she understood that, or she didn't complain that I worked at night, until two, one o'clock, two o'clock in the morning. And, if she complained then and moaned and so on, I don't know if I would have finished it, because it just went on and on. If she complained today about me working at night, she would complain tomorrow and the day after, and and and...

R3: I want to say I did not have so much support. My only support was my internal motivation. That was my only support.

**Q: And how did that support you?**

R: I really wanted to do good in this M Ed course from the beginning.

**Q: So you set your target: you want to do good, and that was your motivation.**

R: Ja, I knew I wanted to have good marks for this module as well, so even if I had to stay up until three or four o'clock or whatever, until I understood the task or whatever, I just had to do it. That was my internal motivation.

**Q: So you got your support from yourself, from your motivation and that you set a target for yourself. You got it from your family and from the group.**

R1: Understanding, basically.

R2: Understanding, moral support...

R3: And another thing...once the web site was on air...

**Q: The fact that they gave you more...**

R: Ja, it was growing all the time.

**Q: The fact that it was growing. Tell me more about the colleague support.**

R: I had nice support, because you know, Hendrik is a, you know, we work in offices next to each other. Moral support, but not – we didn't have any time – we, our programmes didn't synchronise. We never had time to help each other academically, but, you know, you could make a remark.

**Q: Moral support, and somebody understands.**

R1: Ja, it was nice for me. It was nice to know there was somebody close, because I was also like Pedro. I was really isolated at home. I had to just get on with it.

R2: Ja there's that question like something like what is an overlay or something. Then there was a message from Gérard that said: do you know what an overlay is? I said no, no. Then he said: I also don't know. Did you try this? Did you try that? And then suddenly you don't feel so stupid at all, because I always think that if I don't get something right, it's me that's stupid, or ... if I don't do something right.

**Q: So, the conversation –**

R1: Ja, Joanita said: ja, but try this. Then suddenly you carry on again. You get motivated again to carry on.

R2: You do get some subjects that you had to do summaries ... because nobody ... but because you were in press of time to do the next thing. So then what's the use of doing these summaries? And the subjects were very important. But nothing was done with that.

**Q: You are saying that you did that?**

R: Yes, I did the summaries.

**Q: Okay, I'm just going to focus you. I'm asking about the support that you got. Would you like to bring that into relation with the support?**

R1: No.

R2: I want to say something. I don't know if it has to do with support. Three of us, that's me and Karel and Camilla, did an HTML course in April, before this, and it helped tremendously. We were very glad that we did it.

**Q: So the fact is that if you had some experience, that was also very supportive. That actually got to do with the coping more than the support.**

R1: Ja.

R2: Well, I phoned the lecturer once, and asked her: how do you do this? Can you help me? The person who presented the course to us. So I got some subjective support.

**Q: So that was support that you had back at home from?**

R: Yes, yes. And that, I think, you know, kind of bound us together, and that was a support for us. Because my sole support came just purely from my colleagues. From the people I studied with. Nothing and nobody at home knows anything.

**Q: Tell me about the support that Linda gave. You said that she was available after hours.**

R1: Ja, sometimes in the evening at eleven or twelve, when you click on your *Messenger*, and then Linda's also on. She was on all the time, I think.

R2: I think she never went off.

R3: You will just say hello, and then she will say back hello, how are you? And that just helps.

**Q: The fact that you knew that she was –**

R: Well, I've written an article on Linda's support, so I won't repeat the whole article here.

**Q: So there must be something interesting that you can tell us.**

R: Ja, well, in general I can just say that when I, um, -what's the academic word for it? – I used a lot of taxonomy. It was just an academic exercise for me at the beginning, to see if I understand about – it was about the motivational value of her messages, or her whole approach to this. And it was very – it came out very positive in the end. I almost sometimes got the idea that she studied some techniques before the time. I don't know if she did that.

**Q: What techniques? To be able to do what?**

R: To motivate the students.

**Q: What techniques would that be? What did she do that was so supportive?**

R: It was basically – there was – after studying this thing, it almost came over – maybe I'm incorrect. Maybe I was just getting subjective now, because I thought I was getting to know the subject matter now. But there were really times when it is as if she – if a student say this type of thing, I will say this type of thing. You know,

almost like a recipe. I don't know if it's true. I'm not saying that she did that. It could be that -

**Q: So it's almost as if she was in control of –**

R1: She was definitely controlling this whole thing, I think.

R2: Yes, it started of the first week. We did a task, and then she saw us, and she handed out a – I can't remember – a bottle of Game, or something. And every time you had to do something, then she rewarded you with stuff. And she had all these – what do you call these icons of instant smiles, smiley faces and everything. If she sent you an e-mail, she said well done. I said one time I had the highest score. She sent me an e-mail and she said well done Pedro, I'm so proud of you, with a smiley face and whatever. Those kind of things.

**Q: So you actually say the feedback that she gave was supportive?**

R1: Yes.

R2: It was supportive, but it was like readily there. Sometimes I got the impression she got them listed. If a student do this, I will do this. I don't know. Maybe that was the job. I don't know. I wouldn't know. It was just an observation that I made, but on a scale, it measured very positively.

**Q: The fact that she was available, the fact that she kept you in control.**

R: Ja.

**Q: The fact that she always gave feedback.**

R: Ja, and if things went wrong, I don't know how you guys experienced it, I was really studying the text of the messages, and not the 'asking myself how I felt about it'.

**Q: Anything else on support?**

R1: Just you didn't have to wait. Even if you sent her an email, you could know the next time you checked in, there would be a reply.

R2: She was there all the time.

R3: She was there all the time. So that she knew what she was doing. It was amazing.

**Q: It was amazing?**

R: I mean what she was doing, what type of tasks she gave us. She was in control all the time of it.

**Q: If there's something you can think of, feel free to come back to anything you can think about. We'll just come back to it. The people who finished, what made you stay?**

R: I enjoyed it.

**Q: Why?**

R: Because we learnt so much. We learnt a tremendous amount of work. New things.

**Q: That made you stay.**

R1: Ja. Painful learning. It was no game. You know that, hey. It was no game.

R2: It was like a competition. Because I'm one of those people: when there's something up for grabs, I really want to do well, and hope that maybe in the end, maybe you'll just soul survive and win the game. So, in the beginning I thought that the guys or people who know, or who don't know those things, are going to be voted off in the first week or two. But some way I survived, and in the end when there were only what four, five, six left, then you – maybe it gets close – so maybe you can wait.

**Q: So the fact that you got competition.**

R1: And the fact that it's my marks. I really wanted to do well.

R2: I carried on in spite of the fact that it was a competition.

**Q: There's something about –**

R1: Yes, I hate a competition.

R2: I like competitions.

R3: No, I isolated myself from the group things and just carried on with the individual things, and made sure that I get enough marks for the individual ones.

**Q: So you're not competitive?**

R: No, I'm not a competitor.

**Q: So the individual tasks that you had to do, that was motivating for you?**

R: Ja.

**Q: What tasks did you have to do that was motivating?**

R1: I can't remember.

R2: The writing summaries.

**Q: Writing summaries?**

R1: The reading and writing.

R2: Your own web site.

R3: Ja, your own web site.

R4: Ja, you had to put a scroll bar on there, and then you had to put the sound on it.

R5: We can't say that it was less technical. It was as technical as the group wanted.

So there was no – there wasn't a difference in that sense.

R6: I did the exact opposite that Marietjie did. I don't like competing either, but I used more time on the group thing, because I didn't want to let the group down. So

eventually I didn't have time to do the individual things, because I was now so trying to get the group, you know, trying to do my part for the group thing. And the only reason I did that, was because I didn't get any rope at all.

R7: If it weren't a competition, and only working in groups together, then it's the same thing that you say now. The group. I wanted to do my share, and eventually I failed, because my computer crashed, and I voted myself out.

**Q: Anything else? Anything else that made you stay?**

R1: I think maybe one thing, in the end, say, people that finished, that completes something, are people who don't want to – it's not people who give up.

R2: Yes.

R3: They don't give up on anything.

**Q: So it's a way of life?**

R1: It's a way of life. I mean I can't see it any other way. Whether it's the competition that drives you, or whether it's the non-competition.

R2: Also –

R3: But I didn't finish it.

R4: Yes, I loved it. It was the most creative module I've had last year.

R5: The idea fascinated me, but I hated it.

R6: Also, by the time you wanted to bail, you've done so much, it's really not worth it.

R7: You will not give it up

R8: You will not give it up.

R9: You put in too much.

R10: Not after doing all of that, I will not give it up and have to do it all again this year.

R11: Ja, the first three weeks it was climbing, and we came to a point that the rest worked so hard, and we were climbing. So, at that point –



**Q: If you say climbing, what do you mean by that?**

R1: It was hard. It was a hard part. The first three weeks were very hard in terms of all the tasks we had to do.

R2: Lots of work, and lots of new work.

R3: And we knew, the first week, I think, the next day ... was about to end. It was about three or four weeks that we dropped the other one.

R4: Yes, something like that.

R5: More time.

R6: It was very hard right through the whole thing, and if I had to compare it to anything, I would say it's like white water rafting – what do you call it?

R7: White river rafting.

R8: That you're on the river, and there's no way that you can get off, because –

R9: It's very exiting.

R10: It's painful. I mean I, my muscles, my feet were swollen, my back was sore.

**Q: So it was almost like a physical thing?**

R: It was a physical thing. It was a physical challenge, a tremendous physical challenge.

**Q: What made it such a physical challenge?**

R1: I was sitting in front of the computer and struggling.

R2: We were doing this all the time. Your - I mean, the mouse is moving all the time. It's difficult. It was the challenge in it.

**Q: That it's a physical –**

R1: And filled, because you know you've got a deadline, and you've got to get it. Terrible.

R2: And you know, you worked on it all the time.

R3: I dreamt how to do it. Thank you very much.

R4: And also...

R5: But even at work, you'd have this thing in the back of your head all the time.

**Q: So the motivation that you got, was that it was there all the time.**

R1: Yes.

R2: You know, if I play golf, and I play eighteen holes, in the first sixteen holes, I play very poor. I hit away twenty balls. Very poor. Then I play one hole excellent, and I get the birdie or something. That made me come back and play golf again next time.

That's the way golf is like. So if you sit there and you struggle and struggle for two days or whatever, and then suddenly you get the scroll bar working ... it's like a drug.

R3: Ja, it's a reward that you get.

R4: But it's not a reward from other people.

R5: No, no.

R6: It's a reward from yourself.

R7: I can do it. The technical thing working –

R8: Ja.

R9: I didn't give up the marks or anything I had there.

**Q: So it had to do with different things that motivated you.**

R1: Definitely true. And another thing: at that time, my parents were ... and I found myself ... one subject was ... in my father's background, he was an engineer. And he was hearing me saying ... I got the meaning of the verb ... he was starting a conversation that was about the –

R2: So, it creates a conversation, the fact that you had a conversation –

**Q: Ten minutes again. Anything else on what made you stay?**

R1: I think for me it was to show my kids what their ma could do. I'm bragging about it. Have a look. Look at this.

R2: That's true. You know, when you found some grand people and said to them listen, you have to come and see what I got right.

R3: Ja.

R4: No, I sent my e-mail of my Website address to a lot of people, so everyone could go and look.

R5: It was also about the external feedback that you got back, it was important that it was external.

R6: External reward.

R7: External reward.

R8: Absolutely.

**Q: Can we move on to the next question?**

R: Yes.

**Q: The people who did not finish, where did you give up?**

R1: There aren't any here.

R2: I don't think there's any -

**Q: There's nobody in this group?**

R1: No, we all finished.

R2: Nee, nee, no, Gérard.

R3: Nobody, nobody?

R4: Misu gave up.

R5: She was –

R6: Oh ja, you're right. There were –

R7: Sharon gave up.

R8: Did Sharon?

R9: Ja, she told us last time.

**Q: When did they – you don't know when they first gave up?**

R1: They gave up the first week.

R2: I think the first week.

R3: Most people fall out the first three weeks.

R4: I thought we talked about it last time. I think it's because they had to form a group on their own, and no one knew – nie een van hulle het geweet wat om te doen nie.

R5: I think it was a technical problem.

R6: Ja. I just want to say, the only thing that I think why most of them stopped, or whatever, is something maybe like HTML or whatever. They did not have that programming or technical know-how.

R7: And they had to form a group and do it.

**Q: So the fact that they didn't have that –**

R1: And there wasn't a leader really, so that was the flaw in the game for me. Because the baddies fall out in the beginning.

R2: Not the baddies.

R3: Oh no –

R4: Strugglers.

R5: I mean the people with the –

R6: Swakkeres.

R7: Sorry, ja, it was the wrong word. But, um, and then obviously there's nobody strong enough to take the lead or to help them. It's the flaw in the game. If you want people to complete it.

**Q: So the flaw in the game would be –**

R1: Ja, I think so. I don't know how –

R2: I think so.

R3: But then on the other hand, I also want to say that none of those things that we had to do – I don't know, if one of them asked me about the HTML, I would have given them, because I didn't know HTML. I didn't go to the course. I found that Netscape has a composer that works like *Microsoft Word*. And you work in *Netscape Composer*, and you save it on your HTML file, and you put it on your composer, and it looks wonderful.

R4: Gérard, but you know, there are really people who don't – even if you give them that Website, will not –

R5: Got an excellent background.

R6: And that is what we said last time. For a game like this, there has to be some kind of basic –

**Q: Entry level.**

R1: Ja, and it was definitely misleading. If anybody has been honest enough to tell, a lot of people would not have started, I think.

R2: Or they would have done the HTML course during the holiday.

R3: I would have done that. If I would have known it was so tough, I would have done that HTML course during the holiday.

R4: I knew it was the thing to do, but I –

**Q: Next question. What are your reasons for choosing this course?**

R1: It wasn't a choice.

R2: We had no choice, not for this one.

**Q: 'Cause Salomé said that you've chosen what you wanted to do.**

R1: No, we had no choice.

R2: At the end of the battle.

R3: That's a quick question.

R4: But I think if people had a choice, then I think everybody would maybe, except for one or two –

R5: Pedro but why?

R6: Because we didn't know what to expect.

R7: Exactly.

**Q: Next question: how do you feel about online communication? And then: did you stick to the rules?**

R1: No.

R2: Pedro didn't stick to the rules.

**Q: Can I ask you: what did you do except for online communication? What did you do? How did you communicate?**

R: Can I say when I phoned? I phoned. I used the telephone right at the beginning, before we had *Messenger*.

**Q: Yes.**

R1: Because with *Messenger* I could type hallo Sanet, hoe gaan dit met jou? And she'd say: dit gaan goed, maar ek sukkel hiermee. So that circle of communication to me is very important. I can't send an e-mail to her and tomorrow get a reply and I can't remember what it's about. So as soon as we started using the *Yahoo Messenger* –

R2: It was better.

R3: It was wonderful. What I would suggest to her is to introduce *Yahoo Messenger* first thing next time.

**Q: So it's about, we talk about asynchronous communication.**

R1: Is she really considering to repeat this?

R2: And e-mail. I send you an e-mail. You get it tomorrow at work. You send me some back. I'll get it tomorrow night.

R3: What's bad about that is that you would get thirty e-mails every evening. That's bad. And you don't know which one's to read and which ones to ignore. Some people will just say: Ag nee, dit gaan sleg. And someone else will say: ja, met my ook, and you'll get all this e-mails.

R4: And you also didn't have an evening to wait. I had to do my stuff, like Michelle said, if I don't do this tonight, I would sleep two hours less tomorrow. So, instead of waiting for Sanet to email, or Pedro to email, I would phone them.

R5: Yes.

R6: And say listen, I'm struggling with this. Help me quickly.

R7: Get on with the task.

**Q: So how did you feel about the synchronise communication?**

R1: I needed it.

R2: Ja, that was nice.

R3: I can't help to say where they had that *Interwise* meeting we also did one evening, that was one of the highlights for me.

R4: That was the whole course.

**Q: *Interwise* was that where every body could –**

R1: Yes, communicate with each other.

R2: Soos 'n groot um –

R3: Well, I would like to say, at that point, I hadn't install ..., so from my corner, there was no – I could hear everyone, I couldn't see at all. So that – and I talk about it, because that's a question. You have a class, a normal class, where a student puts up his hand all the time, but nobody wants to listen to him. What's that? And it's not only because – well, the thing is, it's a very nice instrument, but the communication lines are not ready for that.

R4: It's a difficult problem.

R5: No, it wasn't difficult, it wasn't that.

R6: For me it was a technical problem.

R7: It's more than that. You have this wonderful ... this automatic ... where you haven't got computer ... and you try to teach the children with the new ... it doesn't work. And you have to take that into consideration when you talk about e-learning.

R8: Everybody doesn't have the same technology. Everybody doesn't have the same computers.

R9: Exactly. It's like telling us let's use all *Telkom* communication, and online, and one is not working with *Telkom*. It's not working. Again, you won't accept that.

**Q: So there were specifics –**

R1: Ja, I also had a problem, I couldn't –

R2: *Telkom*.

R3: *Telkom's* the problem. Ja.

**Q: What about *Telkom*?**

R: She lives in Silver Lakes, so it's all the way out to town, and out of town. So she always had a problem with that. Even when I spoke to her on *Yahoo! Messenger*, she would break up. But then in town, it wasn't a problem.

**Q: So the technical problem arising from online communication. Tell me more about the asynchronous communication. What did you experience?**

R: Also, we all communicated through *Yahoo! Groups* from the beginning. So if you put in a question, everybody does the question. And in a way it was nice, 'cause you got twenty replies. And then, after a while, towards the end, it also didn't work anymore. Nobody – if you saw an email that wasn't specifically for you, you deleted it.

**Q: And how did you react when you got email that wasn't specifically for you?**

R1: I didn't really mind. I just didn't read them.

R2: I just didn't have the time to even open them. If I recognised that it's something that's, you know, that's got to do with me –

R3: And then I think sometimes you missed important messages because you don't read all of them.

R4: Ja, you do.

R5: For me, in order to understand what's happening, I felt I had to open every e-mail and every message. I think it's a type of culture thing that you develop.

R6: I thought that I got a lot of information from reading some of the other e-mails. I think they didn't know that. If they knew that –

R7: Also you had people anticipating problems that you haven't encountered yet. You may be a bit slow, and somebody else is ahead of you and says: listen, I've got a really big problem with this scroll bar thing. So you would get a reply on a problem that you're going to run into before you even have the problem. So that helped a lot, I must say.

R8: That helped a lot, yes.

R9: Yes.

**Q: So the information and support that you got from online experiences.**

R: Yes. 'Cause synchronous you could ask a specific question to a specific person, and get a reply now, and carry on with your work.

**Q: Can I ask you about the other ways of communication? In what other ways were you communicating with each other?**

R1: We visited each other.

R2: Well the first four lessons when we – the first four weeks when we came here on Thursday evenings, we spoke.

R3: People visited each other. That's it.

**Q: You started to visit each other.**

R1: Ja nee, I think my wife thought Sanet was my skelm.

R2: Something that was really frus... – not frustrating, but was just part of the game, is I didn't think we stayed in the tribes as much as we were supposed to.

R3: Yes. In other words, we got support from people from the other tribes, and we supported people from other tribes, because they were online at that time when we were online. Because it was frustrating sometimes that you'd ask something of a tribe

member, and that tribe member is not online at that time, and then you are just thanking God that the other tribes' members are replying.

R4: I must say that was a very positive aspect for me from the way the whole thing worked. That there was sharing, you know, outside –

R5: It didn't go about the tribes.

R6: No.

R7: ... when you communicated with the other tribes.

R8: Another aspect was the competition between the tribes. Yes, I think so.

R9: It was supposed that you would do ..., but it was never said.

R10: But it was never like that, really, between the tribes. There was a - a competition – a tribal competition.

R11: You know what the thing was also that I'm thinking of now, in class, we were friends before we did this.

R12: Yes.

R13: You must remember, this was our third module, so by that time, we knew each other.

R14: Yes. We went through deep waters before this already.

R15: But we weren't friends specifically, I think, like we – I didn't know Pedro and Bettie, for instance, and Sanet and so on. And Gérard as well. And in this time, we kind of re-separated, and we got to know each other there.

**Q: So the rules that you were breaking, the kind of breaking of the rules was phoning, visiting, extensively.**

R1: Not extensively.

R2: I wouldn't say so extensively. I want to say, what I saw is – well, I don't know what everybody did in the dark, but what I know with my knowledge is that the breaking of the rules is maybe twenty percent of the time. Not we break the rules all the time, we chat all the time on the telephone or whatever. It's just sometimes if you had a problem.

R3: I just want to say, a lot of the talking if we did talk, was more in a supportive way than in a technical, academic –

R4: Ja.

**Q: There was more support.**

R1: Yes, certainly.

R2: And then also, I think the work was a little bit too much, so there were things of the game that we were unable to do, for instance, I don't know about the other tribes, but the tribal council that we were supposed to hold.



R3: Ja.

R4: No, nobody did that.

R5: You never did that, because there was just no time for a tribal council. And I think that's a pity.

**Q: Okay, we're focusing on feelings. We talked about in what way did you break the rules. What feelings did you have when you had to communicate online only, and that was actually how you should communicate? What feelings did you experience having to do this?**

R: In the beginning, definitely uncertainty.

**Q: Uncertainty about what?**

R1: About not knowing what was going to happen. Never having done this before.

R2: And stressed.

R3: I felt stressed initially.

**Q: And how did you experience the stress?**

R1: Sort of being afraid that I'm not going to cope. I won't be able to do this thing.

R2: Feeling afraid that you can't cope.

R3: Ja. I think what online situations do to one, is it really impact on your style of learning. Therefore, we are supposed to, in an academic way, support each other. If you are a person who – you learn through audio or through text, it's fine, but if you are a person who actually should be shown how to do this, you know, it don't work for you.

**Q: How does that –?**

R1: That will, I think it will increase your uncertainty, your anxiety.

R2: I think the main thing is you're alone.

R3: Ja, isolation.

R4: The isolation is tremendous.

R5: Especially late at night.

R6: You want to work together with someone else in every task. Just to do it with someone else. To talk to them.

**Q: Other feelings?**

R: I think one feel exposed when you are writing the emails and even the letters, because you have to put more thought into what you're doing, because you feel maybe I'm asking a stupid question or I'm just not understanding the problem, so now

I'm asking somebody else for the answer, and, so. I had a feeling, you're kind of feeling exposed as well.

**Q: Any other feelings?**

R: I think initially, I was a lurker, and later on, you started to –

**Q: So how do you describe the lurker? How does one feel –?**

R: No, not like that, you know, I was afraid.

**Q: Afraid?**

R: Ja, like Camilla said, to expose yourself. I'm going to make a fool out of myself by doing something or saying something –

**Q: Any other feelings that you didn't mention?**

R: I want to answer that. The online *Telkom Messenger*, for me, it was a checking thing with my spelling mistakes. So I was using Word, and while I'm on Word, checking my spelling mistakes and then cut and paste, where the others were writing to the *Messenger* right away.

**Q: So how did you feel when you had done all these actions? What feelings did you have?**

R: The same feelings that I had from the beginning. I have a problem with that.

**Q: Do you feel exposed?**

R1: Not exposed. It's as dilemma.

R2: It's a disadvantage.

R3: I think it's a disadvantage. I think that's the ...because specially, I think, because you had to do it in English, and you're Afrikaans.

**Q: That's true...Can we move on?**

R1: How did you, was your online behaviour different from face-to-face behaviour?

R2: I think it saved a lot of time in a certain sense. One would spend more time when you start talking about other things also.

**Q: So when you were seeing somebody face-to-face, you would spend a bit more time than you would with communication online?**

R1: Ja

R2: Ja, I mean, even if it went over into the moral support thing, but now you've got to –

R3: It's to the point.

R4: Ja, to the point.

R5: It's like doing an SMS on your cell phone instead of phoning.

R6: Ja, absolutely.

R7: With the SMS you just send the message, and you don't have to talk and talk and talk. You don't have to say: hallo, hoe gaan dit? Nee, dit gaan goed en met jou?

I think cognitively it's a very um, taxing thing to do, because now you must really make sure that you are using your words and everything very economically.

R8: It's nice to do things like that when you don't know the person ...at all...let's say you tape-record...

R9: I think so, because I never met Linda. I was absent that day that she came. I never met her. I got her *Yahoo* thingy. I can't remember meeting her.

R10: I think it's easier when it's within the same culture, because then you can go, you know –

R11: ...I was on a course in Cape Town, so I couldn't work. I think you mentioned it earlier. The fact that we knew each other before this module, helped a lot, even, we didn't have to...

**Q: So the messages were short and to the point. How else did it differ from face-to-face communication?**

R: I would say face-to-face communication for me, was emotional, because now I can say: Joe, please help me. Ja, ek het ook dieselfde probleem. So we can, we can motivate each other. So face-to-face for me is emotion.

**Q: How do you express emotion on an e-mail?**

You can use the face and all those type of things, but here, I can go and cry on his shoulder or whatever.

**Q: What are you supposed to do on the computer for emotion? Emoticons? Or**

...

R1: No, emoticons.

R2: We were supposed to use that for emails.

R3: Ja, you can use that.

R4: You can use that.

R5: Otherwise, you just type words, you only have words.

R6: Also, you don't moan and groan and so so lekker over an email.

R7: Ja, I can not express myself over an email.

R8: You know how to say it, but sometimes you just, you just need to go to somebody and just aflaa. Just say: is't horrible, no. And then you pick up, and you go on, and you're fine again.

R9: It's not spontaneous, the email.

R10: No.

R11: Ja, the email's very clinical.

R12: I can use fifty emoticons. I will still not express myself.

R13: It's true. I remember that I phoned Pedro once, and ons het altwee vir mekaar vertel: kyk, nou stop ons hierdie ding. Ons is nou moeg hiervoor. En ons het -

R14: Ja, and afterwards you felt much better.

R15: Ja. You can go and look at your email.

R16: But I think one of the most important things for me about communicating on the e-mail, is the exposure element. Because I can imagine talking quite emotionally. I'm not familiar with using Word. It's not because I only have the words, it's the exposure thing. I'm gonna kill Gérard now. I am so frustrated. I am really sick, but I don't want to tell it to the whole group. I'm not even talking about the whole tribe. I'm talking about the big scene, you know.

R17: We look at things that are the same differently ... than the things that we do. That's why, most of the time, we don't write things because we are afraid that this is ... this is evident and so on.

R18: The thing is here, it's basically misinterpreted, like I can write 'really' in big letters and in brackets, and someone will understand it, and then it will be offence like -. But if I do it with my body language, then it won't be offending. So, there are all kinds of ways. Because of my body, you can look at the situation as if it is a positive situation and everything, where on my e-mail, it won't be the same.

**Q: What was the stage where you could hear each other?**

R1: Ja, that was the *Interwise*.

R2: And also *Yahoo!*.

R3: Yes, that's an *Interwise* ...where we could talk to each other, and you could hear.

R4: Ja, we could, with *Yahoo Messenger*.

R5: Ja.

**Q: And how did that differ if you think of just ...and the voices?**

R1: We spoke to each other, and I thought it was quite fun.

R2: It was fun.

R3: You were getting closer.

**Q: In the tribes you were getting closer?**

R1: Ja, to the normal communication.

R2: But again, I would speak, and it would take three seconds before I could get something. So, again, this was for how are you? Are you still coping? No, it's fine.

Lekker slaap. You know, you would say to somebody at twelve o'clock at night: lekker slaap. But the technical stuff, how do I do this? was still –

R3: No, you can't

R4: You couldn't do that.

R5: An e-mail or a - not really face-to-face with the *Yahoo Messenger*.

R6: Or the illegal stuff.

R7: Ja, or phone calls.

**Q: Any other information that you would like to give on how your communication differed from face-to-face communication? I'm going to ask you for the last time. Is there anything that you would like to add? How did you cope in an online environment? Anything that you would like to add?**

R: There's one thing which is important. Let's say you want to send the same exercise to two different schools. I think it's not the same situation as with the master degree where you have to do this module, there's nothing democratic about the decision, where we do it, or not, or whether we cope with it or not. We have to cope with it, so from the beginning, you can't take this ... attitude and go into another environment and say okay, this will be the same ... because here, from the start, you had to do that ...

**Q: Anybody else that would like to say something about coping? Um, support, anybody want to say something? ... um, what made you stay? ... motivation? Anybody want to add something to it?**

R1: I just want to add something about staying, and that is the fact that we didn't have time, I didn't have time to think I could quit. I just didn't have time. You know, I was in this thing, and I never stopped to think –

R2: Didn't even consider it.

R3: I didn't even consider it, because there was no time to consider that that was – could possibly be an option. Yes, and that they didn't vote me off, you know, and so on.

**Q: Can I ask something about support? I've never thought of this before. Did any support come from Hannes in that time?**

R: Not that we expected it.

**Q: Hannes? What does Hannes do?**

R1: Hannes is the co-ordinator of the whole – Professor .....

R2: Lector.

R3: Okay, so you were asking about his role in support.

R5: He was once or twice – you could say never –

R5: Just to say keep hang in there.

R6: Ja.

**Q: Linda was your support.**

R: Ja, he stepped out of the situation completely.

## **Annexe D: Explanation of the CyberSurviver Game**

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Please note that Linda van Ryneveld, who was the lecturer for the module, provided the explanation of the *CyberSurviver* module. This Annexe forms Chapter 4 of her thesis called: *Surviving the game: Interaction in an adult online learning community* (2004).

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### **1. Introduction**

In this chapter, I will describe the design of the *CyberSurviver* module on which this research is based. I will explain how the *CyberSurviver* game worked, and how the various game elements, such as the Immunity Challenges and the Grand Prize, were introduced to the learners. The context for the case is therefore described below. This description situates the case within the online learning environment.

### **2. The case study: CyberSurviver**

The case study upon which this thesis is based is the facilitation of a particular module that is presented as part of a two-year tutored Masters degree in Computer Integrated Education at the University of Pretoria. The learners who enrolled for this module are all working adults who have completed studies in Education and who range in age from between 23 and 62. They all intend to complete the degree on a part-time basis while they continue to

work full time. The module on which this study is based is entitled *eLearning*, and it was presented over the period of six weeks between 18 July 2002 and 29 August 2002. This module is compulsory for all learners who register for this degree.

The module was presented almost entirely online – the only exceptions being an introductory contact session at the beginning of the course, an emergency tribal council after the first chaotic week, and a closure session right at the end. From a pedagogical point of view, one might say that the module was both learner-centred and firmly grounded in a constructivist philosophy, even though a number of instructivist elements were included wherever and whenever this was considered to be necessary. The presentation of the module simulated the spirit and atmosphere of *Survivor*® – an award-winning reality series that has been shown on national television.

Apart from differences in location (which, in the television programme, is usually an exotic site in some remote,

often inhospitable but beautiful part of the Amazon, Africa or some country such as Thailand, and which, in this study, was Cyberspace), the researcher (1) applied similar rules to those that were applied in the television reality programme, and (2) arranged for analogous events to take place in Cyberspace.

One other difference is that we called our game 'CyberSurviver', with the emphasis on the 'surf' part that relates to the activity of browsing the Web. While the reality show offers the final survivor a dazzling cash prize of \$ 1 000 000, *CyberSurviver* managed to offer a rather more humble but nevertheless very appealing weekend away for the winning *CyberSurviver*.

As the module was experienced as

*six weeks of real torture*  
(Anonymous survey response)

and many of the learners spent a considerable number of hours behind their computers in order to complete their challenging assignments, they frequently experienced conflict at home with family members who felt neglected and abused because of the hours that they had to devote to the project. As one learner put it:

*My wife is talking about divorcing me (money for my child's clothes used for the online discussions).*

The weekend away for a family of six at a local resort was therefore perceived as a most desirable incentive.

The other significant incentive was the marks that were awarded for the module and the fact that the module earned the learners credits as he or she worked towards obtaining the degree.

All interactions for the duration of the module had to be carried out online (on the 'CyberIsland'), and interpersonal telephone calls or any form of face-to-face contact between learners were strongly discouraged. We do know, though, that learners who experienced technical difficulties in, say, ftp-ing their web sites to the server on campus, got together with more experienced learners on a number of Saturday mornings in order to be able to meet deadlines and achieve milestones. It is thus fair to say that most interactions took place online, even if this was not the only type of contact that took place. In addition, learners admitted to having had occasional face-to-face contacts and discussions of some kind behind the scenes, even though this was not officially allowed.



Participant instructions for the weekly assignments had to be accessed via the Internet. All the interactions among tribal members themselves, or between tribal members and the facilitator of the course, took place through the medium of a number of pre-selected web-based communication tools such as *Yahoo Groups*, *Yahoo Messenger*, *NetMeeting*, *WebCT*, and *InterWise*. These tools were selected because they provided learners with a wide range of experiences in the use of a variety of applications. Learners all obtained a useful representative knowledge of what the Internet has to offer in terms of synchronous and asynchronous communication from their use of these tools. In addition, their use of these forms of communication presented learners with opportunities to evaluate the different functionalities that are offered by both expensive commercial learning management systems – and those applications that are available at no charge on the Internet.

One cost-effective application, namely *Yahoo Groups*, was used as 'base camp' throughout the duration of the module. This application required all learners to get a *Yahoo* ID, which is available at no cost. The drawback of this service is the fact that it is heavily supported (financed) by paid advertisements that are attached to all messages. This renders it less than ideal as an environment in which to learn. During

the first week in which the module was presented, this service was the sole available medium of communication. While, from the second week onwards, other tools were introduced and integrated on a regular basis, it soon became clear that *Yahoo Groups* were going to be the more formal medium of communication, particularly if the intended message was intended for the entire group. One might note at this point that *Yahoo Messenger* proved to be a popular medium for making interpersonal contacts – even across tribal boundaries.

For this module, the 24 learners were divided into 4 groups (tribes), each of which consisted of 6 learners (tribal members) – all of whom possessed widely differing levels of computer and web literacy skills. It was at the introductory meeting that the first tribal task was given to the tribe. The task was to come up with an original name and slogan for the whole tribe.

Tribal members were required to complete, on a weekly basis, a number of collaborative (tribal) and individual assignments. For the tribal assignments, learners were required to collaborate and negotiate online by using the web-based mediums available to them. All assignments also had to be 'handed in' electronically. One example of such a tribal

assignment follows below (See Table 9):

**Table 9: Example of a Tribal Assignment**

**Tribal Assignment 4**

•In your tribes, **create a clickable concept map** of the most important issues/concepts related to teaching and learning via the Internet. In this assignment, your tribe should demonstrate that you truly understand the intricacies involved in elearning.

I would like to see a holistic view of elearning when looking at your map. Please note that the idea is not to link the map to keywords only, but rather to extensive notes on each of the topic. Think big and read widely!

•**Add this map to your tribal website** and have it up and running by 17:30, Wednesday 21 August 2002.

Individual assignments varied from those that encouraged learners to improve their technical skills, to those that were more scholarly in nature.

An example of each follows below (See Table 10):

**Table 10: Example of Individual Assignments**

**Individual Assignment 4 (Technical Skill)**

This week you should add the following feature to your personal web site:

•a sound file (approximately 30 seconds should do it) in which you give us your impressions of the first week on the CyberIsland. Include at least one positive and one negative comment.

**Individual Assignment 6 (Scholarly activity)**

Compile a report (600 words maximum) on ONE of the following topics:

- The role of the online facilitator as contrasted to that of the traditional face-to-face teacher.
- The strengths and weaknesses of the Web in an educational environment.

Mail your report in HTML format to the Webmaster of your tribal site with a request to have it linked from there. This link must be available by 17:30, Wednesday 7 August 2002.

In the spirit of the original *Survivor*® game, Immunity and Reward Challenges were also posted on a regular basis. The facilitator made use of these challenges to make learners aware of a number of related and important issues. For instance, at

one point it became clear to me that the learners had no idea what an IP address was. This problem area was then formulated into a question and posted as a Reward Challenge (See Table 11).

**Table 11: Example of a Reward Challenge**

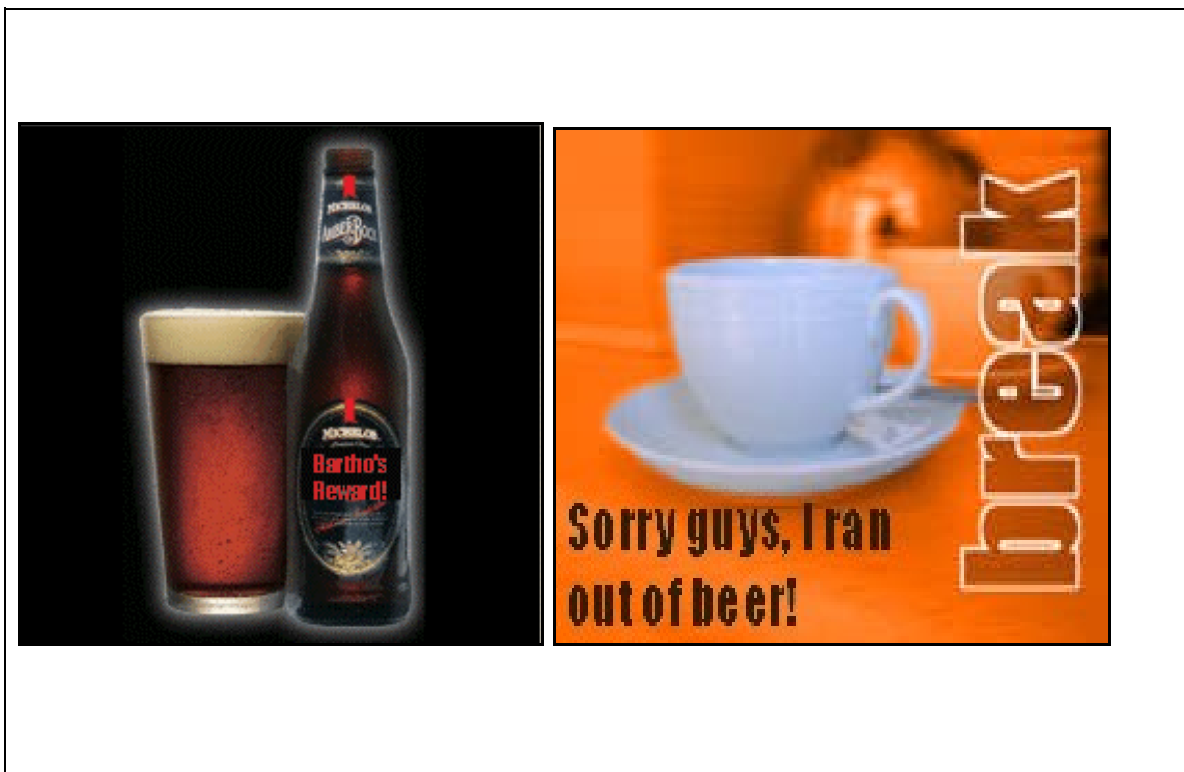
**Reward Challenge**

Who can tell us what an IP address is? How can I find out what my IP address is? The first correct response will get the reward!

As this module was presented in asynchronous mode, there were quite a number of legitimate objections to the fact that the award was presented to the first correct response. While some of the learners had access to their networked computers only from home, others could only connect to the Web from their places of work. This meant that, no matter when – in any 24-hour period – a reward

challenge was posted, some learners were certain to read about the challenge before others could do so. The reward was virtual by nature and came in the format of a picture attached to a bulletin board message. The pictures below depict an example of what these rewards were like (See Figure 4 ):

Figure 4: Examples of the typical rewards in the Reward Challenges



The way in which the game worked was that members would be voted off on a weekly basis until only one final survivor (our *CyberSurviver*) remained. Thus, at the end of each week's activities, the tribes had to vote one member of the team off on the basis of a number of predetermined criteria. This member then joined the other evicted learners in a separate tribe that was called Tribe 5. Even though they were out of the running for the Grand Prize, all members of Tribe 5 were nevertheless required to complete all the tribal and individual tasks that were given to those who remained in the game.

The only sure way not to be evicted was to win immunity for the week.

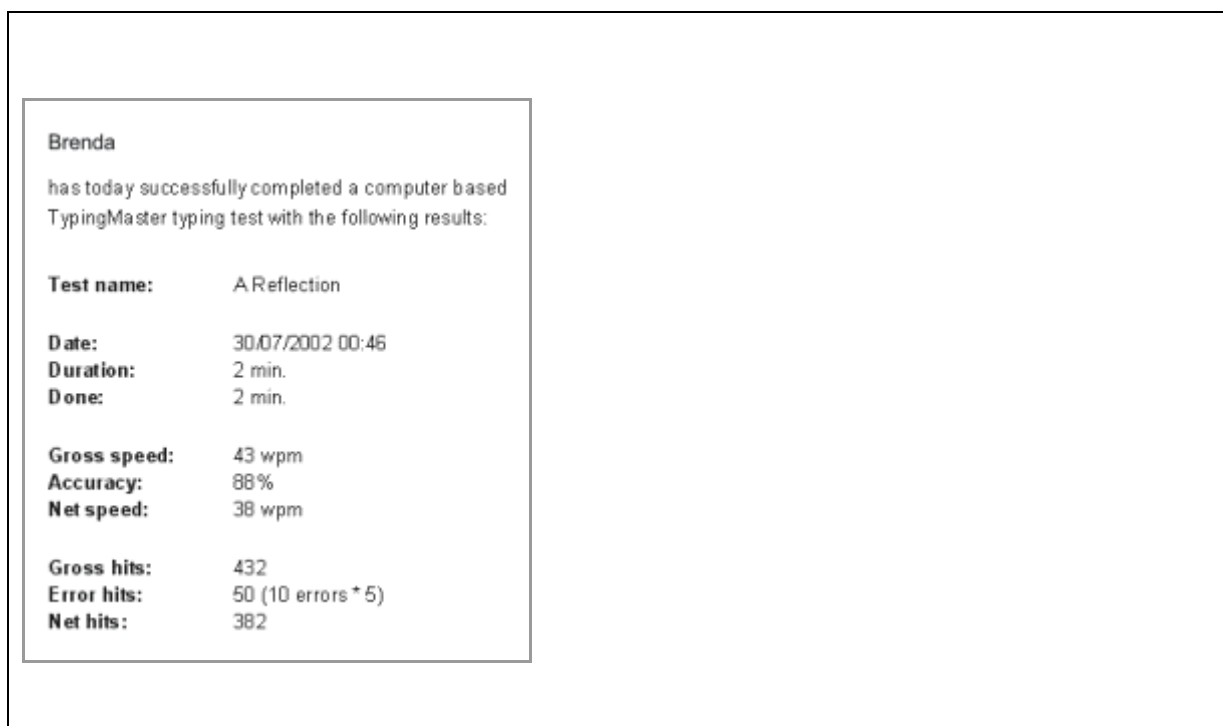
Just as with the Reward Challenges, Immunity Challenges were also posted on a weekly basis and included tasks whose relevance to the purpose of the module was more indirect.

One of the Immunity Challenges, for example, aimed to assess the typing speed of learners in the course. I, as the facilitator, needed this information because I planned to set up an online test that included a large number of paragraph-type questions which required learners to be able to type in large amounts of text. I obviously needed to take into account the typing ability of the students because that variable would influence the amount of time that I would allocate to the test.

The learners were therefore asked to download from the Web a typing tutor that included a typing test utility. Learners then had to type a paragraph, obtain their scores, make

screen dumps of these scores, and attach them to a bulletin board message for all to see. The figure below shows the 'evidence' of the score of one of the participants (see Figure 5).

**Figure 5: Example of Immunity Challenge 'Evidence'**



As in the television show, tribes were required to vote off one member each week. In order to process these weekly votes, a web-based voting station was created with PHP. Learners gained access to the station by utilising a username and a password. It therefore became possible to limit each learner to only one vote – and a vote for only one person. The voting station only allowed learners to vote for the members of their own tribes and they were not allowed to vote for themselves. The voting station

usually closed on a Thursday evening at midnight – after which time the person with the most votes was automatically transferred to Tribe 5. If more than one person got the same number of votes, or if no one got any votes, the computer randomly selected a person to be voted off.

*Members of Tribe 5 did not have to vote, as they were no longer eligible for the Grand Prize. However, all learners became part of the Jury who, in the final week, had the opportunity to choose the*

*winner of the Grand Prize from the remaining 'Survivers'.*

At one point, the number of active members in the tribes began to dwindle because more than half of the initial team members had either been voted off or had fallen out of the course for various reasons. In line with similar surprises in the reality show, I introduced a new tribal division that elicited high levels of stress in some while elevating levels of satisfaction in others. This action entailed a shuffling of the tribes so as to combine into two teams (Tribe 6

and 7 – consisting of five and four members respectively) those members who were still in the running for the Grand Prize.

At this stage, a number of those who had been voted off expressed their dissatisfaction with Tribe 5's inability to obtain active participation from all its (evicted) members. They then started a new tribe (Tribe 8) that turned out to be highly functional after an additional shuffle had taken place. Figure 6 shows the interface of the Voting Station.

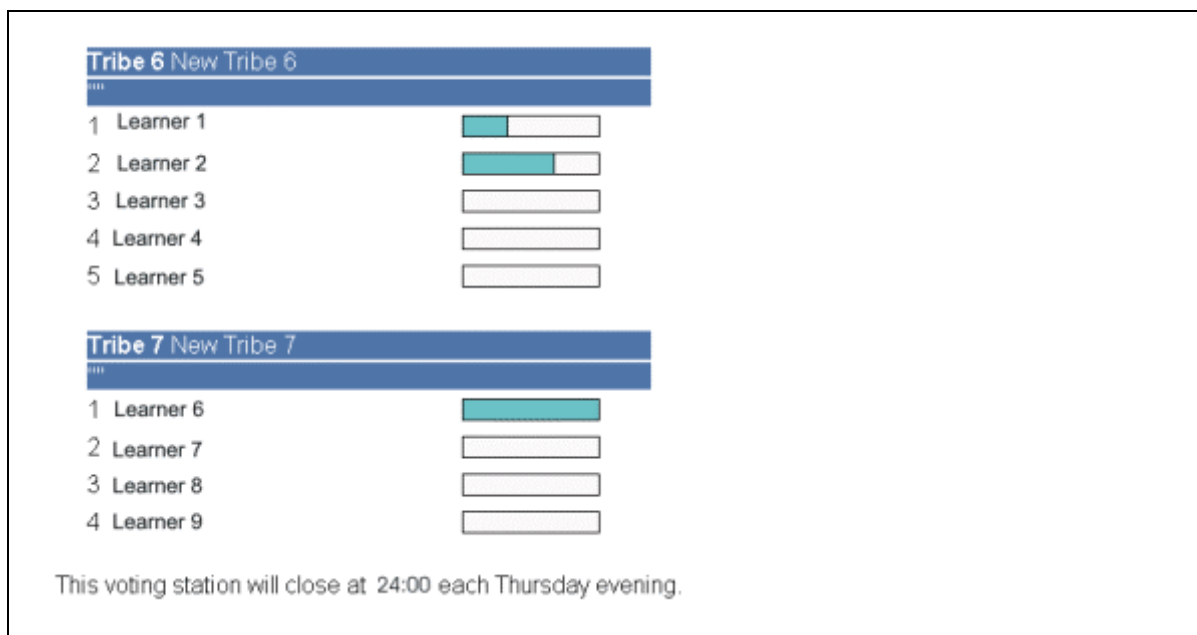
**Figure 6: Voting Station Interface**



The learners could log on to vote (and they could only vote once), but they could also see the current state of affairs at any time during the week. This link took them to a page where

the names of all tribal members were displayed and where they could see the number of votes that had been cast against the various members (see Figure 7).

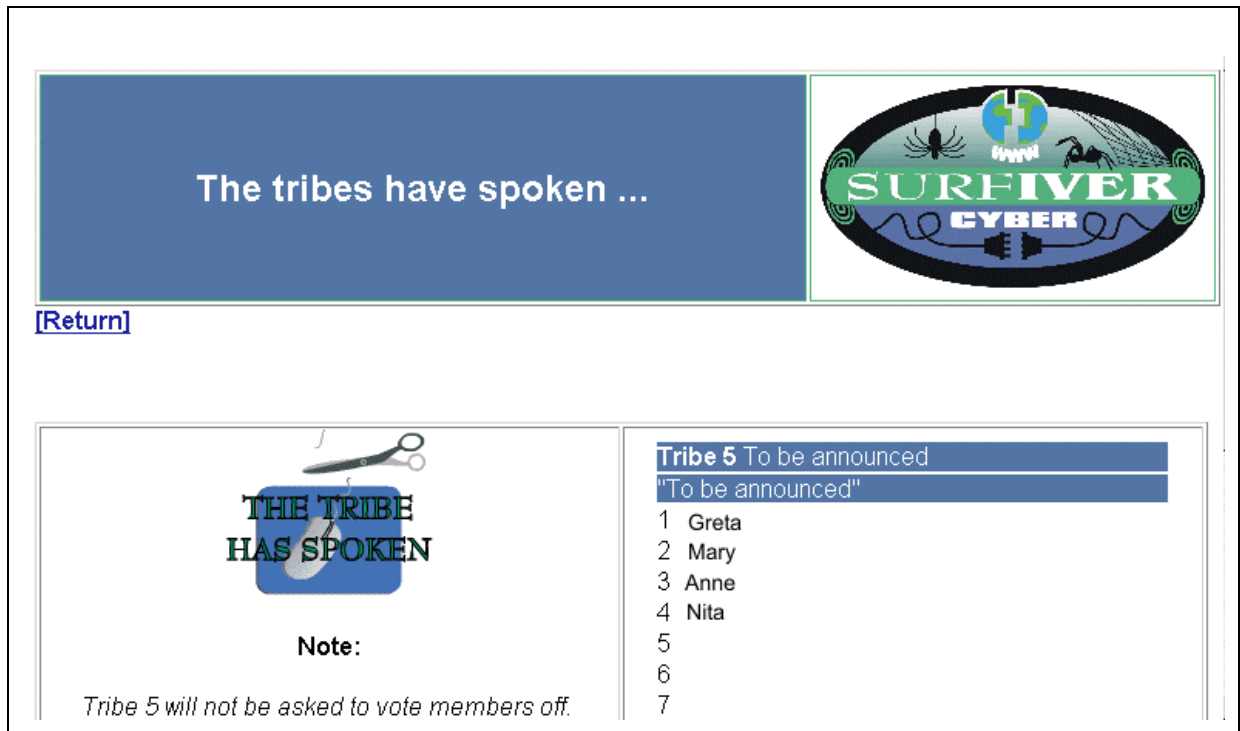
**Figure 7: Example of 'Current State of Affairs**



Once the voting station had closed at midnight on a Thursday evening, the members who were voted off, were

automatically moved into their new tribe (see Figure 8).

Figure 8: Example of 'View Final Results'



Once the names of the evicted tribal members had been moved to Tribe 5, an animation would appear. The purpose of this was to recreate with as much verisimilitude as possible the features of the reality show. In *Survivor*, the torch of the person who has been voted off is ceremoniously

extinguished while the presenter states dramatically that the tribe has spoken. On CyberIsland, this same effect was created by an animation that symbolised a dangling computer mouse that is cut loose with a pair of scissors, accompanied by the statement: '*The tribe has spoken...*' (see Figure 9).

Figure 9: Example of the CyberIsland 'Torch' Before and After the Votes Have Been Tallied



As higher order thinking and collaboration were skills that were deemed a priority in the module,

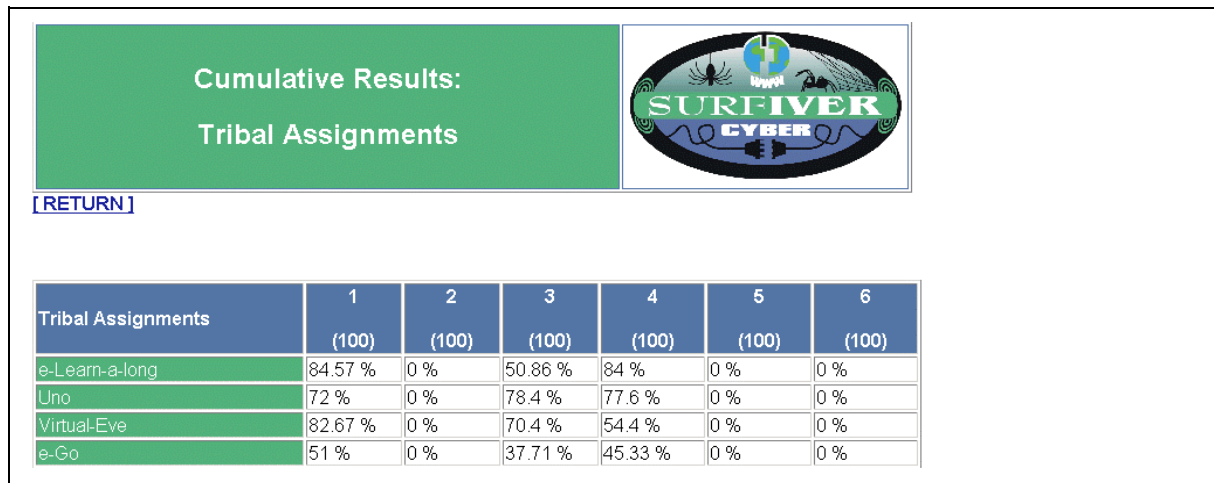
learners were also required to carry out peer evaluation of the other tribe's collaborative assignments. Due dates



for the assignments were usually set for the Wednesday evening. After the deadline had passed, learners were required to spend time evaluating the collaborative work performed by other tribes. They then had to log onto the

web-based assessment station, which was also developed in PHP, and assign a mark to each of the other tribes. They did not have access their own tribe's marks and could only vote once for each of the other tribes (See Figure 10).


**Figure 10: Example of the Peer Assessment of Tribal Assignments**



Furthermore, the learners were also required to evaluate their tribal member's collaborative behaviour. Here they had to assess the other

members based on their availability, level of participation and the quality and quantity of their contributions (See Figure 11).

Figure 11: Peer Assessment Criteria for Collaborative Behaviour

Collaborative Behaviour Tribal Members						
Criteria	Maximum score	Your assessment of the individuals in your tribe				
Availability	5					
Level of participation	5					
Quality of inputs	5					
Quantity of inputs	5					
Team spirit	5					
<b>Total</b>	<b>25</b>					














































**Closure**

This chapter explained the nature of the game and the manner in which it was played as part of the eLearning module that forms the basis of the case study under consideration. As the Survivor metaphor was the basis on which the entire module was presented, the module was designed to reflect the nature of the reality show as closely as possible. The game elements that were simulated included the group constitution, the isolation on the 'virtual' island, the tribal and individual assignments, the Reward and Immunity Challenges, the shuffling of teams half way through the module, the voting procedures and the Grand




















































Prize waiting at the end of the module for the sole remaining 'CyberSurviver'.










































The next chapter will outline the highlights of the various weeks, and will deal with the above-mentioned range of game elements and their impact on the complexities of the group's functioning.

**Annexe E: Schematic representation of coding process for Category 1**























































Category 1	Clusters	Themes	Quoted words and phrases
Curative factors	1. Altruism versus individualism	<ul style="list-style-type: none"> <li> A feeling of fear linked to failing team members and scared of disappointing team members</li> <li> A sense of being selfish as assistance was only provided after individuals were coping or capable of doing assignments</li> <li> A sense of feeling guilty of being selfish</li> <li> Rationalisation where a belief was expressed that all team members experienced problems</li> <li> Rebellious behaviour</li> <li> Expressed experiences of support from team members on emotional levels</li> </ul>	<ul style="list-style-type: none"> <li> <i>Lonely</i></li> <li> <i>Different times online</i></li> <li> <i>Waited long for e-mail to be answered</i></li> <li> <i>Too busy coping</i></li> <li> <i>Agitation</i></li> <li> <i>Inability to work in a team</i></li> <li> <i>Things too fast</i></li> <li> <i>Do not know what team mates know</i></li> </ul>
	2. Communication	<ul style="list-style-type: none"> <li> A feeling of being lonely</li> <li> Problems concerning asynchronous access</li> <li> A feeling of not being able to keep up</li> <li> Problems with communication, linked to use of language and grammar and waiting long for responses via e-mail</li> <li> Description of positive emotions and explanation of attempts to share feelings</li> </ul>	<ul style="list-style-type: none"> <li> <i>Communication</i></li> <li> <i>English spelling checked in MS Word for e-mails</i></li> <li> <i>Fear of failing team members</i></li> <li> <i>Wanted to win</i></li> <li> <i>Help myself and then the others- felt sorry for this</i></li> <li> <i>Scared of disappointing team members</i></li> </ul>
	3. Internal drive (marks, volition) and value system	<ul style="list-style-type: none"> <li> Description of negative emotions such as feeling agitated</li> <li> Feeling threatened by not knowing what team members know or don't know</li> <li> Wanted to do well for purposes of self-image and image that others had of them, academically and to win, linked to motivation</li> <li> Positive descriptions of experience</li> <li> Negative experience of the module not being a game</li> <li> Motivating experience due to feedback of lecturer</li> </ul>	<ul style="list-style-type: none"> <li> <i>Have an image to uphold</i></li> <li> <i>Wanted to support team – but too busy coping</i></li> <li> <i>Give support – get support</i></li> <li> <i>Rules made to be broken</i></li> <li> <i>Others students suffered as well</i></li> <li> <i>Motivation was to get good marks</i></li> <li> <i>Formed own tribe – regardless of consequences</i></li> <li> <i>Enjoyed wanted to do well</i></li> <li> <i>Challenge</i></li> <li> <i>Learned a lot</i></li> <li> <i>It was not a game</i></li> <li> <i>Tribe members gave moral and cognitive support</i></li> <li> <i>Feedback from facilitator was motivating</i></li> <li> <i>Tried to share emotions by using emoticons</i></li> </ul>

***Annexe F: Schematic representation of coding process for Category 2***

Category 2	Cluster	Themes	Quoted words and phrases
<p>Process of Development</p>	<p><b>1. Initial phase</b> Frustration due to insecurity and fear of the unknown</p>	<ul style="list-style-type: none"> <li> Feeling of experiencing absolute chaos and feeling anxious and frustrated, due to external and personal aspects</li> <li> Avoided intertribal relationships</li> <li> Recognition of own incapability and reasons for failure, and thus felt 'exposed'</li> <li> Communication only when seeking help</li> <li> Recognition of learning process as difficult and painful</li> </ul>	<ul style="list-style-type: none"> <li> <i>Absolute chaos</i></li> <li> <i>Anxious</i></li> <li> <i>Not competent</i></li> <li> <i>Frustrated</i></li> <li> <i>Avoided intertribal relationships</i></li> <li> <i>No support made me anxious</i></li> <li> <i>I set my goals too high</i></li> <li> <i>Felt totally nude</i></li> <li> <i>Knew too little</i></li> <li> <i>I failed instantly</i></li> <li> <i>Communication on a help-I-am-drowning level</i></li> <li> <i>Painful learning</i></li> <li> <i>It was hard</i></li> <li> <i>Exposure element</i></li> </ul>
	<p><b>2. Second phase</b> 1. Uneasiness and dynamics (neg. &amp; pos.) with working in a team (grouping was done without keeping in mind skills, background, leadership) etc. Uneasiness, guilt feelings, rage concerning the process of voting people off the team 2. Life style changing efforts to cope by involving body, mind and spirit</p>	<ul style="list-style-type: none"> <li> Physically – stay up at night, muscle tightness, life style changes, illness</li> <li> Psychologically – intellectually: lateral thinking, questioning, formulating questions, time management, project planning, delegation, decision making, problem solving</li> <li> Making use of resources – e.g. previous learning experiences regarding computer and programmes</li> <li> Volition - self talk, value system</li> <li> Emotion - direct and open communication concerning feelings, self talk</li> <li> Socially - enhanced effort to communicate by breaking the rules (phoning, visiting, friends, family, colleagues)</li> <li> Spiritually - breaking the rules and therefore challenging own value system</li> <li> Involved family</li> </ul>	<ul style="list-style-type: none"> <li> <i>Reached the a-ha experience</i></li> <li> <i>When I saw it on my screen I was extremely excited</i></li> <li> <i>Wanted to finish tasks better</i></li> <li> <i>Saw a pattern - became more competent</i></li> <li> <i>Purpose full or accidental learning</i></li> <li> <i>Attained competencies - found out how things worked</i></li> <li> <i>Frustration got less with Messenger</i></li> <li> <i>Later on said things how it was said and that was it</i></li> <li> <i>When you could do something you immediately experienced it more positive</i></li> <li> <i>Tried and tried again, got it right - but do not know how – did not learn what I was supposed to</i></li> <li> <i>Formed new group because I wanted to learn</i></li> <li> <i>Work got easier as we went along</i></li> <li> <i>Got easier</i></li> <li> <i>Load was lighter</i></li> <li> <i>At times difficult</i></li> <li> <i>When I saw what the output was, knew more or less what to do</i></li> <li> <i>Phoned</i></li> <li> <i>Suddenly did not feel stupid anymore</i></li> <li> <i>Thought I was getting to know the subject matter now</i></li> <li> <i>Individual tasks were motivating</i></li> <li> <i>Physical challenged – muscles ached, ankles swollen</i></li> <li> <i>You know you've got a deadline</i></li> <li> <i>Dreamt how to do it</i></li> <li> <i>In the back of your head all the time</i></li> </ul>

Category 2	Cluster	Themes	Quoted words and phrases
<p>Process of Development</p>	<p><b>3. Third phase</b>                      1. Sense of achievement                      2. Development and cohesion                      3. Staying                      4. Giving and receiving support</p>	<p> Recognition of valuable experiences when competency was obtained and new things learnt</p> <p> Experiences positively enhanced when computer became 'human'</p> <p> A feeling of having to stay due to extreme inputs made and development of certain levels of competency</p> <p> A general sense of enjoyment</p> <p> Managing self and learning, and involving family and friends</p> <p> Realisation of the necessity of completing course</p> <p> Positive and negative experiences regarding content</p> <p> Demonstrate internal motivation to keep up with personal and external expectancies</p> <p> General sharing and requesting information</p> <p> Ability to anticipate difficulties</p> <p> Extra measures taken not required by course -individually and with peers</p>	<p> Experienced a lot</p> <p> Worked very hard</p> <p> When more competent – focus moved to interaction between people</p> <p> Computer became like a person – made it more enjoyable and made me carry on</p> <p> You knew you had to do it</p> <p> Involved family</p> <p> Daughter typed – faster than me</p> <p> Family helped and understood</p> <p> I was like a manager</p> <p> Changed lifestyle and schedule</p> <p> Time management</p> <p> Made a time table</p> <p> No choice – had to do it</p> <p> Contacted friends outside group</p> <p> Did html course – bound us together</p> <p> Enjoyed it</p> <p> Learnt so much</p> <p> Learnt a tremendous amount</p> <p> Learnt new things</p> <p> People do not give up that easily</p> <p> Most creative module of the year</p> <p> Idea fascinated me – but I hated it</p> <p> Wanted to bail out – not worth it, have done so much</p> <p> Will not give up</p> <p> Showed kids what their mom can do</p> <p> Show people what they got right</p> <p> Lot of information from e-mails</p> <p> People anticipated problems</p> <p> There was sharing</p> <p> You have to cope</p> <p> It was fun</p> <p> E-mailed web address to lot of people</p> <p> Found Netscape composer – did not do the course</p> <p> Asked for help</p>

***Annexe G: Schematic representation of coding process for Category 3***

Category 3	Clusters	Themes	Quoted words and phrases
Inhibiting Factors	1. Giving up/being voted out	<ul style="list-style-type: none"> <li> Negative experience regarding voting procedure</li> </ul>	<ul style="list-style-type: none"> <li> Lonesome</li> <li> E-mail took long to be answered</li> <li> Initial response to teamwork = anxiety</li> </ul>
	2. Lack of preparing learners on what to expect from, of and during the course, lack of selection criteria	<ul style="list-style-type: none"> <li> A perception of not being informed regarding the correctness of application of skills, as existing knowledge is of no consequence</li> </ul>	<ul style="list-style-type: none"> <li> Tribe members not all online</li> <li> You do not know if you do things right</li> <li> Previous knowledge did not help you at all</li> </ul>
	3. Lack of technological support and technical knowledge	<ul style="list-style-type: none"> <li> Opinions that existing knowledge on Information software technology is insufficient</li> <li> Not all participants on the same level regarding technological skill</li> <li> Perception that all participants had different levels of skill</li> <li> Technical and software knowledge not sufficient</li> </ul>	<ul style="list-style-type: none"> <li> Do you know what the other people know?</li> <li> Right at the beginning – no support</li> <li> Frustrated by working in a team</li> <li> Voting each other off – negative experience</li> <li> Not enough technical knowledge</li> </ul>
	4. Group selection is troublesome	<ul style="list-style-type: none"> <li> A feeling of unhappiness with the manner in which tribes were selected</li> <li> Lack of knowledge regarding the level of skill of all tribe members</li> <li> Lack of leading in tribes</li> <li> Lack of communication</li> <li> Perception that lesser skilled participants had to be 'carried'</li> </ul>	<ul style="list-style-type: none"> <li> No demonstrations beforehand</li> <li> Lack of communication between team members in the beginning</li> <li> Language – nobody's first language was English</li> <li> Constant short individual activities required, not part of initial assignments</li> <li> Technical and software knowledge not sufficient</li> </ul>
	5. Language	<ul style="list-style-type: none"> <li> Problematic that official language for proceedings was not first language of any participant</li> <li> Lack of ability to communicate and express self electronically</li> <li> Fear of being misinterpreted due to lack of observing non-verbal communication</li> </ul>	<ul style="list-style-type: none"> <li> Telephone account very high – conflict at home</li> <li> Did not know what to expect – insufficient information before we started</li> <li> Dividing into groups chaotic – influenced participation later on</li> <li> Lack of time</li> </ul>
	6. Feeling of being overloaded and time shortage	<ul style="list-style-type: none"> <li> Lack of time</li> <li> Perception that important information missed</li> <li> Feeling that too many small assignments were thrown in between main assignments</li> </ul>	<ul style="list-style-type: none"> <li> Technical problems – Telkom, no personal computers</li> <li> No leader in a group</li> <li> Had to carry 'baddies/strugglers'</li> <li> Nobody strong enough to take the lead</li> </ul>
	7. High financial costs	<ul style="list-style-type: none"> <li> Experience of conflict in the family situation due to high telephone accounts</li> </ul>	<ul style="list-style-type: none"> <li> Information on entry level for course misleading</li> <li> Everybody doesn't have the same technology or the same computers</li> </ul>
	8. Telkom problems	<ul style="list-style-type: none"> <li> Experiencing problems with personal computers as well as Technical support from Telkom</li> </ul>	<ul style="list-style-type: none"> <li> Break up when talking</li> <li> Missed important messages – did not have time to read them</li> <li> Isolation</li> <li> Cannot express myself in e-mail</li> <li> E-mail not spontaneous</li> <li> Will use 50 emoticons and still not able to express myself</li> <li> Scared of being misinterpreted – will offend</li> <li> Body language is important – not seeing each other online</li> <li> Communication with Interwise – time delay in relay of sound signals</li> </ul>