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Appendices

Appendix A

Outcomes of the analysis process: Participant 1

Table A.1	Coping strategies: Participant 1
Table A.2	Reasoning on CDM: Participant 1
Table A.3	Reasoning on DPS: Participant 1
Table A.4	Reasoning on DA: Participant 1
Table A.5	Reasoning on AVA: Participant 1
Table A.6	Reasoning on REP: Participant 1
Table A.7	Reasoning on SUPA: Participant 1
Table A.8	Range of perceived abilities: Participant 1
Table A.9	Reasoning on perceived abilities: Participant 1



Table A.1 Coping strategies: Participant 1

Possible strategies		Strategies used	
Active coping strategies	Problem focused coping	Cognitive decision making (CDM)	CDM- Thinking about ways to solve the problem
		Direct problem solving (DPS)	DPS- Practice DPS- Put time in to use it DPS- Use it
		Seeking understanding (SU)	
	Positive cognitive restructuring	Positivity (POS)	
		Control (CON)	
		Optimism (OPT)	
		Use humour	
Distraction strategies	Distracting actions (DA)	DA- Use Blog to vent frustration	
	Physical release of Emotions (PRE)		
Avoidance strategies	Avoidant actions (AVA)	AVA- Blaming other things AVA- Do other things AVA- Use another option	
	Repression (REP)	REP- Blotted it out REP- Ignore it	
	Wishful thinking (WISH)		
Support seeking strategies	Support for actions (SUPA)	SUPA- Ask for help SUPA- Ask for people's opinions SUPA- Get help from ID	
	Support for feeling (SUPF)		

Coping strategies of the participant are highlighted in yellow.



Table A.2 Reasoning on CDM: Participant 1

Coping strategy	Reasoning	Quotation	Number
CDM- Thinking about ways to solve the problem	Made suggestion	<i>IN FUTURE IN CLASS: REPETITION AND AN EXERCISE ON PRE-KNOWLEDGE.</i> (Capital letters used by participant) Comment: Note capital letters	#1
		<i>Would like to have revision sessions before we start with new computer skills.</i>	#2
	Perception negative	<i>I am not sure if our first years will be sufficiently computer literate to buy into interactive programmes.</i>	#3
	Perception positive	<i>..... was good in making us repeat an exercise until we had an understanding of it.</i>	#4
		<i>Found the first part of the hands on programme extremely useful as it was a revision of uploading work to WEBCT.</i>	#5
		<i>Respondus is far more user friendly [sic] than e-testing on webct. I think the students will find it easier too. Want to have a careful look and see what qualities make it so user friendly and then try to incorporate these elements in my programme that I am developing.</i>	#6
	User friendly	<i>E-testing will be a saving grace. Students can do tests in their own time with the random aspect.it will save tremendous time on marking</i>	#7
		<i>Found the first part of the hands on programme extremely useful as it was a revision of uploading work to WEBCT. Got slightly lost during the creating of our own courses in WebCT.</i> Comment: Participant experienced the first part useful as it was a revision of previous work done, got lost again when it was expected of them to create their courses in WebCT by themselves. From field notes: Participant depended quite heavily on the instructional designer in creating the course in WebCT.	#8



Table A.3 Reasoning on DPS: Participant 1

	Reasoning	Quotation	Number
DPS- Practice	User friendly	<i>Respondus: No problem with practice.</i>	#1
DPS- Put time in to use it	User friendly	<i>Front page: Gave it a lot of time and use. Effective programme. Saves faults as can be uploaded directly to WebCT.</i>	#2
DPS- Use it	Enjoyable	<i>Yahoo was excellent. I enjoyed it very much as I managed to keep up most of the time. I find I have to stop myself from delving into the websites and losing track of what is going on.</i>	#3
	User friendly	<i>Blogger: Easy. Worthwhile tool.</i>	#4
DPS- Practice	Perception positive	<i>WebCT: Practise</i>	#5
	User friendly	<i>Respondus: No problem with practice.</i>	#6

Table A.4 Reasoning on DA: Participant 1

Coping strategy	Reasoning	Quotation	Number
DA- Use Blog to vent frustration	User friendly	<i>Blogger: Felt heard. It was good to let go of frustrations and emotions.</i>	#1

Table A.5 Reasoning on AVA: Participant 1

Coping strategy	Reasoning	Quotation	Number
AVA- Blaming other things	Blaming	<p>... was in my office on Wednesday and my computer settings have only been changed by our assistant today. Could thus not work on Wednesday and Thursday. Two days wasted and I am so slow! I want to scream with frustration. It means I will have to come into the office over the weekend. It also means that if I struggle I cannot phone the mentors as it is a weekend. I am becoming quite depressed.</p> <p>Comment:</p> <p>Is there a linkage between the EI of participant and negative emotional experience with problems encountered? How do participants with different EI profiles deal with software, hardware and infrastructure problems encountered?</p> <p>What intervention is necessary to help people with low resilience to cope better?</p> <p>MEMO: IE-importance of -ME - 06/03/29 (Super, 06/03/29 02:57:19 PM)</p> <p>Type: Theory</p> <p>P2</p> <p>According to the framework of emotional intelligence, one must be competent at understanding his/her emotions -- both positive and negative, be able to process emotional information accurately and efficiently, and have the insight to skillfully use one's emotions to solve problems, make plans, and achieve in one's life Tugade, Michele M. & Fredrickson, Barbara L. (2001).</p> <p>P10</p> <p>Resilient Individuals Reflect Emotional Intelligence</p> <p>Psychological resilience is characterized by the ability to bounce back from negative emotional experiences and by flexible adaptation to changing situational demands Those with low resilience are said to have a difficult time coping with negative experiences and are unable to recover from them</p> <p>p18</p> <p>of positive appraisals that generate positive emotions, they also have the capacity to effectively regulate negative emotional experiences. These results imply that interventions that promote positive appraisal styles might be especially useful for those with lower levels of psychological resilience.</p>	#1



Table A.5 Reasoning on AVA: Participant 1 (cont.)

Coping strategy	Reasoning	Quotation	Number
AVA- Blaming other things	Blaming	<i>Still waiting for Telkom. No word from them. I really wish these technical aspects had been in place when we started in June, I felt I have lost so much time</i>	#2
		<i>Telkom's ... phoned from ... yesterday with a reference number for the instalation of my line at home. Nobody from Telkom, ...r has phoned yet. Working from home will make my life easier. It seems as if they still have to lay cable.....another month maybe before I can work from home? If I am lucky.</i>	#3
		<i>At long last on line. Just using the old internet connection from home with worldonline. Thank goodness...at least I can now do SOMETHING! Very slow and teething problems! Cannot get into partners and pass or groupwise at this stage. Hopefully this can be sorted out on Thursday when the worldonline technician comes again.</i>	#4
		<i>Still waiting for Telkom. No word from them. I really wish these technical aspects had been in place when we started in June, I felt I have lost so much time. What i have done now has been my own initiative and is going to cost me I just could not continue the way things were. At least i can now work from home and make some progress.</i>	
AVA- Do other things	Perception negative	<i>Video conferencing: Found it ineffective so rather tried to spend time on items I found effective.</i>	#5
		<i>Perception: Ignored it spent my time on things I could do and rather mastered them. Comment: Avoidance strategy- link with EI?</i>	#6
AVA- Use another option	Perception negative	<i>Video conferencing: Don't mind others using it. Me not. Will rather travel for the of camera interaction which is often more useful.</i>	#7
		<i>Corel draw: Lost, haven't a clue.</i>	#8

Table A.6 Reasoning on REP: Participant 1

Coping strategy	Reasoning	Quotation	Number
REP- Blotted it out	Not used	<i>Camtasia: Know that it exists and that I could come back to it when and if I need it.</i>	#1
	Perception negative	<i>Camtasia: Blotted it out as I found it above me together with the other information overload</i>	#2
REP- Ignore it	Not used	<i>Perception: Ignored it spent my time on things I could do and rather mastered them. Comment: Avoidance coping- link with EI?</i>	#3
	Not used	<i>Corel draw: None. Just left it behind and did the job with other tools</i>	#4



Table A.7 Reasoning on SUPA: Participant 1

Coping strategy	Reasoning	Quotation	Number
SUPA-Ask for help	Perception positive	<i>Blogger: Asked fellow partners to help</i>	#1
SUPA-Ask for people's opinions	Unsure	<i>Not sure if I have to develop the whole curriculum for a year or whether I may only concentrate on the root of the problem; language proficiency.</i> <i>Need to get the lecturers in the subject on all campuses to buy into programme. Have to ask for their inputs</i>	#2
SUPA-Get help from ID	Perception positive	<i>Had an interesting conversation with ... on the stairs. Want to look at what is available in Pearson's in depth before I start developing. ... example of a string of beads is very relevant.</i> Comment: Participant spend long ours over week-ends with ID helping to get programme up and running	#3

Table A.8 Range of perceived abilities: Participant 1

Able to use it	Need to master part of it	Empowering	Clueless	Did not use it
✓	✓	✓	✓	

Table A.9 Reasoning on perceived ability: Participant 1

Reasoning	Quotation	Number
Able to use it	Front page: Enjoyed this. Felt able and competent. Comment: Positive emotional experience with positive perceived ability-linkage with coping strategy?	#1
	Respondus: Reasonable	#2
	Repondus: Felt I could cope with it and master it. Comment: Positive appraisal and emotional experience. Link with coping strategy?	#3
Clueless	Camtasia: Felt out of my depth. Felt lost. Comment: Negative emotional experience- how does this link to coping strategy and EI?	#4
	Corel draw: Lost, haven't a clue Comment: Another example of negative emotional experience and negative appraisal	#5
	Camtasia: Blotted it out as I found it above me together with the other information overload. Know that it exists and that I could come back to it when and if I need it. Comment: Avoidance coping- link with EI?	#6
	WebCT: Not quite adequate yet	#7
	Perception: No ability	#8
	Camtasia: No ability	#9
	Corel draw: Minimal	#10
	Took out my home work for 27 July and did not understand a thing. Will have to take it bit for bit and try to figure it out. I feel so stupid at the moment.	#11
Empowering	Video: Excellent	#12
	Video conferencing: Good. Comment: Didn't use it- contradiction?	#13
	Front page: Good	#14
	Blogger: Very good	#15
	Yahoo: Very good	#16
Need to master part of it	WebCT: Not quite adequate yet	#17

Appendix B

Outcomes of the analysis process: Participant 2

Table B.1	Coping strategies: Participant 2
Table B.2	Reasoning on CDM: Participant 2
Table B.3	Reasoning on DPS: Participant 2
Table B.4	Reasoning on SU: Participant 2
Table B.5	Reasoning on POS: Participant 2
Table B.6	Reasoning on OPT: Participant 2
Table B.7	Reasoning on Use humour: Participant 2
Table B.8	Reasoning on SUPA: Participant 2
Table B.9	Range of perceived abilities: Participant 2
Table B.10	Reasoning perceived ability: Participant 2



Table B.1 Coping strategies: Participant 2

Possible strategies		Strategies used	
Active coping strategies	Problem focused coping	Cognitive decision making (CDM)	CDM- Thinking about ways to solve the problem
		Direct problem solving (DPS)	DPS- Use it
		Seeking understanding (SU)	SU- What could be learned from this
	Positive cognitive restructuring	Positivity (POS)	POS- Will use it in future POS- Mention the positive
		Control (CON)	
		Optimism (OPT)	OPT- Things will work out OPT- Will be able to do it/use it
		Use humour	Use humour
Distraction strategies	Distracting actions (DA)		
	Physical release of Emotions (PRE)		
Avoidance strategies	Avoidant actions (AVA)		
	Repression (REP)		
	Wishful thinking (WISH)		
Support seeking strategies	Support for actions (SUPA)		
	Support for feeling (SUPF)		



Table B.2 Reasoning on CDM: Participant 2

Coping strategy	Reasoning	Quotation	Number
CDM- Thinking about ways to solve the problem	Blaming	<p>Front Page: I did not have problems in mastering FrontPage, but many problems with the program (software) itself, and therefore did not incorporate it in my course (Used powerpoint in stead) I will definitely use it in future, because I think it is a powerful application!</p> <p>Comment: Cognitive decision making- look for another way to solve the problem with software</p>	#1
		<p>Blogger: I like the idea of blogging and did not have problems mastering it. The Blogger website, however, I did not like. I do not think to implement it somewhere in future - will use the survey-tool in WebCT for this purpose rather.</p> <p>Comment: Cognitive decision making- use another option- reasoning sound</p>	#2
	Made Suggestion Perception positive	<p>This was a good day!</p> <p>I do like new things, and therefore are looking forward to try out the e-portfolio idea - I can see how this can be of tremendous help in IT subjects, where most of the student's work is in electronic format in any case - and must always be printed out.</p> <p>The session on Analysis for subject development was excellent - the document provided is a very good guide to the process - especially for somebody that has never done this before.</p> <p>I think some of us could have done with more time on both, but am sure that we will all live!!</p>	#3
		<p>Very interesting information - it helps to understand the important facts to remember when creating not only video clips, but any type of graphics. It may be a good idea to have this session again later during the course, after we have worked with graphics more, and more people will understand the basic ideas behind it.</p>	#4
		<p>This was a fun exercise to introduce Corel's many graphic options. I know, however, that this is a massive program, with lots and lots of nice things that one can do and therefore it will take more than these 6 months for us to really be able to use it to its fullest potential. Maybe we can have little things to do in it every now and then, each time challenging us to discover something else about the program?</p>	#5
		<p>The scriptwriting session at last helped me to direct my thoughts more about the planned video. I would have liked it if we could work more on it, with his help there while he explained the principles. I am glad that we did not have to work on a imaginary problem again...</p>	#6

Table B.2 Reasoning on CDM: Participant 2 (cont.)

Coping strategy	Reasoning	Quotation	Number
CDM- Thinking about ways to solve the problem	Made Suggestion Perception positive	Frontpage - and a word of thanks <i>This was also a good exercise - like with all these programs, I hope that the telematic team plan to force us to use it, but in small steps, because I believe that is only with applying new things (and battle to get things work) that you really learn to use it properly. Well done, ...!</i>	#7
	Not used Perception positive	Perception: <i>I found Perception really difficult to use and did not spend enough time on mastering the program. I, however, understand that it is a very powerful program with many excellent options. I did not implement it in my course at all at this stage. If I have enough time, I will investigate the application further in more detail</i>	#8
		Corel Draw: <i>I have not used Corel Draw a lot, since I know Adobe Photoshop already. In general I think a basic knowledge of a drawing package is important in instructional design - even if only for some basics</i> Comment: Cognitive decision making- use another option- reasoning sound	#9
		Front Page: <i>I did not have problems in mastering FrontPage, but many problems with the program (software) itself, and therefore did not incorporate it in my course (Used powerpoint in stead) I will definitely use it in future, because I think it is a powerful application!</i> Comment: Cognitive decision making- look for another way to solve the problem with software	#10
		Blogger: <i>I like the idea of blogging and did not have problems mastering it. The Blogger website, however, I did not like . I do not think to implement it somewhere in future - will use the survey-tool in WebCT for this purpose rather.</i>	#11
		Videoconferencing: <i>I have no practical experience of videoconferencing (organizing it myself) and still am not sure how it can be applied in the current subject - I, however, understand the possibilities, especially for guest speakers etc.</i>	#12
		Video: <i>I have completed the video-thing yet... Mainly because of time - I have gone through the planning and preparation phases and found it interesting. Hope to complete it later in this semester, because there is a definite application possibility of this in the subject developed for Partners@Work.</i> Comment: Sien die toepassingsmoontlikheid daarvan in vakgebied.	#13

Table B.2 Reasoning on CDM: Participant 2 (cont.)

Coping strategy	Reasoning	Quotation	Number
CDM- Thinking about ways to solve the problem	Perception positive	Camtasia: <i>What an excellent little application for use in ...! I found it easy to master and have used it for a few movie clips - will definitely use it for many more typical student problems.</i> Comment: See advantages for use in own field. Think meta-cognitively.	#14
		<i>I also have a better understanding of what is needed in the blueprints, but believe that this will be a work in progress - therefor I am looking forward to discuss it with the other partners, to see what each one plan to incorporate in their courses.</i>	#15
		<i>Hot Potatoes looks like a tool that can be applied easily and that will solve my self-test problems.</i>	#16
		<i>The possibilities of WebCT as test organizer is amazing! I can see many self-tests, pre-tests, surveys etc. being done here for my course as well. I still cannot see that I will use it to replace the two main semester tests, because of its limitations, but maybe I just do not know enough about this tool yet.</i>	#17
		<i>Assessment... I am not good at short questions at all! But after playing with Respondus for a while, I can see a major advantage of it's use for shorter assessments, as well as self-assessments and I will try to include it in the planned activities for the course. It is still a lot of work to transfer existing questions to it, but I am sure that shortcuts will be developed soon!</i>	#18
	Unsure	<i>I still have reservations about Perception - it seems to be a bit complicated, again only for shorter question types - I see there is an essay option as well and will look into it, to see how it can help me to mark programming.</i>	#19
	User friendly	<i>Respondus has got my vote - I created a nice activity, making use of Respondus for the self tests, as well as a short formal assessment.</i>	#20
		<i>The scriptwriting session at last helped me to direct my thoughts more about the planned video. I would have liked it if we could work more on it, with his help there while he explained the principles. I am glad that we did not have to work on a imaginary problem again...</i>	#21

Table B.3 Reasoning on DPS: Participant 2

Coping strategy	Reasoning	Quotation	Number
DPS- Use it	Blaming	Blogger: I like the idea of blogging and did not have problems mastering it. The Blogger website, however, I did not like . I do not think to implement it somewhere in future - will use the survey-tool in WebCT for this purpose rather.	#1
	Made suggestion	During the past few weeks I have mostly completed all subject material, as well as the WebCT course for DBR for next year. I also had to do many feedbacks and discussions at our faculty regarding Partners and everything we did. I am mostly satisfied with the subject material, but have a huge problem in the sence that I have not really received any true criticism, feedback or whatever you would like to call it.	#2
	Perception positive	Camtasia: What an excellent little application for use in ICT! I found it easy to master and have used it for a few movie clips - will definitely use it for many more typical student problems.	#3
		What and enjoyable day!! To the telematic team: I do enjoy this process immensely!! The way in which we did the ADDIE model introduction made a lot of sense, because we this is something that you can do via internet searches and it also gave us lots of practise in many other things (teamwork/ppt/present etc.) The blueprint seems to be lots of work, as I expected from the discussions on the design phase. It helps to talk to various people about what you want to do, and I am sure that the next workshops will also help us in this process.	#4
		WebCT: Nice hands-on session! At last we are creating our courses!	#5
		Respondus: Respondus was easy to master and to use. I have used it for all my web tests with success	#6
		WebCT: The mastering process was handled very good by ... (&kie) and I enjoyed working (and still enjoy working) in WebCT. Personally I liked the pace, but I can understand that less computer literate people may have problems coping. I am trying to implement as many of WebCT's elements as possible in my course - almost all aspects are working fairly well at this stage - maybe it is a bit early in the semester to truly comment on this.	#7
	Unsure	I still have reservations about Perception - it seems to be a bit complicated, again only for shorter question types - I see there is an essay option as well and will look into it, to see how it can help me to mark programming.	#8



Table B.3 Reasoning on DPS: Participant 2 (cont.)

Coping strategy	Reasoning	Quotation	Number
DPS- Use it	User friendly	<i>Respondus has got my vote - I created a nice activity, making use of Respondus for the self tests, as well as a short formal assessment.</i>	#9
		Respondus <i>Respondus was easy to master and to use. I have used it for all my web tests with success.</i>	#10

Table B.4 Reasoning on SU: Participant 2

Coping strategy	Reasoning	Quotation	Number
SU	Blaming Perception positive	Front Page: <i>I did not have problems in mastering FrontPage, but many problems with the program (software) itself, and therefore did not incorporate it in my course (Used powerpoint in stead) I will definitely use it in future, because I think it is a powerful application!</i> Comment: Cognitive decision making- look for another way to solve the problem with software	#1
		Blogger: <i>I like the idea of blogging and did not have problems mastering it. The Blogger website, however, I did not like . I do not think to implement it somewhere in future - will use the survey-tool in WebCT for this purpose rather.</i> Comment: Cognitive decision making- use another option- reasoning sound	#2
	Perception positive	Perception: <i>I found Perception really difficult to use and did not spend enough time on mastering the program. I, however, understand that it is a very powerful program with many excellent options.</i> <i>I did not implement it in my course at all at this stage. If I have enough time, I will investigate the application further in more detail.</i>	#3
		Corel Draw: <i>I have not used Corel Draw a lot, since I know Adobe Photoshop already. In general I think a basic knowledge of a drawing package is important in instructional design - even if only for some basics.</i>	#4
		<i>The way in which we did the ADDIE model introduction made a lot of sense, because we this is something that you can do via internet searches and it also gave us lots of practise in many other things (teamwork/ppt/present etc.)</i>	#5
		<i>What can you say about the videos?? What fun! And I am sure that we have learned lots of NOt to's in the process!</i>	#6
		<i>Very interesting information - it helps to understand the important facts to remember when creating not only video clips, but any type of graphics.</i>	#7

Table B.4 Reasoning on SU: Participant 2 (cont.)

Coping strategy	Reasoning	Quotation	Number
SU	Blaming Perception positive	<i>This was a fun exercise to introduce Corel's many graphic options. I know, however, that this is a massive program, with lots and lots of nice things that one can do and therefor it will take more than these 6 months for us to really be able to use it to its fullest potential. Maybe we can have little things to do in it every now and then, each time challenging us to discover something else about the program?</i>	#8
		<i>I also have a better understanding of what is needed in the blueprints, but believe that this will be a work in progress - therefor I am looking forward to discuss it with the other partners, to see what each one plan to incorporate in their courses.</i>	#9
		<i>The past week was a bit hectic for me! Respondus has got my vote - I created a nice activity, making use of Respondus for the self tests, as well as a short formal assessment. I still have reservations about Perception - it seems to be a bit complicated, again only for shorter question types - I see there is an essay option as well and will look into it, to see how it can help me to mark programming.</i>	#10
		<i>During the past few weeks I have mostly completed all subject material, as well as the WebCT course for ... for next year. I also had to do many feedbacks and discussions at our faculty regarding Partners and everything we did. I am mostly satisfied with the subject material, but have a huge problem in the sence that I have not really received any true critisism, feedback or whatever you would like to call it. Even yesterday's feedback session did not help me much in this regard... I think that everybody is at this stage too involved in their own work to really sit down and give time and concentration for somebody else's work. And I am a bit worried of just going into class next year - hoping everything will work and that I have planned properly for all possible scenarios. But, at this stage it seems as if it is what is going to happen. Then the students are going to hit me with it!!! <i>I liked the set of criteria though, because it reminded me of a few things that I forgot about (so it seems as if I am my own best 'feedbacker') ... gave me a nice idea or two, that I will still include on WebCT. I have to present an overview of the course at the faculty on Monday, and hope to get some meaningful feedback after that. Up to date I had no comments from any colleagues on the course - not even from those that can use the subject material. I know that the main reason is the fact that everybody is overworked and had to mark papers etc. But now it is quieter, and some of them are starting to think about next year. So hopefully...</i></i>	#11



Table B.4 Reasoning on SU: Participant 2 (cont.)

Coping strategy	Reasoning	Quotation	Number
SU	Perception positive	<i>The possibilities of WebCT as test organizer is amazing! I can see many self-tests, pre-tests, surveys etc. being done here for my course as well. I still cannot see that I will use it to replace the two main semester tests, because of its limitations, but maybe I just do not know enough about this tool yet.</i>	#12
		<i>Assessment... I am not good at short questions at all! But after playing with Respondus for a while, I can see a major advantage of it's use for shorter assessments, as well as self-assessments and I will try to include it in the planned activities for the course. It is still a lot of work to transfer existing questions to it, but I am sure that shortcuts will be developed soon!</i>	#13
		<i>WebCT: The mastering process was handled very good by ... (&kie) and I enjoyed working (and still enjoy working) in WebCT. Personally I liked the pace, but I can understand that less computer literate people may have problems coping.</i>	#14

Table B.5 Reasoning on POS: Participant 2

Coping strategy	Reasoning	Quotation	Number
POS- Will use it in future	Made Suggestion	<i>Short and sweet! Very interesting information - it helps to understand the important facts to remember when creating not only video clips, but any type of graphics. It may be a good idea to have this session again later during the course, after we have worked with graphics more, and more people will understand the basic ideas behind it.</i>	#1
	Perception positive	<i>The way in which we did the ADDIE model introduction made a lot of sense, because we this is something that you can do via internet searches and it also gave us lots of practise in many other things (teamwork/ppt/present etc.)</i>	#2
	User friendly Perception positive	<i>Camtasia is a really cool tool - Will definitely use it or something similar in future and try to sell it to our faculty!!!</i>	#3
POS- Mention the positive	Enjoyable	<i>What can you say about the videos?? What fun! And I am sure that we have learned lots of NOt to's in the process! One day (when I am a grown-up) maybe I will also be able to create a nice video for my students...</i>	#4
	Made suggestion	<i>This was a fun exercise to introduce Corel's many graphic options. I know, however, that this is a massive program, with lots and lots of nice things that one can do and therefor it will take more than these 6 months for us to really be able to use it to its fullest potential. Maybe we can have little things to do in it every now and then, each time challenging us to discover something else about the program?</i>	#5
	Perception positive	<i>The way in which we did the ADDIE model introduction made a lot of sense, because we this is something that you can do via internet searches and it also gave us lots of practise in many other things (teamwork/ppt/present etc.)</i>	#6
		<i>What and enjoyable day!! To the telematic team: I do enjoy this process immensely!!</i>	#7
		<i>The blueprint seems to be lots of work, as I expected from the discussions on the design phase. It helps to talk to various people about what you want to do, and I am sure that the next workshops will also help us in this process.</i>	#8

Table B.6 Reasoning on OPT: Participant 2

Coping strategy	Reasoning	Quotation	Number
OPT- Things will work out	Made suggestion	<i>During the past few weeks I have mostly completed all subject material, as well as the WebCT course for DBR for next year. I also had to do many feedbacks and discussions at our faculty regarding Partners and everything we did. I am mostly satisfied with the subject material, but have a huge problem in the sence that I have not really received any true criticism, feedback or whatever you would like to call it. Even yesterday's feedback session did not help me much in this regard... I think that everybody is at this stage too involved in their own work to really sit down and give time and concentration for somebody else's work. And I am a bit worried of just going into class next year - hoping everything will work and that I have planned properly for all possible scenarios. But, at this stage it seems as if it is what is going to happen. Then the students are going to hit me with it!!!</i>	#1
	Perception positive	<i>The blueprint seems to be lots of work, as I expected from the discussions on the design phase. It helps to talk to various people about what you want to do, and I am sure that the next workshops will also help us in this process.</i>	#2
		<i>It was good to revisit the blueprints, I am sure that we all will eventually be sure how to do it!</i> Comment: Positive thinking	#3
		WebCT: <i>The mastering process was handled very good by Annette (&kie) and I enjoyed working (and still enjoy working) in WebCT. Personally I liked the pace, but I can understand that less computer literate people may have problems coping.</i> <i>I am trying to implement as many of WebCT's elements as possible in my course - almost all aspects are working fairly well at this stage - maybe it is a bit early in the semester to truly comment on this.</i>	#4
		Front Page: <i>I did not have problems in mastering FrontPage, but many problems with the program (software) itself, and therefore did not incorporate it in my course (Used powerpoint in stead) I will definitely use it in future, because I think it is a powerful application!</i> Comment: Cognitive decision making- look for another way to solve the problem with software	#5
	Enjoyable	<i>What can you say about the videos?? What fun! And I am sure that we have learned lots of NOt to's in the process! One day (when I am a grown-up) maybe I will also be able to create a nice video for my students...</i>	#6

Table B.6 Reasoning on OPT: Participant 2 (cont.)

Coping strategy	Reasoning	Quotation	Number
OPT- Will be able to use it	Perception positive	Camtasia: <i>What an excellent little application for use in ICT! I found it easy to master and have used it for a few movie clips - will definitely use it for many more typical student problems.</i> Comment: See advantages for use in own field. Think meta-cognitively.	#7
		Video: <i>I have completed the video-thing yet... Mainly because of time - I have gone through the planning and preparation phases and found it interesting. Hope to complete it later in this semester, because there is a definite application possibility of this in the subject developed for Partners@Work.</i> Comment: Sien die toepassingsmoontlikheid daarvan in vakgebied.	#8
		Front Page: <i>I did not have problems in mastering FrontPage, but many problems with the program (software) itself, and therefore did not incorporate it in my course (Used powerpoint in stead) I will definitely use it in future, because I think it is a powerful application!</i>	#9
		<i>This was a good day!</i> <i>I do like new things, and therefor are looking forward to try out the e-portfolio idea - I can see how this can be of tremendous help in IT subjects, where most of the student's work is in electronic format in any case - and must always be printed out.</i>	#10
		<i>What can you say about the videos?? What fun! And I am sure that we have learned lots of NOt to's in the process! One day (when I am a grown-up) maybe I will also be able to create a nice video for my students...</i>	#11
		<i>Hot Potatoes looks like a tool that can be applied easily and that will solve my self-test problems.</i>	#12
		<i>I will try Wimba, it looks like a good little application for teaching!</i>	#13
		<i>The possibilities of WebCT as test organizer is amazing! I can see many self-tests, pre-tests, surveys etc. being done here for my course as well. I still cannot see that I will use it to replace the two main semester tests, because of its limitations, but maybe I just do not know enough about this tool yet.</i>	#14
		<i>Assessment... I am not good at short questions at all! But after playing with Respondus for a while, I can see a major advantage of it's use for shorter assessments, as well as self-assessments and I will try to include it in the planned activities for the course. It is still a lot of work to transfer existing questions to it, but I am sure that shortcuts will be developed soon!</i>	#15



Table B.7 Reasoning on Use humour: Participant 2

Coping strategy	Reasoning	Quotation	Number
Use humour	Enjoyable	<i>One day (when I am a grown-up) maybe I will also be able to create a nice video for my students...</i>	#1
	Made suggestion	<i>I think some of us could have done with more time on both, but am sure that we will all live!!</i>	#2
		<i>Short and sweet!</i> <i>Very interesting information - it helps to understand the important facts to remember when creating not only video clips, but any type of graphics. It may be a good idea to have this session again later during the course, after we have worked with graphics more, and more people will understand the basic ideas behind it.</i>	#3
		<i>And I am a bit worried of just going into class next year - hoping everything will work and that I have planned properly for all possible scenarios. But, at this stage it seems as if it is what is going to happen. Then the students are going to hit me with it!!!</i> <i>I liked the set of criteria though, because it reminded me of a few things that I forgot about (so it seems as if I am my own best 'feedbacker')</i>	#4
		Perception positive	<i>I think some of us could have done with more time on both, but am sure that we will all live!!</i>
	<i>One day (when I am a grown-up) maybe I will also be able to create a nice video for my students...</i>		#6

Table B.8 Reasoning on SUPA: Participant 2

Coping strategy	Reasoning	Quotation	Number
SUPA-Ask for people's opinions	Made suggestion	<i>I also had to do many feedbacks and discussions at our faculty regarding Partners and everything we did. I am mostly satisfied with the subject material, but have a huge problem in the sence that I have not really received any true criticism, feedback or whatever you would like to call it. Even yesterday's feedback session did not help me much in this regard... I think that everybody is at this stage too involved in their own work to really sit down and give time and concentration for somebody else's work.</i>	#1
SUPA-Discuss it with others	Perception positive	<i>The blueprint seems to be lots of work, as I expected from the discussions on the design phase. It helps to talk to various people about what you want to do, and I am sure that the next workshops will also help us in this process.</i>	#2
		<i>I also have a better understanding of what is needed in the blueprints, but believe that this will be a work in progress - therefor I am looking forward to discuss it with the other partners, to see what each one plan to incorporate in their courses.</i>	#3
SUPA-Learn from others	Perception positive	<i>...gave me a nice idea or two that I will still include on WebCT.</i>	#4
		<i>The past few days have impressed on me the amazing range of tools available to enhance the teaching experience for lecturer,as well as for students! AND all on our doorstep. It is as if there is this treasure that I either did not know about, or did not go to the trouble to explore as yet.</i>	#5
		<i>The show and tell was a good session - I have learnt something from each person presenting, and it is so good to see how different people are, in the process opening up new ideas!</i>	#6
		<i>I learn a lot from the show and tell sessions - other people have good ideas and because they have struggled with various things already, their solutions make it much easier for me!</i>	#7
		<i>Personally I have learnt a lot from the feedback of the Partners on my work so far. Thanks! And as always, I have learnt more from the show and tell's of the other people in my group! This is a good exercise for me each Tuesday.</i>	#8
		<i>The show and tell, as usual, was good - feedback from other partners help me a lot and I learn even more from the show and tell's of the other partners!</i>	#9
		<i>Feedback from other partners, as usual, really packed with nice ideas.</i>	#10
		<i>The show and tell was, as always, really good- we learn so much from each other! And I like the discussions around what was done.</i>	#11

Table B.9 Range of perceived abilities: Participant 2

Able to use it	Need to master part of it	Empowering	Clueless	Did not use it
✓	✓	✓		

Table B.10 Reasoning perceived ability: Participant 2

Reasoning	Quotation	Number
Able to use it	<p>Camtasia</p> <p>What an excellent little application for use in ICT! I found it easy to master and have used it for a few movie clips - will definitely use it for many more typical student problems.</p> <p>Comment: See advantages for use in own field. Think meta-cognitively.</p>	#1
	<p>Front Page</p> <p>I did not have problems in mastering FrontPage, but many problems with the program (software) itself, and therefore did not incorporate it in my course (Used powerpoint in stead) I will definitely use it in future, because I think it is a powerful application!</p> <p>Comment: Cognitive decision making- look for another way to solve the problem with software</p>	#2
	<p>Blogger</p> <p>I like the idea of blogging and did not have problems mastering it. The Blogger website, however, I did not like . I do not think to implement it somewhere in future - will use the survey-tool in WebCT for this purpose rather.</p> <p>Comment: Cognitive decision making- use another option-reasoning sound</p>	#3
	<p>Yahoo Messenger</p> <p>An excellent way to keep in contact with people! Mastering easy!</p>	#4
	<p>During the development phase of the Partners@Work process, several electronic and web-enabling elements were developed - each with the aim of addressing one/more of abovementioned challenges.</p>	#5
	<p>Respondus</p> <p>Respondus was easy to master and to use. I have used it for all my web tests with success.</p>	#6
	<p>WebCT</p> <p>The mastering process was handled very good by ... (&kie) and I enjoyed working (and still enjoy working) in WebCT. Personally I liked the pace, but I can understand that less computer literate people may have problems coping.</p> <p>I am trying to implement as many of WebCT's elements as possible in my course - almost all aspects are working fairly well at this stage - maybe it is a bit early in the semester to truly comment on this.</p>	#7



Reasoning	Quotation	Number
Empowering	Camtasia What an excellent little application for use in ICT! I found it easy to master and have used it for a few movie clips - will definitely use it for many more typical student problems. Comment: See advantages for use in own field. Think meta-cognitively	#8
	WebCT The mastering process was handled very good by ... (&kie) and I enjoyed working (and still enjoy working) in WebCT. Personally I liked the pace, but I can understand that less computer literate people may have problems coping. I am trying to implement as many of WebCT's elements as possible in my course - almost all aspects are working fairly well at this stage - maybe it is a bit early in the semester to truly comment on this.	#9
Need to master part of it	Perception I found Perception really difficult to use and did not spend enough time on mastering the program.	#10
	Videoconferencing I have no practical experience of videoconferencing (organizing it myself) and still am not sure how it can be applied in the current subject	#11
	Video I have completed the video-thing yet... Mainly because of time - I have gone through the planning and preparation phases and found it interesting. Hope to complete it later in this semester, because there is a definite application possibility of this in the subject developed for Partners@Work. Comment: Sien die toepassingsmoontlikheid daarvan in vakgebied.	#12

Appendix C

Outcomes of the analysis process: Participant 3

Table C.1	Coping strategies: Participant 3
Table C.1	Reasoning on CDM: Participant 3
Table C.2	Reasoning on DPS: Participant 3
Table C.3	Reasoning on CON: Participant 3
Table C.4	Reasoning on OPT: Participant 3
Table C.5	Reasoning on POS: Participant 3
Table C.6	Reasoning on SUPA: Participant 3
Table C.7	Range of perceived abilities: Participant 3
Table C.8	Reasoning perceived ability: Participant 3



Table C.1 Coping strategies: Participant 3

Possible strategies		Strategies used	
Active coping strategies	Problem focused coping	Cognitive decision making (CDM)	CDM- Thinking about ways to solve the problem
		Direct problem solving (DPS)	DPS- Attend workshops/training session DPS-Trial and error DPS-Self-study DPS-Experiment with it at home DPS-Work through the notes DPS-Use it
		Seeking understanding (SU)	
	Positive cognitive restructuring	Positivity (POS)	POS-Never give up POS- Will use it in future POS- Mention the positive
		Control (CON)	CON- Can handle it CON- Know how to
		Optimism (OPT)	OPT- Things will work out OPT- Will be able to do it/use it OPT- Self motivation
		Use humour	
	Distraction strategies	Distracting actions (DA)	
Physical release of Emotions (PRE)			
Avoidance strategies	Avoidant actions (AVA)		
	Repression (REP)		
	Wishful thinking (WISH)		
Support seeking strategies	Support for actions (SUPA)	SUPA- Discuss it with others SUPA- Learn from others	
	Support for feeling (SUPF)		

Table C.2 Reasoning on CDM: Participant 3

Coping strategy	Reasoning	Quotation	Number
CDM- Thinking about ways to solve the problem	Blaming	<i>Perception: Since my study material already contain Publisher-generated quizzes, I did not at all focus on mastering this technology, as I do not foresee using it in the near future</i>	#1
		<i>Video Conferencing: I did not use this technology due to time constraints; rather focused on other more important technologies for my programme. It does have an application in my field, although probably not an important one.</i>	#2
	Made suggestion	<i>Perception: Perception in TUT, I would have liked to see one or more sessions being devoted to it.</i>	#3
	Not used	<i>Respondus: Since my study material already contain Publisher-generated quizzes, I did not at all focus on mastering this technology, as I do not foresee using it in the near future</i>	#4
	Perception positive	<i>WebCT: The various sessions throughout the programme enabled me to gradually gain a grip on all the relevant parts and to use it in my programme development. The big emphasis on this technology was a strong point as it formed the backbone of my programme development and presentation.</i>	#5
		<i>FrontPage: ...s' training session was good. The continuous hands-on use of it throughout the Partners-programme (especially the Show-and-Tell sessions) helped a great deal to become more familiar with all its applications.</i>	#6
		<i>WebCT: On-line courses have so much more to offer my students in terms of resources, assessments and support than I was ever aware off.</i>	#7
		<i>WebCT: Excited about professional growth. Excited about personal growth. Excited to take what I learn back to my Dept and Faculty to help, support and motivate them to also take up the telematic challenge.</i>	#8
		<i>The session on Camtasia was for me a bit of playing-with-technology. I can see the possibilities of Camtasia, but don't think I will really use it in my subject. Still, it was just good to be exposed to it and to become aware of such an easy way to record on-screen images/activities., thanx for "freaking-out yourself" so that we could see the webcam application; you are a good "teacher" that makes learning a lot of fun!!</i>	#9
			<i>Camtasia: The training session and applications by other Partners were good fun. The application possibilities are clear, but not really in my field.</i>

Table C.2 Reasoning on CDM : Participant 3 (cont.)

Coping strategy	Reasoning	Quotation	Number
CDM- Thinking about ways to solve the problem	Perception positive	<i>The WebCT Tools workshop around the "CD-Rom" and "Student Presentation" tools provided good info. Although I can not, at this stage, foresee that it will be used in my current WebCT courses, it is just nice to know that such tools exist.</i>	#11
		<i>I enjoyed the presentations on ADDIE's Analysis component, as well as the hand-on session on E-Portfolios. It helped me a lot to focus my plans for A&P's telematic programme, as I realised that I have been thinking too wide and too vaguely about it. In the coming days and weeks I want to narrow my plans a lot more and that is where the Needs Analysis Assignment will help a lot.</i> <i>Each time that we look at a new component of WebCT I am more impressed and excited about its possibilities for my telematic and...-programme.</i>	#12
		<i>The Web has very good digital content resources directly related to the subject I teach. The current textbook's web-resources are very informative and include quizzes, ...atlases, course outlines, flashcards and animations. I am considering to change the prescribed textbook for 2005, as at present I'm using different ... textbooks for three courses. McGraw-Hill has very good textbooks that are fairly affordable and applicable to all my courses. An added advantage is the availability of WebCT-resources, CD-ROMs and On-line resources (student & Lecturer). If I can use only 1 or 2 textbooks with similar resources from a single publisher, it will be easier to revert to a telematic teaching style in all my subjects, especially in terms of assessment and class presentations.</i>	#13
		<i>The video conference with... was the very first one that I was actually participating in. I got some insight in the technical and organisational stuff that go into such an event. Although I didn't ask a question, it still was good to observe the chairperson's... role, and to get a feel for face-to-face interactions over this medium. Good experience.</i>	#14
		<i>I'm excited about the possibilities and opportunities that these digital content resources offer for... teaching!!</i>	#15
		<i>... introduction to Video conferencing helped me a lot to recognise the potential "valid" applications of this technology. My student groups are all based on a single campus, so for now I don't foresee that video conferencing will be really used in my courses.</i>	#16
		<i>However, as I'm very involved with our Faculty's research and postgraduate students, it is clear to me that video conferencing can become a powerful tool to bring international experts to our campus without actually going to extreme expenses to physically invite such a person.</i>	#17

Table C.2 Reasoning on CDM : Participant 3 (cont.)

Coping strategy	Reasoning	Quotation	Number
CDM- Thinking about ways to solve the problem	Perception positive	<i>Various types of WebCT quizzes are provided for each study module. These quizzes allow students to complete specific assessments throughout the course whenever they have worked through the relevant learning units.</i>	#18
		<i>During the Partners@Work 2004 programme I developed WebCT-based course material that was divided into a number of study modules and systematic learning units. The learning units provide clear guidance to the students with regards to study objectives, study activities and assessments. Internet links appear in most of the learning units to illustrate specific themes and/or to provide additional theoretical information.</i>	#19

Table C.3 Reasoning on DPS: Participant 3

Coping strategy	Reasoning	Quotation	Number
DPS- Attend workshops/training session	Perception positive Not used	Video: <i>The training sessions (hands-on one-minute presentations & script-writing session) were good fun and informative</i> <i>Attend training session</i>	#1
		Video Conferencing: <i>The training sessions and actual applications (e.g... lecture) were good and very informative.</i> <i>Attend training sessions and actual video conference lectures.</i>	#2
		Camtasia: <i>The training session and applications by other Partners were good fun. The application possibilities are clear, but not really in my field.</i> Strategies to master the technology <i>Attend training session</i> <i>This technology does not have a real/significant application in my field</i>	#3
	Perception positive Use it	WebCT: <i>Attend all the training sessions</i>	#4
	Perception positive Use it	FrontPage: <i>.... training session was good. . The continuous hands-on use of it throughout the Partners-programme (especially the Show-and-Tell sessions) helped a great deal to become more familiar with all its applications.</i>	#5
		Blogger: <i>Attend training sessions</i>	#6

Table C.3 Reasoning on DPS : Participant 3 (cont.)

Coping strategy	Reasoning	Quotation	Number
DPS-Self-study	Perception positive	<i>I was in ... when ... did the session on Perception. Thus, I had to work through the notes in my own time.</i>	#7
DPS-Work through the notes	Perception positive	<i>I had to work through the notes in my own time. This was not too difficult since the notes were clear</i>	#8
DPS-Experiment with it at home	Perception positive	<i>Camtasia: Play around a bit with it at home</i>	#9
DPS-Use it	Perception positive	<i>WebCT: Hands-on use during programme development and my ... studies</i>	#10
		<i>Camtasia: I would be able to use it.</i>	#11
		<i>CorelDraw: I used it to create banners for three different subjects on WebCT.</i>	#12
		<i>FrontPage: I feel comfortable with the use and application of most aspects.</i>	#13
		<i>I've enjoyed using Blogger to reflect on my experiences during the Partners-programme.</i>	#14
		<i>Blogger: Using it for my own reflections, but also to access the other Partners' reflections (those who actually did use it).</i>	#15
		<i>Blogger: I feel comfortable with the use and application of most aspects.</i>	#16
		<i>I've actually used it to develop a WebCT programme for my ...</i>	#17
		<i>The continuous hands-on use of it throughout the Partners-programme (especially the Show-and-Tell sessions) helped a great deal to become more familiar with all its applications.</i>	#18
<i>WebCT: Various sessions throughout the programme enabled me to gradually gain a grip on all the relevant parts and to use it in my programme development.</i>	#19		
DPS-Trial and error	Perception positive	<i>A lot of self-study and trial-and-error.</i>	#20

Table C.4 Reasoning on CON: Participant 3

Coping strategy	Reasoning	Quotation	Number
CON- Can handle it	Perception positive	<p><i>On a personal note I've made a conscious decision to work hard towards the Telematic ... and ... for all the courses I'm involved in. It is going to take much more than just the next year or so, but I'm motivated to eventually transform all my Dept's undergraduate ... and ... into a Telematic programme. There's so much to do (and want to do), and so little time!!!</i></p> <p>Comment: Self-motivation- check for examples with other partners- possible link with EI?</p>	#1
CON- Know how to	Perception positive	<p>Blogger: <i>I've enjoyed using Blogger to reflect on my experiences during the Partners-programme. This is probably as a result of being familiar with keeping personal fieldnotes during qualitative research projects.</i></p>	#2

Table C.5 Reasoning on OPT: Participant 3

Coping strategy	Reasoning	Quotation	Number
OPT- Things will work out	Perception positive	<p><i>I am excited about the time that lies ahead. Excited, and scared, to develop a telematic programme that will meet expectations. Excited about professional growth. Excited about personal growth. Excited to take what I learn back to my Dept and Faculty to help, support and motivate them to also take up the telematic challenge.</i></p> <p><i>But, I'm also a bit scared. Scared that others might have such high expectations of me that I will not be able to meet. Scared that I will not meet my own high standards. Scared that I might get alienated from my Dept.</i></p> <p><i>I want to keep going forward with the following motto: "Never give up".</i></p>	#1
OPT- Will be able to use it	Blaming	<p><i>Video Conferencing: I don't have any practical experience in applying it, but have a good idea of the preparations and requirements for actual sessions.</i></p>	#2
	Perception positive	<p><i>WebCT: Somehow it felt as if I could keep up without much difficulty. Just a month or so ago, it would have left me completely lost. Just shows you what a bit of first-hand experience can do to make one feel comfortable and at ease with a specific programme!!</i></p>	#3
OPT- Self motivation	Perception positive	<p><i>But now, it is time to focus on all the myriad tasks that still have to be accomplished before the end of this year. So, of to work we go!!!</i></p>	#4
		<p><i>I've heard the following saying some time ago that meant a lot to me, and hopefully to everyone reading this blog: "Excellence and beauty comes from passionately, motivated people". So, that's what I'm going to strive for in the coming days and weeks.</i></p>	#5



Table C.5 Reasoning on OPT: Participant 3 (cont.)

Coping strategy	Reasoning	Quotation	Number
OPT- Self motivation	Perception positive	<i>I was so impressed by the Show-and-Tell session. The progress and quality of ..., ... and ... course development are just astounding. If I just think back on what things look like a month or so ago, it is amazing what the Partners have learned and become skilled in. They once again motivated myself to work harder, smarter and with gusto.</i>	#6
		<i>During this week I've once again realised the privilege of being a Partner, but also the responsibility that comes with it. Even though my head often spins after a contact session due to all the new stuff I've learned, it remains exciting and challenging to be empowered on such a wide technology-front. There is no way that I will ever be the same lecturer as before the Partners-programme!!!</i>	#7
		<i>... 's continued training in specific WebCT tools was very helpful. For the first time I've actually not mind ... going at quite a fast pace through all the different sections. Somehow it felt as if can do to make one feel comfortable and at ease with a specific program!!! could keep up without much difficulty. Just a month or so ago, it would have left me completely lost. Just shows you what a bit of first-hand experience</i>	#8
		<i>I'm starting to realise that Partners@Work is challenging me as a person and lecturer to completely rethink my professional career path. Who knows where it will take me?</i>	#9
		<i>It is going to take much more than just the next year or so, but I'm motivated to eventually transform all my Dept's undergraduate ... and ... into a Telematic programme. There's so much to do (and want to do), and so little time!!!</i>	#10
		<i>In the coming days and weeks I want to narrow my plans a lot more and that is where the Needs Analysis Assignment will help a lot.</i>	#11
		<i>On-line courses have so much more to offer my students in terms of resources, assessments and support than I was ever aware off.</i>	#12



Table C.6 Reasoning on POS: Participant 3

Coping strategy	Reasoning	Quotation	Number
Pos- Never give up	Perception positive	<p><i>I want to keep going forward with the following motto: "Never give up".</i></p> <p>Comment:</p> <p>Note positivity and self-motivation- motto- "Never give up"</p>	#1
		<p><i>At the end of Friday I felt a bit overwhelmed and stressed-out by all the assignments that we have to complete within the next few days. I will just have to keep my nerve, to not give up, and to work like hell!!</i></p>	#2
		<p><i>It made me realise that from now onwards we will have to, and definitely want to, work on our own proposed instructional programmes. The challenge is big but I am excited about the process.</i></p>	#3
Pos- Will use it in future	Perception positive	<p><i>Each time that we look at a new component of WebCT I am more impressed and excited about its possibilities for my telematic and...-programme.</i></p>	#4
		<p><i>I'm excited about the possibilities and opportunities that these digital content resources offer for 1st year ... teaching!!</i></p>	#5
		<p><i>The Respondus-session was very good. It gave us another "tool" to develop and implement our telematic courses. It really feels as if we are now moving forward and being empowered.</i></p>	#6
		<p><i>Especially ... Digital Content presentation showed me the vast and untapped resources that lecturers can use. It was opening up a new world of possibilities for me that I'm very excited about. Cannot wait to really work on my subject's programme.</i></p>	#7
		<p><i>However, as I'm very involved with our Faculty's research and postgraduate students, it is clear to me that video conferencing can become a powerful tool to bring international experts to our campus without actually going to extreme expenses to physically invite such a person.</i></p>	#8
		<p><i>Wimba was great fun!! I can not wait to send a voice E-mail to some colleagues and see their reactions. The application possibilities seem endless. Will definitely use it, not just for play, but for some "real" applications.</i></p> <p><i>I've heard the following saying some time ago that meant a lot to me, and hopefully to everyone reading this blog: "Excellence and beauty comes from passionately, motivated people". So, that's what I'm going to strive for in the coming days and weeks.</i></p>	#9

Table C.6 Reasoning on POS : Participant 3 (cont.)

Coping strategy	Reasoning	Quotation	Number
Pos-Mention the positive	Perception positive	<i>This workshop really opened up a whole new world of exciting and amazing education technologies - WOW!! After hearing about and experiencing some of the wonderful opportunities that all the Partners will receive during the next 12 months, I couldn't but realise the wonderful opportunity that I have been granted to be a Partner and to be nominated on the P@W programme.</i>	#10
		<i>It is such a privilege to be a Partner. Every day is just an amazing step forward. I am learning an immense amount of new things. I am getting to know a wonderful group of people who are all passionate about teaching and contributing to the life of students.</i>	#11
		<i>Although I didn't ask a question, it still was good to observe the chairperson's ... role, and to get a feel for face-to-face interactions over this medium. Good experience.</i>	#12
		<i>I found... and ... overviews very helpful today. ...'s slide show regarding ADDIE really helped me to get to grips with all the ADDIE steps and the various activities that accompany it. It also gave good guidance with regards to the most important components of the learner guide's blueprint.</i>	#13
		<i>The WebCT QuizTool session was a good exercise and I have once again learned a lot of useful skills!!</i>	#14

Table C.7 Reasoning on SUPA: Participant 3

Coping strategy	Reasoning	Quotation	Number
SUPA-Discuss it with others	Perception positive	<i>Interactive discussions with all the other Partners during contact sessions and while working from home.</i>	#1
		<i>The continuous hands-on use of it throughout the Partners-programme (especially the Show-and-Tell sessions) helped a great deal to become more familiar with all its applications.</i>	#2
SUPA-Learn from others	Perception positive	<i>Learn from stuff that other Partners did in their programme development, and which could be used in my own programme</i>	#3
		<i>I've enjoyed the group-feedback we had to present on the basic steps of the ADDIE-model. Every presentation brought something new and valuable on the instructional design process.</i>	#4
		<i>Ask other Partners regarding specific applications that they've used</i>	#5
		<i>It is such a privilege to be a Partner. Every day is just an amazing step forward. I am learning an immense amount of new things.</i>	#6



Table C.7 Reasoning on SUPA: Participant 3

Coping strategy	Reasoning	Quotation	Number
SUPA-Learn from others	Perception positive	<i>I've enjoyed the opportunity to "show-and-tell" the stuff that I've been working on for the past month or so. Also, it was good to see that .. has overcome ...r initial "manual-troubles". ... material has an inherent "friendliness" in terms of Frontpage theme colours, navigation style, content presentation, video clip, etc. I'm convinced... students should just love to do the subject, and if they don't, they will truly miss out on an exciting learning journey.</i>	#7
		<i>... 's continued training in specific WebCT tools was very helpful. For the first time I've actually not mind ... going at quite a fast pace through all the different sections.</i>	#8
		<i>Something on the side: Some of my fellow partners seem to be just, or even more, overwhelmed by all the new stuff that we want to take in. However, I also see some real caring and supportive human interactions between us. That is really great to see that we don't allow ourselves to get so "technology" focussed, that we forget to bring some "humanness" into all the hardware, software and cyberspace. I'm a person-person and are fortunate to learn a lot about being "human" from all the Partner</i>	#9
		<i>Camtasia: Observe its use by other Partners</i>	#10
		<i>Camtasia: The training session and applications by other Partners were good fun. The application possibilities are clear, but not really in my field.</i>	#11
		<i>... 's continued training in specific WebCT tools was very helpful. For the first time I've actually not mind ... going at quite a fast pace through all the different sections.</i>	#12
		<i>Every presentation brought something new and valuable on the instructional design process. It made me realise that from now onwards we will have to, and definitely want to, work on our own proposed instructional programmes. The challenge is big but I am excited about the process.</i>	#13
		<i>Also, each time I learn so much from my fellow Partners about life itself. Partners@Work is truly a life-changing and life-enriching experience.</i>	#14

Table C.8 Range of perceived abilities: Participant 3

Able to use it	Need to master part of it	Empowering	Clueless	Did not use it
√	√	√		



Table C.9 Reasoning perceived ability: Participant 3

Reasoning	Quotation	Number
Able to use it	Camtasia: <i>I would be able to use it.</i>	#1
	Video conferencing <i>I don't have any practical experience in applying it, but have a good idea of the preparations and requirements for actual sessions.</i>	#2
	Corel Draw <i>I can use it, although I'm sure there is a lot more possibilities that I'm unfamiliar with.</i>	#3
	FrontPage <i>I feel comfortable with the use and application of most aspects</i>	#4
	Blogger: <i>I feel comfortable with the use and application of most aspects.</i>	#5
	Respondus: <i>I would be able to use it.</i>	#6
	WebCT <i>During the Partners@Work 2004 programme I developed WebCT-based course material that was divided into a number of study modules and systematic learning units.</i>	#7
Empowering	WebCT <i>Quite well. I can independently change stuff, do problem solving, assist students to interact with my material, and facilitate other lecturers who want to develop WebCT programmes for their own courses.</i>	#8
Need to master part of it	Video <i>I would be able to use it with some practice.</i>	#9
	Perception: <i>I would be able to use it, but do not feel comfortable or confident in my ability to apply it.</i>	#10

Appendix D

Outcomes of the analysis process: Participant 4

Table D.1	Coping strategies: Participant 4
Table D.2	Reasoning on CDM: Participant 4
Table D.3	Reasoning on DPS: Participant 4
Table D.4	Reasoning on SU: Participant 4
Table D.5	Reasoning on POS: Participant 4
Table D.6	Reasoning on OPT: Participant
Table D.7	Reasoning on SUPA: Participant 4
Table D.8	Range of perceived abilities: Participant 4
Table D.9	Reasoning perceived ability: Participant 4



Table D.1 Coping strategies: Participant 4

Possible strategies		Strategies used	
Active coping strategies	Problem focused coping	Cognitive decision making (CDM)	CDM- Thinking about ways to solve the problem
		Direct problem solving (DPS)	DPS- Experiment at home DPS- Practice DPS- Put time in to use it DPS- Use it
		Seeking understanding (SU)	SU- What could be learned from this
	Positive cognitive restructuring	Positivity (POS)	POS- Will use it in future
		Control (CON)	
		Optimism (OPT)	OPT- Will be able to use it
		Use humour	
Distraction strategies	Distracting actions (DA)		
	Physical release of Emotions (PRE)		
Avoidance strategies	Avoidant actions (AVA)		
	Repression (REP)		
	Wishful thinking (WISH)		
Support seeking strategies	Support for actions (SUPA)	SUPA- Ask for help SUPA- Get help from ID	



Table D.2 Reasoning on CDM: Participant 4

Coping strategy	Reasoning	Quotation	Number
CDM- Thinking about ways to solve the problem	Blaming Suggestion User friendly Perception positive	Blogger <i>It seems that I am very unfortunate in trying to block. The past three times I was thrown off the network time and again - I now rather try to write my blog in word and copy and paste it.</i>	#1
		Perception <i>Also the perception program seems to be a very powerful system, but it is unfortunate that we did not have enough time to practice in class due to the test that needed to be written in the IC</i>	#2
		Respondus <i>I found last weeks respondus a very useful tool and easy to use.</i>	#3
		<i>Camtasia seems to be an interesting tool. but at this stage I will simply take notice of it and maybe paly around a little with it. I doubt, however, whether I will use it for my project.</i>	#4

Table D.3 Reasoning on DPS: Participant 4

Coping strategy	Reasoning	Quotation	Number
DPS- Experiment at home	Perception positive	<i>The session on hot potatoes was interesting and informative and I might explore using it.</i>	#1
DPS- Practice	Perception positive	<i>Some was easier than others. I have spent more time on practicing those that I found harder and also sought help from my ID and other partners if necessary.</i>	#2
DPS- Use it	Perception positive	<i>I have used all of the listed technologies except for camtasia and video conferencing. I am, however, going to use both these during the course of the semester - camtasia for a training 'video' and videoconferencing for a conference with colleagues on other campuses.</i>	#3
		<i>I think I have definitely managed to cope with the technologies listed. Actually it is more than coping, because I enjoy it tremendously.</i>	#4
DPS- Put time in to use it	Perception positive	<i>Here I am, one of the people to whom blogging and the data thereof is so important, since I will need it for my research, and I neglected to blog for quite some time. I will try to make up for it though with a brief overview of the past few weeks as I experienced it.</i>	#5
		<i>I have spent more time on practicing those that I found harder and also sought help from my ID and other partners if necessary.</i>	#6
		<i>.I am, however, going to use both these during the course of the semester - camtasia for a training 'video' and videoconferencing for a conference with colleagues on other campuses.</i>	#7

Table D.4 Reasoning on SU: Participant 4

Coping strategy	Reasoning	Quotation	Number
SU- What could be learned from this	Perception positive	<i>The group discussion on needs analysis was useful and insightful, as well as the presentation on the ADDIE (Daisy) model. Throughout the day I enjoyed the activities and groupwork, learned a lot and had lots of fun. It was great to have material presented in the correct way! Today also made me realise once again how important it is to bring fun into learning and I will keep that in mind with the designing of my course.</i> Comment: Importance of fun in presentation and learning	#1



Table D.5 Reasoning on POS: Participant 4

Coping strategy	Reasoning	Quotation	Number
POS- Will use it in future	Perception positive	<i>The blogging from one's e-mail seems interesting and I will definitely try it out at some time.</i>	#1
		<i>I have used all of the listed technologies except for camtasia and video conferencing. I am, however, going to use both these during the course of the semester - camtasia for a training 'video' and videoconferencing for a conference with colleagues on other campuses.</i>	#2
		<i>The session on hot potatoes was interesting and informative and I might explore using it. I also enjoyed the hands-on session on Wimba and has already sent out one or two voice e-mails.</i>	#3

Table D.6 Reasoning on OPT: Participant 4

Coping strategy	Reasoning	Quotation	Number
OPT- Will be able to use it	Made suggestion	<i>I found last weeks respondus a very useful tool and easy to use. Also the perception program seems to be a very powerful system, but it is unfortunate that we did not have enough time to practice in class due to the test that needed to be written in the IC</i>	#1
	Perception positive	<i>At first I was a little scared and even a little overwhelmed with the new technologies, since it was the first time that I have experienced it. I was, however, also excited at the prospect of exploring these technologies and becoming empowered. I realized that I will benefit in obtaining these skills and once I have started mastering these skills / technologies it felt like a huge accomplishment and value-added.</i>	#2
		<i>I am excited to start with my e-portfolio and although we have a lot of homework I feel that I learn so much. I also know that many hard work still lies ahead but I am SO excited about my project and P@W! But enough for now, let me start with that homework.</i>	#3



Table D.7 Reasoning on SUPA: Participant 4

Coping strategy	Reasoning	Quotation	Number
SUPA- Ask for help	Perception positive	<i>Some was easier than others. I have spent more time on practicing those that I found harder and also sought help from my ID and other partners if necessary.</i>	#1
SUPA- Get help from ID	Perception positive	<i>I am very thankful to who caught up with me on Thursaday everything that I have missed last week. I am looking forward to using frontpage and Corel who both seem to be very helpful programs.</i>	#2
		<i>:...also sought help from my ID and other partners if necessary.</i>	#3
SUPA- Learn from others	Perception positive	<i>The show-and-tell sessions of the past two or three weeks were really interesting and useful. I learn a lot from the other partners' presentations and it's interesting to see how each one's focus differs. It is also amazing to see how supportive and willing everyone is to help the others.</i>	#4
		<i>The show and tell is always valuable and interesting. I furthermore enjoyed the discussion on the various issues regarding the partners programme, as well as the brainstorming session and think this is very important and useful. A few great and honest ideas emerged from this session and I am looking forward to have another session in this regard. The information that flowed from this session will be very valuable for my planned research.</i>	#5

Table D.8 Range of perceived abilities: Participant 4

Able to use it	Need to master part of it	Empowering	Clueless	Did not use it
✓		✓		

Table D.9 Reasoning perceived ability: Participant 4

Reasoning	Quotation	Number
Able to use it	<i>I have used all of the listed technologies except for camtasia and video conferencing. I am, however, going to use both these during the course of the semester - camtasia for a training 'video' and videoconferencing for a conference with colleagues on other campuses.</i>	#1
Empowering	<p><i>I think I have definitely managed to cope with the technologies listed. Actually it is more than coping, because I enjoy it tremendously.</i></p> <p>Comment: Positive thinking</p>	#2
	<p>For the subject Public Human Resource Management I chose to implement on-line assignments. In the past the submission of assignments caused numerous problems with especially assignments that got lost and late assignments. With the implementation of on-line assignments in WebCT these problems were ruled out since a student needs to submit an assignment before the due date, in order for the computer not to reject it. Through results from a questionnaire completed by the students it became eminent that students have made use of internet resources more often than they would have with traditional learning. It is furthermore a method to save time and money with assignments that now don't have to be printed out before submission any more.</p> <p>The aim with the development of this course was not to improve the pass rate as such but rather to enhance and enrich the learning experience. Through the feedback obtained from the students it became evident that they regarded this experience as empowering and enriching.</p>	#3



Appendix E

Outcomes of the analysis process: Participant 5

Table E.1	Coping strategies: Participant 5
Table E.2	Reasoning on CDM: Participant 5
Table E.3	Reasoning on DPS: Participant 5
Table E.4	Reasoning on POS: Participant 5
Table E.5	Reasoning on CON: Participant 5
Table E.6	Reasoning on AVA: Participant 5
Table E.7	Reasoning on SUPA: Participant 5
Table E.8	Range of perceived abilities: Participant 5
Table E.9	Reasoning perceived ability: Participant 5



Table E.1 Coping strategies: Participant 5

Possible strategies		Strategies used	
Active coping strategies	Problem focused coping	Cognitive decision making (CDM)	CDM- Thinking about ways to solve the problem
		Direct problem solving (DPS)	DPS- Attend workshops/training session DPS- Practice DPS- Use it
		Seeking understanding (SU)	
	Positive cognitive restructuring	Positivity (POS)	POS- Will use it in future
		Control (CON)	CON- Know how to
		Optimism (OPT)	
		Use humour	
Distraction strategies	Distracting actions (DA)		
	Physical release of Emotions (PRE)		
Avoidance strategies	Avoidant actions (AVA)	AVA- Did not try to implement AVA- Will investigate later AVA-Blaming other things	
	Repression (REP)		
	Wishful thinking (WISH)		
Support seeking strategies	Support for actions (SUPA)	SUPA- Ask for help SUPA- Get help from ID SUPA- Learn from others	
	Support for feeling (SUPF)		



Table E.2 Reasoning on CDM: Participant 5

Coping strategy	Reasoning	Quotation	Number
CDM- Thinking about ways to solve the problem	Blaming	<p><i>One thing that bothers me: We received a lot of 'homework'. With that as such, I have no problem. However, the time in which to complete it, is unrealistic. I do not mind to work during week ends, BUT unfortunately I do not have access to internet at home. That leaves me with all the work to do for Monday (21st). To do good, efficient work - irrespective of the depth of the assignment - I am of the personal opinion that we should receive enough (ample)time to complete assignments. It does not help to cram different tasks or exercises into a day or two - it creates unnecessary pressure and does not allow for optimum performance. I now have to "quickly" do all these assignments on Monday morning - afternoon, and have my doubts about the quality. On the other hand, I also have to work in a team, meaning that the quality of my inputs will have and affect on my team members. I prefer best quality at all times, but then we must have time!</i></p>	#1
		<p><i>After being occupied with homework for the whole weekend, 17 and 18 July, I came to the following conclusion: The presentations of new programmes are way to fast. It feels as if everything is rushed over to give me the "knowledge" of the existence of the programmes. However, I hardly understand any of the "workings" of these programmes. I battled through some of the homework and felt that I actually waste a lot of valuable time. Wouldn't it be better to start with the development of the subject/courses and then use what is available, in collaboration, with the ID's? I just wonder... maybe it's just my age, but I cannot even remember what we have done without looking at the programme! To me it is a matter of too much, too quickly, too little time, too little relevance.</i></p> <p>Comment: Compare negative way of thinking with other participants</p>	#2
		<p><i>Today I realised that I haven't blogged for more than a month. Sorry guys - for those of you who need this info for research, etc.</i></p> <p><i>Why haven't I blogged: At some stage everything became too much! It was bloggers and surveys and homework and course development and battling to get to know how to operate new programs and deciding on a research project, writing a proposal, thinking about video production, etc., etc. Do you really blame us for not blogging?!</i></p> <p><i>However, I do want to keep being honest in these blogging comments! So, here goes:</i></p>	#3
		<p><i>The pressure to 'blog' and do assignments, read e-mails, etc. got to me this morning. It will be far easier when we have the necessary facilities at home to work in the evenings. We are busy all day and I do try to get something done early morning and late afternoons (in my office). But, it will be easier (and much more effective) if I can do the "homework" at home! I trust that this will be much better once the full-time workshops are finished!</i></p>	#4



Table E.2 Reasoning on CDM: Participant 5 (cont.)

Coping strategy	Reasoning	Quotation	Number
CDM- Thinking about ways to solve the problem	Made suggestion	<i>To do good, efficient work - irrespective of the depth of the assignment - I am of the personal opinion that we should receive enough (ample)time to complete assignments. It does not help to cram different tasks or exercises into a day or two - it creates unnecessary pressure and does not allow for optimum performance. I now have to "quickly" do all these assignments on Monday morning - afternoon, and have my doubts about the quality. On the other hand, I also have to work in a team, meaning that the quality of my inputs will have and affect on my team members. I prefer best quality at all times, but then we must have time!</i>	#5
		<i>Although we had a lot of fun and many laughs, I would suggest the following: Make sure that a very clear message gets across with regards to preparation. My understanding (misunderstanding) was that we had to bring the props, etc. for the next worksession DURING WHICH we will be taught how to prepare and what to do and not to do. If I would have known that we had to be totally prepared, it might have been a more efficient experience to me. Now I feel that it was such a disaster, I would never consider doing a video production</i>	#6
		<i>I enjoyed the hands-on session on Perception, but I doubt whether I would use that in stead of Respondus!</i>	#7
		<i>As I did not manage to prepare all the banners and stuff with Corel and Frontpage, I could not participate fully in the WebCT Designing session. Fortunetaly I got something from other files and could at least start doing something. This is the difficult part: If one does not understand the functioning and/or application of one thing, it is difficult to go on to the next. I don't appreciate being 'behind' - never was and never will be...! The hands-on session is the only way to learn to use everything. I don't think it is necessary for us to learn by trial-and-error. We don't have time to press all the wrong buttons before getting it right! Therefore I think all will appreciate a step-by-step layout of 'new' things to do and programmes to use.</i>	#8
	Made suggestion	<i>Thank you, ..., for handing out a step-by-step guide to upload files on WebCT. It saved me another day of time-consuming suffering to get this right! At least I think I will be able to complete this part of the homework now!</i> Thanks Comment: Coping strategies	#9

Table E.2 Reasoning on CDM: Participant 5 (cont.)

Coping strategy	Reasoning	Quotation	Number
CDM- Thinking about ways to solve the problem	Not used	<i>I enjoyed the hands-on session on Perception, but I doubt whether I would use that in stead of Respondus!</i>	#10
	Perception negative Made suggestion	<i>One thing that bothers me: We received a lot of 'homework'. With that as such, I have no problem. However, the time in which to complete it, is unrealistic. I do not mind to work during week ends, BUT unfortunately I do not have access to internet at home. That leaves me with all the work to do for Monday (21st). To do good, efficient work - irrespective of the depth of the assignment - I am of the personal opinion that we should receive enough (ample)time to complete assignments. It does not help to cram different tasks or exercises into a day or two - it creates unnecessary pressure and does not allow for optimum performance. I now have to "quickly" do all these assignments on Monday morning - afternoon, and have my doubts about the quality. On the other hand, I also have to work in a team, meaning that the quality of my inputs will have and affect on my team members. I prefer best quality at all times, but then we must have time!</i> Comment: Compare negative way of thinking with positive of other participants in same situation- EI?	#11
		<i>Wow! My hands were sweaty, my stomach had 'butterflies', my mouth was dry... All this for a 60 second video recording on anything!! I felt terrible before, during and after my video recording. As a matter of fact, I afterwards I felt completely incompetent and a total fool. Nothing I planned worked out! At least now I know how to prepare, for what to prepare, and what to do and not to do, if there will ever be another exercise like this.</i> <i>Although we had a lot of fun and many laughs, I would suggest the following: Make sure that a very clear message gets across with regards to preparation. My understanding (misunderstanding) was that we had to bring the props, etc. for the next worksession DURING WHICH we will be taught how to prepare and what to do and not to do. If I would have known that we had to be totally prepared, it might have been a more efficient experience to me. Now I feel that it was such a disaster, I would never consider doing a video production!</i>	#12
	Perception positive Made suggestion	<i>The way in which the activity re e-testing was introduced, was very creative (die suigstokkie-ding). From the discussions in the debate it was very clear that everybody is willing to use it, but also realises the limitations in certain circumstances. I am personally of the opinion that e-testing will be used - extensively - in 'normal' tests during the semester. However, I don't see that e-testing will feature in exams in the near future - due to all the 'negative' aspects mentioned during the debate.</i>	#13



Table E.2 Reasoning on CDM: Participant 5 (cont.)

Coping strategy	Reasoning	Quotation	Number
CDM- Thinking about ways to solve the problem	Made suggestion	<i>The pressure to 'blog' and do assignments, read e-mails, etc. got to me this morning. It will be far easier when we have the necessary facilities at home to work in the evenings. We are busy all day and I do try to get something done early morning and late afternoons (in my office). But, it will be easier (and much more effective) if I can do the "homework" at home! I trust that this will be much better once the full-time workshops are finished!</i>	#14
		<p><i>At first it was nerve-racking to think about presenting the "little" I have done so far. Eventually, it turned out to be not "that bad". I'm still worried about the little progress I have made up to now. After the blueprint I realized that there is a h... of a lot to do in very little time. I think I would prefer to actively start with the development of my subject, rather than to spend more precious time on homework. Not that the homework does not have a function! I just feel that the time I spend struggling to design a banner and graphics (because that is the homework) can be used much more productively in designing my subject!</i></p> <p><i>During the hands-on session in the internet lab, I again realised the value of these sessions. This is where we learn how to apply the tools - not with homework!</i></p> <p><i>Looking forward to really start with the contents of my subject.</i></p>	#15

Table E.3 Reasoning on DPS: Participant 5

Coping strategy	Reasoning	Quotation	Number
DPS- Attend workshops/training session	Perception negative	<p>Front Page</p> <p><i>The importance of FP only struck me when I had to upload material onto WebCT. I realised then that I needed the skill long ago. Afters explanation I understood why it was needed. Now it forms a crucial part of my preparations and development of material. Very empowering and satisfying</i></p> <p>.</p> <p><i>It is a pity that the importance was not emphasised from the beginning. The initial training session was disastrous. I perceived the presenter as impatient and did not dare to ask questions! I attended the additional lecture by.... and "n lig het toe opgegaan!"</i></p> <p><i>Good feeling to be able to use the programme in development work.</i></p> <p>Comment: Negative appraisal because presenter was perceived as negative- link with EI?</p>	#1
		<p>DPS- Practice</p> <p>User friendly</p> <p>Respondus: Empowering, save a lot of time - efficient. Listening skills and exercise Empowering.</p> <p>Camtasia: Listening skills and exercise.</p>	#2 #3
DPS- Use it	Enjoyable	<p>Yahoo: Most frequently used of all technology tools!!! I enjoy Yahoo because it is a form of 'contact' with the Partners and ID's. Quick and easy way to ask a question and get an immediate answer or just to find out how someone else is doing.</p>	#4
		<p>Yahoo: Use it! Enjoyable and usable, effective.</p>	#5
	Perception negative	<p><i>The blogger was o.k. in the beginning. Was good to share some feelings. However, later on when the work became overwhelming, the blogger became a schlep.</i></p>	#6
	Perception positive	<p><i>From the discussions in the debate it was very clear that everybody is willing to use it, but also realises the limitations in certain circumstances. I am personally of the opinion that e-testing will be used - extensively - in 'normal' tests during the semester.</i></p>	#7



Table E.5 Reasoning on POS: Participant 5

Coping strategy	Reasoning	Quotation	Number
POS- Will use it in future	Enjoyable	<i>Today was very educational. I enjoyed the Yahoo-session especially. We got a chance to really "link" with each other. Great fun and I think it can also be very useful.</i>	#1
	Perception positive	<i>Front Page was also very interesting and can also be useful.</i>	#2
		<i>I was aware of a book available in, but it was impressive to see how many different aspects are covered online. This will make my life a lot easier in developing the course for !! Good exercise. I will get a lot more when I am actually starting to work.</i>	#3
		<i>After has explained the generic development of a blueprint document structure, I experimented with the concept in flow diagrammes, keeping my own subject in mind. It did make sense to start planning everything on paper. By looking at these very rough blocks and arrows on paper, I could see something is actually happening in my mind.</i>	#4
		<i>The graphics was a little quick, but at least I know about the existence of many great things to use without a lot of difficulty.</i>	#5

Table E.6 Reasoning on CON: Participant 5

Coping strategy	Reasoning	Quotation	Number
CON-Know how to	Perception positive	<u>Video</u> <i>Previously employed in classes. Good feeling to be able to give feedback to students.</i>	#1



Table E.7 Reasoning on AVA: Participant 5

Coping strategy	Reasoning	Quotation	Number
AVA- Did not try to implement	Not used	<p>Video conferencing: <i>Presenter not too positive or clear with regards to usability - therefore not considered as an option to use. No mastering necessary. Seems to me that other persons have to do the work - I just need to be there....?</i></p>	#1
		<p><i>Still not clear where it will fit in. Did not really try to implement. Previous attempt (prior to P@W) failed. Not interested.</i></p>	
		<p><i>Corel Draw Not used. Cannot remember when it was done!!</i></p>	#2
AVA- Will investigate later	Not used	<p><i>Camtasia seems to be very easy to use. Will try it out later... if needed...</i></p>	#3
AVA- Blaming other things	Perception negative	<p><i>After being occupied with homework for the whole weekend, 17 and 18 July, I came to the following conclusion: The presentations of new programmes are way to fast. It feels as if everything is rushed over to give me the "knowledge" of the existence of the programmes. However, I hardly understand any of the "workings" of these programmes. I battled through some of the homework and felt that I actually waste a lot of valuable time. Wouldn't it be better to start with the development of the subject/courses and then use what is available, in collaboration, with the ID's? I just wonder... maybe it's just my age, but I cannot even remember what we have done without looking at the programme! To me it is a matter of too much, too quickly, too little time, too little relevance.</i></p> <p>Comment: Compare negative way of thinking with other participants</p>	#4
		<p><i>As I did not manage to prepare all the banners and stuff with Corel and Frontpage, I could not participate fully in the WebCT Designing session. Fortunetaly I got something from other files and could at least start doing something. This is the difficult part: If one does not understand the functioning and/or application of one thing, it is difficult to go on to the next. I don't appreciate being 'behind' - never was and never will be...! The hands-on session is the only way to learn to use everything. I don't think it is necessary for us to learn by trial-and-error. We don't have time to press all the wrong buttons before getting it right! Therefore I think all will appreciate a step-by-step layout of 'new' things to do and programmes to use.</i></p>	#5
		<p><i>Why haven't I blogged: At some stage everything became too much! It was bloggers and surveys and homework and course development and battling to get to know how to operate new programs and deciding on a research project, writing a proposal, thinking about video production, etc., etc. Do you really blame us for not blogging?!</i></p>	#6

Table E.8 Reasoning on SUPA: Participant 5

Coping strategy	Reasoning	Quotation	Number
SUPA-Ask for help	User friendly	... gave an informative presentation on the do's and don'ts of video conferencing . Fortunately she is there when it will be my turn to use video conferencing!	#1
SUPA-Get help from ID	Perception negative Perception positive	Front Page The importance of FP only struck me when I had to upload material onto WebCT. I realised then that I needed the skill long ago. After Gerrit's explanation I understood why it was needed. Now it forms a crucial part of my preparations and development of material. Very empowering and satisfying. It is a pity that the importance was not emphasised from the beginning. The initial training session was disastrous. I perceived the presenter as impatient and did not dare to ask questions! I attended the additional lecture by Gerrit and "n lig het toe opgegaan! Good feeling to be able to use the programme in development work. Comment: Negative appraisal because presenter was perceived as negative- link with EI?	#2
	Enjoyable	WebCT Empowering, boost in self-confidence, efficient Conscientiousness, motivated and inspired by ... (ID), hel from ... (ID). Excellent explanation of how to use by ID. Ek voel gemaklik met die nuwe vaardigheid, maar weet ook dat ek op die 'back-up' van my IO kan steun sou ek probleme ervaar. Comment: Positive appraisal	#3
	User friendly	... presented the section on electronic portfolios and Word & WebCT efficiently, as always, and even I could understand!	#4
		... explanation of the DAISY-model was very informative and useful. I will not forget the daisy and its rotating parts. I found the needs assessment section very necessary: this is what we should know prior to starting with designs?!	#5
SUPA-Learn from others	Perception positive	Camtasia Although not used in programme, the exposure was good. Good feeling to know how a former unknown tool is functioning and can be used. Listening skills and exercise. Good explanation given by instructor. Empowering.	#6
	User friendly	Respondus Empowering, save a lot of time - efficient. Listening skills and exercise Empowering.	#7



Table E.8 Reasoning on SUPA: Participant 5 (cont.)

Coping strategy	Reasoning	Quotation	Number
SUPA-Learn from others	Perception positive	<i>Show and Tell: A good way of getting ideas of what can be done and what will work for one's own programme.</i>	#8
		<i>The Show & Tells are always very interesting. Each partner has his/her own individual approach and this makes the program unique. I don't think that it will ever be possible to "standardise" courses or subjects because each one has its own requirements and possibilities. One can use ideas from other courses, but eventually will have a own unique program.</i>	#9
		<i>I am looking forward to each Tuesday - not only to see and hear about the work that has been done and new work to come, but also to feel 'at home', with people who are good to be with, who share - in many ways - and who are also fun to be with while learning from them. I feel like being part of a huge, friendly family! Thank you all!</i>	#10
		<i>The Show & Tells are always very lekker to listen to. Great to be able to share and learn from each other.</i>	#11

Table E.9 Range of perceived abilities: Participant 5

Able to use it	Need to master part of it	Empowering	Clueless	Did not use it
✓		✓		

Table E.10 Reasoning perceived ability: Participant 5

Reasoning	Quotation	Number
Able to use it	<p>Video Previously employed in classes. Good feeling to be able to give feedback to students.</p>	#1
	<p>Front Page The importance of FP only struck me when I had to upload material onto WebCT. I realised then that I needed the skill long ago. After ...'s explanation I understood why it was needed. Now it forms a crucial part of my preparations and development of material. Very empowering and satisfying. It is a pity that the importance was not emphasised from the beginning. The initial training session was disastrous. I perceived the presenter as impatient and did not dare to ask questions! I attended the additional lecture by ... and "n lig het toe opgegaan! Good feeling to be able to use the programme in development work. <i>Comment:</i> Negative appraisal because presenter was perceived as negative- link with EI?</p>	#2
	<p>Camtasia seems to be very easy to use. Will try it out later... if needed...</p>	#3
Didn't use it	<p>Perception Nie gebruik, nie nodig vir my kursus</p>	#4
	<p>Corel Draw Not used. Cannot remember when it was done!!</p>	#5
Empowering	<p>Respondus Empowering, save a lot of time - efficient</p>	#6
	<p>WebCT Empowering, boost in self-confidence, efficient Conscientiousness, motivated and inspired by ... (ID), hel from ... (ID). Excellent explanation of how to use by ID. Ek voel gemaklik met die nuwe vaardigheid, maar weet ook dat ek op die 'back-up' van my IO kan steun sou ek probleme ervaar. <i>Comment:</i> Positive appraisal</p>	#7

Appendix F

Outcomes of the analysis process: Participant 6

Table F.1	Coping strategies: Participant 6
Table F.2	Reasoning on CDM: Participant 6
Table F.3	Reasoning on DPS: Participant 6
Table F.4	Reasoning on POS: Participant 6
Table F.5	Reasoning on OPT: Participant 6
Table F.6	Reasoning on SUPA: Participant 6
Table F.7	Reasoning perceived ability: Participant 6
Table F.8	Range of perceived abilities: Participant 6



Table F.1 Coping strategies: Participant 6

Possible strategies		Strategies used	
Active coping strategies	Problem focused coping	Cognitive decision making (CDM)	CDM- Thinking about ways to solve the problem
		Direct problem solving (DPS)	DPS- Attend workshops/training session DPS- Experiment at home DPS- Search for a manual DPS- Struggle at home DPS- Trial and error DPS- Use it
		Seeking understanding (SU)	
	Positive cognitive restructuring	Positivity (POS)	POS- Will use it in future POS- Mention the positive
		Control (CON)	
		Optimism (OPT)	OPT-Will be able to use it OPT-Things will work out OPT-Self-motivation
		Use humour	
Distraction strategies	Distracting actions (DA)		
	Physical release of Emotions (PRE)		
Avoidance strategies	Avoidant actions (AVA)		
	Repression (REP)		
	Wishful thinking (WISH)		
Support seeking strategies	Support for actions (SUPA)	SUPA- Ask for people's opinions SUPA- Get help from ID SUPA- Discuss it with others SUPA-Learn from others	
	Support for feeling (SUPF)		



Table F.2 Reasoning on CDM: Participant 6

Coping strategy	Reasoning	Quotation	Number
CDM- Thinking about ways to solve the problem	Blaming Suggestion	<p><i>I appreciated ... session to find out how we experienced the e-moderating, and some concerns were expressed. I think we are just under a lot of pressure now. A suggestion: maybe next year's group should have two days a week for the first few weeks and then, when they have the new technologies mastered, only once a week. We had a rather slow start and now we are speeding out of control!</i></p> <p>Comment: Note positive way of handling negative emotions</p>	#1
	Enjoyable Perception positive	<p><i>Hi there!</i></p> <p><i>Today was great! I found it very interesting and a huge challenge. It started off with a great icebreaker from Hermien - very creative!</i></p> <p><i>It got us all in the right mood for the day. The ADDIE model was a very professional presentation, something we longed for! I think we are now used to a very high standard and see anything not up to standard as being boring and conventional.</i></p> <p><i>I enjoyed the group activities and sharing our thoughts about the needs analysis. We have a lot of homework, but I am excited about it as it will be fun doing the activities while learning at the same time.</i></p> <p>Comment: Compare positivity with negativity of some other partners- EI linkage? Turning to positive feelings</p>	#2
		<p><i>Today was just great fun!</i></p> <p><i>Our presentation of the ADDIE - model was reasonable. I still feel very nervous presenting in front of an audience - it is really much easier to lecture to students! It was a nice exercise to work in groups as we all contributed without physically meeting to do so.</i></p> <p><i>The highlight of the day was the video production. You can be very calm and collected but the moment you sit in front of a camera you are not yourself. I felt my mouth twitching on one side while I was talking. It was a good exercise as it looks easy to do but really isn't.</i></p> <p><i>I think this programme is very well organised. We receive programmes for every day and know exactly what homework to do and when the deadlines is.</i></p>	#3
		<p><i>The debate on e-testing was fun to do and I learned a lot about the advantages and disadvantages. It is good to know what hiccups can occur.</i></p>	#4
		<p><i>I love these hands-on sessions!</i></p>	#5



Table F.2 Reasoning on CDM: Participant 6 (cont.)

Coping strategy	Reasoning	Quotation	Number
CDM- Thinking about ways to solve the problem	Made suggestion Enjoyable Perception Positive	<i>The graphics was also great but I would have liked more time to actually create something by using graphics from the different sites.</i>	#6
		<i>The WebCT re-cap was necessary as I realised that I forgot many important things! I still feel that most of the time I am behind and I am now sure that I am a very slow learner. Some people just get the whole idea with half a word! I am not one of those and will just have to work harder. Even though the course interface is very simple at this time, it is great to know that I did it. I would like some more sessions on graphics and scanning just to be more sure of myself.</i> Comment: Note positive way of dealing with negative feelings	#7
		Front page: <i>I enjoyed this program but would have liked more training and time to work with this program before developing my online course as I made several mistakes which I felt could have been prevented by more training. I liked the templates and creative features and had to learn very quickly but find it very useful and would like to use it extensively in future</i>	#8
		<i>Front Page was also very interesting and I felt excited by everything I could do by the end of the afternoon. I was exhausted though!</i> <i>I enjoy the training very much but would like more time to actually work on it and create webpages and other graphics.</i> <i>Overall it was a great two days!</i>	#9
	Perception Positive Made suggestion	<i>I appreciated ...'s session to find out how we experienced the e-moderating, and some concerns were expressed. I think we are just under a lot of pressure now. A suggestion: maybe next year's group should have two days a week for the first few weeks and then, when they have the new technologies mastered, only once a week. We had a rather slow start and now we are speeding out of control!</i> <i>I find Gilly Salmon a very warm and friendly person. She had answers for all our questions which shows she is really an expert in her field.</i> <i>Bye bye</i> Comment: Note positive way of handling negative emotions	#10
		<i>The presentation on digital videos was very interesting, accept that I really felt like a fool as result of my limited knowledge on Gigs, bytes, codecs etc.etc. I would appreciate if we could receive a list of terms and their explanation before the presentation - for those slow learners like me.</i> <i>I look forward to playing tonight!</i>	#11

Table F.2 Reasoning on CDM: Participant 6 (cont.)

Coping strategy	Reasoning	Quotation	Number
CDM- Thinking about ways to solve the problem	Perception positive	<p><i>Respondus was the first experience I had with e-testing software and I was excited about the possibilities it provided. At first I thought it was the most wonderful thing, but when we were introduced to Perception, my enthusiasm with regard to Respondus declined a little. It is still as user friendly program but lacks some of the features I found in Perception</i></p> <p>Comment: Negative emotions turned positive- look for links with EI</p>	#12
		<p><i>I felt anxious today as all my homework was not completed. Not for a lack of trying though! I have not completed questions 6-13 on the e-testing quizz.</i></p> <p><i>I am still waiting to speak to my HOD as she needs to tell me whether we will be using the course content of DTT (a company that usually provides us with the manuals and accredits the lecturers). Then I can really go ahead with the module blueprint.</i></p>	#13

Table F.3 Reasoning on DPS: Participant 6

Coping strategy	Reasoning	Quotation	Number
DPS- Attend workshops/training session	Perception positive	<i>I received an e-mail after work confirming a powerpoint course that starts tomorrow (I enquired about when the course starts a few weeks ago and never go response - so I really must go tomorrow)</i>	#1
DPS- Experiment at home	Enjoyable	<p>Camtasia: <i>I was really excited about this program and enjoyed the worksession. If I was a student I would have enjoyed the incorporation of camtasia in an online course. At home I experimented with it, recorded, re-recorded 7 times or more until I found a method that works for me. This method really impressed my colleques at work and is really very useful and fun to use. I think of all the programs, this would be number 2 on my list (yahoo messenger being first!)</i></p>	#2
		<p>Perception: <i>This program is more user friendly and has interesting features such as different looks and various question options. As we did not have enough time in the worksessions to really master the program I experimented with it at home and found it very useful and not difficult to master.</i></p>	#3

Table F.3 Reasoning on DPS: Participant 6 (cont.)

Coping strategy	Reasoning	Quotation	Number
DPS- Search for a manual	Made suggestion	Corel draw: <i>I was overwhelmed when first experiencing the features of corel draw. I did not feel we had enough training and was very unsure when I had to use this on my one. Once again I searched for a manual to explain the different features and had many trials before mastering some of the features. I feel there is a lot I still need to learn which can make life much easier and my courses more interesting</i>	#4
		WebCT: <i>I was at first overwhelmed with the different options and requirements of WebCT. It was just too much to take in during the worksessions and I immediately started searching for a manual to refer to</i>	#5
DPS- Struggle at home	Perception negative Perception positive	<i>WebCT: I struggled at home when I wanted to apply what we learned in the worksessions as I could just not remember all the functions. I did not cope at all during the first few sessions and became very discouraged.</i> Turn negative into positive	#6
	Blaming	<i>I tried last week to blogg but had problems. I wrote twice, but both times it would not publish and I lost everything. I hope this time it will work.</i>	#7
DPS- Struggle at home	Unsure	<i>I searched and searched..... I did not really find much digital content on my subject matter. I copied the URL's that might provide some information. One of the websites requested a user name and password, so of course I was not registered to use it. I am still unsure of where to look on the publishers websites for digital content.</i> <i>I have included some other references in the spreadsheet. I am feeling a little discouraged at this stage!</i>	#8
	Perception positive	<i>Aww man! I just wiped out my blogg! I'll try again. I wanted to insert a picture and erased everything.</i>	#9

Table F.3 Reasoning on DPS: Participant 6 (cont.)

Coping strategy	Reasoning	Quotation	Number
DPS- Trial and error	Enjoyable Made suggestion	Front page: I enjoyed this program but would have liked more training and time to work with this program before developing my online course as I made several mistakes which I felt could have been prevented by more training. I liked the templates and creative features and had to learn very quickly but find it very useful and would like to use it extensively in future	#10
	Made suggestion	Corel draw: I was overwhelmed when first experiencing the features of corel draw. I did not feel we had enough training and was very unsure when I had to use this on my one. Once again I searched for a manual to explain the different features and had many trials before mastering some of the features. I feel there is a lot I still need to learn which can make life much easier and my courses more interesting	#11
		WebCT: Through trial and error I became more comfortable with the program and am now more motivated about the usage of the program	#12
DPS- Use it	Enjoyable	Blogger: I had no idea that something like this even existed and had to be very disciplined to keep it updated. This was the first thing I did after getting home from our worksessions as the information was still fresh in my mind. It was nice to be able to record some of the joys as well as the frustrations and sometimes the words just poured out of me. Other times I was more reserved with not that much to say.	#13
		Yahoo messenger: This was my absolute best and I found it very valuable! It was just great to learn about this feature I didn't know about and be in contact with my friends@work. This must be the technology I mastered the quickest and best! I also found it valuable to exchange information quickly with the partners.	#14
	Made suggestion Enjoyable	Front Page was also very interesting and I felt excited by everything I could do by the end of the afternoon. I was exhausted though! I enjoy the training very much but would like more time to actually work on it and create webpages and other graphics. Overall it was a great two days!	#15
	Perception positive	I was very tired today as I had only 3 1/2 hours sleep. I managed to set a test in Respondus from 3h30 - 5h30 so it was not all bad.	#16



Table F.4 Reasoning on POS: Participant 6

Coping strategy	Reasoning	Quotation	Number
POS- Will use it in future	Enjoyable	Video: <i>This was also really exciting. At first I was apprehensive to learn about all the terminology as I did not understand the technical mumbo jumbo, but was relieved to hear that I did not have to know about it and that other people would take care of all of that! It was a challenge to write the script for the video and I had to ask several people's opinions as I was very unsure of myself but received valuable feedback which helped me to improve the script. I felt proud to have my script accepted and would like to use it in future</i> Comment: Turning negative emotions and feelings into positive emotions and feelings- is there a link with EI? Other participants doing the same?	#1
		<i>I really enjoyed the hot potatoes as I saw this in another online course and wondered how it was done. I am definitely going to use it. Wimba was also nice but I get frustrated with the slow computers - we are very blessed with our ADSL lines!</i>	#2
		<i>I liked Camtasia and would definitely include it in my course.</i>	#3
		<i>The VTC demo was also fun and I can't wait to have the time to do some computer training on it.</i>	#4
	User friendly	<i>It was great working with respondus and I think it is much easier than setting tests in Webct. Unfortunately I don't have any tests to import into Respondus as the assessment is done by an outside company so I will have to compile lots and lots of questions.</i>	#5
	Perception positive User friendly Made suggestion	Front page: <i>I enjoyed this program but would have liked more training and time to work with this program before developing my online course as I made several mistakes which I felt could have been prevented by more training. I liked the templates and creative features and had to learn very quickly but find it very useful and would like to use it extensively in future</i>	#6
POS- Mention the positive	Enjoyable	<i>I enjoyed the group activities and sharing our thoughts about the needs analysis. We have a lot of homework, but I am excited about it as it will be fun doing the activities while learning at the same time.</i> Comment: Compare positivity with negativity of some other partners- EI linkage? Turning to positive feelings	#7

Table F.4 Reasoning on POS: Participant 6 (cont.)

Coping strategy	Reasoning	Quotation	Number
POS-Mention the positive	Perception positive	<p><i>Hi there!</i></p> <p><i>Today was great! I found it very interesting and a huge challenge. It started off with a great icebreaker from - very creative!</i></p> <p><i>It got us all in the right mood for the day. The ADDIE model was a very professional presentation, something we longed for! I think we are now used to a very high standard and see anything not up to standard as being boring and conventional.</i></p>	#8
		<p><i>Today was just great fun!</i></p> <p><i>Our presentation of the ADDIE - model was reasonable. I still feel very nervous presenting in front of an audience - it is really much easier to lecture to students! It was a nice exercise to work in groups as we all contributed without physically meeting to do so.</i></p> <p><i>The highlight of the day was the video production. You can be very calm and collected but the moment you sit in front of a camera you are not yourself. I felt my mouth twitching on one side while I was talking. It was a good exercise as it looks easy to do but really isn't.</i></p> <p><i>I think this programme is very well organised. We receive programmes for every day and know exactly what homework to do and when the deadlines is.</i></p>	#9
		<p><i>I really enjoyed the hot potatoes as I saw this in another online course and wondered how it was done. I am definitely going to use it. Wimba was also nice but I get frustrated with the slow computers - we are very blessed with our ADSL lines!</i></p>	#10



Table F.5 Reasoning on Optimism: Participant 6

Coping strategy	Reasoning	Quotation	Number
OPT-Self-motivation	Perception positive	<i>After today I am really nervous! I started to doubt whether I will be able to complete the course online in just 6 months. I guess Prof Trollip was just being realistic and I am too much of a dreamer. I will just have to do my best.</i>	#1
		<i>Well, then I will just have to impress myself!</i>	#2
OPT-things will work out	Perception positive	<i>I am really getting scared that I won't be able to finish the online course before the end of the year. I have to work much harder, get another 8 modules done, plan a video, write a proposal etc etc. I have never had a sleep disorder, but struggle these days. But, I still love every moment! I am proud of my work after a day behind the computer.</i>	#3
OPT-Will be able to use it	Perception positive	<i>I feel OK with the electronic testing, but still need help with the longer questions and did not include a long question in the quiz the other partners should complete. I feel a little more confident after today and look forward to start working on my modules.</i>	#4

Table F.6 Reasoning on SUPA: Participant 6

Coping strategy	Reasoning	Quotation	Number
SUPA-Ask for people's opinions	Enjoyable	Video: <i>This was also really exciting. At first I was apprehensive to learn about all the terminology as I did not understand the technical mumbo jumbo, but was relieved to hear that I did not have to know about it and that other people would take care of all of that! It was a challenge to write the script for the video and I had to ask several people's opinions as I was very unsure of myself but received valuable feedback which helped me to improve the script. I felt proud to have my script accepted and would like to use it in future</i> Comment: <i>Turning negative emotions and feelings into positive emotions and feelings- is there a link with EI? Other participants doing the same?</i>	#1
SUPA-Get help from ID	Made suggestion	<i>I realised this week that I have to see my instructional designer at least once a week as their is a lot I need help with!</i>	#2
	Perception positive	<i>I feel OK with the electronic testing, but still need help with the longer questions and did not include a long question in the quiz the other partners should complete. I feel a little more confident after today and look forward to start working on my modules.</i>	#3
SUPA-Discuss it with others	Perception positive	<i>I enjoyed the group activities and sharing our thoughts about the needs analysis. We have a lot of homework, but I am excited about it as it will be fun doing the activities while learning at the same time.</i>	#4



Table F.6 Reasoning on SUPA: Participant 6 (cont.)

Coping strategy	Reasoning	Quotation	Number
SUPA- Discuss it with others	Perception positive	<p><i>Yahoo messenger</i></p> <p><i>This was my absolute best and I found it very valuable! It was just great to learn about this feature I didn't know about and be in contact with my friends@work. This must be the technology I mastered the quickest and best! I also found it valuable to exchange information quickly with the partners</i></p>	#5
		<p><i>Although we are all doing the same thing - we all do it in different styles - putting emphasis on different aspects of the online course. I did get a lot of ideas from the other partners and hope they get some from me!</i></p>	#6
		<p><i>The day was busy and I am exhausted. I enjoy the show and tell and really enjoy this group of people. I am going to miss them after this year and feel that we are establishing good friendships during these sessions. We talk to each other with Yahoo messenger and laugh and struggle together. It was nice to see that ... was more positive today and that everyone is prepared to help each other.</i></p> <p><i>The show and tell was interesting and I learnt a lot from the group that presented. We are all individuals and all have our one pace of doing things.</i></p>	#7
		<p><i>The partners are doing great with their course content. Everyone does it differently and I get tips from each and everyone that presents. We didn't get to the research proposals but I still need assistance in that regard.</i></p>	#8

Table F.7 Reasoning perceived ability: Participant 6

Reasoning	Quotation	Number
Able to use it	<p>Perception</p> <p><i>This program is more user friendly and has interesting features such as different looks and various question options. As we did not have enough time in the worksessions to really master the program I experimented with it at home and found it very useful and not difficult to master.</i></p>	#1
	<p>Video</p> <p><i>This was also really exciting. At first I was apprehensive to learn about all the terminology as I did not understand the technical mumbo jumbo, but was relieved to hear that I did not have to know about it and that other people would take care of all of that! It was a challenge to write the script for the video and I had to ask several people's opinions as I was very unsure of myself but received valuable feedback which helped me to improve the script. I felt proud to have my script accepted and would like to use it in future</i></p> <p>Comment:</p> <p><i>Turning negative emotions and feelings into positive emotions and feelings- is there a link with EI? Other participants doing the same?</i></p>	#2
	<p>Front page</p> <p><i>I enjoyed this program but would have liked more training and time to work with this program before developing my online course as I made several mistakes which I felt could have been prevented by more training. I liked the templates and creative features and had to learn very quickly but find it very useful and would like to use it extensively in future</i></p>	#3
	<p>Yahoo messenger</p> <p><i>This was my absolute best and I found it very valuable! It was just great to learn about this feature I didn't know about and be in contact with my friends@work. This must be the technology I mastered the quickest and best! I also found it valuable to exchange information quickly with the partners.</i></p>	#4
Need to master part of it	<p>WebCT</p> <p><i>I was at first overwhelmed with the different options and requirements of WebCT. It was just too much to take in during the worksessions and I immediately started searching for a manual to refer to. I struggled at home when I wanted to apply what we learned in the worksessions as I could just not remember all the functions. I did not cope at all during the first few sessions and became very discouraged. Through trial and error I became more comfortable with the program and am now more motivated about the usage of the program</i></p>	#5

Table F.7 Reasoning perceived ability: Participant 6 (cont.)

Reasoning	Quotation	Number
Need to master part of it	<p>WebCT</p> <p><i>I feel OK with the electronic testing, but still need help with the longer questions and did not include a long question in the quiz the other partners should complete. I feel a little more confident after today and look forward to start working on my modules.</i></p>	#6
	<p>CorelDraw</p> <p><i>I was overwhelmed when first experiencing the features of corel draw. I did not feel we had enough training and was very unsure when I had to use this on my one. Once again I searched for a manual to explain the different features and had many trials before mastering some of the features. I feel there is a lot I still need to learn which can make life much easier and my courses more interesting</i></p>	#7
	<p>Front page</p> <p><i>I enjoyed this program but would have liked more training and time to work with this program before developing my online course as I made several mistakes which I felt could have been prevented by more training. I liked the templates and creative features and had to learn very quickly but find it very useful and would like to use it extensively in future</i></p>	#8
Empowering	<p><i>Respondus was the first experience I had with e-testing software and I was excited about the possibilities it provided. At first I thought it was the most wonderful thing, but when we were introduced to Perception, my enthusiasm with regard to Respondus declined a little. It is still as user friendly program but lacks some of the features I found in Perception</i></p> <p><i>Comment:</i> <i>Negative emotions turned positive- look for links with EI</i></p>	#9
	<p>Perception</p> <p><i>This program is more user friendly and has interesting features such as different looks and various question options. As we did not have enough time in the worksessions to really master the program I experimented with it at home and found it very useful and not difficult to master.</i></p>	#10
	<p>Camtasia</p> <p><i>I was really excited about this program and enjoyed the worksession. If I was a student I would have enjoyed the incorporation of Camtasia in an online course. At home I experimented with it, recorded, re-recorded 7 times or more until I found a method that works for me. This method really impressed my colleagues at work and is really very useful and fun to use. I think of all the programs, this would be number 2 on my list (yahoo messenger being first!)</i></p>	#11



Table F.7 Reasoning perceived ability: Participant 6 (cont.)

Reasoning	Quotation	Number
Empowering	<p>Video</p> <p><i>This was also really exciting. At first I was apprehensive to learn about all the terminology as I did not understand the technical mumbo jumbo, but was relieved to hear that I did not have to know about it and that other people would take care of all of that! It was a challenge to write the script for the video and I had to ask several people's opinions as I was very unsure of myself but received valuable feedback which helped me to improve the script. I felt proud to have my script accepted and would like to use it in future</i></p> <p><i>Comment: Turning negative emotions and feelings into positive emotions and feelings- is there a link with EI? Other participants doing the same?</i></p>	#12
	<p>Front page</p> <p><i>I enjoyed this program but would have liked more training and time to work with this program before developing my online course as I made several mistakes which I felt could have been prevented by more training. I liked the templates and creative features and had to learn very quickly but find it very useful and would like to use it extensively in future</i></p>	#13
	<p>Blogger</p> <p><i>I had no idea that something like this even existed and had to be very disciplined to keep it updated. This was the first thing I did after getting home from our worksessions as the information was still fresh in my mind. It was nice to be able to record some of the joys as well as the frustrations and sometimes the words just poured out of me. Other times I was more reserved with not that much to say.</i></p>	#14
	<p>Yahoo messenger</p> <p><i>This was my absolute best and I found it very valuable! It was just great to learn about this feature I didn't know about and be in contact with my friends@work. This must be the technology I mastered the quickest and best! I also found it valuable to exchange information quickly with the partners.</i></p>	#15
Didn't use it	<p>Video conferencing</p> <p><i>I don't feel as if I mastered this technology as I have not personally used it yet. I look forward to experience it but am not sure whether I will use it in future.</i></p>	#16

Table F.8 Range of perceived abilities: Participant 6

Able to use it	Need to master part of it	Empowering	Clueless	Did not use it
✓	✓	✓		✓

Appendix G

Outcomes of the analysis process: Participant 7

Table G.1	Coping strategies: Participant 7
Table G.2	Reasoning on CDM: Participant 7
Table G.3	Reasoning on DPS: Participant 7
Table G.4	Reasoning on AVA: Participant 7
Table G.5	Reasoning perceived ability: Participant 7
Table G.6	Range of perceived abilities: Participant 7



Table G.1 Coping strategies: Participant 7

Possible strategies		Strategies used	
Active coping strategies	Problem focused coping	Cognitive decision making (CDM)	CDM- Thinking about ways to solve the problem
		Direct problem solving (DPS)	DPS- Made notes DPS- Use it
		Seeking understanding (SU)	
	Positive cognitive restructuring	Positivity (POS)	
		Control (CON)	
		Optimism (OPT)	
		Use humour	
Distraction strategies	Distracting actions (DA)		
	Physical release of Emotions (PRE)		
Avoidance strategies	Avoidant actions (AVA)	AVA- Blaming other things AVA- Didn't use it AVA- Use it to a limited extend	
	Repression (REP)		
	Wishful thinking (WISH)		
Support seeking strategies	Support for actions (SUPA)		
	Support for feeling (SUPF)		



Table G.2 Reasoning on CDM: Participant 7

Coping strategy	Reasoning	Quotation	Number
CDM- Thinking about ways to solve the problem	Blaming Perception negative	Yahoo Messenger: <i>Very useful to communicate but I don't like it, for the same reason I do not like e-mail. It wastes a lot of my time, which I don't have a lot of. Workload problems.</i>	#1
	Not used	Corel Draw: <i>Know how to use it but did not delve deeper. Limited use in my subject.</i>	#2
		Video conferencing: <i>I have too many students and too little time to still do video conferencing. My students are S1 mainly and they are still learning the basics. The S3, S4 students can benefit from it especially by showing an application on site.</i>	#3
	Perception positive	<i>I made careful notes on the operating instructions, then when I got home, I tried to do it again using the instructions, which I then modified to be more precise.</i>	#4

Table G.3 Reasoning on DPS: Participant 7

Coping strategy	Reasoning	Quotation	Number
DPS- Made notes	Blaming	<i>I made careful notes on the operating instructions, then when I got home, I tried to do it again using the instructions, which I then modified to be more precise. There are a couple of Technologies like Camtasia, Perception and Blogger that did not want to work as described by the instructors. They frustrated me.</i>	#1
DPS- Use it	Blaming Empowering	WebCT: <i>80% mastered through use. Was very frustrated in the beginning because nothing wanted to work as I wanted it to. I still feel 10% frustrated because there are things that do not upload as I want it. It feels good to see what the students will see.</i>	#2
	Made suggestion	Front Page: <i>I worked quite a bit on FrontPage and downloaded to WebCT but it could not give me structure of the course as I wanted it. Later on, on WebCT I found out that in any case I had to go back the FrontPage structure, but did not have the time to redo everything.</i>	#3
	User friendly Empowering	Respondus: <i>Great, this was the answer to my dreams. The program did exactly what I wanted. Easy to operate and upload to WebCT.</i>	#4
	Empowering	Video: <i>Still waiting to do it. The writing of it was a mouthful, but what a in detail experience.</i>	#5



Table G.4 Reasoning on AVA: Participant 7

Coping strategy	Reasoning	Quotation	Number
AVA- Blaming other things	Blaming Not used Perception negative	<i>80% mastered through use. Was very frustrated in the beginning because nothing wanted to work as I wanted it to. I still feel 10% frustrated because there are things that do not upload as I want it. It feels good to see what the students will see.</i>	#1
		Yahoo Messenger: <i>Very useful to communicate but I don't like it, for the same reason I do not like e-mail. It wastes a lot of my time, which I don't have a lot of. Workload problems.</i>	#2
		Video conferencing: <i>I have too many students and too little time to still do video conferencing. My students are S1 mainly and they are still learning the basics. The S3, S4 students can benefit from it especially by showing an application on site.</i>	#3
	Blaming	<i>I still feel 10% frustrated because there are things that do not upload as I want it.</i>	#4
		Camtasia: <i>I must of had a bad day. I could not see the use in Surveying.</i>	#5
AVA- Didn't use it	Blaming	<i>There are a couple of Technologies like Camtasia, Perception and Blogger that did not want to work as described by the instructors. They frustrated me.</i>	#6
	Not used	Perception: <i>Tried it on the same day we learnt it but could not see that I could do what I want with it.</i>	#7
		Camtasia: <i>I must of had a bad day. I could not see the use in Surveying. I felt it was too complicated and could not see that it could do all that I wished.</i> Comment: Negative appraisal of technology, although Camtasia could be very useful	#8
AVA- Use it to a limited extend	Blaming	Blogger: <i>I was... and could not remember the password even though I wrote it down, I kept on loosing it and forgetting. I did however write my Blogs down on the program page which was handed out each week.</i> <i>I was <u>very</u> (underlined heavily) frustrated by not being able to get into Blogger.</i> Comment: Very negative- EI?	#9

Table G.5 Reasoning perceived ability: Participant 7

Reasoning	Quotation	Number
Able to use it	<i>Front Page</i> worked quite a bit on FrontPage and downloaded to WebCT but it could not give me structure of the course as I wanted it. Later on, on WebCT I found out that in any case I had to go back the FrontPage structure, but did not have the time to redo everything.	#1
	Corel Draw: Know how to use it but did not delve deeper. Limited use in my subject.	#2
	Video: Still waiting to do it. The writing of it was a mouthful, but what a in detail experience.	#3
	Respondus: Great, this was the answer to my dreams. The program did exactly what I wanted. Easy to operate and upload to WebCT.	#4
Need to master part of it	WebCT 80% mastered through use. Was very frustrated in the beginning because nothing wanted to work as I wanted it to. I still feel 10% frustrated because there are things that do not upload as I want it. It feels good to see what the students will see.	#5
	Difficult, because I was used to using the computer as a typewriter. Many times I felt that a person who had some experience in the Technologies would have been a better option for the course. I felt intimidated and actually started feeling a lot of low esteem about myself, because the other partners seem to know a hell of a lot more than I.	#6
Empowering	WebCT The feedback from the students was tremendous. There was lots of praise for the course material, which was written in such a way that it was easily understood. From an educational point of view, this was extremely good, because the student obtained instant feedback from the Internet and from the lecturer who facilitated the Internet sessions. Students where delighted with the Quizzes and especially with the Examinations, where they obtained their results immediately.	#7
	Respondus: Great, this was the answer to my dreams. The program did exactly what I wanted. Easy to operate and upload to WebCT.	#8
Didn't use it	Blogger: I was ... and could not remember the password even though I wrote it down, I kept on losing it and forgetting. I did however write my Blogs down on the program page which was handed out each week. I was <u>very</u> (underlined heavily) frustrated by not being able to get into Blogger. Comment:Very negative- EI?	#9



Table G.6 Range of perceived abilities: Participant 7

Able to use it	Need to master part of it	Empowering	Clueless	Did not use it
✓	✓	✓		✓

Appendix H

Outcomes of the analysis process: Participant 8

Table H.1	Coping strategies: Participant 8
Table H.2	Reasoning on CDM: Participant 8
Table H.3	Reasoning on DPS: Participant 8
Table H.4	Reasoning on SU: Participant 8
Table H.5	Reasoning on POS: Participant 8
Table H.6	Reasoning on OPT: Participant 8
Table H.7	Reasoning on Use Humour: Participant 8
Table H.8	Reasoning on SUPA: Participant 8
Table H.9	Reasoning perceived ability: Participant 8
Table H.10	Range of perceived abilities: Participant 8



Table H.1 Coping strategies: Participant 8

Possible strategies		Strategies used	
Active coping strategies	Problem focused coping	Cognitive decision making (CDM)	CDM- Thinking about ways to solve the problem
		Direct problem solving (DPS)	DPS- Practice DPS- Self study DPS- Use it
		Seeking understanding (SU)	SU- What could be learned from this
	Positive cognitive restructuring	Positivity (POS)	POS- Will use it in future POS- Mention the positive
		Control (CON)	
		Optimism (OPT)	OPT- Things will work out
		Use humour	Use humour
Distraction strategies	Distracting actions (DA)		
	Physical release of Emotions (PRE)		
Avoidance strategies	Avoidant actions (AVA)		
	Repression (REP)		
	Wishful thinking (WISH)		
Support seeking strategies	Support for actions (SUPA)	SUPA- Ask for help SUPA- Get help from ID SUPA- Learn from others	
	Support for feeling (SUPF)		

Table H.2 Reasoning on CDM: Participant 8

Coping strategy	Reasoning	Quotation	Number
CDM- Thinking about ways to solve the problem	Blaming	<i>I apologize to my Partners for not being an active participant in the conversations of the Yahoo Messenger. This was not due to any negative feeling towards them or Yahoo, but rather due to the fact that I needed the time to develop my e-learning programme.</i>	#1
		<i>Due to a lack of time involved in learning how to use the many technologies, I had to focus on those needed to get my program up and running.</i>	#2
	Made suggestion	<i>The show & tell was valuable in terms of learning from the examples: "Die mag van die voorbeeld spreek 'n ondubbelsinnige taal". The workshop on e-Testing by ... was equally valuable. Just felt sorry for her and any lecturer for that matter who has to lecture in the Internet Cafe. The acoustics is very bad and it makes it very difficult for a lecturer to lecture and students to hear. Just a thought!</i>	#3
		<i>The show & tell is very useful. With regards to Perspective: This is the 3rd programme that may be used to design assessments. In a situation where I am experiencing information over-load, I would prefer the designers to choose the best programme for us and then stick to that one only. Why do we need to know how to drive a car, bicycle and tractor when you need to go from point a to b?</i>	#4
		<i>The blogging is starting to feel like a useless exercise, which off course it is not. Maybe ... should give regular feed-back on the group's experience. I feel as if our comments are being ignored because we don't get feed-back.</i>	#5
		<i>With regards to Perspective: This is the 3rd programme that may be used to design assessments. In a situation where I am experiencing information over-load, I would prefer the designers to choose the best programme for us and then stick to that one only. Why do we need to know how to drive a car, bicycle and tractor when you need to go from point a to b?</i>	#6
	Perception negative	<i>After two days of information-overload, I ironically feel a sense of appreciation. This is like learning many languages simultaneously. While learning the first language you have to do an assignment in the next language. In the final analysis, this is like being glad that you have gone to the army, but do not wish to do it again... followed a softer teaching methodology by taking us through the journey step by step.</i> Comment: Note the use of humour- EI link?	#7

Table H.2 Reasoning on CDM: Participant 8 (cont.)

Coping strategy	Reasoning	Quotation	Number
CDM- Thinking about ways to solve the problem	Perception negative	<p><i>Due to my situation of near “computer-illiteracy” I did not have the time to explore Perception. For me having two similar programmes (the other being Respondus) was superfluous.</i></p> <p>Comment: Cognitive decision making- reasoning sound</p>	#8
	Perception positive	<p><i>After two days of information-overload, I ironically feel a sense of appreciation. This is like learning many languages simultaneously. While learning the first language you have to do an assignment in the next language. In the final analysis, this is like being glad that you have gone to the army, but do not wish to do it again. ... followed a softer teaching methodology by taking us through the journey step by step.</i></p> <p>Comment: Note the use of humour- EI link?</p>	#9
		<p><i>The library of the future will contain more computers than books. It will be unthinkable that a University of TECHNOLOGY does not in future have a computer centre that contains all computer programmes that are used in all departments at TUT. Management must address this vision. Take it or leave it until its too late.</i></p>	#10
		<p><i>In accordance with Prof. ... learning theory, it is important to answer the question WHY at the beginning of a lecture. Why are we going to lecture, what we are going to lecture? Why do we need to know, what we are going to be taught? This may sound petty, but it has great value. All lecturers should spend time on “selling” the content before offering it, because it forms the foundation of everything that follows it. If we see the value of the knowledge first, we tend to form a positive attitude (Bloom) towards it and will therefore want to have it. The mission is therefore more easily accomplished. Ask ..., she knows about this.</i></p> <p><i>Just a thought</i></p>	#11
		<p><i>The Blogger Programme is more useful to those who peruse its content, than those who create the content. Not getting feedback regarding all the effort by so many people that is put into the Blogging creates a feeling that the input has no outcome. But this is obviously only psychological</i></p>	#12
		<p><i>FrontPage lays the foundation for any programme that needs to be placed on WebCT. The importance of creating a structure on the WebCT programme cannot be underestimated and this is what FrontPage allows one to do. You can have all the “bells & whistles” at your disposal but if your programme is not logically structured, it is bound to fail.</i></p>	#13

Table H.2 Reasoning on CDM: Participant 8 (cont.)

Coping strategy	Reasoning	Quotation	Number
CDM- Thinking about ways to solve the problem	Perception positive	<i>The producing of a professional video makes Camtasia redundant. I believe that very few of the Partners, for understandable reasons, can appreciate the power of an effective training video. This technology, when done professionally, can encapsulate most of the other technologies. The only drawback is the expense involved in producing video.</i> Comment: Note the reasoning - linkage with EI? Cognitive decision making	#14
		<i>The great initiative of P@W will need to kept alive in order to be a great success in future. Now is not the time to be faint hearted and thereby cause the project to lose momentum. Management will possibly need to extend not only the training of new partners but also the means to complement the project. That effectively means that every faculty will need a full-time instructional designer who basically knows the field to transform the current training system to at least a mixed e-learning system. Telematic Education will furthermore need more staff to assist in e-learning development. The most important aspect of the project is to extend the technology at all departments in order to be able to facilitate e-learning. Every lecture room should at least be equipped with ADSL, video projector, and DVD players. If this is not done, TUT will stay behind in terms of cutting edge training. Being a university of TECHNOLOGY it really is unthinkable that TUT does not have this technology already.</i>	#15
		<i>This is a very useful programme for complementing any text. It is in fact crucial in the Arts where the picture so often explains the concept without ambiguity. Corel Draw is a must for any department in the Arts Faculty.</i>	#16
		<i>Video conferencing is ideal for bringing to the lecture hall, an expert without major expenses attached. The technology involved in organising such a conference is however one point of concern. If the technology fails you on the day, then you have problems. This is an "all or nothing" technology.</i> Comment: Cognitive decision making	#17
		WebCT: <i>WebCT is the heart of the e-learning system. What started off as a frightening perception regarding this formidable learning programme ended up being a very positive experience. This was due to the realization that for a programme to be so effective, it had to have many dimensions, functions, and possibilities. I believe that those institutions who do not buy-in to WebCT or a similar programme, will in future educational environment, be left behind.</i> Comment: Positive reasoning	#18



Table H.2 Reasoning on CDM: Participant 8 (cont.)

Coping strategy	Reasoning	Quotation	Number
CDM- Thinking about ways to solve the problem	Perception positive	<i>Respondus is user friendly and most of the Partners reacted positively towards its capabilities. It was enlightening that multiple-choice, which may be regarded by some as a “monkey-puzzle” with little educational value, turned out to be quite the opposite. I believe that this programme has the ability to accurately test the students’ knowledge.</i>	#19
		<i>An intervention that could increase the quality of learning, when understanding and applying narrative structure, was decided upon. A DVD teaching aid comprising examples from critically acclaimed movies and a presentation that focused specifically on providing insight into this aspect of scriptwriting was designed. A DVD on the Neo-Classical Paradigm, which is a prime example of classical dramatic narrative structure, was produced with the help of experts.</i>	#20
	User friendly	<i>Respondus is user friendly and most of the Partners reacted positively towards its capabilities. It was enlightening that multiple-choice, which may be regarded by some as a “monkey-puzzle” with little educational value, turned out to be quite the opposite. I believe that this programme has the ability to accurately test the students’ knowledge.</i>	#21



Table H.3 Reasoning on DPS: Participant 8

Coping strategy	Reasoning	Quotation	Number
DPS- Practice DPS- Self study	Perception positive	<i>My own blood, sweat, and tears. Struggling the way all computer illiterates struggle when first learning a program. My instructional designer helped, Partners helped and I even employed a personal friend to help me understand the programs, especially FrontPage.</i>	#1
DPS- Use it	Perception positive	<i>The Blogger Programme is more useful to those who peruse its content, than those who create the content. Not getting feedback regarding all the effort by so many people that is put into the Blogging creates a feeling that the input has no outcome. But this is obviously only psychological</i>	#2
		<i>The producing of a professional video makes Camtasia redundant. I believe that very few of the Partners, for understandable reasons, can appreciate the power of an effective training video. This technology, when done professionally, can encapsulate most of the other technologies. The only drawback is the expense involved in producing video.</i> Comment: Note the reasoning - linkage with EI? Cognitive decision making	#3

Table H.4 Reasoning on SU: Participant 8

Coping strategy	Reasoning	Quotation	Number
SU- What could be learned from this	Perception positive	<i>The most obvious impact of implementing the P@W project is going to be the need to expand the technology at all faculties at TUT in order to implement telematic programmes. A second need that will arise is the need to expand facilities at Telematic Education otherwise they will not be able to cope with the need to develop programmes. The P@W will in future still prove to be the most significant teaching and development strategy that this institution has embarked on.</i>	#1
		<i>In accordance with Prof. ... learning theory, it is important to answer the question WHY at the beginning of a lecture. Why are we going to lecture, what we are going to be taught? Why do we need to know, what we are going to be taught? This may sound petty, but it has great value. All lecturers should spend time on "selling" the content before offering it, because it forms the foundation of everything that follows it. If we see the value of the knowledge first, we tend to form a positive attitude (Bloom) towards it and will therefore want to have it. The mission is therefore more easily accomplished. Ask ..., she knows about this. Just a thought</i>	#2
		<i>The great initiative of P@W will need to be kept alive in order to be a great success in future. Now is not the time to be faint hearted and thereby cause the project to lose momentum. Management will possibly need to extend not only the training of new partners but also the means to complement the project. That effectively means that every faculty will need a full-time instructional designer who basically knows the field to transform the current training system to at least a mixed e-learning system. Telematic Education will furthermore need more staff to assist in e-learning development. The most important aspect of the project is to extend the technology at all departments in order to be able to facilitate e-learning. Every lecture room should at least be equipped with ADSL, video projector, and DVD players. If this is not done, TUT will stay behind in terms of cutting edge training. Being a university of TECHNOLOGY it really is unthinkable that TUT does not have this technology already.</i>	#3
		<i>This is a very useful programme for complementing any text. It is in fact crucial in the Arts where the picture so often explains the concept without ambiguity. Corel Draw is a must for any department in the Arts Faculty.</i>	#4
		<i>The Blogger Programme is more useful to those who peruse its content, than those who create the content. Not getting feedback regarding all the effort by so many people that is put into the Blogging creates a feeling that the input has no outcome. But this is obviously only psychological.</i>	#5

Table H.4 Reasoning on SU:Participant 8 (cont.)

Coping strategy	Reasoning	Quotation	Number
SU- What could be learned from this	Perception positive	<p><i>Our previous lecture made me feel sorry for the way I sometimes run over new students. We started the lecture on e-portfolios with the term hyperlink. I was hoping that I would during the lecture come to understand the term. Alas, at the end of the lecture, I had not progressed beyond the term hyperlink. I today still think that it has something to do with a "BAIE GROOT APTEEK".</i></p> <p>Comment: Use humour in a positive way</p>	#6
		<p>WebCT: <i>WebCT is the heart of the e-learning system. What started off as a frightening perception regarding this formidable learning programme ended up being a very positive experience. This was due to the realization that for a programme to be so effective, it had to have many dimensions, functions, and possibilities. I believe that those institutions who do not buy-in to WebCT or a similar programme, will in future educational environment, be left behind.</i></p> <p>Comment: Positive reasoning</p>	#7
		<p><i>The producing of a professional video makes Camtasia redundant. I believe that very few of the Partners, for understandable reasons, can appreciate the power of an effective training video. This technology, when done professionally, can encapsulate most of the other technologies. The only drawback is the expense involved in producing video.</i></p> <p>Comment: Note the reasoning - linkage with EI? Cognitive decision making</p>	#8
		<p><i>The technology involved in organising such a conference is however one point of concern. If the technology fails you on the day, then you have problems. This is an "all or nothing" technology.</i></p> <p>Comment: Cognitive decision making</p>	#9
		<p><i>Respondus is user friendly and most of the Partners reacted positively towards its capabilities. It was enlightening that multiple-choice, which may be regarded by some as a "monkey-puzzle" with little educational value, turned out to be quite the opposite. I believe that this programme has the ability to accurately test the students' knowledge</i></p>	#10

Table H.4 Reasoning on SU: Participant 8 (cont.)

Coping strategy	Reasoning	Quotation	Number
SU- What could be learned from this	Perception positive	<i>An intervention that could increase the quality of learning, when understanding and applying narrative structure, was decided upon. A DVD teaching aid comprising examples from critically acclaimed movies and a presentation that focused specifically on providing insight into this aspect of scriptwriting was designed. A DVD on the Neo-Classical Paradigm, which is a prime example of classical dramatic narrative structure, was produced with the help of experts.</i>	#11
		<i>The Show & Tell was, as always, very valuable in terms of gaining perspective on what works and what works better in webpage design.</i>	#12
		<i>Last week's show and tell as with this week's is very valuable in terms of incidental learning. People who work on the same projects, have the same problems and discuss useful solutions</i>	#13
	User friendly	<i>Respondus is user friendly and most of the Partners reacted positively towards its capabilities. It was enlightening that multiple-choice, which may be regarded by some as a "monkey-puzzle" with little educational value, turned out to be quite the opposite. I believe that this programme has the ability to accurately test the students' knowledge</i>	#14
	Unsure	<i>Some of the Partners, myself included, have to learn the following 8 "languages" before they can start designing their instructional programmes:</i> <i>WebCT, ePortfolios, Blogger, FrontPage, PowerPoint, Yahoo Mes., NetMeeting, Corel Draw.</i> <i>Is this realistic or am I computer illiterate?</i>	#15
	Make suggestion	<i>The show & tell is very useful. With regards to Perspective: This is the 3rd programme that may be used to design assessments. In a situation where I am experiencing information over-load, I would prefer the designers to choose the best programme for us and then stick to that one only. Why do we need to know how to drive a car, bicycle and tractor when you need to go from point a to b?</i>	#16
		<i>The blogging is starting to feel like a useless exercise, which off course it is not. Maybe ... should give regular feed-back on the group's experience. I feel as if our comments are being ignored because we don't get feed-back.</i>	#17

Table H.5 Reasoning on POS: Participant 8

Coping strategy	Reasoning	Quotation	Number
POS- Will use it in future	Perception positive	<i>I am impressed by the website (prenhall) because they have my entire prescribed book on offer.</i>	#1
		<i>FrontPage lays the foundation for any programme that needs to be placed on WebCT. The importance of creating a structure on the WebCT programme cannot be underestimated and this is what FrontPage allows one to do. You can have all the “bells & whistles” at your disposal but if your programme is not logically structured, it is bound to fail.</i>	#2
		WebCT: <i>WebCT is the heart of the e-learning system. What started off as a frightening perception regarding this formidable learning programme ended up being a very positive experience. This was due to the realization that for a programme to be so effective, it had to have many dimensions, functions, and possibilities. I believe that those institutions who do not buy-in to WebCT or a similar programme, will in future educational environment, be left behind.</i> Comment: Positive reasoning	#3
		<i>Respondus is user friendly and most of the Partners reacted positively towards its capabilities. It was enlightening that multiple-choice, which may be regarded by some as a “monkey-puzzle” with little educational value, turned out to be quite the opposite. I believe that this programme has the ability to accurately test the students’ knowledge.</i>	#4
POS- Mention the positive	Perception positive	<i>The most obvious impact of implementing the P@W project is going to be the need to expand the technology at all faculties at TUT in order to implement telematic programmes. A second need that will arise is the need to expand facilities at Telematic Education otherwise they will not be able to cope with the need to develop programmes. The P@W will in future still prove to be the most significant teaching and development strategy that this institution has embarked on.</i>	#5



Table H.6 Reasoning on OPT: Participant 8

Coping strategy	Reasoning	Quotation	Number
OPT- Things will work out	Perception positive	<i>The most obvious impact of implementing the P@W project is going to be the need to expand the technology at all faculties at TUT in order to implement telematic programmes. A second need that will arise is the need to expand facilities at Telematic Education otherwise they will not be able to cope with the need to develop programmes. The P@W will in future still prove to be the most significant teaching and development strategy that this institution has embarked on.</i>	#1

Table H.7 Reasoning on Use Humour: Participant 8

Coping strategy	Reasoning	Quotation	Number
Use humour	Made suggestion	<i>The show & tell is very useful. With regards to Perspective: This is the 3rd programme that may be used to design assessments. In a situation where I am experiencing information over-load, I would prefer the designers to choose the best programme for us and then stick to that one only. Why do we need to know how to drive a car, bicycle and tractor when you need to go from point a to b?</i>	#1
	Perception negative	<i>My feelings can only be described as "manic-calm". At times I felt overwhelmed by the constant flow of homework while I was trying to learn the "language" of the computer programs. It was like trying to direct Chinese workers during the process of building a nuclear plant, while still learning to speak Chinese. However, once the program was mastered, it became very enjoyable to be part of the group all involved in instructional design.</i> Comment: Note the use of humour to change the negative in positive	#2
	Perception positive	<i>I appreciated the help given to me by... and ... regarding creating e-portfolios. One does not always realize how much you know, until you see how little others know about your field of specialization. Today I can say: "I know I know a lot, because I know I know so little".</i>	#3
		<i>After two days of information-overload, I ironically feel a sense of appreciation. This is like learning many languages simultaneously. While learning the first language you have to do an assignment in the next language. In the final analysis, this is like being glad that you have gone to the army, but do not wish to do it again. ... followed a softer teaching methodology by taking us through the journey step by step.</i> Comment: Note the use of humour- EI link?	#4

Table H.7 Reasoning on Use Humour: Participant 8 (cont.)

Coping strategy	Reasoning	Quotation	Number
Use humour	Perception positive	<i>The show & tell is very useful. With regards to Perspective: This is the 3rd programme that may be used to design assessments. In a situation where I am experiencing information over-load, I would prefer the designers to choose the best programme for us and then stick to that one only. Why do we need to know how to drive a car, bicycle and tractor when you need to go from point a to b?</i>	#5
		<i>Our previous lecture made me feel sorry for the way I sometimes run over new students. We started the lecture on e-portfolios with the term hyperlink. I was hoping that I would during the lecture come to understand the term. Alas, at the end of the lecture, I had not progressed beyond the term hyperlink. I today still think that it has something to do with a "BAIE GROOT APTEEK".</i> Comment: Use humour in a positive way	#6

Table H.8 Reasoning on SUPA: Participant 8

Coping strategy	Reasoning	Quotation	Number
SUPA-Ask for help	Perception positive	<i>My instructional designer helped, Partners helped and I even employed a personal friend to help me understand the programs, especially FrontPage.</i>	#1
		<i>Now that I know what I know, I will need very little assistance form the instructional designers in creating the programs. I will however need a lot of help regarding the implementation and activation of the program.</i>	#2
SUPA-Get help from ID	Perception positive	<i>I appreciated the help given to me by... and ... regarding creating e-portfolios. One does not always realize how much you know, untill you see how little others know about your field of specialization. Today I can say: "I know I know a lot, because I know I know so little".</i>	#3
		<i>My own blood, sweat, and tears. Struggling the way all computer illiterates struggle when first learning a program. My instructional designer helped, Partners helped and I even employed a personal friend to help me understand the programs, especially FrontPage.</i>	#4
		<i>An intervention that could increase the quality of learning, when understanding and applying narrative structure, was decided upon. A DVD teaching aid comprising examples from critically acclaimed movies and a presentation that focused specifically on providing insight into this aspect of scriptwriting was designed. A DVD on the Neo-Classical Paradigm, which is a prime example of classical dramatic narrative structure, was produced with the help of experts.</i>	#5



Table H.8 Reasoning on SUPA: Participant 8 (cont.)

Coping strategy	Reasoning	Quotation	Number
SUPA-Learn from others	Perception positive	<i>The show & tell was valuable in terms of learning from the examples: "Die mag van die voorbeeld spreek 'n ondubbelsinnige taal". The workshop on e-Testing by ... was equally valuable. Just felt sorry for her and any lecturer for that matter who has to lecture in the Internet Cafe. The acoustics is very bad and it makes it very difficult for a lecturer to lecture and students to hear. Just a thought!</i>	#6
		<i>The Show & Tell was, as always, very valuable in terms of gaining perspective on what works and what works better in webpage design.</i>	#7
		<i>Last week's show and tell as with this week's is very valuable in terms of incidental learning. People who work on the same projects, have the same problems and discuss useful solutions.</i>	#8

Table H.9 Reasoning perceived ability: Participant 8

Reasoning	Quotation	Number
Able to use it	<i>This is a very useful programme for complementing any text. It is in fact crucial in the .. where the picture so often explains the concept without ambiguity. Corel Draw is a must for any department in the ... Faculty.</i>	#1
	<i>The Blogger Programme is more useful to those who peruse its content, than those who create the content. Not getting feedback regarding all the effort by so many people that is put into the Blogging creates a feeling that the input has no outcome. But this is obviously only psychological</i>	#2
	<i>FrontPage lays the foundation for any programme that needs to be placed on WebCT. The importance of creating a structure on the WebCT programme cannot be underestimated and this is what FrontPage allows one to do. You can have all the "bells & whistles" at your disposal but if your programme is not logically structured, it is bound to fail.</i>	#3
	<i>The producing of a professional video makes Camtasia redundant. I believe that very few of the Partners, for understandable reasons, can appreciate the power of an effective training video. This technology, when done professionally, can encapsulate most of the other technologies. The only drawback is the expense involved in producing video.</i> <i>Comment: Note the reasoning - linkage with EI? Cognitive decision making</i>	#4



Reasoning	Quotation	Number
	<p><i>Video conferencing is ideal for bringing to the lecture hall, an expert without major expenses attached. The technology involved in organising such a conference is however one point of concern. If the technology fails you on the day, then you have problems. This is an “all or nothing” technology.</i></p> <p><i>Comment:</i> <i>Cognitive decision making</i></p>	#5
	<p>WebCT: <i>WebCT is the heart of the e-learning system. What started off as a frightening perception regarding this formidable learning programme ended up being a very positive experience. This was due to the realization that for a programme to be so effective, it had to have many dimensions, functions, and possibilities. I believe that those institutions who do not buy-in to WebCT or a similar programme, will in future educational environment, be left behind.</i></p> <p><i>Comment:</i> <i>Positive reasoning</i></p>	#6
	<p><i>Respondus is user friendly and most of the Partners reacted positively towards its capabilities. It was enlightening that multiple-choice, which may be regarded by some as a “monkey-puzzle” with little educational value, turned out to be quite the opposite. I believe that this programme has the ability to accurately test the students’ knowledge.</i></p>	#7
Need to master part of it	<p><i>Now that I know what I know, I will need very little assistance from the instructional designers in creating the programs. I will however need a lot of help regarding the implementation and activation of the program</i></p>	#8
Empowering	<p><i>My feelings can only be described as “manic-calm”. At times I felt overwhelmed by the constant flow of homework while I was trying to learn the “language” of the computer programs. It was like trying to direct Chinese workers during the process of building a nuclear plant, while still learning to speak Chinese. However, once the program was mastered, it became very enjoyable to be part of the group all involved in instructional design.</i></p> <p><i>Comment:</i> <i>Note the use of humour to change the negative in positive</i></p>	#9
	<p><i>Respondus is user friendly and most of the Partners reacted positively towards its capabilities. It was enlightening that multiple-choice, which may be regarded by some as a “monkey-puzzle” with little educational value, turned out to be quite the opposite. I believe that this programme has the ability to accurately test the students’ knowledge</i></p>	#10

Table H.10 Range of perceived abilities: Participant 8

Able to use it	Need to master part of it	Empowering	Clueless	Did not use it
✓	✓	✓		

Appendix I

Outcomes of the analysis process: Participant 9

Table I.1	Coping strategies: Participant 9
Table I.2	Reasoning on CDM: Participant 9
Table I.3	Reasoning on DPS: Participant 9
Table I.3	Reasoning on OPT: Participant 9
Table I.5	Reasoning on AVA: Participant 9
Table I.6	Reasoning on SUPA: Participant 9
Table I.7	Reasoning perceived ability: Participant 9
Table I.8	Range of perceived abilities: Participant 9



Table I.1 Coping strategies: Participant 9

Possible strategies		Strategies used	
Active coping strategies	Problem focused coping	Cognitive decision making (CDM)	CDM- Thinking about ways to solve the problem
		Direct problem solving (DPS)	DPS- Divided work in chunks DPS- Practice DPS- Use it
		Seeking understanding (SU)	
	Positive cognitive restructuring	Positivity (POS)	
		Control (CON)	
		Optimism (OPT)	OPT- Will be able to use it
		Use humour	
Distraction strategies	Distracting actions (DA)		
	Physical release of Emotions (PRE)		
Avoidance strategies	Avoidant actions (AVA)	AVA- Did not use it	
	Repression (REP)		
	Wishful thinking (WISH)		
Support seeking strategies	Support for actions (SUPA)	SUPA- Learn from others	
	Support for feeling (SUPF)		

Table I.2 Reasoning on CDM: Participant 9

Coping strategy	Reasoning	Quotation	Number
CDM- Thinking about ways to solve the problem	Made suggestion	<i>I find hands on computer lesson too difficult to follow, due to the fact that 'what are we doing? and how its done? ie the buttons on the keyboard, in the head of the presenter.</i>	#1
		<i>An ideal situation for me will be to have, what? on a piece of paper so as to understand the process and actully see what ist that I,m trying to execute step by step. Then I can struggle only with the ,How?</i>	
		<i>Insufficient time was allocated to microsoft front page, or was it meant to be a warm up exercise. I will appreciate a repeat of it.</i>	#2
		HOT POTATO & WIMBA SESSION <i>I would like to use both softwares in my course development, the hands on session was too short. If times allows, I will appreciate a repeat session.</i>	#3
	Enjoyable Feel good about work done	<i>The most outstanding achievement was the development of the drag and drop assessments using Perception. The open day movie that I developed, displayed how technology can be used effectively in communication. The faculty PRO office was overwhelmed and requested a copy for use during her road shows</i>	#4
	Perception positive	WebCT: <i>It's a magnificent learning management system which can be tailor - made to suit individual needs. The features of the system provided me with some of the solutions to my teaching problems. I divided my tasks into chunks. Began with the easiest then proceeded to more challenging tasks. I am comfortable with creating pages and uploading files and assessments quizzes. I still need to explore the use of chat room and students presentation for purposes of assignments and to manage students records.</i>	#5
<i>In the development of the web materials, considerations were made to some of the established online theories, viz. ADDIE model, daisy wheel, online interaction model, etc. The development was also influenced by / aligned to the requirements of the Outcome Based Education policy, and the consistent functionality and usability of icons, graphics, navigations and the layout of web pages.</i>		#6	



Table I.3 Reasoning on DPS: Participant 9

Coping strategy	Reasoning	Quotation	Number
DPS- Divided work into chunks	Perception positive	<i>I divided my tasks into chunks. Began with the easiest then proceeded to more challenging tasks.</i>	#1
DPS- Practice	User friendly	Corel Draw: <i>It was very useful in addressing graphic problems on my web pages. Practice.</i>	#2
DPS- Use it	Enjoyable	Front Page <i>I enjoyed using the software. The beauty of the program made me sit endless hours on the computer. I had to explore the bars and dropdown menu lists of Microsoft office.</i>	#3
		Perception: <i>The program is exciting; I derived pleasure in using the technology. Although I still have to master the question manager system. I created and planned questions in front page and inserted them in perception.</i>	#4
	User friendly	Respondus: <i>It has a friendly environment, most of my assessments were created using respondus. Impressed by the technology at first sight.</i>	#5
Camtasia: <i>An excellent software that I used with PowerPoint slides to summarise some of the study units. I prepared the PowerPoint slides with animation and the script.</i>		#6	
Corel Draw: <i>It was very useful in addressing graphic problems on my web pages. Practice</i>		#7	

Table I.4 Reasoning on OPT: Participant 9

Coping strategy	Reasoning	Quotation	Number
OPT- Will be able to use it	Enjoyable	<i>Creating a webct folder was exciting, its one of the hands on exercises that has made feel good and confident. At the end of the day I had completed my task successfully. I'm looking forward to more exciting events that will be as successful as the webct folders</i>	#1



Table I.5 Reasoning on AVA: Participant 9

Coping strategy	Reasoning	Quotation	Number
AVA- Didn't use it	Not used	Video <i>Not yet explored</i> <i>Awaiting the results of the scripts submitted.</i>	#1
		Video Conferencing <i>Too terrified to think of one.</i> <i>The last item to attempt on my list.</i>	#2

Table I.6 Reasoning on SUPA: Participant 9

Coping strategy	Reasoning	Quotation	Number
SUPA- Learn from others	Perception positive	<i>The presentations were excellent, creativity was displayed by some of my colleagues. I learnt new ways of approaching my work. It was really encouraging and fulfilling to receive positive responses from you.</i>	#1
		<i>I always look forward to this session. It gives us an opportunity to share and reflect on our experiences as we develop materials. I found it to be very interesting, for me that's where actual learning takes place.</i>	#2

Table I.6 Reasoning perceived ability: Participant 9

Reasoning	Quotation	Number
Able to use it	<p>WebCT It's a magnificent learning management system which can be tailor - made to suit individual needs. The features of the system provided me with some of the solutions to my teaching problems.</p> <p>I am comfortable with creating pages and uploading files and assessments quizzes. I still need to explore the use of chat room and students presentation for purposes of assignments and to manage students records.</p>	#1
	<p>Respondus It has a friendly environment, most of my assessments were created using respondus.</p> <p>Impressed by the technology at first sight.</p> <p>I am comfortable in using it</p>	#2
	<p>Camtasia</p> <p>An excellent software that I used with PowerPoint slides to summarise some of the study units.</p> <p>I prepared the PowerPoint slides with animation and the script. Uploading the file to WebCT remain a problem.</p>	#3
	<p>Corel Draw</p> <p>It was very useful in addressing graphic problems on my web pages.</p> <p>I am capable to use the software</p>	#4
Need to master part of it	<p>WebCT</p> <p>I am comfortable with creating pages and uploading files and assessments quizzes. I still need to explore the use of chat room and students presentation for purposes of assignments and to manage students records.</p>	#5
	<p>Perception</p> <p>I have to sharpen my ability to manage question sets.</p>	#6
	<p>Camtasia</p> <p>Uploading the file to WebCT remain a problem.</p>	#7
Empowering	<p>Perception</p> <p>The program is exciting; I derived pleasure in using the technology</p>	#8
	<p>Corel Draw</p> <p>It was very useful in addressing graphic problems on my web pages</p>	#9
	<p>Front Page</p> <p>I enjoyed using the software. The beauty of the program made me sit endless hours on the computer.</p> <p>Content.</p>	#10



Table I.7 **Range of perceived abilities: Participant 9**

Able to use it	Need to master part of it	Empowering	Clueless	Did not use it
✓	✓	✓		✓

Appendix J

Outcomes of the analysis process: Participant 10

Table J.1	Coping strategies: Participant 10
Table J.2	Reasoning on CDM: Participant 10
Table J.3	Reasoning on DPS: Participant 10
Table J.4	Reasoning on AVA: Participant 10
Table J.5	Reasoning perceived ability: Participant 10
Table J.6	Range of perceived abilities: Participant 10



Table J.1 Coping strategies: Participant 10

Possible strategies		Strategies used	
Active coping strategies	Problem focused coping	Cognitive decision making (CDM)	CDM- Thinking about ways to solve the problem
		Direct problem solving (DPS)	DPS- Use it
		Seeking understanding (SU)	
	Positive cognitive restructuring	Positivity (POS)	
		Control (CON)	
		Optimism (OPT)	
		Use humour	
Distraction strategies	Distracting actions (DA)		
	Physical release of Emotions (PRE)		
Avoidance strategies	Avoidant actions (AVA)	AVA- Did not try to implement AVA- Did not use it AVA- Stop using it	
	Repression (REP)		
	Wishful thinking (WISH)		
Support seeking strategies	Support for actions (SUPA)		
	Support for feeling (SUPF)		



Table J.2 Reasoning on CDM: Participant 10

Coping strategy	Reasoning	Quotation	Number
CDM- Thinking about ways to solve the problem	Perception positive	<p><i>The question can now be asked why technology in a computer based learning area. What difference can it make?</i></p> <p><i>The problem which we are confronted with is time. The student must reach a certain level of competency and must be able to use the programs effectively.</i></p> <p><i>The reason why I want to use a Learning Management System like WebCT is for uploading of documents which is part of the theoretical outcomes of the program for example the National Curriculum Statement which is the core of the learning area. This document gives the student guidance through the learning areas, which are important to teach the learning area in a school. The LMS is also used to upload student groups and assignments and also for the preparation of lesson plans.</i></p> <p><i>Task and assignments and their due date is a part of the learning area which is also very important, especially if the student missed the lesson he/she can use WebCT for reverence. The LMS also made provision to manage working groups and report back can be done by the students. It helps me to manage my class room activities much more effectively.</i></p> <p><i>The project which I am very proud of is on how to use the keyboard effectively.</i></p> <p><i>On a CD the student can step by step go through the instructions to manage him/herself to use the keyboard effectively.</i></p> <p><i>The students are also using a typing tutor tool to increase there skill and keyboard abilities. On this program, progress is monitor and results are immediately available. Feedback is very important to the students for motivational purpose and also to measure their own progress.</i></p>	#1

Table J.3 Reasoning on DPS: Participant 10

Coping strategy	Reasoning	Quotation	Number
DPS- Use	Enjoyable	Camtasia: <i>Het dit onmiddelik aanvaar en geniet</i>	#1
		CorelDraw <i>Gebruik nogsteeds en geniet die program baie</i>	#2
		Camtasia <i>Users friendly en lekker om te gebruik in my vakgebied</i>	#3
		FrontPage <i>Meer vertrouwd met die program en weet ook nou hoe om te zip en te upload op WebCT en watter link om te kies op te maak.</i>	#4
	User friendly	Respondus <i>Gebruik Respondus om toetse op te laai</i>	#5
		Respondus <i>Het Respondus baie positief beleef en users friendly</i>	#6
		Camtasia <i>Users friendly en lekker om te gebruik in my vakgebied.</i>	#7
	Unsure	WebCT <i>Het groot deel van die program bemeester, vergeet net af en toe die stappe om op te laai. Nog onseker oor sekere afdeling maar is seker sal dit bemeester soos ek dit gebruik.</i>	#8

Table J.4 Reasoning on AVA: Participant 10

Coping strategy	Reasoning	Quotation	Number
AVA- Did not try to implement	Did not focus on mastering it	Perception <i>Nog nie bemeester nie</i>	#1
AVA- Did not use it	Not used	Video <i>Nog nie gebruik</i>	#2
		Perception <i>Nie van toepassing op my vakgebiednie- het dit ook nie gebruik nie</i>	#3
		Video <i>Voel nie die nodigheid vir my vak om te gebruik</i>	#4
		<i>Comment: Compare with other participants who also perceived some of the technologies as not related to subject area _ possible EI linkage?</i>	
		Video conferencing <i>Voel dis nie nodig om te gebruik in my vak nie</i>	#5
AVA- Stop using it	Not used	Blog <i>Gebruik nie meer- dink dit is nie meer nodig</i>	#6

Table J.5 Reasoning perceived ability: Participant 10

Reasoning	Quotation	Number
Able to use it	Respondus Het Respondus baie positief beleef en users friendly	#1
	Respondus Gebruik Respondus om toetse op te laai	#2
	CorelDraw Gebruik nogsteeds en geniet die program baie	#3
	Camtasia Users friendly en lekker om te gebruik in my vakgebied.	#4
Need to master part of it	FrontPage Het nogal gespook met die navigations en om te "save" om op WebCt te laai	#5
	FrontPage Meer vertrouwd met die program en weet ook nou hoe om te zip en te upload op WebCT en watter link om te kies op te maak.	#6
	WebCT Het groot deel van die program bemeester, vergeet net af en toe die stappe om op te laai. 16. Nog onseker oor sekere afdeling maar is seker sal dit bemeester soos ek dit gebruik.	#7
	Perception Nog nie bemeester nie	#8
Empowering	Video conferencing Hou baie van die media	#9
	CorelDraw Het dit van die begin af geniet om die veranderings op illustrasies en foto's aante bring.	#10
	Blogger Het van die begin af geniet om te blog <i>Comment: Enjoy- but only blogged twice?</i>	#11
	Yahoo Messenger Baie geniet en geniet dit nogsteeds baie-wens ons kan ook ons kollegas in ons departemente op Yahoo oopmaak!	#12
	Camtasia: Het dit onmiddelik aanvaar en geniet	#16
	Camtasia Users friendly en lekker om te gebruik in my vakgebied	#17

Table J.6 Range of perceived abilities: Participant 10

Able to use it	Need to master part of it	Empowering	Clueless	Did not use it
✓	✓	✓		

Appendix K

Table K.1 refers to a survey of inventories as discussed in chapter 3 p. 108.

Table K.1 Survey of inventories

Inventory	Scales
The Miller Behavioral Style Scale (MBSS)	<ul style="list-style-type: none"> • Vigilant attentional style • Avoiding attentional style
The Mainz Coping Inventory	<ul style="list-style-type: none"> • Vigilance • Cognitive avoidance
Billings and Moos Coping Measures	<ul style="list-style-type: none"> • Appraisal-focused coping • Problem-focused coping <ul style="list-style-type: none"> ❖ Information seeking ❖ Problem solving • Emotion-focused coping <ul style="list-style-type: none"> ❖ Affective regulation ❖ Emotional discharge
The Ways of Coping Questionnaire (WCQ)	<ul style="list-style-type: none"> • Confrontive coping • Distancing • Self-controlling • Seeking social support • Accepting responsibility • Escape-avoidance • Planful problem solving • Positive reappraisal
The Adolescent Coping Orientation for Problem Experiences Inventory (A-COPE)	<ul style="list-style-type: none"> • Ventilating feelings • Seeking diversions • Developing self-reliance and optimism • Solving family problems • Avoiding problems • Seeking spiritual support • Investing in close friends • Seeking professional support • Engaging in demanding activity • Being humorous • Relaxing



Table K.1 Survey of inventories (cont.)

Inventory	Scales
The COPE Scale: Theoretically derived dimensions	<ul style="list-style-type: none"> • Active coping • Planning • Suppression of competing activities • Restraint coping • Seeking social support for instrumental reasons • Positive reinterpretation and growth • Acceptance • Turning to religion • Focus on and venting of emotions • Denial • Behavioural disengagement • Mental disengagement
CCSC & HICUPS	<ul style="list-style-type: none"> • Active coping strategies <ul style="list-style-type: none"> ❖ Problem focused coping <ul style="list-style-type: none"> ➢ Cognitive decision making ➢ Direct problem solving ➢ Seeking understanding ❖ Positive cognitive restructuring <ul style="list-style-type: none"> ➢ Positivity ➢ Control ➢ Optimism • Distraction strategies <ul style="list-style-type: none"> ❖ Distracting actions ❖ Physical release of emotions • Avoidance strategies <ul style="list-style-type: none"> ❖ Avoidant actions ❖ Repression ❖ Wishful thinking • Support seeking strategies <ul style="list-style-type: none"> ❖ Support for actions ❖ Support for feeling

Appendix L

Consent document

Linkages between emotional intelligence and coping strategies in mastering new educational technologies

Dear Colleague

I am a doctoral student in the department Curriculum Studies at the University of Pretoria. As a partial fulfilment of the doctoral requirements, I am planning to conduct a study exploring the mastering of new technologies in a blended learning environment. The purpose of the study will be to explore and describe linkages between emotional intelligence and the ability to cope with new educational technologies. Your participation in this study is requested because of your experience as part of the Partners@Work programme. Your participation is voluntarily and you may withdraw from the study at any time and you will not be disadvantaged in any way if you decide to withdraw. Participating in the study will require approximately 2 hours for an in-depth interview. With your permission the interviews will be audio taped and transcribed. Tapes will be kept safely at Telematic Education and only the researcher will have access to the tapes.

The information supplied by you will be confidential and transcriptions will randomly identify participants as participant A, B or C, etc.

Data gathered from the study will be used for educational purposes in an attempt to clarify the role of emotional intelligence and coping with new technologies in order to provide guidelines to facilitators to optimise training in blended learning courses.

I will be contacting you shortly to answer any questions you might have concerning your participation in the study. I appreciate your thoughtful consideration of my request and I look forward to your participation in the study.

Sincerely,

Janette Kruger
Cell: 0829233621
E-mail: krugerj@tut.ac.za

Consent form:

I, _____, have been informed about this study, and I agree to participate in this study with Janette Kruger.

Signature Participant _____ Date _____

Signature Researcher _____ Date _____