Research Objectives:

- <mark>Find/measure the effect(s) of Active Listening in a virtual setting;</mark>
- <mark>Assess if the "game" would suffice as a "virtual learning environment";</mark>
- <mark>Confirm if certain virtual elements can substitute for the physical/real requirements in Active Listening.</mark>

Approach: Inductive (data determines themes) & Semantic (explicit/opinions)

Main Coding: Effects of Active Listening in a Virtual Setting		
Themes		Excerpts
Appeal	[CLG-S]	it helps by somehow **entertaining** the students
	[CLG-S]	[the *gestures*] will be quite **exciting** for the students
	[CLG-S]	It can be **somehow exciting**… on an online setup [of] learning
	[SHS-S]	**more exciting** since this is a new thing… or a new perspective
	[JHS-S]	**draw more attention** since it's new to them
	[SHS-S]	students will be **excited**… it will be **a lot more exciting** than the usual ones
	[CLG-S]	the avatar is quite **more enjoyable**… It **is quite exciting** if they create avatars
	[CLG-S]	[using *avatars*,] students will be able to **entertain themselves**
	[CLG-S]	I can **vocalize / share more** if I am closing my camera or like that
	[CLG-S]	I've tried [*VR*] once and I **quite interacted** with a lot of people **more**
	[CLG-S]	I can **show my true attitude & self in a virtual platform**
	[JHS-T]	It is something that the students who would be **very interested** in
	[JHS-T]	I was **very, very into it**, that [JHS-S] is also **very excited** to be in that simulation
	[CLG-T]	worth it to use because it will really get **a lot of interest [and] attention**
	[JHS-T]	the more the simulation… **can really trigger that interest** in the discussion
	[JHS-T]	the **more that they have enjoyed**… **the more that they could recall**…
	[JHS-T]	[*Walking*] could be really good / interesting… I'm **excited**… if that will be possible
	[SHS-T]	Mas kita natin na parang **mas namomotivate** sila to attend their classes
	[CLG-T]	**will help** most of the student to be more participative and **interested**
	[CLG-T]	They are **still interested and present** mentally and physically- virtually
	[CLG-T]	it's really one step, no, to also **help them to be motivated** and engaged in studies
More and New	[CLG-S]	a **new perspective** for online students; for the students and teachers
	[JHS-S]	**a whole new experience** and it's very entertaining
	[CLG-S]	[having **new** features] is quite enlightening / good
	[CLG-S]	more exciting since this is a **new thing**… or a **new perspective**
	[JHS-S]	it will draw more attention since it's **new to them**
	[JHS-S]	marami po siyang **features**… **mas marami** na pong **pwede magamit**
	[SHS-S]	students will be excited if there are **a lot of features**
	[CLG-S]	It would benefit… due to its **new look and new features**
	[SHS-T]	a **new tool** for them rin when it comes to the learning / their learnings
	[SHS-T]	it would be better para **mas/may bagong** environment / tool yung mga students
	[JHS-T]	**new** potential LMS that could… **improve the delivery** of remote learning
	[JHS-T]	the impact is inevitable. Parang hindi natin siya mapipigilan
Interaction	[SHS-S]	**enhances** the virtual interactions… students would be **more focused**
	[CLG-S]	specially to **interact** with a student-&-teacher communication
	[JHS-S]	**helps** the teacher know what emotions nafe-feel ng students
	[SHS-S]	the instructor **may be able** to tell if the participants truly comprehend
	[SHS-S]	**easily attract** the attention of the speaker
	[SHS-S]	speaker can **easily ask** what the questions will be
	[JHS-S]	the teacher would **easily recognize** them
	[SHS-S]	**maybe able** to determine whether or not they truly understand
	[JHS-S]	**mas ma-eengage** po sila makini g kasi mas marami na pong pwede magamit
	[JHS-S]	**madali** pong **malaman**… yung parang nafe-feel ng students
	[CLG-S]	in an **interactive** way, mostly, sir, we can hide behind the camera
	[CLG-S]	give students **more mental involvement** especially in the classroom
	[CLG-T]	I also agree… It also helps us to be **more interactive** inside
	[CLG-T]	as a part of the **engagement**… [so] students can **participate actively**
	[JHS-T]	gives us the feeling of the **engagement**
	[SHS-T]	Yes, the simulated physical motions **help in the virtual interaction**
	[CLG-T]	*head movement* really **helps a lot**… [to] **understand** if the students dis / agreed
	[JHS-T]	I think it, somehow, **suggests**… how the students feels in front of the device

	[SHS-T]	this will **help** the **teaching and learning process** to be **more effective**
	[CLG-T]	it's really **interactive**… is really **more engaging** in the simulation
	[JHS-T]	**good** environment / **conducive** to learning, because there are **more engagement**
	[JHS-T]	[environment] could at least maybe **increase** that **attention & interest**
	[JHS-T]	use apps / programs [like this] that we could really **enrich the engagement**
	[SHS-T]	I think this will be **more engaging**… **mas engaged** yung mga students
	[CLG-T]	worth it to use because… [of] having a **good interactive** with the students
	[CLG-T]	a **good step** towards a virtual classroom that is **more conducive** for the students
	[SHS-T]	It **provides an interaction, yung engagement**, between the teacher / classmates
	[CLG-T]	Parang on the other level of learning, so it's **really helpful and engaging**
	[SHS-T]	**mas maging… Engaging**, yung class discussion, ayon, using this simulation
	[JHS-T]	this program can **help** the teachers as well to **enhance** their strategies
	[SHS-T]	**collaborative learning** could be **promoted** [through *roaming around*]
	[SHS-T]	is an **effective tool** especially kapag… they can **participate** in class discussion
	[CLG-T]	**will help** most of the student to be more **participative** and interested
	[CLG-T]	They are **still** interested and **present mentally and physically- virtually**
	[CLG-T]	it's really one step, no, to also **help them to be** motivated and **engaged in studies**
	[JHS-S]	I think it would be a **benefit** since… marami po siyang features
	[CLG-S]	It would **benefit**… some of our meetings and conferences as well
	[CLG-S]	give students more mental involvement… and that's **good**
General	[JHS-T]	**yes**, because somehow it not literally replaces but [is] at least an alternative
	[CLG-T]	I also **agree**… It also helps us to be more interactive inside
	[SHS-T]	Yes, the simulated physical motions **help** in the virtual interaction
	[JHS-T]	Literally, it's **not that bad**… I think it really has **great potential**.
	[JHS-T]	for us to be able to do remote learning **really effective**
	[SHS-T]	I think this… can possibly **provide a conducive learning environment**
	[CLG-T]	I both **agree**… **positive** talaga yung magiging outcome for the students / teachers
	[CLG-T]	it will really be **worth it**… get a lot of interest, attention, and… good interactive
	[CLG-T]	a **good step** towards a virtual classroom that is **more conducive** for the students
	[JHS-T]	It's a **definite yes [being a benefit** to the my class]
	[SHS-T]	it will **benefit** our classes… **provide** an engaging student-teacher learning process
	[JHS-T]	it's not just used for the **benefit of the student**, but also it **benefits the teachers**
	[SHS-T]	I think the **customization** of avatar would be **better** for our students
	[JHS-T]	new potential LMS that could… **improve the delivery** of remote learning
	[JHS-T]	**cannot say that the impact is just a negative**… it shows a lot of **positive**
	[SHS-T]	the use of this technology is **a step to a better learning** in the new normal
	[SHS-T]	**a step towards the development** of a new learning system in… the new normal
	[CLG-T]	I think this shows that education is really, ano, is **innovating**
	[CLG-T]	**technology has a great role** in… education… **this is one of the results of that**
Facial Expression	[CLG-S]	**helps** by somehow entertaining the students
	[JHS-S]	**helps** the teacher know what emotions nafe-feel ng students
	[SHS-S]	the instructor **may be able** to tell if the participants truly comprehend
	[JHS-T]	that **depends**, really, on **how the students also are behaving** on the other end
Head movements	[CLG-S]	there is also a **positive thing** about [*head movements*]
	[SHS-S]	[*head movements* are] a **positive thing** since the teachers can observe
	[CLG-T]	*head movement* really **helps a lot**… [to] **understand** if the students dis / agreed
	[JHS-T]	I think it, somehow, **suggests**… how the students feels in front of the device
	[SHS-T]	[*head movement*] in a **positive way** is, siguro they are trying to explore
	[JHS-T]	**dependent** as well, on how long the students would be using the simulation
Gestures	[CLG-S]	**it's okay, it's good as well** po… can also be a **good thing** for the teachers
	[SHS-S]	it's a **positive** thing having the *gestures*
	[JHS-S]	*gestures* would **help a lot**… **help** them voice out
	[SHS-S]	*gestures* will give a **big help** for the student as well as the teacher
	[JHS-T]	it's a **good feature** because I can directly see
	[CLG-T]	so I think this simulation [of *raising the hand*] is **helpful**
	[SHS-T]	I **agree**… this will **help** the teaching and learning process to be more effective
	[SHS-T]	I guess this is **a good feature** of the simulation
	[JHS-T]	[*idle gestures* or *postures*] could be a **good idea** as well
	[SHS-T]	adding other gestures/additional gestures in the simulation would **be better**
Other Features	[JHS-S]	[*Walking or more movement*] is **ok**… **maganda** po siyang **experience**
	[CLG-S]	keep [*walking or more movement*] somehow **minimal**

	[CLG-S]	I believe *virtual* [*reality*] is **good**
	[SHS-S]	*VR* or *virtual reality* po will be **a lot cooler**
	[JHS-S]	[*VR*] It would be **a lot cooler** po
	[JHS-T]	if [**roaming**]… could be possible… it could lead to a **good strategy**
	[JHS-T]	[*Walking*] could be **really good / interesting**…
Most Contribution	[CLG-S]	the **"most"** [useful] is the [use of] *gestures*… Para po **di nag-uunahan**
	[SHS-S]	the feature that **contributes the most**… it's the *facial reactions*
	[JHS-S]	*facial reaction* po yung **pinaka-maano** na feature
	[JHS-T]	I guess the **best** are the **gestures**.
	[SHS-T]	I think the **best feature** would be, yeah, I think the **gesture** in the avatar itself.
Least	[CLG-S]	the **"least"** command is yung ***head movements*** talaga
Improvements	[JHS-S]	gawin po [yung *environment*] mas… ano po **sa mga mata** ng students
	[CLG-S]	what's **missing** is the **presentation element** (e.g. blackboard, ppt)
	[SHS-S]	the things that are **missing** po, they already told/said po (2 above)
	[SHS-S]	For the improvement, I think the *gestures*
	[JHS-T]	for **improvement**, not the least, 'bout **the heads**
	[JHS-T]	maybe also… **for the teacher**, we could **add some gestures**
	[SHS-T]	**to be improved** is… the **reaction**… [and] siguro yung **avatar** din
	[SHS-T]	the **customization of the avatar**, I think that's something **to be improved**
	[CLG-T]	I think the one that I said last time is **the face [is missing]**
	[JHS-T]	if [the *roaming*] **improvement** could be possible / could lead to a **good strategy**
	[CLG-T]	We can **change the background or the environment**… It's **for improvement**
	[SHS-T]	Why can't we **do something**… [like] **breakout rooms**
	[CLG-T]	just a few **changes** like… the **color will distinguish the gender**
Distraction (Head Movement)	[CLG-S]	somehow **distracting**… I can't listen **quite attentively**
	[JHS-S]	I find it **distracting** din po
	[SHS-S]	for the student perspective… Quite **distracting**, po
	[JHS-T]	That **negative** thing… **distracting** to the students

Main Coding: The Game as a Virtual Learning Environment		
Themes		**Excerpts**
Remote Learning	[CLG-S]	a new perspective… for those… who are currently on an **online-based situation**
	[SHS-S]	just like here in ***Zoom***, we have reactions like the joy, thumbs-up, or clap motion
	[JHS-S]	since it's new to them and the students will **maximize all the features**
	[CLG-S]	in an online setup we can't just **speak simultaneously**… Para po di nag-uunahan
	[CLG-S]	[Using other platforms] eats up a lot of storage in our gadgets… trying to update
	[CLG-S]	trying to use data… it is quite hard for students who have low budget
	[CLG-T]	**unlike in synchronous sessions** where the student's camera is off
	[JHS-T]	student could actually show like what we are doing… in the **residential setup**
	[JHS-T]	some students **cannot access** the react/raise-hand button [in *MS Teams*]
	[CLG-T]	**not able to see who is raising** their hand [in *MS Teams*]
	[JHS-T]	[other platforms] have the **same basic features** that they can **already… navigate**
	[JHS-T]	I could really **some edge** from the program **compared to the existing ones** now
	[CLG-T]	in *Teams*… we have **seating arrangement**, like we're in [a realistic] **environment**
	[SHS-T]	**breakout rooms** siguro… Just like the *Zoom* and din the *MS Teams*
	[JHS-T]	[student *expressions* are] something that we [teachers] **couldn't control**
	[JHS-T]	Before, the remote learning is only considered for higher education, but this time we have introduced it in the lower levels
	[SHS-T]	the use of this technology is a step to a **better learning in the new normal**
	[SHS-T]	a step towards the **development of a new learning system in the new normal**
	[CLG-T]	**technology has a great role in, not just in education, but in our life**
Teacher Interaction	[JHS-S]	different features that we can use **while still learning**
	[SHS-S]	students would be more focused on the **discussion**
	[SHS-S]	enhances the **virtual interactions** since the students would be more focused
	[CLG-S]	specially to interact with a **student-&-teacher communication**
	[JHS-S]	kung paano po nila **ina-adapt yung naituturo** sa kanila while nakikinig sa teacher
	[SHS-S]	instructor may be able to tell if [they] truly **comprehend**… or… **misconceptions**
	[SHS-S]	observe if the pupils **completely agree**… or **comprehend**… if they're **disagreeing**

	[CLG-S]	especially if the student wants to answer, wants to **give his or her opinion**
	[CLG-S]	a good thing for the teachers if they need to **lighten up the mood** of the class
	[SHS-S]	attract the attention of the speaker **if there are questions**… from the listeners
	[SHS-S]	By this, the **speaker can easily ask** what the questions will be
	[JHS-S]	gestures will really help them **voice out**; like if they have **concerns**
	[CLG-S]	perspective of the teacher, they can also see that students are **quite listening**
	[SHS-S]	instructor… able to determine **whether or not they truly understand** the lesson
	[JHS-S]	*facial reaction* po yung pinaka-maano… kasi **malalaman po talaga** ng teacher
	[CLG-S]	what's missing is the presentation element, on **how… the teacher can present**
	[CLG-S]	because **in communication we need an answer**
	[JHS-S]	malaman… kung ano po ba talaga yung **parang nafe-feel** ng students
	[JHS-S]	[use *walking*] kapag **wala pong discussion** or… makipag-interact… sa classmate
	[JHS-S]	give students **more mental involvement especially in the classroom**
	[CLG-S]	in an online setup we can't just speak simultaneously… Para po **di nag-uunahan**
	[SHS-T]	**behavior** of the students can be/also be observed in these gestures
	[JHS-T]	teacher… can **identify how the students c/would behave** towards the discussion
	[CLG-T]	a part of the **engagement**… [so] that the students can **participate actively**
	[SHS-T]	we can like show their [teachers'] reactions while in a / during class **discussion**
	[CLG-T]	**different meanings**… to the head movement… if the students **dis/agreed**
	[CLG-T]	like nodding means **"agreeing"** or shaking the head means "disagreed,"
	[JHS-T]	whenever everybody raises their hand and you have **to choose** one
	[SHS-T]	students raise their hands… it is a sign that they are **engaged / participating**
	[JHS-T]	see who's ready to **answer / express their ideas** in the simulation
	[JHS-T]	putting your hands in front to show that, really, **they are behaving**
	[CLG-T]	we can see if they're **ready to listen** or if they are **really into the discussions**
	[JHS-T]	we could maybe have a signal if that **answer is a good answer**
	[JHS-T]	so that the **interaction will be not only one-way** from the student…
	[JHS-T]	it is… **conducive to learning**, because there are **more engagement**
	[JHS-T]	looking at the/a good environment… could… increase that **attention and interest**
	[JHS-T]	**student as the best assessors** of everything that we're [teachers] doing
	[SHS-T]	It provides an **interaction, yung engagement**, between the **teacher** / classmates
	[JHS-T]	one thing that we really do… is to **motivate** the students first
	[JHS-T]	the more that they have **enjoyed**… the more that they could **recall**…
	[CLG-T]	Parang on the other level of learning, so it's really **helpful and engaging**
	[SHS-T]	this will help provide an **engaging student-teacher learning process**
	[JHS-T]	maybe we could call in someone **to answer something on the board**
	[JHS-T]	gesture / facial expression is **[not always] what they really mean**
	[JHS-T]	[*reactions*] could lead also to a **misunderstanding**… we could [mis]interpret
	[JHS-T]	new potential LMS that could… **improve the delivery of remote learning**
	[SHS-T]	an effective tool especially kapag… they can **participate in class discussion**
	[CLG-T]	this will help most of the student to be **more participative and interested**
	[CLG-T]	They are still **interested and present mentally and physically- virtually**
	[CLG-T]	it's really one step… to also help them to be **motivated and engaged in studies**
	[CLG-S]	I was **looking around** and trying to see the whole place
	[JHS-S]	[using *avatars*] to entertain themselves and… para **makapag-explore**
	[JHS-T]	to think of **original ways** on how to deliver their discussion or deliver the lesson
Curiosity	[SHS-T]	Parang they are **wandering** or… yung **curiosity** nila of the things
	[SHS-T]	when in a positive way is, siguro they are trying to **explore** to- the simulation
	[JHS-T]	It is something [to] be very interested in… **learning how to use**… [or] **explore**
	[JHS-T]	it would be a fun thing to **explore**
	[CLG-S]	looking right at their classmates and **trying to copy their facial expression** as well
	[CLG-S]	I've tried [*VR*] once and I quite **interacted** with a lot of people more than… *Zoom*
	[SHS-S]	physical self will be transferred virtually… **interact** with the people / environment
	[JHS-S]	to **interact** with other… yung environment… same na ginagalawan ng lahat
Classmate Interaction	[SHS-T]	It **provides an interaction, yung engagement**, between the teacher / **classmates**
	[JHS-T]	in teaching we have this **cooperative learning** and also **collaborative learning**
	[JHS-T]	The kids or the students can **work together** in coming up with an output.
	[JHS-T]	when we had the remote [setup]… **Collaboration is there but it's still different**
	[JHS-T]	**collaborative learning** could be promoted [through *roaming around*]
	[SHS-T]	when it comes to the **collaboration**… breakout rooms… for **group activities**
	[SHS-T]	we can see how they **cooperate, or… do collaborative work**
Student Presence	[JHS-S]	not all of the students **open their cameras** and **use their microphones**

	[CLG-S]	there are cases that we **can't open our cameras**
	[CLG-S]	in case they **can't speak** in a microphone and there will be a thought bubble
	[CLG-S]	some of us have a **cheap webcam** just like mine
	[CLG-T]	unlike in a synchronous sessions where the student's **camera is off**
	[JHS-T]	the **attention-issue**… that maybe gives them the feeling of being **bored**
	[CLG-T]	**not turning on their camera** because… [of] problems- internet and power
	[CLG-T]	students really got **nervous, shy, and anxious to turn on their cameras**
	[CLG-T]	People get **bored** for that… We really get **bored** [teaching *remote SocSci*]
	[SHS-T]	You are always requesting your students to **turn on your camera, but [you can't]**
	[JHS-T]	that depends, really, on how the students also are **behaving on the other end**
	[CLG-T]	just a few changes like… the color will distinguish the **gender**
	[CLG-T]	mamiss/maano ko yung kanilang **[gender]** expression, that's why… avatar works
	[SHS-T]	the students can **customize their own avatars**, like their… **face**
	[SHS-T]	[*gender expression*] will be… an issue kapag gagamit [lang] tayo ng color
	[SHS-T]	I think the **customization of avatar** would be better for our students
	[SHS-T]	Mas kita natin na parang **mas namomotivate sila to attend** their classes
	[SHS-T]	parang **accidentally naopen yung camera**; kita ko **nakahiga palang/parin** siya
Visual Environment	[JHS-S]	**environment**… sa **mga mata** ng students… ay isang **malaking factor** sa pakikinig
	[CLG-S]	what's missing is the **presentation** element… [like] the **blackboard**
	[JHS-S]	yung **environment** mo na yon parang same… kayo na ginagalawan ng lahat
	[JHS-T]	you are **curious** around the **environment** itself
	[JHS-T]	a **good environment**… could at least maybe **increase that attention and interest**
	[JHS-T]	the more… **the environment within**… can really trigger that **interest**
	[JHS-T]	more… they have **enjoyed**… in that **environment**… more that they could **recall**
	[SHS-T]	it would be **better** para mas/may **bagong environment** or tool
	[JHS-T]	you're seeing five heads working together in a specific side of the **environment**
	[SHS-T]	There definitely is **difference yung aura** ng when you are in **a virtual setup**
	[CLG-T]	for improvement… The **backgrounds**…, **simulation room**… **seating arrangement**
Comfort	[JHS-S]	**nakakahiya** pong umimik
	[SHS-S]	there are a lot of/some people who **don't want to reveal their faces**
	[JHS-S]	prefer na **hindi pinapakita** yung sarili nila
	[CLG-S]	we can **hide behind the camera** [since…] I'm a **shy** person
	[CLG-S]	I can vocalize more and **I can share more** if I am **closing my camera** or like that
	[CLG-S]	I can **show my true attitude and true self in a virtual platform**
	[CLG-S]	[*VR*] is good… especially for those persons who are **shy and quite introverted**
	[JHS-T]	Like maybe they are **anxious**, so they are moving the cursor too much…
	[JHS-T]	the student might be **not comfortable** on the other side
	[JHS-T]	[once] students would be able to control it… they would be more **comfortable**
	[CLG-T]	students really got **nervous, shy, and anxious** to turn on their cameras
	[JHS-T]	not everybody is really **fond of using the different LMSs**, especially [the] older
Other Uses	[CLG-S]	It would benefit some of our **meetings and conferences** as well
	[CLG-S]	like those students who are trying their **experiments**
	[CLG-S]	need ng **videos / makapanood po ng videos** yung students
	[JHS-T]	it could transcend on the… **formative / summative assessments**
	[CLG-T]	**quiz bee / talk show**… we can use it for other **assessment / performance task**
	[SHS-T]	we can use this… as a **platform for other activities** like performance tasks with
	[SHS-T]	for teachers din, siguro, this simulation, din, we can use this in **faculty meetings**
Distracting	[CLG-S]	I **can't listen** quite **attentively**
	[JHS-S]	I find it distracting din po**… hindi nakakapakinig nang maayos**
	[CLG-S]	[when] walking around, there are some students who are really… **distracting**
	[SHS-T]	Maybe a **distraction** since parang it is a **new**
	[JHS-T]	when it's **first time** you use it… you are **curious** around the environment itself
	[JHS-T]	after that… they are already getting **used to** the simulation environment
	[JHS-T]	[*head movements*] that are said to be **distracting**, maybe we could look into it
	[CLG-T]	We **can learn** from that naman… it will be **hard** [just] for the **first time**
	[CLG-T]	**Pagsimula** na ginamit siya, there will be really **challenges**
	[JHS-T]	if the students was able to point that out, **that says something about [the head]**
Duration of Use	[JHS-T]	dependent as well, on **how long the students would be using** the simulation
Difficulty of Use	[JHS-T]	**not everybody is really fond** of using the different LMSs, especially [the] **older**
	[JHS-T]	has brought a lot of, yeah, prerequisites for all the people involved
	[JHS-T]	using these **different technologies**… is **not always accepted immediately**

	[JHS-T]	I was **able to… embrace this… because… I do not have a choice**
	[SHS-T]	**not all educators** are… in an **age na that they can manipulate technology**
	[SHS-T]	the **older** generation… **Veteran / older**… **masyado nang mahabang** nagtuturo

Main Coding: Virtual Substitutes for Physical Elements of Active Listening		
Sub-themes		**Excerpts**
Emotion or Behavior	[CLG-S]	showing their **emotions**… while they are **behind the camera**
	[CLG-S]	just like… *Zoom*, we have **reactions** like the joy, thumbs-up, or clap motion
	[JHS-S]	*facial reaction* helps the teacher know **what emotions nafe-feel** ng students
	[SHS-S]	*facial reactions* since based on how the pupils' **faces react** the instructor is…
	[JHS-S]	*facial reaction* po yung pinaka-maano… kasi… **malalaman po talaga** ng teacher
	[JHS-S]	madaling malaman… yung… nafe-feel with the **emotions and facial reactions**
	[CLG-T]	because they **can see** the program / the movements and the **facial reactions**
	[SHS-T]	You **can see** the **facial expressions**… and we can like **show their reactions**
	[SHS-T]	we can **see** how our students **react**… **nakikita** yung **response/reaction**
	[JHS-T]	we would **see who's ready** to answer / express their ideas in the simulation
	[JHS-T]	putting your hands in front to **show** that, really, **they are behaving**
	[SHS-T]	**behavior** of the students can be/also be **observed** in these *gestures*
	[CLG-T]	we **can see** if they're **ready to listen or if they are really into** the discussions
	[CLG-T]	they have the controls to **show** what **their emotions** will be
	[SHS-T]	Our avatar, ano, can get our **reaction** in our/during our faculty meeting
	[JHS-T]	what we **see** (**gesture / facial expression**) is [not always] what they really mean
	[JHS-T]	they [accidentally] **frown**, and then we could [mis]interpret it as… a **reaction**
	[JHS-T]	[**student** *reaction* is] something that we couldn't control… [but] by the system
	[CLG-T]	maano ko yung kanilang **[gender] expression**, that's why… **avatar** works for us
	[SHS-T]	the way they **express their gender** will be… **an issue kapag gagamit tayo ng color**
Idle or Static	[CLG-S]	the **teachers can see** whether the **students are really looking right at them**
	[CLG-S]	**not the usual**… **just seeing** pictures of everyone / presentations of the teachers
	[CLG-S]	**see** that students are quite listening… because that is **what they click on**
	[CLG-S]	what's missing is the **presentation** element… the **blackboard** behind the teacher
	[CLG-S]	need ng videos / **makapanood po ng videos** yung students
	[CLG-S]	if students **create their own avatar**… to show to their classmates
	[SHS-S]	**virtual avatar** will be more fitted to everyone
	[JHS-S]	mamimili sila ng hair-style, ng lips… sila po talaga yung **mag-cucustomize**
	[CLG-S]	I can **show** my true attitude and true self in a **virtual** platform
	[CLG-S]	in case they can't speak in a microphone and there will be a **thought bubble**
	[SHS-T]	parang we can **see an actual setup** in the/a face-to-face classes [or *simulation*]
	[JHS-T]	**looking at the/a good environment**… could… increase that attention and interest
	[SHS-T]	**feel the presence** of the teacher/their classmates / an actual classroom
	[CLG-T]	**feel the presence** of the students even if they are… not turning on their camera
	[SHS-T]	siguro yung avatar din, if they can **customize their looks based on their physical**
	[SHS-T]	in a **virtual setup** na you **can see** your classmate na **may katabi ka**
	[CLG-T]	We **can see a picture**? Of your classmate… **the face** of the students
	[CLG-T]	just a few changes like, for example, what they said a while ago: **t**he color
	[CLG-T]	maano ko yung kanilang [gender] expression, that's why… **avatar** works for us
	[CLG-T]	customize their own **avatars**… their **pinaka-basic feature nung kanilang face**
	[SHS-T]	the way they express their gender will be… an issue kapag gagamit tayo ng **color**
	[SHS-T]	I think the **customization of avatar** would be better for our students
	[CLG-T]	They are still interested and **present** mentally and **physically- virtually**
Movement or Dynamic	[SHS-S]	since everyone in the room can **see their "movements"**
	[CLG-S]	I was **looking around and trying to see** the whole place
	[JHS-S]	**medyo ginagalaw** ko rin po siya [the *head* or *camera*]
	[CLG-S]	especially if the student wants to **answer** [through *raising-the-hand*]
	[SHS-S]	there are a lot of people who **want FPS** than other type[s] of perspectives
	[JHS-S]	[use *walking*] kapag wala pong discussion or… makipag-interact… **parang sa f2f**
	[CLG-S]	in a *gesture-way*, someone can be **first**, then… **second**… Para po di nag-uunahan
	[JHS-S]	yung **environment** mo na yon parang same… kayo na **ginagalawan** ng lahat
	[JHS-T]	[in] the **simulated environment** can identify how the students c/would behave
	[CLG-T]	we can use that as a part of the engagement **na nakikita** natin
	[CLG-T]	because **they can see** the program / the **movements** and the facial reactions

	[SHS-T]	**motions** help in the virtual interaction because the teacher **can see**
	[JHS-T]	the more the **head bobs/move[s]** around **shows an indication** [of comfort]
	[JHS-T]	when it's first time you use it… they would be… **moving** around their heads
	[JHS-T]	it's a good feature because I can **directly see** [*gestures*]
	[JHS-T]	It's still **different if you could see**… [the *actual raising*?]
	[JHS-T]	student could actually **show**… whenever everybody **raises their hand**
	[CLG-T]	**nakikita** natin kung sino **yung nagraraise** ng hand. So, for me, it's helpful.
	[SHS-T]	when students **raise their hands**… **it is a sign** that they are engaged in the lesson
	[SHS-T]	given **nakikita** natin **yung interactions**… We can say na mas maging engaged
	[SHS-T]	**to see somehow**… makita namin yung interaction between the members
	[JHS-T]	Collaboration is there but it's still different if you can see
	[JHS-T]	like you're seeing five heads working together in… the **environment**
	[JHS-T]	promoted if the avatars could **roam / walk around** the **environment**
	[SHS-T]	we **can see** how they **cooperate / walk / do collaborative work**
Audio	[JHS-S]	gestures will really help them **voice out**
	[SHS-S]	we always use **voice or we speak**… to **answer**, so… try it even if we're virtual
	[CLG-S]	in communication we need an answer… it **needs our voices to be heard**
	[CLG-S]	I can **vocalize more** and I can share more if I am closing my camera or like that
Understanding	[SHS-S]	based on how their *faces react*, the **instructor**… able to tell [**comprehension**]
	[SHS-S]	teacher can observe if the pupils completely **agree**, by **nodding**
	[SHS-S]	see if they're **disagreeing** by **just their head movement** as well
	[SHS-S]	gestures can easily **attract the attention** of the speaker
	[CLG-T]	**different meanings** when it comes to the *head movement* like **nodding means "agreeing"** or **shaking the head means "disagreed,"**
	[JHS-T]	we could maybe have a **signal** if that answer is a **good answer**… [or] **praise**
Comparisons	[SHS-S]	it's like your **physical body** is there **but it's virtual**
	[SHS-S]	if… we're **really going to school**, we always **use voice or we speak** if we're going to answer, so why don't we try it **even if we're virtual**
	[JHS-S]	ganun [*walking*] din naman po yung nangyayari 'pag face-to-face classes
	[SHS-S]	**physical self** will be transferred **virtually**…
	[JHS-S]	**you're there but you're not there**…
	[JHS-T]	**not literally replaces** but [is] at least an **alternative**
	[SHS-T]	There definitely is difference yung aura… na **may katabi ka**