

Legend: INT - Interviewer; CLG - College Professor; SHS - SHS Teacher; JHS - JHS Teacher

[Introduction/s : Will omit *uhs*, *ahs*, and similar stall/stop words plus repetitive verbal tics]

INT: So, as a(n) introduction, can you state your name, age, what course you teach, and what grade you teach? [...]
Uh, anybody can go first... Maybe Sir [SHS] first?

SHS: Yes. Hello, Sir. Good afternoon, I am [SHS], I am teaching- I am 25 years old, and I am teaching General Chemistry, Earth Science, and Disaster Readiness and Risk Reduction. (INT: Okay.)

JHS: I think I would go second. Good afternoon, I am Ms. [JHS] and I am teaching Grade 10 students, so technically I'm handling General Science Subjects so that means it involves: Chemistry, Biology, Science, Physical Science, and I think that's it. Thank you.

INT: Wow, that's a lot... Okay, how about Ms. [CLG]?

CLG: Ah, okay. Good afternoon, everyone! So, I am [CLG]. I am teaching in college, most especially in freshman (years). I teach Social Studies, like Rizal, Philippine History, and NSTP, and that's it.

INT: Okay. So, I'll be starting the interview proper- I mean, primer for now. Again, the research title for this paper is *The Effects of Active Listening in a Virtual Classroom*. The research objectives are to... [reads out Research Objectives]. Do you want a re-briefing on the topic, Active Listening? [...] Hello? [*2 Thumbs Ups*] Okay.

(Interviewer re-briefs participants on what is Active Listening, like what was done in the testing phase.)

[Set 1 - Physical Aspects of Active Listening]

INT: Okay, do you have any questions regarding the topic? [All answer "None"] Okay, I'll go ahead with the interview primer then. Is that okay? [Participants agree] There will be three sets of questions, and this will be the first. Okay, so... The first question is related to the **Physical Aspects of Active Listening**. The leading question is: **Does the presence of simulated physical motions help in the virtual interaction?** Why or why not? [...] Uh, anybody can answer first...

JHS: Okay, I will go first. **Okay so yes,** because somehow it **not literally replaces** but [is] at least **an alternative** so that the teacher within the **simulated environment** can **identify how the students could/would behave towards the discussion**, like what we have observed during the time that we are using the program, if it/that's the right term. So that's it for me.

INT: Okay. How about the others?

SHS: I will agree to Ms. [JHS].

INT: Okay. [...] Do you have any other specific insights or subjective opinions?

CLG: Okay, for me, **I also agree** with Ms. [JHS]. It also **helps us to be more interactive inside** because **we can use that as a part of the engagement na nakikita natin-** that the students can **participate actively**, because they **can see the program**, no? They can see that the **movements and the facial reactions** that're used in the program.

SHS: Can I add something, Sir? (INT: Ah, sure.) **Yes, the simulated physical motions help in the virtual interaction because the teacher can see his or her students like in a classroom, unlike in a synchronous sessions where the student's camera is off,** and when it comes to the **facial expression**, yeah, it is there. **You can see the facial expressions, somehow, using the simulation that we played, then- that we are/will be using, and we can like show their reactions while in a class or during class discussion.**

INT: Okay, so most of you talked most about the facial expressions, so... Just like reaction-based per- let's say performance? Or interaction between the students and the teachers, so it's easier for the lessons flow. Is that what I'm getting? [Participants agree] Something like that? Okay... How about... Regarding facial expression... [...] Okay, wait, I don't think that's applicable here. Never mind. Oh, okay. For the next feature other than the facial expression, how about the **head movement**? How do you think it helps in the interaction between teachers and students, or maybe even, like, students-and-students and other combinations?

CLG: For me, the **head movement** really helps a lot because, diba we have **different meanings** when it comes to the **head movement** like **nodding** means "agreeing" or **shaking the head** means "disagreed," and in that way we can also understand if the students agreed or disagreed with what we are saying or what we are discussing inside the virtual classroom.

INT: Okay, how about... Ah, yeah, so, like the facial expressions- I wanted to keep it- the head movements separate, explicitly, from (the) facial features. So, yeah, the nodding and the other things were intended. But how do you feel about just the quality of **looking around the environment, for students**?

JHS: For me **I think it, somehow, suggests, also, the movement of the head** that the students are- what do you call this? Like an- a demonstration of how the students feels in front of the device. Like maybe they are **anxious**, so they are **moving the cursor** too much... Because at some point when the- when we are using the program before, right? I, myself, cannot control my head during that time... And maybe when the students would be able to control it already, and they would be **more comfortable** using it then, somehow, they will **feel less uncomfortable** with the **head movement**. But, for me, I think **the more the head bobs/move[s] around shows an indication that the student might be not comfortable on the other side**. Yeah. That's for me.

INT: Ah, okay, I see. Regarding that, in the previous FGD with the students, they said that the head movements are/can be distracting in some way, since in a new environment, maybe- you can see everything around you, so it's a novel experience... Ah, but what do you say that sort of **problem, as a distraction**? Instead of maybe something positive, instead?

SHS: I think, siguro, yeah? **Maybe a distraction since parang it is a new...** [noise] **tool for them rin when it comes to the learning and when it comes to their learnings.** Parang they are **wandering** or, siguro, they are **curi- yung curiosity** nila of the things that are- they are doing or kung anuman yung ginaga- that they are using when it comes to learning. Siguro, andun yung **distraction**, pero, when in a **positive way** is, siguro they are trying to **explore** to- the simulation.

INT: So would you guys say that, overall, it's a **more positive than negative** thing? [Participants agree] 'Cause, among the features, the students say that's the most susceptible to, maybe, misuse or something? I'll get to that... next time.

JHS: I guess it will be- It will just be, or **dependent as well, on how long the students would be using the simulation**, kasi literally, from the start, **when it's first time you use it**, you would be very- like what Sir [SHS] have mentioned, **you are curious around the environment itself**, right? So I think, **after that- maybe a week?- they are already getting used to the simulation environment**, so they would be- stop **moving around their heads**.

INT: [Participants agree] Yeah, I also suggested that to them, but there might be- there are some rare cases of maybe attention-based issues... [Participants agree]

JHS: Yeah... Yeah, that also is another factor....

INT: But I think... I think that's just a small thing... Okay. The next feature to focus on is the **gestures**. I was trying to say this earlier- facial expressions and gestures- 'cause they're a bit intertwined, like the raising hand and nodding stuff... They're very similar. But I couldn't get to that part directly from there, so... What do you think about the **gestures**, or maybe you noticed that slight **postures**?

JHS: For me, it's a good feature because I can directly see. Unlike the ones, for instances we're using Teams, sometimes some students cannot access the react/raise-hand button; sometimes it's gone or missing, so they have (to) restart, something like that. For Zoom, well we can see it as well on the panel where you can see the participants, but still... It's still different if you could see... [INT: The actual raising?] The actual... Yeah. The actual, and that also gives us the feeling of the engagement, that the student could actually show like what we are doing before in the residential setup, like whenever everybody raises their hand and you have to choose one from those who have raised their hand. Something like that.

INT: Yeah, regarding that... I didn't know you could lose the button... I have never seen that... But yeah...

JHS: Sometimes it happens...

INT: One the same... Yeah, as a student, sometimes when you raise your hand, right, it gets lost "in-translation" since the same icon appears on five different people or so? How about the other, though?

CLG: For me, it's helpful, yeah. Just how like what Ms. [JHS] (said). For me naman, what I experienced when using MS Teams, they're raising their hand, or I cannot/am not able/was not able to see who is raising their hand, kasi minsan nagkakaroon ng glitch or something, so I think this simulation is helpful because, there, nakikita natin kung sino yung nagraise ng hand. So, for me, it's helpful.

INT: Okay, since... Ah, Sir?

SHS: Ah, yes. I agree to the two of them na when it comes to the gesture, I think this will help the teaching and learning process to be more effective because we can see how our students react and then the way they- Kasi parang when it/we/you/our students raise their hands, it is a, parang, it is a sign that they are engaged in the lesson, they are participating with the teach- the lesson are being taught by the teacher. And so, guess this is a good feature of the simulation, kasi nakikita yung response/reaction at the same time din, of the students.

INT: Ah, okay. Well, some of the students also brought up the- with the physical raising of the hand, it's easier to see who came first, or there's a sequential order, maybe? You can visually see who came first, who came second, and that. One of the students brought that up, which I think is a neat positive here. [Participants agree] Okay. Regarding gestures, you guys told me about the active gestured, which is technically only the raising-of-the-hand. How about the more idle or passive gestures? 'Cause there were a few there, but I think they weren't that noticeable. The students also didn't say much about them. How would you feel about more posture-based animations? Like maybe you put your hands in front of you and hold them- the "Behave Pose" that I mentioned before, or, example, bringing you hand to your chin to see if you're thinking more. How about those?

JHS: Yeah, that could be a good idea as well, so that... Sometimes the feeling of being called when you are not ready keeps the students anxious about being called or asked to be reciting in class. But if you have that gesture in that environment, like the one- thinking? Okay?- then we would see who's ready to answer or who's ready to express their ideas in the simulation- through the simulation, rather. Also, that one- putting your hands in front to show that, really, they are behaving, not only in the simulation, maybe also on the other end of the/that specific session.

SHS: I think adding other gestures/additional gestures in the simulation would be better kasi parang we can see an actual setup in the/a face-to-face classes, ayun. Parang yung behavior of the students can be/also be observed in these gestures.

CLG: Yes. With regards to the other gestures, it's really interactive- the thinking and the other gestures- so we can see if they're ready to listen or if they are really into the discussions, not like idling or something that they are doing. So it's really one thing that is really more engaging in the simulation.

INT: Yes... Ah, Ma'am? Are you gonna say something?

JHS: Yeah. In addition to that, maybe also, since we are already on the gesture-part, maybe also for the end/on the end of the teacher, we could add some gestures, like for instance: whenever student/s answer/s questions or express/es their ideas, we could maybe have a signal if that answer is a good answer. (INT: Oh...) So the teacher can also show a gesture that- it's a praise/a form of praise; if ever it's possible, I think that could be a good addition on the feature, so that the interaction will be not only one-way from the student...

INT: Yeah, that's... [JHS resumes] Okay, sorry...

JHS: Yeah. When we had the simulation, right, I think we can only move your hand in front of you when you were on the seat of the teacher, if I can remember it right? So there.

INT: Ah, okay, yeah. The only preset animation there was raising-the-hand, so there wasn't anything... But yeah, that sounds like a fun idea, 'cause I originally just put the gestures there- the postures there/the idle animations so that it wouldn't/the avatars wouldn't look as stiff like they're just not moving, so there's some small movements here and there to make it look a bit livelier artificially. But yeah, a more reactive-based function seems like a better idea. Mhhmm. Okay, I think that's it for Set 1.

[Set 2 - Active Listening & Learning in the (Virtual) Classroom]

INT: Are you guys okay for proceeding with Set 2 now? Okay. So, Set 2: the main topic is **Active Listening & Learning in the (Virtual) Classroom**. The main question is: In what way does or doesn't the virtual environment act as a possibly conducive learning environment? The major point here is the- As I said with the students, you can't have to hold back on positively- probably negative statements or criticisms since that's, you know, par with the course. [...] Any insights or opinions on that? [...] Should I repeat the question? [Participants say yes] This happened last... [JHS: Yeah, I got lost...] This happened last time... Don't worry. Okay. In what way does or doesn't the virtual environment act as a possibly conducive learning environment or classroom?

JHS: Okay, I should start first. For me, it is a good environment, or conducive to learning, because there are more engagement. If you were to compare with the apps that are existing now, it is more... It is something that the students who would be very interested in, with the learning how to use, also explore on using that, because there are other features that they could really explore, unlike the ones that are existing now. Even like Teams, Google Meet, and then Zoom, they have the same basic features that they can already or easily navigate which, in relation to the attention-issue when it comes to students, that maybe gives them the feeling of being bored in the class. But looking at the/a good environment in a simulation like that could at least maybe increase that attention and interest from the end of the student. When it comes to teachers, we really like to use apps or programs that we could really enrich the engagement, so as what/how I see the way it was used, when we had the simulation, even me, I was very, very into it, in using the program when [JHS Student] and I was in it, and I could see [JHS Student]'s- that [JHS Student] is also very excited to be in that simulation. So, from the reaction of the student, I think it could be replicated to the other students. And in the other side, if it's not... Literally, it's not that bad. But of course, since it's still bound for, of course, improvement, and then you will be adding features to it, I think it really has great potential. But maybe the... That one that pointed- that was pointed by the students that are said to be distracting, maybe we could look into it. Mhhmm. Because in teaching, we really have the student as the best assessors of everything that we're doing: assessments, activities, apps, something like that. But in the nega... That negative thing about the program, so far that's it. The one that you have pointed out distractive to students or distracting to the students because I could really some edge from the program compared to the existing ones now. Well, definitely this is... That's a normal thing to happen from a basic app; we will really have to see in the future for more improvement for us to be able to do remote learning really effective. I think that's for me. Thank you!

INT: Alright, thank you for that, Ma'am. Yeah, there's a lot to work on there. This is just the most basic version of it so far... How about the other two?

SHS: I think if the implementation of online classes will continue, **I think this virtual environment can possibly provide a conducive learning environment.** Although we have our (edu system?) na- what do you call it? LMS... LMS ba tawag doon? (INT: Yes.) LMS, ano... We have the *Microsoft Teams*, we can use *Zoom* or (???). The use of the simulation wherein they can, somehow, **feel the presence of the teacher/their classmates.** **I think this will be more engaging.** They can feel na, **although they are in an online setup, they can feel the presence o yung setup of/in an actual classroom.** And then, **mas engaged yung mga students** if this simulation will be used in an online class. (INT: Okay.)

CLG: Okay, so for me, **I both agree** to what Sir [SHS] and Ms. [JHS] said, and it's really a positive, no... Kung baga, **positive talaga yung magiging outcome for the students, and also the teachers** 'cause... But for me, on the start, no? **Pagsimula na ginamit siya, there will be really challenges** and... For examples, **challenges on how we can instruct, how we use the Steam, or how we can use- how we can log in?** Yeah, that's the challenge. And, we can, ano naman... **We can learn** from that naman, kasi we also started learning *Teams* and *Zoom* 2 years ago, so it will be **hard for the first time,** but it will really be **worth it to use because it will really get a lot of interest, attention, and having a good interactive with the students** because you can still **feel the presence of the students** even if they are sometimes **not turning on their camera** because, yeah, we have **problems- internet and power,** yeah. We sometimes occasionally experience that, and... **Yeah, this is a good step towards a virtual classroom that is more conducive for the students.**

INT: Okay. Regarding the camera, a lot of the students say that the issue is not the internet or something, it's just that they're shy. [CLG: Sometimes they are anxious.] So, the *Steam* bit: I didn't hear any problems from the student from *Steam*, which is, yeah, I expected that. For the teachers, maybe yeah, since some of them are less familiar with *Steam* or other technical apps. I chose *Steam* 'cause it's easier to implement it like a server-based thing with lobbies and stuff. And it's I think safer? For both user, and developer, in my opinion. Okay, well after that, so... Here's the next question: **Which feature contributes the most** to an improved virtual learning experience? Or, if not the most/the best, **the least?**

JHS: **I guess the best are the gestures.** Definitely the gestures, and... I'm not saying that it's not good, but **if the students was able to point that out, that says something about it,** so maybe that factor about the **head or the movement of the head** of the... Can I call it the "avatar" of the students? [INT: Yeah, yeah. Let's say that's the technical term.] Okay, the avatars in the environment, 'cause I think, well, it's not yet really the least because I know it can be improved pa naman. **So I think that's the best, the gestures,** and **for improvement, not the least, 'bout the heads.** Thank you.

INT: You don't need to sugarcoat it, it's fine. Okay, how about the others?

CLG: For me, aside from the gestures, **I think the emotions** when we had the simulation, one thing is- that I have observed is the emotions... Because, yeah, **students really got nervous, shy, and anxious to turn on their cameras,** and I think in that avatar, no, **they have the controls to show what their emotions will be.** So, for me, that's something positive. [INT: Mhmm... Okay.]

SHS: As for me, **I think the best feature would be, yeah, I think the gesture in the avatar itself.** Yeah, I think that's the best feature of it. Although, ano eh, for me... Ano ng aba yon...? With the gestures kasi, we can ano eh, we can... **It provides an interaction, yung engagement,** between the teacher and then yung sa classmates niya. Iba yung... It is... **There definitely is difference yung aura ng when you are in a virtual setup na you can see your classmate na may katabi ka** sa- na you are in an on E- or online setup, then kita mo that you are/can interact with your teacher/with your classmates, ayon. And then siguro, the least or **the something to be improved is, yeah, I think that's the reaction of the students, and then the teacher.** And then, **siguro yung avatar din, if they can customize their looks based on their physical** and, ayun... So, I think that's that.

INT: Ooh. Yeah, the next... That's the next question actually: what's missing from the current features or which needs improvement. Actually... Sorry, you brought up two important things that the students also said: the customization of the avatar or at least the face part, yeah. And then also, the interaction with other seatmates or classmates, which is a bit lacking in most online platforms, like... There was this one person who suggested the/a mic that... The mic only picks up sound- I mean releases sound into a small area around him, so you can talk to your seatmate without the teacher noticing. Feels like, yeah... That's creative... So, just/something like that, what's missing from the current features, and which of them need more improvement. [Participants laugh] Yeah, I like that, too.

JHS: And also, I think we have mentioned before, with [JHS Student], distinction? If the student is a female & a male?

INT: Ah, yeah. [JHS: Yeah, that.] Maybe even like a color swap would work... [...] How about... Anything else?

SHS: Just for me, **the customization of the avatar, I think that's something to be improved**. And, then... I guess yun lang? Yun lang po.

INT: Okay. Yeah, we went... We already went over the topic last time.

CLG: For me, **I think the one that I said last time is the face**, which is- **We can see a picture? Of your classmate para, aside from the names given there, the username, the face of the students**. But, yeah, it will not give reactions. But I think it would/can be worked out naman, with regards to the pictures of the students from/to the avatar.

INT: Maybe just like a profile thing? A profile picture but separate from the facial reactions. [CLG: Ah, yes, yes.] 'Cause it would be hard to map the facial reactions to an avatar like that... One of the students also mentioned... Well, I think 2 of them, out of 3? What was that...? Oh, yeah. The... For more interaction, a blackboard or something would be better, but my adviser said not to put that in yet, so focus more on the virtual interactions instead of additional features. But that's just a thought. Okay... Alright, the last question would be: would this app **hypothetically be a benefit to your classes?** And, aside from classes, maybe... How about **other situations?**

JHS: **It's a definite yes**. It's because **one thing that we really do, as teachers, is to motivate the students first before we dig into the discussion** like that, especially for the high school or the junior high school because they are younger than the senior high and then the students in college. **So, really, the attention span is really short, their attention span is really short**. But if the... But **the more the simulation or the environment within the simulation can really trigger that interest in the discussion**, that really can do great things in the interaction, not only while we are in that session within the program, but, also, **it could transcend on the activities that they are doing, whether it's an/a formative or assessments... Er, formative or summative assessments**, because [INT: Oh.] **the more that they have enjoyed the discussion in that environment, the more that they could recall what we have discussed**, especially in science. 'Kay, there.

INT: Ah, okay... 'Cause we usually just self-read nowadays... It's sad. How about the rest?

CLG: For me, **it's really helpful**. When it comes to college, sometimes students really want something like... **Parang on the other level of learning, so it's really helpful and engaging** if there is something like this, a simulation na/with an avatar, na magagamit namin for discussing/discussions, especially when you're teaching Rizal or history as a, yeah... **People get bored for that...** [INT: Yeah...] Yon... Tanggap na namin, yon; joke lang... Yon. **We really get bored**, and... This is another step, that we can bring history to another level with this kind of simulation, yeah. **We can use it on a quiz bee, maybe?** [INT: Oh...?] Or, uh... **Another is a talk show?** Or something like that, that **we can use it for other assessment[s], or other performance task**.

INT: Woah. [CLG: Yeah, I think so.] Yeah, one of the... One of the students brought up a, like... Improvements to the environment, like adding more, let's say the technical term is *maps*... [CLG: Yes.] But yeah, 3D environments for the situation. But I think she (the student) only meant other classrooms; make it more interesting? But she didn't give the... She didn't expand on maybe other uses, so this actually... I can see that. I can do that, probably?

SHS: Hello? [INT: Sir?] Yes? Yes. For me, it will, ano tawag doon? Yeah, it will **benefit** our classes, given that this will **help provide an engaging student-teacher learning process**, ayon. So **given nakikita natin yung interactions**, saka... We can say na mas **magandang engaged/engaging**, I mean, ano to? **Engaging**, yung class discussion, ayon, **using this simulation**. And then, yeah, I agree with Ms. [CLG] na I think **we can use this simulation as a platform for other activities like performance tasks** with which we can conduct using this. I think **it would be better para mas/may bagong environment or tool** yung mga students in performing or in doing their task. And then... Siguro, ano din, as **for teachers din, siguro, this simulation, din, we can use this in faculty meetings**, siguro, to **see somehow; at least makita namin yung interaction between the members of the faculty** na may... The way we behave, ayon, the way we use this **as a platform in conducting faculty meeting**... Kasi yun din yung hinahanap namin. Although, we can ano naman... We can, unlike our students na we can turn our camera kung sinabi ng principal na, "I am requesting to..." ano... Ganun-ganun... **You are always requesting your students to turn on your camera, but during (???)**... [JHS: **Well, you can't turn it...**] Yes! Ganun! But using the simulation, at least diba? **Our avatar, ano, can get our reaction in our/during our faculty meeting**. [INT: Yeah.]

JHS: **Yeah**. I would just have to add that/to that, Sir [SHS]: and **it would be a fun thing to explore**, as well, together with the faculty, because sometimes, regarding the use of LMS, **not everybody is really fond of using the different LMSs**, especially if you have faculty **teachers who are older**. Then there's... Anyway, but that could be good. And also, in a general thought for other situations, they have touched it already: the idea that **this program can help the teachers as well to enhance their strategies** and also, **not only enhance**, but **to think of original ways on how to deliver their discussion or deliver the lesson**. So, somehow at some point, **it's not just used for the benefit of the student, but also it benefits the teachers**, as well. Especially that this will also involve us being trained again, and then learn more again about this program, if ever this program would be a success.

INT: That's like... Yeah, I didn't expect the faculty to use it... [JHS: You'll never know...] The student brought up, maybe hangouts, or like... Just the students? So that they can mess around in the classroom by themselves... The faculty, huh? Alright... Alright... Set 3 is the... This is gonna be the last topic, and it's called... Ah, sorry.

[Set 3 - Regarding the Technology Used and Possible Improvements]

INT: It's the **Regarding the Technology Used and Possible Improvements**. The main question would be: in what way could this be improved using other features or technologies, that can help? I think it's better if I give an example first here, so... One part would be like, what would you guys feel about a greater range of movement, as in like you're able to walk using your avatars? How would that **improve/further improve the quality of life/the quality of the app as a learning environment**, maybe?

JHS: Okay, I guess **if that improvement could be possible, like if the avatars could actually roam around the environment, that could lead to a good strategy**, 'cause **in teaching we have this cooperative learning and also collaborative learning**, so when we are doing the residential setup, we can do it, right? The kids or the students can **work together** in coming up with an output. But this time, **when we had the remote [setup]**, they can only just brainstorm, talk about it, and then work on it through a document, a... **Collaboration is there but it's still different if you can see**, or like even **in a simulation that the students are really working together, like you're seeing five heads working together in a specific side of the environment**. Okay, so, there's may student 1, student 2, like that. Also, that could give us, in connection with the suggestion with the blackboard, there are times- for example, for maths- **maybe we could call in someone to answer something on the board**. But I think it's going to be... Yeah, well it's point for improvement, right? [INT: Yeah.] And, what else? Because, really, the feel of the app kasi, or the program rather, really **gives us the simulation of everything that could be happening inside the real classroom**. So, if we can really do that even/in that kind of environment which is, of course, like Ma'am [CLG] said, another level, so **that could be really good or interesting to happen**. Somehow, **I'm excited to see if that will be possible**.

JHS: [INT: Mhmm, okay.] So there: **collaborative learning could be promoted** if ever the avatars could **roam around or walk around the environment**.

INT: I will admit that, aside from paper collaborations, it's harder to do group projects now. They're really hard...
[JHS: True...] Okay, how about the other two? [...] Maybe **other features instead of just the moving around**? As sir said, maybe proximity chat, as it's technically called?

CLG: I think... I think I remember this when we talked last time. The... Di ko matandaan yung exact word na sinabi ni [CLG Student] pero... **The background and the seating arrangement of the students?** Like more... **More seats?** Or another... Kasi in, ano diba, in other... **We can change the background or the environment**, something like that. So I think we can also use/have the option to change... For example, **like it's math or it's a science**, so we can feel more like we're in a **laboratory or something**. But I know it's... **It's for improvement pa naman**, no?
[INT: Yeah. No, it's fine. That's the... This is the topic, yeah.] Yeah. So, for me, yeah... **The backgrounds of/inside the room, and the simulation room, and the seating arrangement**. Kasi, **in Teams**, diba, we have **seating arrangement**, like we're **in a theatre** or we're **in a/an environment**, or under the sea, but... No, not under the sea, but more on **the realistic one**. Yeah, that's for me.

SHS: [INT: Alright.] For me, yeah, I agree with that: **the background or yung pinaka-setup of the class/classroom**. Ayun, since we are in the simulation, why can't... **Why can't we do something** when it comes to the **presence or the actual setup of a realistic classroom**, right? Totoong... **To feel the actual classroom**, ayun. And then, siguro **when it comes to the collaboration**, yung sinabi kanina ni Ms. [JHS], at **breakout rooms** siguro kung pwede rin pong, ano... To see, the... **Just like the Zoom and din the MS Teams**, we can do... Kasi we are do- we are using that for, ano, **for group activities**, for example for brainstorming, and then, if we are in the same (???), kita natin/**we can see how they cooperate**, or how they **walk**, ayun oh, how they go to their **group/respective groups to do collaborative work** among their classmates, ayun.

INT: Alright, so yeah, the environments. Regarding that... I just got them free from some online store... I just downloaded them free... There was an actually bigger classroom, around 40 seats, with more realistic 3D assets but my adviser to cut it down to the smaller one first 'cause, you know, this would only take maybe 2-3 people per session. But, yeah, I... That was my first choice, though, the big 3D classroom, but it didn't... The avatars didn't fit the aesthetic of that, too. So maybe, that's it... Okay, so after that, the environment... How about the avatar itself? Would you... Between a **virtual avatar for the face- you know FaceRig?- or the webcam feed**, which do guys/do you think would be more apt for the app or software? [...] Uh, do you guys know the FaceRig technology, right? The... Example for the iPhone: face-filters? Something like that? So, it tracks your face and it makes some 3D model in/on the phone move as if that was your facial features, something like that? [...] Okay, guess not...? Uh, should I screenshare something?

JHS: *Laughs* Nah, we know. We know that. [INT: No one was talking, sorry...] [I will] answer that I think that's something **that depends, really, on how the students also are behaving on the other end** because, somehow, **not every time what we see in the gesture or in the facial expression is what they really mean**. So, somehow, at some point, **it could lead also to a misunderstanding**. Maybe in the avatar, they are- **they suddenly frown**, and then we could **[mis]interpret** it as... **It is a reaction towards whatever teacher is saying**. So, maybe we could check on that, on the diff... Well, really, I think **it's something that we couldn't control** if it is being interpreted by the system, **the expression of their faces** right? Or, is there something that we could do with that?

INT: 'Cause... The current model's, it's just facial expressions or, let's say, emojis on a fa- on a flat face for the avatars. I first tried to see if I can link a webcam feed to the avatars themselves, but it seemed a bit too hard? And also, it takes a lot of data, maybe. Like, it takes the same amount of data as *Zoom* or something like that. So, I tried to think of **FaceRig technology, as well, but that involves VR tech**, which is a bit too complicated for me at the moment. But if it were... If either were able to be implemented, what do you think would be better for the either the students or the teachers, or both?

CLG: For me, I think I am with the **avatar**; **just a few changes like, for example, what they said a while ago: the color will distinguish the gender**. But in my point, in college kasi, **students were somewhat sensitive with regards to their gender**. So, yeah... And... It might, you know, sometimes, **mamiss/maano ko yung kanilang [gender] expression**, that's why I think, for me, **avatar** works for us.

INT: Ah, so it's a better form of expression for them. [CLG: Yes.] It's more customizable, a (obscures them?), okay. Mmhmm. Do you have anything to add, Sir [SHS]?

SHS: Ah, yes, sir. I think I will agree with Ms. [CLG]: the avatars. Siguro/Maybe **the students can customize their own avatars**, like their eyes, their nose, their mouth, their hair, their **pinaka-basic feature nung kanilang face**, siguro, when it comes to the avatar. Since, ano, parang, yeah... Maybe we can (???), **the way they express their gender will be, ano, will be an issue kapag gagamit tayo ng color to judge** or to base (???) of our students. [INT: Okay.] **I think the customization of avatar would be better for our students**, mhhmm.

INT: The students also agree that webcams will get... I mean they don't wanna show their face in the first place for the majority. Okay, that's unanimous so far, damn. Okay. I think this is the last question for this set and the entire interview proper: how and by how much would the **use of VR** affect this type of environment? **Virtual Reality technology** such as the *Oculus* or, yeah, something like that? [...] Okay, I'll give you guys time to think of your answers, yes? This project was inspired by **VRChat**, do you guys know that game or software? It's also on *Steam*, I think? 'Cause, in there, you use virt- you can use VR technology and tracking, so you can move your virtual avatar just by moving you hands, since the camera sees your hands, as well. Something like that. But I... It's hard to implement, if you don't have VR tech in general, or VR equipment, so I was trying to think of some way to imitate that in a more low-cost and more, let's say, efficient technology. [...] Any thoughts on that?

JHS: Okay... I think for me, **the impact of the use of this technology** in, yeah... If we're going to enclose it in the perspective of education, this is somehow really hard, like... But that's why you're here; **you're trying to give us another, new potential LMS that could be something that we could use in the future, and then improve the delivery of remote learning**. And this impact, also, **has brought a lot of, yeah, prerequisites for all the people involved**, so... But it's okay because it gears towards development, not only for the students but also for the teachers, the people behind the teachers, the trainings- the trainers rather. **We cannot say that the impact is just a negative thing, but definitely it shows a lot of positive**. But, somehow, **the perception of using these different technologies in teaching is not always accepted immediately**, especially the educators. I could say that for us... Earlier we were not able to, I guess, introduce with our age, but I am 31, and I think Ms. [CLG] and then Sir [SHS] is younger than me, but **I was able to, kumbaga, embrace this different technologies now because, somehow at some point, I do not have a choice** because... because it is something which I wanted to do, which is to teach. So, if I want to do and continue using my/delivering my craft... So, I have to also go with the flow. So, **this technology is, somehow, I can say, the impact is inevitable. Parang hindi natin siya mapipigilan**. It will always really come out. **Before, the remote learning is only considered for higher education, but this time we have introduced it in the lower levels**, so whate- there are more to come. So, if we cannot adopt it now, we cannot learn it now, then what will happen at the end? Or in the end? So, really, these different breakthroughs, through the, like the VR technology, maybe we are not that knowledgeable enough, but we can already see it. Or maybe we have already experienced it at some point when you are trying to describe it earlier. So, that's somehow my thoughts about the impact of this technology.

INT: To be fair, I think the/accessible VR tech is still very far in the future, so no need to worry about that. Just like, uh... That was the inspiration for this project, and I wanted to know your thoughts on that. How about the rest?

SHS: I **agree** with Miss [JHS], ayon, so I think that **the use of this technology is a step to a better learning in the new normal**, ayon. So, although nga there are things needed to be improved and then improved din **especially when it comes to the use of technology for us educators kasi**, just like Miss [JHS] has mentioned, na **not all educators are, parang, in an age na that they can manipulate technology**. But how about the other na, you know, the

older generation or the, you know... Ang hirap sabihin... **Veteran teachers or older teachers**. Di naman older, but teachers in the, ano na... In the field na **masyado nang mahabang** nagtuturo. But, **this technology, I can say that is an effective tool** especially kapag alam ng student na they can **participate in class discussion**. Mas kita natin na **parang mas namomotivate** sila to **attend** their classes. Unlike yung sa, ano eh, sa *MS Teams* na, I don't know if na-experience nila to na nina Ms. [JHS] **na yung student alam ko nasa/kababangon lang**, ganun. Parang with this [INT: *Laughs* Sorry.] Oo... What with this... Yeah, I'm, ano, experiencing that na, ano, na **parang accidentally naopen yung camera; kita ko nakahiga palang/parin siya**, and then...[INT: *Laughs*] And then, I think this will be an effective tool din na, although maraming- let us accept the fact na it is still in the process of developing, ayun. So it is **a step towards the development of a new (???) learning system** in our/the **new normal**, in the new setup. Ayun po.

INT: Yeah... Yeah, I got reminded of something... Sorry... Alright, Ma'am?

CLG: *Laughs* I had the **same experience**... Okay, yeah... For me, **I think this shows that education is really, ano, is innovating** from time to time, and, really, **technology has a great role in, not just in education, but in our life, and this is one of the results** of that, no? And I really think that **this will help** most of the student to be more **participative and interested** inside the class. And, aside from that, I think it will also help other students, kasi in college or in senior high or in other year din, sometimes I experience students attending the class while they were working, like, yeah... So, I think this simulation can really help them not... **They are still interested and present mentally and physically- virtually**, sorry- sa classes. So **it's really one step, no, to also help** them to be **motivated and engaged** in studies, and at the same time, syempre, it's inevitable naman to work because sometimes we have different issues and struggles, so... Yeah, it's really a great help for them also.

INT: Okay. I think that's it for the entire interview. Thank you all for your answers, but first, do you have any other sugge- additions or opinions to say regarding the entire thing? [Participants say none but say thanks and good luck] Thanks! Okay, I think that's it. I'm gonna stop the recording in about... Wait, where's the button?

[Recording ends followed by de-briefing]