|  |  |  |
| --- | --- | --- |
| **Theme: How the VC Acts as a Learning Environment** | | |
| **Sub-themes & Keywords** | **Excerpts** | |
| The **Teachers**:  *focus, interaction, communication, comprehension, agreement, opinion, mood, question, voice, concern, delivery, understanding, answer, presentation, discussion, behavior, participation, meaning, order, choosing, expression, listening, learning, attention, interest, assessment, motivation, recall, helpful;*  *mental/physical presence/involvement* | [SHS-S]  [CLG-S]  [JHS-S]  [SHS-S]  [CLG-S]  [JHS-S] | enhances the **virtual interactions** since the students would be more **focused**  specially to interact with a **student-&-teacher communication**  kung paano po nila **ina-adapt yung naituturo** sa kanila while nakikinig sa teacher  instructor may be able to tell if [they] truly **comprehend**… or… **misconceptions**  especially if the student wants to answer, wants to **give his or her opinion**  gestures will really help them **voice out**; like if they have **concerns** |
| [JHS-T]  [CLG-T]  [CLG-T]  [SHS-T]  [JHS-T]  [SHS-T] | teacher… can identify how the students would **behave** towards the **discussion**  a part of the **engagement**… [so] that the students can **participate actively**  like nodding means **“agreeing**” or shaking the head means “**disagreed**,”  students raise their hands... it is a **sign** that they are **engaged / participating**  see who’s **ready to answer / express their ideas** in the simulation  It provides an **interaction, yung engagement**, between the **teacher** / classmates |
| Other **Classmates**:  Students: *talk, interact, copy*  Teachers: i*nteract, cooperate, collaborate, work together, group activities* | [CLG-S]  [CLG-S]  [SHS-S]  [JHS-S]  [SHS-S] | looking right at their classmates and **trying to copy their facial expression** as well  I’ve tried [*VR*] once and I quite **interacted** with a lot of people more than… *Zoom*  physical self will be transferred virtually... **interact** with the people / environment  to **interact** with other… yung environment… same na ginagalawan ng lahat  we want to **talk to our seatmate**… if it’s too loud then the teacher can… scold us |
| [SHS-T]  [JHS-T]  [JHS-T]  [JHS-T]  [SHS-T]  [SHS-T] | It **provides an interaction, yung engagement**, between the teacher / **classmates**  The kids or the students can **work together** in coming up with an output.  when we had the remote [setup]… **Collaboration is there but it’s still different**  **collaborative learning** could be promoted [through *roaming around*]  when it comes to the **collaboration**… breakout rooms… for **group activities**  we can see how they **cooperate, or… do collaborative work** |
| The **Environment**:  *eye, look, better;*  *curiosity, attention & interest, enjoyment;*  *aura, presentation, environment, background, setup, seating arrangement;* | [JHS-S]  [CLG-S]  [JHS-S] | **environment**… sa **mga mata** ng students… ay isang **malaking factor** sa pakikinig  what’s missing is the **presentation** element… [like] the **blackboard**  yung **environment** mo na yon parang same… kayo na ginagalawanng lahat |
| [JHS-T]  [JHS-T]  [JHS-T]  [SHS-T]  [SHS-T]  [CLG-T] | you are **curious** around the **environment** itself  a **good environment**… could at least maybe **increase that attention and interest**  more… they have **enjoyed**… in that **environment**… more that they could **recall**  it would be **better** para mas/may **bagong environment** or tool  There definitely is **difference yung aura** ng when you are in **a virtual setup**  for improvement… The **backgrounds**…, **simulation room**… **seating arrangement** |