|  |  |  |  |
| --- | --- | --- | --- |
| **Themes** | **Sub-themes & Keywords** | **Excerpts** | |
| The Effects of Active Listening in a Virtual Classroom | Something **Fun**:  *fun, exciting, entertainment, enjoyment, attention, interest, motivation* | [CLG-S]  [CLG-S]  [CLG-S]  [SHS-S]  [JHS-S]  [SHS-S]  [CLG-S]  [CLG-S] | it helps by somehow **entertaining** the students  [the *gestures*] will be quite **exciting** for the students  It can be **somehow exciting**… on an online setup [of] learning  **more exciting** since this is a new thing… or a new perspective  **draw more attention** since it’s new to them  students will be **excited**… it will be **a lot more exciting** than the usual ones  the avatar is quite **more enjoyable**… It **is quite exciting** if they create avatars  [using *avatars,*] students will be able to **entertain themselves** |
| [JHS-T]  [JHS-T]  [CLG-T]  [JHS-T]  [JHS-T]  [JHS-T]  [SHS-T]  [CLG-T]  [CLG-T]  [CLG-T]  [JHS-T]  [JHS-T]  [JHS-T] [JHS-T]  [CLG-T] | It is something that the students who would be **very interested** in  I was **very, very into it**, that [JHS-S] is also **very excited** to be in that simulation  worth it to use because it will really get **a lot of interest [and] attention**  the more the simulation… **can really trigger that interest** in the discussion  the **more that they have enjoyed**… **the more that they could recall**…  [*Walking*] could be really good / **interesting**… I’m **excited**… if that will be possible  Mas kita natin na parang **mas namomotivate** sila to attend their classes  will help most of the student to be more **participative and interested**  They are **still interested and present** mentally and physically- virtually  it’s really one step, no, to also **help them to be motivated** and engaged in studies  [*Walking*] could be **really good / interesting**…  It is something [to] be **very interested** in… learning how to use… [or] explore  it would be a **fun** thing to explore  [addresses] the **attention-issue**… the feeling of being **bored**  People get **bored** for that… We really get **bored** [teaching *remote SocSci*] |
| Something **New**:  *new/many/different/original;*  *perspective, experience, way, look, learning, environment, system, thing(s), feature(s), tool(s);*  *wonder, exploration, curiosity* | [CLG-S]  [JHS-S]  [CLG-S]  [CLG-S]  [JHS-S]  [JHS-S]  [SHS-S]  [CLG-S]  [CLG-S]  [JHS-S]  [JHS-S]  [SHS-S] | a **new perspective** foronline students; for the students and teachers  **a whole** **new experience** and it’s very entertaining  [having **new features**] is quite enlightening / good  more exciting since this is a **new thing**… or a **new perspective**  since it’s **new to them**… students will maximize all the **features**  **marami** po siyang **features**… **mas marami** na pong **pwede magamit**  students will be excited if there are **a lot of features**  It would benefit… due to its **new look and new features**  I was **looking around** and trying to see the whole [, **new**] place  [using *avatars*] to entertain themselves and… para **makapag-explore**  **different features** that we can use **while still learning**  there are a lot of people who **want FPS** than other type[s] of **perspectives** |
| [SHS-T]  [SHS-T]  [JHS-T]  [JHS-T] [SHS-T]  [SHS-T]  [JHS-T]  [JHS-T]  [JHS-T]  [SHS-T]  [SHS-T]  [CLG-T]  [JHS-T]  [JHS-T]  [CLG-T]  [JHS-T]  [JHS-T] | a **new tool** for them rin when it comes to the learning / their learnings  it would be better para **mas/may bagong** **environment / tool** yung mga students  **new** **potential** LMS that could… improve the delivery of remote learning  the impact is **inevitable**. Parang **hindi natin siya mapipigilan**  Parang they are **wandering** or… yung **curiosity** nila of the things  when in a positive way is, siguro they are trying to **explore**… the simulation  It is something [to] be **very interested** in… **learning how to use**… [or] **explore**  it would be a fun thing to **explore**  to think of **original ways** on how to deliver their discussion or deliver the lesson  [other platforms] have the **same basic features** that they can **already… navigate**  a step towards the **development of a new learning system** in the new normal  **unlike in synchronous sessions** where the student’s camera is off [face is shown]  student could actually show like what we are doing… in the **residential setup**  some students **cannot access** the react/raise-hand button [**in *MS Teams***]  [sometimes] **not able to see who is raising** their hand [**in *MS Teams***]  I could really see **some edge** from the program **compared to the existing ones**  Before, the **remote learning is only considered for higher education**, but this time **we have introduced it in the lower levels** |
| Something **Good**:  *positive, benefit, cool, good, great, better, okay, most, best, worth, definite, step to;* | [JHS-S]  [CLG-S]  [CLG-S] [CLG-S]  [SHS-S] [CLG-S]  [SHS-S]  [JHS-S]  [CLG-S]  [SHS-S]  [JHS-S]  [CLG-S]  [JHS-S] | I think it would be a **benefit** since… marami po siyang features  It would **benefit**… some of our meetings and conferences as well  [this] give students more mental involvement… and that’s **good**  there is also a **positive thing** about [*head movements*]  [*head movements* are] a **positive thing** since the teachers can observe  **it’s okay, it’s good as well** po… can also be a **good thing** for the teachers  it’s a **positive** thing having the *gestures*  [*Walking or more movement*] is **ok**… **maganda** po siyang **experience**  I believe *virtual* [*reality*] is **good**  *VR* or *virtual* *realit*y po will be **a lot cooler**  [*VR*] It would be **a lot cooler** po  the **“most”** [useful] is the [use of] *gestures…* Para po di nag-uunahan  *facial reacti*on po yung **pinaka-maano** na feature |
| [JHS-T]  [SHS-T]  [CLG-T]  [CLG-T]  [CLG-T]  [JHS-T]  [SHS-T]  [JHS-T]  [JHS-T]  [JHS-T]  [SHS-T]  [SHS-T]  [CLG-T]  [CLG-T]  [JHS-T]  [CLG-T]  [SHS-T] [JHS-T]  [SHS-T] [JHS-T]  [JHS-T]  [JHS-T]  [SHS-T]  [SHS-T]  [SHS-T]  [CLG-T] | Literally, it’s **not that bad**... I think it really has **great potential**.  I both agree… **positive** talaga yung magiging outcome for the students / teachers  it will really be **worth it**… get a lot of interest, attention, and… good interactive  a **good step** towards a virtual classroom that is more conducive for the students  It’s a **definite yes [being a benefit** to my class]  it will **benefit** our classes… provide an engaging student-teacher learning process  it’s not just used for the **benefit of the student**, but also it **benefits the teachers**  I think the customization of avatar would be **better** for our students  **cannot say that the impact is just a negative**… it shows a lot of **positive**  the use of this technology is **a step to a better learning** in the new normal  **a step towards the development** of a new learning system in… the new normal  I think this shows that education is really, ano, is **innovating**  **technology has a great role** in… education… **this is one of the results of that**  **good environment**…because there are more engagement  **a good step** towards a virtual classroom that is more conducive for the students  [*head movement*]in a **positive way** is, siguro they are trying to explore  it’s a **good feature** because I can directly see  I guess this is **a good feature** of the simulation  [*idle gestures* or *postures*] could be a **good idea** as well  if [roaming]… could be possible… it could lead to a **good strategy**  [*Walking*] could be **really good** / interesting…  I guess the **best** [of the features] are the *gestures.*  I think the **best feature** would be, yeah, I think the *gesture* in the avatar itself.  when in a **positive way** is, siguro they are trying to explore… the simulation  the use of this technology is a step to a **better** learning in the new normal  technology has a **great role** in, not just in education, but in our life |
| Something **More**:  *enhance, more, improve, increase, enrich, promote, help, enable, provide, contribute, suggest;*  *easy, active, quick, effective, conducive;*  *physical, mental, presence;*  *ask, Interact, focus, feel, communicate, engage, know, involve, participate, attract, comprehend, tell, understand, recognize, determine, voice, entertain, listen, collaborate, deliver* | [SHS-S]  [CLG-S]  [JHS-S]  [SHS-S]  [SHS-S]  [SHS-S]  [JHS-S]  [SHS-S]  [JHS-S]  [JHS-S]  [CLG-S]  [CLG-S]  [CLG-S]  [JHS-S]  [SHS-S]  [SHS-S]  [CLG-S] | **enhances** the virtual **interactions**… students would be **more focused**  specially to **interact** with a student-&-teacher **communication**  **helps** the teacher **know** what emotions **nafe-feel** ng students  the instructor **may be able** to tell if the participants truly **comprehend**  **easily** **attract** the attention of the speaker  speaker can **easily ask** what the questions will be  the teacher would **easily recognize** them  **maybe able** to **determine** whether or not they truly **understand**  **mas ma-eengage** po sila **makinig** kasi mas marami na pong pwede magamit  **madali** pong **malaman**… yung parang nafe-feel ng students  in an **interactive** way, mostly, sir, we can hide behind the camera  give students **more mental involvement** especially in the classroom  **helps** by somehow **entertaining** the students  would **help a lot**… **help** them **voice out**  will give a **big help** for the student as well as the teacher  the feature that **contributes the most**… it’s the *facial reactions*  I’ve tried [*VR*] once and I **quite interacted** with a lot of people **more** |
| [CLG-T]  [CLG-T]  [JHS-T]  [SHS-T]  [CLG-T]  [JHS-T]  [SHS-T]  [CLG-T]  [JHS-T]  [JHS-T]  [JHS-T]  [SHS-T]  [CLG-T]  [CLG-T]  [SHS-T]  [CLG-T]  [SHS-T]  [JHS-T]  [SHS-T]  [SHS-T]  [CLG-T]  [CLG-T]  [CLG-T]  [CLG-T]  [JHS-T]  [JHS-T]  [SHS-T] | I also agree…It also helps us to be **more interactive** inside  as a part of the **engagement**… [so] students can **participate actively**  gives us the feeling of the **engagement**  Yes, the simulated physical motions **help in the virtual interaction**  *head movement* really **helps a lot**… [to] **understand** if the students dis / agreed  I think it, somehow, **suggests**… how the students feels in front of the device  this will **help** the **teaching and learning process** to be **more effective**  it’s really **interactive**… is really **more engaging** in the simulation  **conducive** to learning, because there are **more engagement**  [environment] could at least maybe **increase** that **attention & interest**  use apps / programs [like this] that we could really **enrich the engagement**  I think this will be **more engaging**… **mas engaged** yung mga students  worth it to use because… [of] having a **good interactive** with the students  a good step towards a virtual classroom that is **more conducive** for the students  It **provides an interaction, yung engagement**, between the teacher / classmates  Parang on the other level of learning, so it’s **really helpful and engaging**  **mas maging… Engaging**, yung class discussion, ayon, using this simulation  this program can **help** the teachers as well to **enhance** their strategies  **collaborative learning** could be **promoted** [through *roaming around*]  is an **effective tool** especially kapag… they can **participate** in class discussion  **will help** most of the student to be more **participative** and interested  They are **still** interested and **present** **mentally and physically- virtually**  it’s really one step, no, to also **help them to be** motivated and **engaged in studies**  so I think this simulation is **helpful**  for us to be able to do remote learning **really effective**  I think this… can possibly **provide a conducive learning environment**  new potential LMS that could… **improve the delivery** of remote learning |
| Something **Comfortable**:  *hide, close, show, reveal, vocalize;*  *face, camera, true self;*  *nervous, shy, introverted, anxious* | [JHS-S]  [SHS-S]  [JHS-S]  [JHS-S]  [CLG-S]  [CLG-S]  [CLG-S] | **nakakahiya** pong umimik  there are a lot of/some people who **don’t want to reveal their faces**  prefer na **hindi pinapakita** yung sarili nila  not all of the students **open their cameras** and **use their microphones**  I can **vocalize more** and I can **share more** if I am **closing my camera** or like that  I can **show my true attitude and true self in a virtual platform**  [*VR*] is good… especially for those persons who are **shy and quite introverted** |
| [CLG-T] | students really got **nervous, shy, and anxious** to turn on their cameras |
| Something **Else**:  Current Platforms*:*  *hard, can’t, problems, accidents;*  *cheap, storage, data, camera*  Other Uses*:*  *other, alternative, platform,* ***new normal****;*  *meeting, conference, assessment, quiz bee, talk show, performance task* | [CLG-S]  [CLG-S] [CLG-S]  [CLG-S]  [JHS-S]  [CLG-S]  [CLG-S] | It would benefit some of our **meetings and conferences** as well  like those students who are trying their **experiments**  [Using other platforms] **eats up a lot of storage** in our gadgets… trying to **update**  trying to use **data**… it is **quite hard** for students who have low budget  not all of the students **open their cameras** and **use their microphones**  there are cases that we **can’t open our cameras**  some of us have a **cheap webcam** just like mine |
| [JHS-T]  [JHS-T]  [CLG-T]  [SHS-T]  [SHS-T]  [SHS-T]  [SHS-T]  [CLG-T]  [SHS-T]  [SHS-T] | **not literally replaces** but [is] at least an **alternative**  it could transcend on the… **formative / summative assessments**  **quiz bee** / **talk show**… we can use it for other **assessment** / **performance task**  we can use this… as a **platform for other activities** like performance tasks with  for teachers din, siguro, this simulation, din, we can use this in **faculty meetings**  the use of this technology is a step to a better learning **in the new normal**  a step towards the development of a **new learning system in the new normal**  **not turning on their camera** because… [of] **problems- internet and power**  You are always requesting your students to **turn on your camera, but [can’t]**  parang **accidentally naopen yung camera**; kita ko nakahiga palang/parin siya |

|  |  |  |  |
| --- | --- | --- | --- |
| How the VC Acts as a Learning Environment | 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]  [SHS-S]  [CLG-S]  [CLG-S]  [SHS-S]  [SHS-S]  [JHS-S]  [CLG-S]  [SHS-S]  [JHS-S]  [CLG-S]  [CLG-S]  [JHS-S]  [JHS-S]  [CLG-S]  [SHS-T] | 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**  observe if the pupils **completely agree**… or **comprehend**… if they’re **disagreeing**  especially if the student wants to answer, wants to **give his or her opinion**  a good thing for the teachers if they need to **lighten up the mood** of the class  attract the attention of the speaker **if there are questions**… from the listeners  By this, the **speaker can easily ask** what the questions will be  gestures will really help them **voice out**; like if they have **concerns**  perspective of the teacher, they can also see that students are **quite listening**  instructor… able to determine **whether or not they truly understand** the lesson  *facial reaction* po yung pinaka-maano… kasi… **malalaman po talaga** ng teacher  what’s missing is the presentation element, on **how**… **the teacher can present**  because **in communication we need an answer**  **malaman**… kung ano po ba talaga yung **parang nafe-feel** ng students  give students **more mental involvement especially in the classroom**  in an online setup we can’t just speak simultaneously… Para po **di nag-uunahan**  **behavior** of the students can be/also be observed in these gestures |
| [JHS-T]  [CLG-T]  [SHS-T]  [CLG-T]  [CLG-T]  [JHS-T]  [SHS-T]  [JHS-T]  [JHS-T]  [CLG-T]  [JHS-T]  [JHS-T]  [JHS-T]  [JHS-T]  [JHS-T]  [SHS-T]  [JHS-T]  [JHS-T]  [CLG-T]  [SHS-T]  [JHS-T]  [JHS-T]  [SHS-T]  [CLG-T]  [CLG-T]  [CLG-T]  [JHS-T] | teacher… can identify how the students would **behave** towards the **discussion**  a part of the **engagement**… [so] that the students can **participate actively**  we can like show their [teachers’] reactions while in a / during class **discussion**  **different meanings**… to the head movement… if the students **dis/agreed**  like nodding means **“agreeing**” or shaking the head means “**disagreed**,”  whenever everybody raises their hand and you have **to choose** one  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  putting your hands in front to show that, really, **they are behaving**  we can see if they’re **ready to listen** or if they are **really into the discussions**  we could maybe have a signal if that **answer is a good answer**  so that the **interaction** **will be not only one-way** from the student…  it is… **conducive to learning**, because there are **more engagement**  looking at the/a good environment… could… increase that **attention and interest**  **student as the best assessors** of everything that we’re [teachers] doing  It provides an **interaction, yung engagement**, between the **teacher** / classmates  one thing that we really do… is to **motivate** the students first  the more that they have **enjoyed**… the more that they could **recall**…  Parang on the other level of learning, so it’s really **helpful and engaging**  this will help provide an **engaging student-teacher learning process**  maybe we could **call in someone to answer** something on the board  new potential LMS that could… **improve the delivery of remote learning**  an effective tool especially kapag… they can **participate in class discussion**  this will help most of the student to be **more participative and interested**  They are still **interested and present mentally and physically- virtually**  it’s really one step… to also help them to be **motivated and engaged in studies**  to think of **original ways** on how to **deliver their discussion or deliver the lesson** |
| Other **Classmates**:  Students: *talk, interact, copy*  Teachers:  *interact, cooperate, collaborate, work together, group activities* | [JHS-S]  [CLG-S]  [CLG-S]  [SHS-S]  [JHS-S]  [SHS-S] | [use *walking*] kapag wala pong discussion or… **makipag-interact**… **sa classmate**  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]  [JHS-T]  [SHS-T]  [SHS-T] | It **provides an interaction, yung engagement**, between the teacher / **classmates**  in teaching we have this **cooperative learning** and also **collaborative learning**  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]  [JHS-T]  [SHS-T]  [JHS-T]  [SHS-T]  [CLG-T] | you are **curious** around the **environment** itself  a **good environment**… could at least maybe **increase that attention and interest**  the more… **the environment within**… can really trigger that **interest**  more… they have **enjoyed**… in that **environment**… more that they could **recall**  it would be **better** para mas/may **bagong environment** or tool  you’re seeing five heads working together in a specific side of the **environment**  There definitely is **difference yung aura** ng when you are in **a virtual setup**  for improvement… The **backgrounds**…, **simulation room**… **seating arrangement** |

|  |  |  |  |
| --- | --- | --- | --- |
| Virtual Elements Replicating Physical AL | **Emotion or Behavior**:  *show, know, tell, observe; behind camera;*  *understand, comprehend, interpret;*  *emotions, feelings, expressions;*  *reactions, response, readiness, behavior;* | [CLG-S]  [CLG-S]  [JHS-S]  [SHS-S]  [JHS-S]  [JHS-S]  [SHS-S] | **showing** their **emotions**… while they are **behind the camera**  just like… *Zoom*, we have **reactions** like the joy, thumbs-up, or clap motion  *facial* ***reaction*** helps the teacher **know** **what emotions nafe-feel** ng students  *facial* ***reactions*** since based on how the pupils’ **faces react** the instructor is…  *facial* ***reaction*** po yung pinaka-maano… kasi… **malalaman po talaga** ng teacher  madaling **malaman**… yung… **nafe-feel** with the **emotions and facial reactions**  based on how their *faces react*, the **instructor**… **able to tell** [**comprehension**] |
| [JHS-T]  [CLG-T]  [SHS-T]  [SHS-T]  [JHS-T]  [JHS-T]  [SHS-T]  [CLG-T]  [CLG-T]  [SHS-T] | [in] the simulated environment can identify how the students… would **behave**  because they **can see** the program / the movements and the **facial reactions**  You **can see** the **facial expressions**… and we can like **show their reactions**  we can **see** how our students **react**… **nakikita** yung **response/reaction**  we would **see** **who’s ready** to answer / express their ideas in the simulation  putting your hands in front to **show** that, really, **they are behaving**  **behavior** of the students can be/also be **observed** in these *gestures*  we **can see** if they’re **ready to listen or if they are really into** the discussions  they have the controls to **show** what **their emotions** will be  Our avatar, ano, can get our **reaction** in our/during our faculty meeting |
| **Idle or Static**:  ***not the usual “picture”****;*  *see, look, watch; present, show;*  *avatar, physical, virtual,*  *customize, gender, color;*  *aura, presence, thought(s), others;*  *setup, environment* ***there but not****;* | [CLG-S]  [CLG-S]  [CLG-S]  [CLG-S]  [CLG-S]  [CLG-S]  [SHS-S]  [JHS-S]  [CLG-S]  [CLG-S]  [SHS-S]  [SHS-S]  [JHS-S] | the **teachers can see** whether the **students are really looking right at them**  **not the usual**… **just seeing** **pictures** of everyone / presentations of the teachers  **see** that students are quite listening… because that is **what they click on**  what’s missing is the **presentation**… the **blackboard** behind the teacher  need ng videos / **makapanood po ng videos** yung students  if students **create their own avatar**… to **show** to their classmates  **virtual avatar** will be more fitted to everyone  mamimili sila ng hair-style, ng lips… sila po talaga yung **mag-cucustomize**  I can **show** my true attitude and true self in a **virtual** platform  in case they can’t speak in a microphone and there will be a **thought bubble**  it’s like your **physical body** is there **but it’s virtual**  **physical self** will be transferred **virtually**...  **you’re there but you’re not there**… |
| [SHS-T]  [JHS-T]  [SHS-T]  [CLG-T]  [SHS-T]  [SHS-T]  [CLG-T]  [CLG-T]  [CLG-T]  [SHS-T]  [CLG-T]  [CLG-T]  [SHS-T] | parang we can **see an actual setup** in the/a face-to-face classes [or *simulation*]  **looking at the/a good environment**… increase that attention and interest  **feel the presence** of the teacher/their classmates / an actual classroom  **feel the presence** of the students even if they are… not turning on their camera  siguro yung avatar din, if they can **customize their looks based on their physical**  in a **virtual setup** na you **can see** your classmate na **may katabi ka**  We **can see a picture**? Of your classmate… **the face** of the students  just a few changes like, for example, what they said a while ago: the **color**  customize their own **avatars**… their **pinaka-basic feature nung kanilang face**  I think the **customization of avatar** would be better for our students  They are still interested and **presen**t mentally and **physically- virtually**  maano ko yung kanilang **[gender] expression**, that’s why… **avatar** works for us  [**gender expression** will be]… an issue kapag gagamit [lang] tayo ng color |
| **Movement or Dynamic**:  Students:  *see, look, perspective; first, second,* ***order****;*  *move, answer, raise, walk, speak, voice;*  Teachers:  *see, show, attract; direct, different;*  *work, interaction, cooperate, collaborate;*  *indicator, sign, signal, agreement, attention, meaning;*  *movement, motion, raising (hand), nodding, bobbing, walking* | [SHS-S]  [CLG-S]  [JHS-S]  [CLG-S]  [SHS-S]  [JHS-S]  [CLG-S]  [CLG-S]  [JHS-S]  [JHS-S]  [JHS-S] | since everyone in the room can **see their “movements”**  I was **looking around and** **trying to see** the whole place  **medyo ginagalaw** ko rin po siya [the *head* or *camera*]  especially if the student wants to **answer** [through ***raising-the-hand***]  there are a lot of people who **want FPS** than other type[s] of **perspectives**  [use ***walking***] kapag wala pong discussion or… makipag-interact… parang sa f2f  in a ***gesture-way***, someone can be **first**, then… **second**…  in an online setup we can’t just **speak simultaneously**… Para po **di nag-uunahan**  yung environment mo na yon parang same… kayo na **ginagalawan** ng lahat  *gestures* will really help them **voice out**  ganun [***walking***] din naman po yung nangyayari **‘pag face-to-face** classes |
| [CLG-T]  [CLG-T]  [SHS-T]  [JHS-T]  [JHS-T]  [JHS-T]  [JHS-T]  [JHS-T]  [CLG-T]  [SHS-T]  [SHS-T]  [SHS-T]  [JHS-T] [JHS-T]  [JHS-T]  [SHS-T]  [SHS-S]  [SHS-S]  [SHS-S]  [JHS-T]  [CLG-T] | we can use that as a part of the engagement **na nakikita** natin  because **they can see** the program / the **movements** and the facial reactions  **motions** help in the virtual interaction because the teacher **can see**  the more the **head bobs/move[s]** around **shows an indication** [of comfort]  when it’s first time you use it… they would be… **moving** around their heads  it’s a good feature because I can **directly see** [*gestures*]  It’s still **different if you could see**… [the *actual* ***raising***]  student could actually **show**… whenever everybody **raises their hand**  **nakikita** natin kung sino **yung nagraraise** ng hand. So, for me, it’s helpful.  when students **raise their hands**… **it is a** **sign** that they are engaged  given **nakikita** natin **yung interactions**… We can say na mas maging engaged  **to see somehow**… **makita namin yung interaction** between the members  **Collaboration** is there but it’s still **different if you can see**  like you’re seeing five heads **working** together in… the environment  promoted if the avatars could **roam / walk around** the **environment**  we **can see** how they **cooperate / walk / do collaborative work**  teacher can observe if the pupilscompletely **agree**, by **nodding**  see if they’re **disagreeing** by **just their head movement** as well  gestures can easily **attract the attention** of the speaker  we could maybe have a **signal** if that answer is a **good answer**… [or] **praise**  **different meanings**… to the ***head movement*** like **nodding [agreeing]** |

|  |  |  |  |
| --- | --- | --- | --- |
| The Downsides | Mentioned **Improvements**:  *missing, improve, customize,*  *presentation, environment, avatar, videos, teacher, avatar, roaming, groupings, color, expression, seating*  and the current features | [JHS-S]  [CLG-S]  [SHS-S]  [SHS-S]  [CLG-S]  [CLG-S]  [CLG-S] | gawin po [**yung *environment***] mas… ano po **sa mga mata** ng students  what’s **missing** is the **presentation element** (e.g. blackboard, ppt)  the things that are **missing** po, they already told/said po (2 above)  For the improvement, I think the ***gestures***  keep [*walking or more movement*] somehow **minimal**  need ng **videos / makapanood po ng videos** yung students  in case they **can’t speak** in a microphone and there will be a **thought bubble** |
| [JHS-T]  [JHS-T]  [SHS-T]  [SHS-T]  [CLG-T]  [JHS-T]  [CLG-T]  [SHS-T]  [CLG-T]  [SHS-T]  [SHS-T]  [CLG-T]  [CLG-T]  [CLG-T]  [SHS-T]  [SHS-T]  [SHS-T] | for **improvement**, not the least, ‘bout **the heads**  maybe also… **for the teacher**, we could **add some gestures**  **to be improved** is… the **reaction**… [and] siguro yung **avatar** din  the **customization of the avatar**, I think that’s something **to be improved**  I think the one that I said last time is **the face [is missing]**  if [the ***roaming***] **improvement** could be possible / could lead to a **good strategy**  We can **change the background or the environment**… It’s **for improvement**  Why can’t we **do something**… [like] **breakout rooms**  just a few **changes** like… the **color will distinguish the gender**  adding other gestures/**additional gestures** in the simulation would **be better**  **breakout rooms** siguro… Just like the *Zoom* */* *MS Teams*… for **group activities**  in *Teams*… we have **seating arrangement**, like we’re in [a realistic] **environment**  just a few changes like… the color will distinguish the **gender**  mamiss/maano ko yung kanilang **[gender] expression**, that’s why… **avatar** works  the students can **customize their own avatars**, like their… **face**  [***gender expression***] will be… an issue kapag gagamit [lang] tayo ng color  I think the **customization of avatar** would be better for our students |
| Movement as  **Distractions**:  Students:  *distracting, can’t listen, inattentive*  Teachers:  *negative, distracting;*  *student, dependent, behavior, comfort;*  *new, curious, anxious, first time* | [CLG-S]  [JHS-S]  [SHS-S]  [CLG-S]  [CLG-S] | somehow **distracting**… I can’t listen **quite attentively**  I find it **distracting** din po**… hindi nakakapakinig nang maayos**  for the student perspective… Quite **distracting**, po  the **“least”** command is yung ***head movements*** talaga [due to being ***distracting***]  [when] walking around, there are some students who are really… **distracting** |
| [JHS-T]  [JHS-T]  [JHS-T] [SHS-T]  [JHS-T]  [JHS-T]  [JHS-T]  [JHS-T]  [JHS-T]  [JHS-T]  [JHS-T] | That **negative** thing… **distracting** to the students  that **depends**, really, on **how the students also are behaving** on the other end  **dependent** as well, on how long the students would be using the simulation  Maybe a **distraction** since parang it is a **new** [thing]  when it’s **first time** you use it… you are **curious** around the environment itself  after that… they are already getting **used to** the simulation environment  [*head movements*] that are said to be **distracting**, maybe we could look into it  if the **students** was able to point that out, **that says something about [the head]**  **student as the best assessors** of everything that we’re [teachers] doing  [once] students would be able to control it… they would be more **comfortable**  Like maybe they are **anxious**, so they are moving the cursor too much… |
| **Difficulties:**  *fondness, prerequisites, challenges, not accepted, choice, age, control, miscommunication;*  *start, first time, embrace, comfort* | [JHS-T]  [JHS-T]  [JHS-T]  [JHS-T]  [SHS-T]  [SHS-T]  [JHS-T]  [JHS-T]  [JHS-T]  [JHS-T]  [CLG-T]  [CLG-T]  [CLG-T] | **not everybody is really fond** of using the different LMSs, especially [the] **older**  has brought **a lot of**, yeah, **prerequisites** for all the people involved  using these **different technologies**… is **not always accepted immediately**  I was **able to… embrace this… because… I do not have a choice**  **not all educators** are… in an **age na that they can manipulate technology**  the **older** generation… **Veteran / older**… **masyado nang mahabang** nagtuturo  [student *expressions* are] something that we [teachers] **couldn’t control**  gesture / facial expression is **[not always] what they really mean**  [*reactions*] could lead also to a **misunderstanding**… we could [**mis]interpret**  the student might be **not comfortable** on the other side [as **miscommunication**]  We **can learn** from that naman… it will be **hard [just] for the first time**  **Pagsimula** na ginamit siya, there will be really **challenges**  **challenges** on how we can instruct / use the Steam / log in |