

Researcher Observations

1. Engagement and Participation

- Most students appeared engaged throughout the session. Groups were actively discussing, with students frequently referencing course materials and asking clarifying questions to peers.
- A few students initially seemed hesitant to contribute but gradually became more involved as the session progressed.

2. Diversity of Contributions

- Groups showcased a variety of perspectives, with students from different cultural and academic backgrounds sharing unique insights. The mix of ideas enriched discussions and led to dynamic presentations.

3. Group Dynamics and Challenges

- While some groups worked seamlessly, others struggled with uneven participation. A few students dominated discussions, while others seemed less engaged until prompted by their peers or the researcher.
- Time constraints were a recurring issue, with some groups rushing to complete their presentation.

4. Application of Theoretical Concepts

- Students frequently referred to relevant theories during their discussions and presentations.
- Many used examples from case studies or personal experiences to illustrate their points, indicating a solid understanding of the material.

5. Energy and Atmosphere

- The overall atmosphere was lively and collaborative. Students appeared motivated and took their roles seriously.
- There was a noticeable sense of accomplishment when the groups presented their ideas to the class.

6. Confidence Building

- Several students expressed nervousness at the start of the session but became more confident as they led discussions and received encouragement from their peers.
- By the time of their presentations, most students displayed noticeable confidence in articulating their ideas. On several occasions, some of the students who were not supposed to deliver the presentation ended up contributing to it by supporting their group peers with some comments, responding to questions from the classroom and providing clarifications and examples.

7. Podcast Discussion

- When the idea of extending this format into a podcast was briefly discussed during or after the session, a small but enthusiastic group expressed interest.
- Others showed curiosity but were unsure about their ability to commit time or how the podcast would function.
- Some asked about the cost of the activity, the opportunity for training and whether they would be able to use the podcast content in their own platforms and include it in their portfolios.

8. Learning through Peer Feedback

- Students actively listened to presentations and asked insightful questions or provided constructive feedback to peers. This exchange appeared to deepen their understanding and foster mutual respect.

9. Preparation and Autonomy

- Groups that had prepared thoroughly before the session showed more cohesion and confidence in their discussions and presentations.
- Conversely, those with minimal preparation were more reliant on guidance and struggled with time management.

10. Use of Creative Methods

- Some groups incorporated visual aids, storytelling, or role-playing into their presentations.
- These creative approaches made their points more engaging and memorable.