

## transcript

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*Speaker 1:* Nice shot. So the first is obviously, I would like to know what is your knowledge and perception of higher order thinking skills as a teacher?

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*Speaker 2:* Good question. So, yeah, higher order thinking I would think immediately like critical critical thinking, creative creativity, uh, this kind of things, but that's very uh. Yeah. General abstract, I guess. Mm hmm.

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*Speaker 1:* Uh, do you do you use any kind of framework or theory in particular that you think is very relevant to what you believe? Those terms are, for example, critical thinking, creative thinking, etc.?

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*Speaker 2:* Well, so so yeah, uh, not really that I use a framework or something.

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*Speaker 1:* Uh?

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*Speaker 2:* Uh, I'm thinking. But I do have some I.D. now in thermodynamics, for example. Uh, what helps students to train this kind of skills? But that's also interesting. This relation, so, so of or am I going too fast in that?

00:01:42

*Speaker 1:* No, no, no. I just wanted to know if that is your answer. And I just would like if you have anything to add or elaborate, please fill, please.

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*Speaker 2:* Yeah. So I find it a bit difficult to. Yeah, I thought so. Basically, no, I don't have a good framework that I use for that. Mm. Um. Of course, we all want our students to be, uh, uh, kind of critical and uh, yeah, for example, sources they use and uh.

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*Speaker 1:* Yes.

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*Speaker 2:* Uh, and think about it like combined, say Terry from one that alert before in one domain and apply it in another domain, for example.

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*Speaker 1:* Mm hmm.

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*Speaker 2:* Uh, this kind of abilities. Uh, yeah, I would not. So, yeah, a lot of it. I think comes from practice that's kind of my my theory, a lot of it also, I think recognition like you see something before and you, uh, uh, kind of get used to kind of, uh. Yeah, solving a particular kind of problems. This kind of things.

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*Speaker 1:* Mm hmm.

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*Speaker 2:* Indeed. So yeah, it's a bit of a mix. That's so it's a bit, uh, yeah. I don't know. I don't have a theory for it or something.

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*Speaker 1:* Hmm. So I can say that you basically kind of observe and intuitively understand based on your experience or try to expect that from your students.

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*Speaker 2:* Um, yeah, I think so. And also experience with the students. Mm hmm. Uh, so so what I do to really so I think I have a very much kind of experimental approach in teaching. Uh, there is a lot about, uh, kind of, uh, explaining. So, uh, I asked students a lot to explain things. And so I asked them a lot of questions. Um uh, I feel that that already helps. For example, students also a lot to, you know, when they hear themselves give an answer to kind of reflect on, Oh, if that's what I'm saying, that makes sense or this kind of things.

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*Speaker 1:* Yeah, kind of.

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*Speaker 2:* But it's this kind of tools I use, but I'm not sure what exactly the theory behind it. I think from the articulating it, articulating also questions, uh, from the student side and uh, or just a student saying, OK, I'm stuck, and then we have to kind of figure out together. Mm hmm. Uh, are you stuck with the same topic? You always have to go back and this kind of thing. So yeah, it's really, uh. Each student is a kind of special case, almost. Mm hmm. But I think over time, you kind of start to recognize also as teacher certain. That turns that often, like I think that's .....multiple students, but that's still you also must not be too biased because sometimes it's something else. So it's like always this this.

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*Speaker 1:* Yeah, it's nice. I mean, my next question is also kind of along the same lines, the ones that are already somewhat to this question. If you can actually classify or name these kinds of skills into existing terms, would you be able to say or list out a few skills that you think that is needed for your course in the context of your course is relevant or needed, especially um.

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*Speaker 2:* Yeah. So so yeah, I think one skill that maybe I'm I'm already a bit biased because I also talked with Mieke about this is that they that they come from this like have a phenomena kind of in the observation or, you know, some measurement or something, or even just a system like some components put together in a certain way. And from that, uh, kind of, uh, uh, kind of know understanding what kind of uh, formulas could be applicable and and trying to figure out how to put this formulas together to make a kind of model of it in this kind of things. So at home, this kind of modeling skill is very important in the in my course and also, uh, being able to, you know, give some kind of justification for the, uh, for the elements in your model. Mm hmm. So that's not just OK. I tried this uh, why I textbooks textbook. So but also give some kind of physical extra explanation for, uh, why you applied this theory and what are the benefits are? Uh, hmm. Or the disadvantages of such a theory,

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this kind of things. Mm-Hmm. So, yeah, but it's more in terms of activities, maybe I don't know. I find it

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*Speaker 1:* so. Well, you

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*Speaker 1:* know, it could definitely be interpreted as higher order thinking skills. As long as you know, we know that it is something being developed or needed in order to successfully finish certain kinds of activities or courses in the context of your course. So that's nice. May. So that is in general about.

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*Speaker 2:* So, so OK. So. So maybe I think you could say it is to sort of kind of have to relate a lot of things so they have to relate like sort of start with making. So so we I mean, we encourage them. They don't always do that, but we encourage them to start with kind of making a schematic representation of of the physical system object they are studying. Mm-Hmm. And say, yeah, give good annotations and this kind of things. And then we want them to kind of articulate modelling ingredients and what kind of laws and things they want to use. But we also want them to the rate, too. So sometimes students do one and the other. But then they forget to uh, yeah, use like integrate those different, uh, things like, uh, like how I say it's kind of make a coherent story between the figures, say the, uh, the written text and the equations. So this kind of, uh, uh, scales

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*Speaker 1:* seems like, yeah, a lot of complex skills. Yeah. If I may ask, what courses actually do you teach? So that I can better situate, Ah, which courses do you expect these kinds of skills in your students?

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*Speaker 2:* So this is for thermodynamic systems.

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*Speaker 1:* Mm hmm.

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*Speaker 2:* So they really have to solve. We give them a system, say, uh, you know, just, uh, how to call this the dipping bird this kind of goes off here, actually.

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*Speaker 1:* I mean, city.

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*Speaker 1:* Oh yes. Mm hmm.

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*Speaker 2:* This kind of simplistic and you see it combines like you may have angular motion. You have a liquid inside. Uh, if you have evaporation going on and Cooling is quite a complex mechanism if you fully work it out.

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*Speaker 1:* Mm hmm.

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*Speaker 2:* But yeah, we want them to make some take this kind of system and zoom into maybe sub part of it, um at least make some progress or kind of sketch kind of how the things are related and maybe solve a small part of it. This kind of thing. So that's good I try to do in, of course, that's nice.

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*Speaker 1:* Um, so I think now you little little bit touched upon my next question, which is also talks about the different yeah, subjects in a in a single context, which is interdisciplinarity. What is your view on I in order thinking skills in interdisciplinary research?

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*Speaker 2:* So what skills do you need to do and to do interdisciplinary research?

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*Speaker 1:* yes It could be interpreted that way. I just would like to know how you view the role of, yeah, higher order thinking skills interdisciplinary research. And if you have an interdisciplinary or definition for interdisciplinary research, you can also explain that.

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*Speaker 2:* Okay. So I think I think one skill, which is really important. I think it's also then, uh, practice it also, I think, ready to, uh, explaining to someone else, uh, what you're doing? Mm hmm. Uh, and also take into account the kind of background of the other person in that. So, uh, yeah, I think that's a very important skill that you need to develop if you want to do interdisciplinary research because, uh yeah, you need to kind of, uh, find a common language or something to talk about. Uh.

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*Speaker 1:* Mm hmm.

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*Speaker 2:* But what you're doing that you can both make contributions. So because I think often there, that's already where it goes wrong, kind of. If you think about interdisciplinary projects or these kind of things such, all takes a long time to get a kind of common baseline and really understand. So so you also need a kind of interest in the other disciplines? I think so. Maybe that's not a skill, but more like an attitude. But you really need to kind of on honors the interests to understand the other fields and also, for example, be not to fixate on her own language that you use and be a bit flexible there, let's say.

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*Speaker 1:* Mm hmm.

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*Speaker 2:* Uh, so you kind of kind of go along with the other person, but also that you can make the other person, like, make connections that sense,

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*Speaker 1:* as

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*Speaker 1:* you said, attitude. And that's where it gets interesting. So when you mean

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attitude, does it also belong? Ah, come as part of higher skill or to something separate in your belief?

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*Speaker 2:* Uh. Yeah, I think it's, um, it's a bit different than skill.

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*Speaker 1:* OK.

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*Speaker 2:* OK. I don't know what do you think?

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*Speaker 1:* I just don't want to know, how do you think it's different and how it is different in your view

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*Speaker 2:* and attitude compared to a skill? Mm. Uh. I don't know. Yeah, it's a different skill and skill. I mean, a skill, something you you're kind of. Yep. Practice it. It's my definition, I would say. Mm-Hmm. Uh, and then an attitude. Uh, yeah, it's something that you kind of. Uh, maybe through experience also acquire and uh. Yeah, I'm not sure if you practice an attitude such.

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*Speaker 1:* Hmm.

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*Speaker 1:* So would you say that attitude is more important than skills or higher order thinking skills in for interdisciplinary research?

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*Speaker 2:* Uh. Yeah, I think it definitely plays a role. Yeah. Hmm. I don't know and I cannot really say if one is more important than the other. But yeah, think about, uh, needed

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*Speaker 1:* what needed could. Do you believe that attitude influences the development of the thinking skills needed for interdisciplinary research?

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*Speaker 2:* Yeah, definitely. Yeah. Yeah, yeah, I think, uh. If. This kind of open mindedness or something that you would need really helps. I think like also, I guess if you really are curious to what the other discipline is doing, I think that's kind of the baseline for like, yeah, if you want to collaborate with someone from different discipline. Mm hmm. And I mean, you need to kind of be open to learn also, I think, yeah, for the other. Yeah.

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*Speaker 1:* I'm just going to push a little bit more. So if you think attitude influences the development of higher order thinking skills, what kind of skills could be influenced by such attitude?

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*Speaker 2:* What kind of skills?

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*Speaker 1:* Yeah, I mean, especially higher order thinking skills could be influenced by the attitude. Just now you described and.

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*Speaker 2:* Good question. So let me take an example, so suppose you have an open mind to others interests there, what kind of skill? Would that allow you to gain the. Uh. Yeah, I think maybe I don't know the skill to, uh. You know, translate. Maybe like translate between. Concepts, I don't know. I find it very difficult for most just.

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*Speaker 1:* As I said, I just wanted to push a little bit more and no issues. I just would like to know, sorry.

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*Speaker 2:* I'm sorry. Can I add something? Because I think I think for me, what makes it very difficult is that it's for me. I think the terms are very abstract. I would say, like it's it's very hard for me to. Yeah. No, I'm not I'm not very comfortable with the terms. Uh, higher order thinking skills or attitudes to like. Talk about things and those level of abstraction.

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*Speaker 1:* No, I totally understand, and that is why I would like to probe a kind of book the reflection from teachers because teachers are not efficiently or effectively necessarily be, you know, researchers and I wrote a thinking skills are an education they are often field experts or content experts from physics, chemistry, mathematics. So that is why that is when I think it becomes interesting and also tricky for teachers expecting teachers to develop such skills in students. And that is the primary reason for my research is actually understand this dynamics. So feel free. Of course, even I was not aware of all of these things in mean one and half years ago. Yeah. Um, so feel free. I will try to explain whenever I need to explain whenever I think it is necessary. And yeah, please don't feel the pressure about the need to answer every question.

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*Speaker 1:* Okay.

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*Speaker 2:* So maybe for me, it could help. Like if you give some examples, maybe, uh, of yeah, like I

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*Speaker 1:* like, OK, I could definitely do that. The only problem is that I do not want to bias so much your views based on how I believe those things are, how I perceive those things are both dumsor. And that is the reason why I'm restricting myself from giving any examples.

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*Speaker 2:* But like more like an example of a case where it's like, uh, like in which you could apply higher order thinking skills that maybe I could kind of say what I would. Oh, I would kind of approach it as a teacher or something. So.

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*Speaker 1:* Mm hmm. So, yeah.

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*Speaker 1:* Or oh, OK. So, yeah, I'll go to that. I'll give you that example. Probably before that, I just would like to know or understand your definition of attitude. A simple definition in academic context.

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*Speaker 2:* Uh, yeah, I think I mean, like, what kind of attitude you need? Or the definition of attitude you said. So if the

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*Speaker 1:* definition of attitude itself,

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*Speaker 2:* uh yeah, your A. Your stance towards I mean, OK, I find it a bit like. Uh, I find for definitions a bit difficult because you use the word attitude. I don't see how I can reduce attitudes to.

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*Speaker 1:* Simpler terms are, if you can elaborately explain.

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*Speaker 2:* So I suppose an attitude is like, OK, you have a difficult problem. What do you do like you get stuck? What do you do? Some people are so, so basically attitude is what do you do? And there are certain circumstances, right? Faced with some difficulty, maybe in academic content, but also in general. I think so. Face the difficulty. Uh, what do you do? So. Uh, and you have usually have some choices like you can, uh, say, OK, forget it or you say, OK, no, I'm uh, I'm going to, sit with this till I, uh, at least make one step or something or till I finish it. Or, you know, a you kind of persistent. Mm hmm. Uh, and what you want to know, for example, and or do you do it by yourself or are you going to ask someone for help? Uh, there's all aspects of attitudes, I think. Mm hmm. Nice.

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*Speaker 1:* That's good, I mean, that gives me a bit of an overview of what you believe. Thank you. Thank you for that. So in terms of example, for higher order thinking skills, um, one simple example would be in a writing exercise if a student just writes what he reads instead of inferring or creating his own views, then people are. Generally, it is not considered higher order thinking skills because it is just reproducing. And what has been written and without adding one's own views and using their ability to analyze and synthesize their own views. So in this context, higher order thinking skills could be understood as their ability to analyze, properly, synthesize and formulate one's view after having read the necessary things instead of just repeating what has been written. So this is one kind of kind of example, and it could also do similar examples in problem solving skills when the problem is presented. What kind of steps or approaches a student is able to do in order to solve a problem? Is he just repeating what has been said or trying out new things based on his ability to analyze, infer and find new solutions? So there are these are the few examples that you can imagine in an easily, easily imagine in an academic context, when a student is writing a paper or solving an equation or trying to understand the system, etc..

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*Speaker 2:* Yeah, yeah, that's I I agree that if a student, uh, just, uh, blatantly repeats what's

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in the, uh, textbook or something. Uh, yeah, I would. I would not consider that, uh, uh, a sign of, uh, high levels of like that is really is processed in anyway.

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*Speaker 1:* Yeah.

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*Speaker 2:* Although it depends a bit, because maybe this could be so depends if it's like because sometimes the selection can also already be, uh, a signal that's a student at least selecting the right part of the text in the context, let's say. Right. Mm hmm. So it depends a bit on the assignment. If the, uh, if the student has to search for this information like it's not static. Read this part of the text in this context. Mm hmm. But if you give some problem and then the student then finds at least the right, uh, section of the textbook, let's say. Mm hmm. Uh, that's a bit different. So, yeah, but would I agree? So, so basically, um. So you would say higher order thinking is what you can do something yourself instead of relying on, uh. That's an external source, I'd say.

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*Speaker 1:* I would have say so, because because there is no consensus on a commonly agreed definition for higher order thinking skills, since it is white in general and its function and nature and depending on the context it changes. But there are general features that you can actually identify in higher order thinking skills, and that is what we try to use to guide our development of tools and definitions in the context using those features. And from that point of view, yeah, one's ability to do things about just remembering or merely understanding. This is what is usually considered a higher order thinking skill.

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*Speaker 2:* OK.

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*Speaker 1:* So yeah, it's kind of similar. But yeah, as I said, there is no one single definition that we can say this is wha higher thinking skill is because it changes. It's based on its context. A lot. Uh. Yeah. OK, so my next question is about your teaching. **Do you actively teach higher thinking skills that you just described that you expect from your students in the course that you teach? If yes, how do you do that?**

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*Speaker 2:* Uh, yes. I think I mainly like focus on the like. I should just set the definition of higher order thinking skills. So in a sense of that, students, uh, have to be kind of original in what they create, uh, based on, of course, knowledge which is available, but apply it to a new situation or uh, uh yeah, or transfer to a different context and this kind of things. Mm hmm. So, yeah, I do. And how a how I teach this is that, um, the the use now of the learning assistants mainly. Mm hmm. So, uh, so we have a lot of, uh, uh, kind of, uh, Q&A sessions, uh, with students sometimes confused that that they think they have to ask questions. **But actually, usually it's, uh, the other way around. So we ask them a lot of questions so the TA's as well. Mm hmm. Really asking, OK, uh, you make this step. Why? Why do you make this step? And uh, why not this other step, for example, or that depending on the situation? Or, uh? So what does this symbol here mean?**

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*Speaker 1:* Mm hmm.

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*Speaker 2:* Right. Can you show that your diagram where it comes from, this kind of thing, so really constantly interacting with them and uh, asking, uh, asking them to explain things?

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*Speaker 1:* Mm hmm.

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*Speaker 2:* Uh, and also in our assessment, for example, we also mainly look at that. So we mainly look at how well can they justify and explain what they're doing? Mm hmm. Uh, and they kind of come up with an approach. Mm hmm. So they built it up step by step, and we focus less on what particular approach to take or which content, uh, like which exact formula or something they use a bit more. They then explain, that's why they use this formula.

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*Speaker 1:* Mm hmm. Mm hmm.

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*Speaker 2:* That's what we also in the assessment rubric. We focus on this, uh, this kind of things and also does a student that reflect if he plots a graph uh, does it? The student, uh, exposes expectations. And then when they when they see the graph look back, oh, is it what I expected or is it's not in line with. I expect that's also what we get feedback on. OK. You know what, this graph, but you don't seem to, uh, it's just now that we ask a kind of question, I guess is done if the student doesn't do it by himself. Uh, ask, uh, this is that correspond to your expectation or or not? Or, uh, does this graph look OK? Huh? Mm hmm. And physically, for example. So we have a lot of this kind of, uh, questions too. Mm hmm. I guess I I guess we're not training, but we're just kind of stimulating. I think so.

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*Speaker 1:* Mm hmm. Nice.

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*Speaker 2:* So if you ask what we ask for thing, which requires higher order thinking, but I don't know if I know an explicit way to do something which can make a student think( higher order thinking )except for. Practicing sing it to.

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*Speaker 1:* So if I listened properly, what I hear is you use the you use questioning basically to probe and to book students reflection about the process and. Yeah. A way to nudge them to do what is required in terms of, yeah.

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*Speaker 2:* Not necessarily. Also, next year sometimes nudges them a bit. Yeah, but also in other cases, it can also be to also for me to understand, to really go with the student to the point where there was, uh. Yeah, right. A difficulty was introduced, so to say. Mm hmm. Uh, and that this kind of uh. So I also. So for me, I don't I I don't always know already this when I

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ask a question. So I really, uh, sometimes I honestly am asking questions just to get to know the student.

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*Speaker 2:* Uh, went wrong? Sometimes, of course, I figured I'd probably there that I can kind of steer it a bit in that direction, but often I I don't know. And sometimes it is. Often it tells a surprising mm where that the student got stuck. Mm hmm.

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*Speaker 1:* The nice and also I heard that you don't know exactly what types of how to teach types of skills, basically, but at least you ask questions in a way that asks them to. Yeah, kind of go towards that direction. Yeah.

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*Speaker 1:* OK, great.

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*Speaker 1:* That's nice. And how do you assess the development of such skills? You yeah. At the end of the course that you think the student has developed, not just the content knowledge, but then the higher order thinking skills, do you have a way to effectively assess?

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*Speaker 2:* Uh, yes. So we kind of look at the quality of their explanations of their right, a report. And uh, yeah, see how well they reflect on their, uh, graphs and and also, um, we kind of designed assignments in such a way that you can kind of only progress if you really understand what you're doing. Mm hmm. So, yeah, so it's a bit more open-ended assignments, so. So, so basically, if you know multiple steps in an assignment and how often you cannot really do the next step before you, if you really if you don't understand or or that goes wrong somewhere later, sometimes you get some, you can make some headway, but you usually end assignments. You are. It's it's clear, at least to me, if a student, uh, really got it. Mm hmm. Is aware of what what he or she is doing or not liking the assignments. So that's kind of how the assignments are.

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*Speaker 1:* Yeah. So when you mean the students, you know that the students got it or not, what do you mean by they've got it? Do you mean the content that you teach or the types of skills that you want them to

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*Speaker 2:* no the skills? Yeah, yeah. Yeah. OK. So for example, if a student, uh, at some points. So we had this year, we had some example where they had to do a, uh, like connected reservoirs with liquids. Uh, they had to use the pressure difference between the reservoir to calculate the flow between the reservoir and this kind of things. Mm hmm. And of course, there were some formulas in the book, uh, which relates flow and the pressure difference and these kind of things. Mm hmm. Uh, but if students really like it, if students just read the formulas and kind of symbolically, uh, solve the questions without really understanding where the pressure points are taken, for example, with respect to their system analysis. Mm hmm. Then maybe the for the first assignment, it still is all right. But for example, then the second assignment is couple two reservoirs together. And then if you you know that if they don't understand exactly how the pressure points are taken, the they got

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the kind of wrong answer in the order. Yeah, I got a history to, uh, say the wrong pressure difference, for example. So you can kind of see if they really understood where the pressure points were taken in their figure, for example, if they really thought about it or not. Mm hmm. Or if I just took the formula from the book.

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*Speaker 1:* Oh, so we are almost at the end of the interview. My final question would be be you to make it mandatory odd do you also list in the assessment of. The kinds of the kinds of higher thinking skills that you just described as part of the assessment are it is more of some reflection that you kind of try to emulate from their response.

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*Speaker 2:* Uh, yeah. So so I can quickly see if I can have the rubric here

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*Speaker 1:* which when you see, uh, to two.

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*Speaker 2:* Yeah, so. So, for example, on some aspects, as we look at in our rubric, our like the system analysis and expectation, whether they make the expectation explicit, this kind of things, or I'll be able to explain, explain their assumptions or justify them at this kind of thing so that in the rubric, we say, okay, we have different levels. Uh, yeah, do they? Uh. So the assumptions are implicit only or are they they make explicit or they also related to some other part to the expectations or just kind of things? So, yeah, so we have different kind of, uh, levels. I don't know if that's

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*Speaker 1:* Yeah, I mean, that definitely is. And uh, I could see that. I think at least a part of what you want to develop in student has been reflected in in the assessment rubrics. But I wasn't I'm not really sure if you could or the rubrics covered all of the things that you said that you want your students to perform in terms of higher order thinking skills. Obviously, it reflects in terms of content knowledge and also a certain level of analytical skills. And so, yeah, that is, would you say in general that you were able to cover all the skills in the assessment rubrics? Or does it just only parts of it?

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*Speaker 2:* Yeah, it's only it's only part of it, of course. Uh, so yeah, because otherwise it's a very long list. Uh, it's a practical assessment. Also, I don't think, uh, yeah, it should be kind of clear how it relates to the assignment. The two things, and I think not all the higher thinking skills have to be assessed all the time, but you also can give feedback on that if you see it.

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*Speaker 1:* Mm hmm. Yeah.

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*Speaker 1:* No, no. Sure. I totally understand within the context of the scope and the duration of the course and especially the limited resources we have, it's really nearly impossible to accommodate all of this.

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*Speaker 2:* Yeah. And it's also I to make it clear for the student to think if you cover all the,

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uh, like make a very elaborate rubric or something. So I really singled out a few points, which are important to. To the system analysis and thermodynamics. Uh, yeah,

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*Speaker 1:* that's that's really nice, thank you very much. No, not true, I really got an understanding from at least, uh, yeah, a domain specific subject point of view of how it's actually applied and how it can be improved and what are the spaces that I can contribute in the development of. I think it's been very useful. Thank you very much. And is there anything that you would like to share regarding this topic or for any tips regarding the interview that would be highly appreciated?

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*Speaker 2:* Uh oh, I think it was just a nice interview. Very open ended. Uh, yeah, yeah. So maybe like some examples would be would be nice. This me.

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*Speaker 1:* Yeah, nice.

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*Speaker 1:* And I've actually I wanted to send you the topics and also your bit of guide guide. But then I realized I didn't know. If I do that, then I'm already skewing your perception towards One Direction and which I find it now difficult because I'm not able to. Without giving that, I'm not able to get much more, uh, uh, deep perception and views on these things. And with that, then I get a little bit of biased data, so I have to make a decision here. What do I want to do? But I will try to think about it and make a compromise in one of the other way.

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*Speaker 2:* Yeah. Yes, I see your point, yeah. Yeah. Or or maybe you could ask the interviewee to set an example for their course or something. And then, uh,

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*Speaker 1:* you mean before the interview?

00:42:50

*Speaker 2:* Yeah, yeah, something like that you, OK?

00:42:53

*Speaker 1:* Yeah, that's actually also a nice step. They start. Then they start to reflect also beforehand. Too much more. Yeah. To give a bit more deep answers as well. Yeah. Yeah. And anyway, thank you so much, Sanders. Thank you so much for the debate and also for the beautiful interview. I've also learnt a lot and gotten much more insight regarding the topics that I'm actually investigating from a teacher's point of view. So thank you very much for that. And I wish you good luck and a very nice evening.

00:43:24

*Speaker 2:* OK. There's but off the record or stuck recording.

00:43:29

*Speaker 1:* OK.