

APPENDIX TWO: INTERVIEW TRANSCRIPTS

Informant F: Academic Staff

Ethnographer: Grand Tour Question.

Informant: [F01] Well there is not much happening at the moment, I have just come back from a break since just before Christmas time. So things aren't really happening yet with me. Well I get in about nine normally, I am here three days. Last year I started off with one day, which made it . . . a bit awkward just the one day because I arrive . . . it's fairly . . . I can't explain the difficult position . . . I was employed with the Mechanical Engineering group. Jan had been doing that the previous years and she was on study leave and wanted someone to take over. What happened also, she's working with one of the lecturers there and had a fairly good working relationship. They work together with the students in technical report writing. The new lecturer came in who was new to it, also . . . he came from New Zealand with a Vietnamese background and this was a first appointment at a tertiary level. Prior to that I think he might have been working in industry. So he was finding his feet, I was finding my feet, so it was a very awkward situation, I was only one day a week also.

Ethnographer: [F02E] And 1991 was your first year here.

Informant: [F02] That's right, I had taken leave from the Ministry of Education.

Ethnographer: [F03E] So you were actually appointed over here . . .

Informant: [F03] I was, yes, I am in primary teaching. The situation over at Mechanical Engineering, they had to set up room for the experiment and while half the group went into a tutorial, . . . while half the group went into the experiment class I was with the other half on the processes of report writing. All this came about the end of April, the beginning of May, over several weeks by the time all the tutorials were covered. Then they had time to write it all up and submit it and the exams came. And, what with the exams, and everything left till the last minute, there was no actual follow-up the following year; or semester, because I think then that group didn't continue with that . . . part. I then took over with a masters student that started and asked me to look into . . . so she was writing up her work and she would come in to me and ask me for the . . . how to write it up. So once again it was more on the format of how to present her work.

Ethnographer: [F04E] This is Mechanical Engineering?

Informant: [F04] This is Mechanical Engineering again. I would go over there and try and talk to him [the member of the teaching staff mentioned earlier], but . . . I found . . . the difficulty in the sense that . . . he was new and wasn't sure of what was happening either and trying to . . . his work load . . . and then had to put up with me as well trying to do something else. I think it was a bit difficult. He did call me in again with the Third Years: in that he said, "Look, have a look at these reports." And I looked at them the reports . . . the actual format . . . and they had . . . this group had gone through with Jan and the other lecturer. And I knew they had gone through all of the steps to present a proper report . . . and . . . it just wasn't there. One student out of thirty or whatever had actually followed the format. The others had a bit of a conclusion, none had a discussion, they just didn't follow what they were supposed to do. So I had to turn up for another tutorial with this group. And, I was told that I was going to mark this work . . . on the actual writing of it. And I was a bit put out because I thought that I am not really . . . technical work I didn't know. I mean I could mark it if the grammar was incorrect, but the technical part I just wasn't sure of. So we didn't even get to . . .

Ethnographer: [F05E] Were the students told this? That you were going to mark?

Informant: [F05] Yes, I hadn't realised they had told them; that he had told them until I turned up that day and "Oh, is it true that you are going to mark them?" And I said, "Oh, well I will go through and make sure you are following the correct procedure."

Ethnographer: [F06E] You had greatness thrust upon you!

Informant: [F06] Yes, but it didn't occur, did it, because once again we were at the end of the second semester by that stage and the exams were coming; and the room wasn't ready. And I finally tried to tackle it to find out when it . . . all this was happening. I could never get hold of Zun because he had a lot of commitments. And I did tackle him one day and he said, "Oh no the room's still not ready." And the exams were starting the following week so I presumed it was gone. But up until then

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the students, on both occasions, the students came up with the story . . . "Oh, yes, we know. [especially the Third Years] we know this, we've done all this, but we've just got too much work load, we can't do this correctly. We've got too much work to do and they wanted it done so quickly, so that is how we presented it." They were referring to the report they handed in prior to this, it must have been half way through the year.

[F07] So this year, since I have been back, last week he wasn't in. He's over in New Zealand. Yesterday I went looking for him, and I couldn't find him, so that's my task this week: trying to find Zan, just find out whether he still wants me in that capacity, or are there other students. What I would like to do is maybe call out students that do require help and just maybe tackle them in certain areas. Maybe not so much in Mechanical Engineering, but maybe in the language part of it, which will then help them with the writing.

[F08] Because even in those tutorials that I did attend you could . . . you know . . . I spoke to them a lot of the time and just . . . before we even started we speak about their background, where they went to school and . . . so you pick up which ones have had schooling here, which ones are fluent in the language. And . . . I went to the . . . and then, by the end of the session, before they all went off I would sort of just wander around . . . I was . . . there was time for . . . I would juggle . . . "You can continue with some other work," and they would do some mathematical thing related to mechanical engineering and I would go and pin-point the ones I think that did need the help. And I said, "Look I'm over here [it was only one day a week]. But look I will come in another time . . . just . . . [I had the phone number]. Now if you need me, just ring me up." And I think I had two people . . . that said, "Look can you just go over it with me." And that was it, and yet there were quite a few that . . . the language wasn't there. But their attitude also, was that they were doing engineering and they don't need language, it's all technical. Whether it changes, but as I say, it has only been Zan that I have been able to work in liaison with.

[F09] Now there is another Ro . . . Angela you met the other week?

Ethnographer: [F10E] Yes.

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Informant: [F11] Her husband, it turns out, is in Materials section, now I am not too sure exactly what that means. He does come in contact with students, but not as a lecturer. And he said, "There are a lot of students that require help." And with her help [Angela's] I will get in touch with her husband and see . . . go through the other way . . . and see if I can draw them that way, because it helps being three days a week. [F12] So I've got . . . and that was the other problem . . . I'm jumping up and down here . . . the other problem with the students was the fact that, with Mechanical Engineering their timetable was from nine o'clock to five o'clock; chock-a-block. They have an hour off for lunch. And . . . and then depending on their tutorials, they might have had an hour here and there during the week, but it wasn't . . . and me being one day only, which then, by second semester I went to two days and still didn't give them the time.

Ethnographer: [F13E] This year you have a broader span of time.

Informant: [F13] Well it's three days, so it does help, even if it might be three lunch times.

Ethnographer: [F14E] How did that come about that you got three days?

Informant: [F14] . . . I'm just trying to think.

Ethnographer: [F15E] Did you mention anything about it?

Informant: [F15] No . . . well I think Jan would have seen . . . Jan's the Head of Department so she would have seen, "Look we've got some more funding, would you like to continue two days?" Because one day wasn't . . . I mean, I took a year off and had a break, and I did . . . I think I did not even a term and Jan phoned up and said, "Would you like to do this?" And I thought "Oh, good." Because I didn't want to stay at home. I have always worked. And I just wanted something to do, not full time.

Ethnographer: [F16E] How did Jan get your name?

Informant: [F16] Jan? Well . . . Jan, I had taught with . . . I went through College with Jan. And I had taught . . . she was on study leave . . . I think it was one of the schools I was at. I was teaching full-time, and she was there part-time. And so that's how I knew Jan. That one day isn't . . . I mean one day a week for me is good, in the

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sense that I had one day out, with other people, not at home, . . . but not for students . . . not . . . it wasn't for my job, no. Because I was doing two half mornings and I found, well, I might as well come in. By the time I came in and came home again, two days were lost, and I was only getting one day's pay. So that's when I went to one full day. That just, it wasn't beneficial for the students.

Ethnographer: [F17E] Can I ask . . . in 1990, you were with the Ministry. Where were you?

Informant: [F17] I was in a library for four years. At a primary school. I trained in 71, 72, 73, and then from then on was a grade teacher till the four years when I went in to the library. So, with grades, I have taught grade three, four, . . . from one to grade four in the classroom situation, I haven't had prep or a five or six, but then I have had all the grade levels in the library section.

Ethnographer: [F18E] So, now, it's three days a week, and you're looking for ways to get more closely with the department.

Informant: [F18] Well, see, the other point . . . towards the end of last year . . . an Australian and a Thai came . . . and they mentioned how they had . . . the school that he, this Australian was in from Thailand, the Thai was in Australia, it was one of those round-about situations, . . .

Ethnographer: [F19E] These were members of staff?

Informant: [F19] They were members . . . well . . . the Australian was a member of staff in Thailand. The Thai, I am not too sure, what his role was, he was here, he was living here. At the school, it was a technical college I think that this gentleman was working at, and he said his students, quite a few of his students came here, and he wanted to know whether, . . . he had heard about EDD, I'm not too sure from what source, . . . and if I could send him anything that I was working with here in the language centre, to send it back to him so that he could help to prepare the students as well. Which I sent, all the report writing work I had been doing in Mechanical Engineering.

[F20] And his students were at the electrical engineering institute. And he would write a letter to say that there were another two or three coming this year, and that there was another one there that we didn't know, . . . he didn't think that he had worked well that year, could I contact him? Of course this all came at the end of the year. So I busily tried to get hold of him, and tracked him down to the student village to be told, "Oh no he has gone back to Thailand for the holidays." But then I had found that after all I had been doing my little thing, and Liz had been going on doing her little thing; Liz had been seeing him through her humanities role because apparently they have to do a language component, so he had been getting some support from EDD.

[F21] When I had to go and try to track down this student I went over to electrical engineering department and asked for the address; and the secretary went into what I presumed was one of the heads of department, and well "Why weren't we told?" so I produced the letter that was addressed to Jim and myself, about this student. "Oh, we don't know anything about this." And they were easily put out that there was no contact with things. So hopefully with those students that are coming, they have been given our names, and they will come to us. It's trying to get the students . . . it's fine pin-pointing them, but they have got to come here, and that is the problem.

Ethnographer: [F22E] So it is quite political and tricky.

Informant: [F22] That's right, and the civil engineering is another branch that could be used. They . . . Jan has sent out memos to them.

Ethnographer: [F23E] So what ideas do you have in mind for future developments?

Informant: [F23] Back to last year again, I did run conversation classes. What I did was use current affairs in newspapers. We would discuss that. We would do some reading, which would then bring in the pronunciation. And we would go into the meaning of things. And then the students themselves would say, "Oh, so-and-so and such-and-such, what does it mean?" I would have something prepared for each session, but the students . . . whatever the students would go off at a tangent with . . . and sort of explore what their concerns were: because they were coming and wanting to improve themselves. I had a student who is in mechanical engineering. He has

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completed a degree and he's working on research over there, and he'd come in once a week in our session; but we'd go for an hour and a half, two hours and he was there because he wanted to improve his language. And then he'd tape himself after so many weeks and he'd say, "Look, I'm getting very fluent, but my pronunciation isn't right. I want to improve this bit." So he was telling me what to do.

Ethnographer: [F24E] And what was his ethnic background?

Informant: [F24] Vietnamese. The students I've had have been . . . well he's Vietnamese; and another girl in mechanical engineering was Vietnamese . . . no she's Chinese, sorry, but in her instance she was married to an Australian. So she was getting quite fluent. It was just her written structure that I would have to go through with her and also she had no idea how to write up the report: the abstract at the front, the table of contents, all that: that I had done in the first year on their technical report writing. Other students were Chinese. The ones that continued right through, because they didn't have the pressure of exams; one was doing it for a minor thesis within the core; the other was an in-course student, that had exams, but he was an older student, and I suppose he sort of . . . didn't find the pressure in the exams like a lot of the younger ones did, because as soon as we headed towards the exams they all sort of stopped coming for these conversation classes . . . they wanted to concentrate on their exams.

[F25] In that range of students we had Vietnamese, Chinese, Korean, Indonesian. Whereas with the MCOR group there was a lot of Indian people and Arabic background people.

Ethnographer: [F26E] Having a primary school teaching background is quite significant here because primary teachers have a clear sense that you don't teach just by telling them, or lecturing to them, but that you teach by getting them to do things. Do you have any observations about that? In terms of your work?

Informant: [F26] Yes, I did do that, actually with the tutorial group in a sense, because I have the sheets ready, and we just go through step by step what was to be presented in that way. But when you have smaller groups, it's more informal too. It

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depends on your groups as well. Smaller groups as I say, especially the conversation type groups there well, they direct where it went. I just followed and added into it, in that sense.

Ethnographer: [F27E] Are there any sessions that you recall where things really got under way, or where perhaps they fell a bit flat? Were there variations there in the sessions?

Informant: [F27] There were a couple of sessions where I had, I tried to put together. . . . after the Winter School, I tried to put together students that wanted extra help in writing, reading skills, writing skills. And I was given a whole list of names and telephone numbers. And unfortunately I couldn't get them to come in as a group, and so what I had done . . . take them individually. But I found that in that instance . . . I sort of read through all the books . . . and tried to do . . . find ideas to . . . use with the students . . . I wasn't happy. I felt that I wasn't . . . not so much that it went into a hole, but I felt that I wasn't . . . incapable . . . maybe more so. I mean I had read up . . . and had done everything, but, see . . . with once again we go back to when I was at College, and that was such a long time ago. And . . . I think maybe it was more . . . not so much the method, maybe it was me feeling that I wasn't . . . sort of . . . information-wise . . . that I wasn't . . . if I had more of my own experience to give them. But it seemed so . . . such a long time ago. And that's what I find here, now, too. I . . . sort of . . . try to recall when I was at College, in that situation . . . that I can't remember it, I mean I can remember it, but if it was more recent, I'd have a lot more, be able to be more helpful I think . . . in that way.

Ethnographer: [F28E] Now this student, taping his own speech, self-monitoring, and so on, that's very reactive, isn't it?

Informant: [F28] He is really wanting to push himself. His background, he came to Australia some number of years ago, he went to Darwin. And in Darwin he went through a language course that they gave to the migrants coming in. And working, and it was through one of the men, one of the teachers there that saw the potential. I suppose, he had wanted to learn. He was always asking for help in that area, and it

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was through this fellow, who said, "Why don't you apply for a course?" Which . . . that's how he ended up coming down here to Melbourne, to Footscray. And, going through papers and that, I noticed, not that he's told me, but I have read that, I think he got student of the year in mechanical engineering, in one of the years that he was there. Even his scores were all Honours I and Honours II. So he's, . . . he was a mature-age student, once again, you see, he has done, he has studied back in Vietnam. And I mean, studying in Australia, you've got to learn the language, and everything, and he has pushed himself to do that, he has got a young son in primary school, about grade two this year. Once again, you know, he's got his ideas that . . . "I want my son to learn. I want my son to succeed." And he's got his steps: his son is going to succeed because he is going to help him.

Ethnographer: [F29E] Are these departments large departments? Mech. Engineering and so on?

Informant: [F29] They are, I . . . look I don't know the lecturers. You know, the only lecturer, as I say, has been Zan, because he took over from Akbar which was the one that Jan was working with. And as I say, hopefully by being introduced by Angela's husband, I might be able to get a few more people in. Then again, if I can, . . . the head of the First Years . . . I'm not sure of the correct title . . . but whoever asked Jan about having the students come over here from Civil Engineering . . . I think we are waiting for him to issue some more instructions on what is happening on that Friday. If I can get hold of him as the year progresses . . . just try to . . . sort of . . . get yourself in with one person. Now, sort of, making sure that whenever you try ring them up or go round to see them that they're there. That's the other problem.

Ethnographer: [F30E] It's called diffusion, and it's a very difficult process. Do you think that the resources of the Department are being marshalled in the right places? Do you think there could be some changes in the way the resources could be used? Or is it ticking over OK?

Informant: [F30] It's very difficult with the EDD. We are here, they are there, I'll be over there shortly [at the Peter Street annexe]. Books are here, books are there. And

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it's very hard. When I worked with Rhonda, I'd start the day here, go through everything that I find here, take it over there . . . you know . . . books are heavy too. As well as walking the distance, you are sort of carrying things too. We would start over there and we would have things . . . "Oh golly, I read something in such-and-such. Oh well! I'll do that when I come back again." . . . and then having to jot it down to remember it. It is awkward in that respect. You know, we are getting together, maybe at the end of the year.

Ethnographer: [F31E] So there are prospects of being together.

Informant: [F31] It is a lot easier if you are together [referring to the split with the Peter Street annexe]. See even in that situation there [referring to the common office down the passage] where we are all in together, it is quite good because you see where the students are coming in, you get to know them even if they might have nothing to do with mechanical engineering, they have got something to do with nursing or . . . you get to know the students. It also . . . especially in my instance, I listen in to Lis, to try and get a few ideas of what she's saying as well, because she . . . I think she has it all together, she knows tertiary . . . and I'm not in on that, so it's interesting in that respect. She's doing her masters too . . .

Ethnographer: [F32E] So you think locating desks close to the front desk where students make contact is probably a good idea.

Informant: [F32] I don't know how we are going to be working over in the other section, but, all right, it's very awkward, we are all in together, so if you have a student, you talk to them, and you don't really want everyone eavesdropping, it can make it very difficult too. But then, it's much more friendly, and EDD is a very friendly department, which is the first thing that struck me when I first came in, I remember it was very friendly. I didn't get to know . . . like Jill and Lis were there the days I was there so I got to know them well. Then I knew Jan. Helen was there when I was not there so . . . Helen was a person that I didn't . . . you know, we would sort of talk and that, but there is not that much of a rapport because we are not there together all the time, and even when she was there she'd have her classes which took her to Peter Street.

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[F33] Rhonda's, . . . because I've worked with Rhonda, . . . and Ros I am starting to get to know now, because I was over in Peter Street with Rhonda doing the MCOR work. So bit-by-bit you get to know them, but, if you're with them the whole time as in the case of Gill and Lis, you've got a very good working relationship, which I find is different to primary teaching, but then again primary teaching is different because you are all in your own classroom for most of the day. Whereas this situation's completely different, and that's maybe why I have enjoyed it. Because if you haven't got a student in here, you can call across there and talk about something, or talk about some aspect of work. "Oh what about this, . . . how does this, . . . what does this mean?" So, and having Lis there a few times . . . I have had students there and I haven't been able to answer a question . . . and she will just come in.

Ethnographer: Grand Tour Question

Informant: [G01] Well, a typical day . . . I find that the days through the week vary. Fridays are very very quiet.

Generally . . . probably . . . for half the days I might have a tutorial . . .

Ethnographer: [G02E] Now these are tutorials requested by individuals . . .

Informant: [G02] Yes.

Ethnographer: [G03E] How does that happen? Do they ring up?

Informant: [G03] Sometimes they ring up or come by. Usually they are students who I have come across in either a summer school, which we run at the end of the year or at the beginning of the year, or it could be a student who has heard about my tutoring services. It could be a first year student doing nursing, or occasionally doing chemistry, or some other science related course. Occasionally there are students from other places like Western Institute: I offer them help, seeing as they are a sister institute; they don't have such a supporting system out there. Generally, if it is a person who comes from Western it is someone who has attended a summer school here and is in need of extra help.

[G04] Sometimes a student has been referred. It could be a student from a non-English speaking background who has been attending another program in EDD; and they discovered that there was also a weakness in, say, mathematics, or understanding of chemistry or psychology . . . any of the subjects that I can help with.

Ethnographer: [G05E] And now your brief is to look after science, maths and psych. kinds of studies.

Informant: [G05] Yes.

Ethnographer: [G06E] Are you the only person?

Informant: [G06] Jim and myself.

[G07] Probably my brief would be science and maths . . . my main area is in biology, chemistry and physics . . . but seeing now that I am doing a psychology degree, that is starting to creep in too.

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Ethnographer: [G08E] And you have people from nursing seeking information on psychology and education . . .

Informant: [G08] Well, not so much education, but certainly the nursing students, particularly those who, generally speaking are having problems. You may imagine the problems that they might be encountering, trying to read the psychology text . . . so really helping them to interpret the materials.

Ethnographer: [G09E] Now there would be in the nursing area the fields of general, intensive care and psychiatric nursing, is that one of the fields that are being taught?

Informant: [G09] It is certainly a component . . . but what they have is a sociology and a psychology . . . so looking into . . . they do a sort of basic background in psychology . . . so they can use this knowledge to develop their nursing skills: becoming more aware of the different personalities they might meet.

Ethnographer: [G10E] So you are likely to find a demand from individuals seeking tutorials and so on . . . they may be walk-ins, they may be telephone calls, any other sources? I don't suppose there would be, would there? Are there different sorts of walk-ins: panic walk-ins?

Informant: [G10] If you ask me later on in the semester, just before the exam times, the work load suddenly escalates dramatically. And they are what I would class as the panic walk-ins.

Ethnographer: [G11E] Now what about classes, do you take classes as well as individual consultations?

Informant: [G11] This varies from semester to semester. In the past I have had some . . . classes with teacher education: two years ago I was taking graduate diploma in education: mathematics method. And also I was teaching third year primary trainee teachers in mathematics method. Last year I was taking some core studies in teacher education, so, classroom management . . . that is something I very much enjoy doing, but it is very much reliant on funds being available, but which unfortunately had to be cut back a fair bit due to a reduced budget. Unfortunately they had to get rid of the

casual support person. So I was on loan to them for some basic fee which they paid to EDD.

[G12] This year I am running . . . I am helping out in the primary maths area by running a one hour session for third year trainee teachers. And these are people who have come, voluntarily because they feel like they need to increase their mathematical knowledge.

Ethnographer: [G13E] And that is one hour; do they come in a group?

Informant: [G13] Yes, that has been organised with the maths method lecturer and she has of course three hours total, one of which has now been given to me, for the equivalent of about one group; twenty students. One of the things I am doing at the moment is a crash course in chemistry for a group of nurses doing an "enabling" course, which means they are nurses already and they are trying to transfer to the degree course, so they can get a degree qualification. Because they have been hospital trained they haven't had much chemistry.

Ethnographer: [G14E] That is towards entry into the degree course.

Informant: [G14] Yes. That is a crash course of four one hour sessions.

Ethnographer: [G15E] Four one hour sessions.

Informant: [G15] Some of this material should be done . . . at least done all the time.

Ethnographer: [G16E] And how many are there in that group?

Informant: [G16] There is . . . fourteen in that.

Ethnographer: [G17E] Now, about telephone calls. Do you get telephone calls?

Informant: [G17] Yes.

Ethnographer: [G18E] Are there different sorts of telephone calls?

Informant: [G18] Yes, I think . . . quite a few inquiries all through the year about the summer schools in basic science.

Ethnographer: [G19E] Where do these inquiries come from?

Informant: [G19] We generally find they are individuals who are . . . mature age who have inquired about doing the nursing course here; prospective students and they get recommended . . . or they recommend us to come and brush up on their science.

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Because usually mature age students haven't done any science since about year ten, many years ago. So we get inquiries all through the year. They get put on a list and information is sent out to them.

Ethnographer: [G20E] What other telephone calls?

Informant: [G20] Well, there are of course frustrating ones where people will ring up and they are not really, they are after someone in EDD, and for some reason they have rung my number; that doesn't happen very often though. It happened more in the first years of my being here. My phone used to be the main number for EDD. That was very frustrating in the first year.

Ethnographer: [G21E] Do you get calls from other members of the teaching staff?

Informant: [G21] Yes, once I have a working relationship with them; people in teacher education; some people in the nursing department; that is probably my main brief at the moment; that would be the nursing students and the teacher eds. The nursing students I deal with mostly.

Ethnographer: [G22E] Yes. And if members of the teaching staff rang you, what sorts of calls would they be?

Informant: [G22] Well, they would come at certain times of the year so it might be when we are organising the summer school; or getting back to each other, I ring them to find out details of when the courses are starting, whether it is OK if I go ahead with the chemistry tutorial as we did last year. Ringing up the chemistry lecturer to ask him if I can come into the lecture and meet inquiries that are around. Liaising with people, talking to them about; for instance the chemistry lecturer himself had a few discussions with Jim and I about ways of lecturing to these students.

Ethnographer: [G23E] Looking for ideas . . .

Informant: [G23] Looking for ideas.

Ethnographer: [G24E] These people, are they people who are specialists in their field but do not have any formal educational qualifications as such.

Informant: [G24] Yes.

Ethnographer: [G25E] There are quite a few of those?

Informant: [G.25] I would say the majority of lecturers would fit into that category.

Ethnographer: [G26E] And do you get many of those experiences of talking to people like that about those things [ways of lecturing to students in chemistry]?

Informant: [G26] No. It is probably an area that I would like to see slowly develop. Certainly we are now making in-roads into certain departments. But. . . Jim and I have discussed this quite often, it is not something that you can leap into. [interruption] It is not something that you can leap into, and always you get a very great difference in reaction to it. It is something that we are hoping we will do by the nature of our work with the students. It will filter its way back up the tree to lecturers that are interested in what we do and what we can do to help.

Ethnographer: [G27E] So you have a very definite strategy then of going slowly, of proceeding slowly with change.

Informant: [G27] Yes. I guess the strategy is slow and steady. We have heard of other situations: as in Adelaide, last year, where the person who was in charge of the developmental unit there: the person who is in charge of it, apparently rubbed a lot of the other lecturers up the wrong way. That person would sit in on the lectures and proceed to tell the lecturers where they could improve. And of course, I don't think that is the way to go at all.

Ethnographer: [G28E] No. Yes, that is a very interesting case, isn't it?

Informant: [G28] Jim has made in-roads into the Chemical Engineering by means of a good relationship with a particular lecturer who has since left, in fact. I think there are still a number there who are interested in following it through . . . it is the . . . mystery . . . ever so softly trying to work in to there. It probably needs, fairly soon, another half step forward. I have got a couple of people in mind who I am going to contact and work forward with them.

[G29] There is another category here in the "frustration" section, because there has been a big stumbling block, a big brick wall in the Department of Physics which is at this stage almost insurmountable. Do you want an elaboration of that now?

Ethnographer: [G30E] Yes, why not? [My mouth is watering!!]

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Informant: [G30] There are students who have two hours of physics in second semester which is generally my busy time of the year because they come to seek a lot of help here.

Ethnographer: [G31E] Right.

Informant: [G31] And although last year the Department of Physics did offer tutorial sessions . . . they offer, I think two sessions or three sessions . . . [tape is not audible at this point] . . . so students could attend as many lectures again. The students just got completely turned off. Now the problem was . . . now, the notes were there, but they were basically read out. So there was no interaction, no experiential . . . no life situations to teach by . . .

Ethnographer: [G32E] Yes, the classic model.

Informant: [G32] Now the lecturers themselves were quite happy for us to run tutorials, like we did last year, and they said to us: "We want . . . [tape is not audible at this point due to background noise] . . . The problem was that by this time they were so turned off that they weren't even attending . . . but they gave reasons that the students can't help themselves . . . if they don't attend lectures, then they don't deserve to pass . . . so their reaction was, they're being lazy, they're not making the effort. . . now the problem is not so much them [the two lecturers with whom EDD negotiates], as the guy at the top, because he absolutely does not want physics taught by anyone but his Department of Physics.

Ethnographer: [G33E] Due to lack of audibility on the tape the following account was clarified with the informant in a subsequent interview: the account is an amalgam of word-for-word quotations from the informant and descriptive comment interpretation by the ethnographer:

[G34E] It was not policy to offer tutorials to students undertaking studies in physics: lectures only. The informant made contact with the

Department of Physics concerning whether it would be acceptable for students to be tutored in physics towards their nursing course: without open advertising of the facility. It came to a head in 1989 when a large number of students in the Department of Nursing failed the physics unit (this presented as a deep crisis in the wider campus setting): it was subsequently negotiated with lecturers in the Physics Department that EDD would run a set of revision tutorials for those who had failed in preparation for a supplementary examination to be set and marked by the Department of Physics. Some thirty to forty students took up this offer and, subsequently, all regularly attending students passed the supplementary exam.

[G35E] Understandably, in 1990 there was much criticism from the Department of Nursing directed at the Department of Physics over this apparent fiasco. The Head of Department in Physics became defensive. Subsequently the Department of Physics offered tutorials to the nursing students. At the same time EDD offered a continuation of tutorial services, but it was stressed by the Department of Physics that students should not be attending tutorials in EDD without regular attendance at the lectures and tutorials offered in the Physics Department. At this point a repetition of events took place with a slide into a further fiasco, as follows: against the background of purely "chalk and talk" lecturing in physics, a widespread perception on the campus, and tutorials which were likewise purely chalk and talk, given by the Physics Department in 1990, attendance fell away again, but this time without the recourse to tutorials from EDD. Everyone's hands are now well and truly tied. The Departments of Nursing and Physics remain at loggerheads over the issue as physics studies are required by the accreditation document.

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[G36E] The perception in EDD is that teaching in physics lacks interaction from students, experiential content, questioning by students, and application to real life situations: a crucial issue for health science education where the physics of such things as blood pressure and biomechanics could inform and govern a very lively curriculum, drawing examples from common experience in everyday life.

Informant: [G37] When students approach me now for help, I do offer assistance to them individually, but I insist that they agree to attend their lectures and tutorials in the Physics Dept. . . . I very much enjoy giving tutorials in physics. It is a great chance to . . . it is a big challenge . . . it is a great chance to use everyday experiences . . . I can find ways to expand my knowledge to make it more meaningful to them, and generally they enjoy the tutes. I enjoy tutoring that much more than chemistry.

Ethnographer: [G38E] Yes, and it is very enjoyable with adults who are highly motivated students.

Informant: [G38] That's right. The tutes are generally enjoyable, we get a laugh.

Ethnographer: [G39E] So it is a good example then of a blockage. In fact, it has come to a dead stop.

Informant: [G39] It is very interesting because the nursing [Department] staff and us are caught in a political situation. There is no doubt of this when I talk to the nursing curriculum person who is in charge of first year organisation . . . she is quite . . . but they are sort of stuck. She has shown me some feedback from students in which they are to evaluate various classes, but they were particularly interested in physics because so many students were failing; I guess in summary that report was very bad in its picture of the physics department; and I got some favourable feedback for our classes, so . . .

Ethnographer: [G40E] Great, that's the way it goes. It points up, doesn't it, the way in which politics is on all the time. In organisations like this, and any organisation like EDD which is set up to try to make an impact has got to take politics into account.

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Informant: [G40] Yes, unfortunately, and we haven't got a great deal of power. When it comes to political, . . . we've got the lowest niche.

Ethnographer: [G41E] Yes its interesting, now, when you say power you have certain sorts of things in mind: perhaps you mean position power; or referent power; or . . . I guess personality power: something that carries sway when two personalities are in conflict . . .

Informant: [G41] I was talking about position power really: EDD being not classed as an academic department . . .

Ethnographer: [G42E] Yes, but I guess you are gathering power in certain ways . . . so in one sense you are gradually changing the equilibrium of the place . . . and it is being brought about by, I guess, the profile that is gradually being developed over time in relation to other departments.

[G43E] Most organisations that do bring about change, effectively, do have a leader who is very skilful and who knows the ground . . . can read the ground . . . and can bring about influences in all different ways . . . use a range of tactics.

Informant: [G44] Yes, he [Jim] is a powerful person on this campus.

Ethnographer: [G45E] . . . Yes . . . well, why do you say that, how do you say that?

Informant: [G45] . . . Oh well, let's say influential . . . partly because . . . partly because of his length of time he has been here, it is now twenty-two years, but more-so . . . having started off in the Chemistry Department, as a lecturer, and been offered, or invited to apply for the position in our job . . . equity and participation . . . that says a lot for the way that he was teaching . . . so he had teaching excellence, then. I'm not sure what he did in his Dip.Ed. or his educational qualifications later . . .

Ethnographer: [G46E] He did a degree in Humanities later.

Informant: [G46] Yes.

Ethnographer: [G47E] And that gave him, as he says, a lot of connections on the other side: on the non-technological side . . . connections.

Informant: [G47] Yes, . . . I think there were a number of connections, but I think the overall feature that stands out is his personality - his interpersonal skills: he is a

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figurehead for his own discipline . . . as you said, there could not have been an increase in our profile, or an increase in this area without such a figure . . .

Ethnographer: [G48E] Yes, it is a very lively place; it jumps along in its own style, and there is a lot going on. And there is a very varying collection of people here on the basis of personality, age, experience, and so on . . .

Informant: [G48] Yes.

Ethnographer: [G49E] So would you say that that Physics Department was at the peak of a pyramid of frustrations around the place, would you say that there are other departments like that?

Informant: [G49] Well that is the one that has direct relevance to myself; the two main areas I am working in are in supporting chemistry and physics and maths is incidental along the way . . .

Ethnographer: [G50E] So Helen who is working Business Law is not going to have the same sense of frustration as yourself.

Informant: [G50] No, she's found a lecturer who is . . . well, at the very top, with signs of some leverage up there and the boulder is now moving.

Ethnographer: [G51E] And she had that recent seminar.

Informant: [G51] She certainly had a very receptive lecturer along the way . . . within chemistry and biology [the informant's own fields] I think I can see that things are moving quite smoothly at the moment. And physics would be the main frustration I have, because I can see what is required, but there is no way that I could set foot there. [G52] The other main frustration I suppose that I encounter is the nature of the timetabling of the nursing students. Now they have a practical experience called Clinical, and it is essential that it must go on. But looking from the point of view of trying to support the students regularly, it plays havoc, because when the Clinical program begins, which it did a couple of weeks ago, the timetable was thrown up-side down so that every second week, when there is not a clinical, all the formal lectures are doubled up, leaving very little spare time at all. Now I am only, at the moment, offering four sessions per week, chemistry tutorials, on Tuesday, Thursday and Friday. While clinic-

als are on, hardly any students are able to come along. And as for students who do have a spare hour, they are less inclined to come along because their week is so full already. So, I am not able to offer, as well as I would want to, continual support that parallels the course, so concerning that, I am very frustrated. I don't know how to get around that. . . . I can't, I have talked to the person in charge of curriculum development there, and there is no real way that I can suggest to them, you know, look you put it at set times, where they can voluntarily come along if they want to . . . so in theory the program is set to run, but in practicality, the Clinicals take precedence over anything. Which, so it should! That is a source of frustration which means that I get one day in the semester: towards the exam time I am getting snowed under. So my frustration is that I can't organise my time as I would like to.

[G53] I might have weeks, really, on the surface I might not seem very busy at all. And things are very quiet at the moment because of the clinicals that are running, then students might break appointments because of work that takes precedence in other subjects. So during times like this I am able to do some of the major prep work on one of the booklets we prepare for the summer schools. There may be a few problems, and having taught it a few times I can see necessary changes. So, during this time I develop . . . I am developing programs I suppose.

Ethnographer: [G54E] And you have got that material on your computer at the moment? Working through it?

Informant: [G54] Yes, and on Marg's computer, the original book's on hers . . . shuffling through. We've got this enabling course at the moment, once a week that I . . . I'm adapting notes that have been used in the past, they take a lot of attention.

Ethnographer: [G55E] Do you find any differences between sub-groups of students? Sub-grouping of students, . . . do you find they're different in some way? Perhaps across ethnic groups? Or across other sub-groups . . . across gender, across age?

Informant: [G55] Certainly across age. Mature-age students have a fantastic attitude. They have chosen to come here to study . . . and for whatever reason . . . but it means that they are very keen . . . most of these students are over-keen. They are generally

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the people who seek help . . . and it may not be . . . in some cases . . . because, apparently, [tape inaudible].

Ethnographer: [G56E] So you don't get exit school students coming in from the top percentile ranks.

Informant: [G56] We tend not to, we tend not to.

[G57] These top percentile students, who have managed to come along the way without help, are just setting their sights on passing. So their attitude is, "Oh, . . . I only need to do enough to pass." Or, "I'm only wanting to become a nurse, so that is all I need to know." Whereas I think mature-age students have reached the stage where they, they want to do something with themselves. So they have come back to study, and they want to better themselves. Their idea is not that they want to be a nurse, but a good nurse. I can cast my mind back to when I was a student at university and I wasn't mature, my aim was purely to get through. Working on their approaches to study I see as very important.

Ethnographer: [G58E] What about other sub-groups? Do you have any impressions there?

Informant: [G58] Well, not so much speaking for myself and my own experience, but for others around here, the Asian students do seem to have very positive attitudes to their studies. They know what they want, and they know what is required to do well. [interview concluded].

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Ethnographer: Grand Tour Question:

Informant: [H01] My first response is that there probably isn't a typical day. I guess what I will talk about is the patterns which will emerge. Do you want me to give you a descriptive account?

Ethnographer: [H02E] Yes, anything that is likely to arise.

Informant: [H02] Often there are students waiting, so it is a matter of juggling books and bags, keys, and then going through the opening procedure. Since we have had student mentors working on the premises, that administrative effort has been saved to some extent.

Ethnographer: [H03E] Now, that is interesting, how long have the student mentors been working here?

Informant: [H03] Since we started last year, we started the system. There was a rudimentary mentor program operating before that. It was, from this perspective . . . or from my understanding of it . . . or my experience of it here . . . was that . . . before I started working here the students were really brought in to do extra tasks, usually with a tutor here. But our experience was, when Geraldine and myself started working here in particular, that we couldn't run classes or do individual consultations effectively, because we were often interrupted by the other students or phone calls and that sort of thing. So I guess what we suggested, or what slowly evolved out of that experience was the need to have students, or some sort of administrative support here all the time. So at the start of last year we aimed at trying to get people in here for every hour that a tutor was available. And that made a huge difference to the way we could work. And I think, just looking back on it, . . . that it probably led to . . . one of its spin-offs has been that all of us have been able to think more of what we do, and how we do it, . . . it has created that mental state. Although that certainly wasn't the idea at the time, I think it was just more a treading water and getting through the day type of exercise initially. But I think that now, that the results of that are that people are starting to write reports or starting to reflect on what they do, . . . so the long-term effects are that sort of . . . [interviewer audibly clears throat]

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Ethnographer: [H04E] Whose idea was it to run things that way?

Informant: [H04] Well the mentor program was in operation beforehand, from what I gather it had been the focus of a paper at some conference that focussed upon the pedagogic value of mentors. That certainly wasn't my experience, and they certainly weren't used in that way. And we've had no pretensions about . . . about them being used in that way. We wanted people to answer the phone. So I guess the push for a blanketing effect came from here, but I think it has been since overlayed with that sort of theoretical or philosophical base: which is fine, we've embraced that and endorsed it . . . now tend . . . and since this year I am consciously using mentors in that other capacity. Because I was . . . I must admit I was . . . unhappy . . . no I am not unhappy, uncomfortable about using people as poorly paid typists, photocopiers, and pseudo teacher aides.

[H05] So this year, for instance, Sarah, [laughing], . . . whom I have just sent over to get something . . . [perceived irony] . . . is working with me in a program . . . in a, in a . . . program of maths students, and she is employed to come with me to the seminars each week. Because she is one of my, . . . my . . . she is a graduate from a class I was involved in last year, she is actually a graduate from the Institute. She has got an enormous amount to give back to undergraduates in the same course. And so . . . her . . . the focus of her work with me in those sessions is very clearly on what she can offer the other students. [audible throat-clearing from interviewer] And so I know she thinks I'm tough . . . she does nothing . . . she sits there and listens . . . and I know in the first two or three sessions she wanted to make herself busy by photocopying my pieces, or standing next to me and handing me things . . . the "faithful assistant" . . . and, and I said "Look that's fine; . . . your job . . . you're my ears and eyes here . . . and just be there". And so now she is . . . I think she is happy about that.

Ethnographer: [H06E] Is she from overseas?

Informant: [H06] She is Vietnamese.

Ethnographer: [H07E] Recently arrived?

Informant: [H07] I think she has been here five or six years, and she has had a long association with this language centre, in that she was here all last year, and for half a year before, in general language classes. So I first had contact with her in classes I was running. It has been good. And personally I would like to see us start to use mentors in that way: to have some active role in classrooms.

Ethnographer: [H08E] As your eyes and ears.

Informant: [H08] As eyes and ears and . . . and as role models. You know, that . . . "Here I am, I survived [the academic program]". And it doesn't matter if they don't speak perfect English or, you know, whatever: it's: they have been here, and I think that is important. That is the direction I would like to move the mentor program in to this year, if possible. I don't know whether anyone else thinks that, I think they do.

Ethnographer: [H09E] OK, so if you have students waiting here, for you when you arrive, what sorts of students might they be?

Informant: [H09] Well they are mainly non-English speaking background students. And because of the nature of our location [in a converted weather-board house on the fringe of the campus car park], my guess is that they . . . or my understanding . . . is that, is that they are fairly committed to getting some sort of support.

Ethnographer: [H10E] So it would be the committed ones who would be likely to be waiting on your doorstep.

Informant: [H10] Yes, or the very desperate, which I think is another form of commitment. So . . . yes.

[H11] I either . . . the nature of my job has changed within the last year, when I was employed initially on a sessional basis in 88 I was the person working with Jan. And I was really there to . . . sort of . . . take the overflow from her heavy work commitment. And it was really in terms of individual consultations. Which I found just mind-numbing. And also I was concerned from my educational background, about that . . . sort of . . . bandaid . . . you know . . . bandaid approach to . . . and I think it needs a process and systematic sort of applications you know, rather than individual . . . there is a place for it, but . . .

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Ethnographer: [H12E] Let's just fill in some of those details. We are talking here about the differences between individual consultations with students crowding in and wanting one-to-one assistance and you're strapped for time to give them the one-to-one assistance; as compared with forming them into a group of some kind for cyclical attention: a small-group class, or something like that?

Informant: [H12] Yes, and I guess what I find systematic too is that . . . my experience was in secondary schools where the traditional model for that sort of remediation, if you like, was individual withdrawal from the mainstream, and I'd learnt from a whole range of experiences that that model isn't necessarily effective for a whole lot of reasons. And that the way to integrate programs is to put them into the mainstream. And to see support personnel as integral to those processes. And so I'm very much in favour of the approach taken by the department now. I am very comfortable with working in a faculty based . . . where I am mainstreaming . . .

Ethnographer: [H13E] Yes, by department, you don't mean EDD, you mean the . . .

Informant: [H13] Yes. . . you see now I work in the Maths faculty, and I am now working in with the teacher . . . with the lecturer . . . and he is legitimising my presence . . . because of what he does, and I am adjuncting to the program. And I guess the idea is that we are not just working on the desperate ones who happen to make it across to the car park. We are working with a whole lot of people and sort of normalising support experience rather than . . . sort of . . . taking it out of context, and heightening it . . . this sort of sense of . . . you know, difference about the fact that people can't cope, or whatever. I am very comfortable with that sort of philosophy.

[H14] So, yes, initially when I first worked here, in 88, there were a lot of individual consultations, when I came here in 89, I worked on a sessional basis and was employed to take a couple of classes, and again it was pretty much class oriented. Staff with two or three students or four or five students who wanted to do a particular thing, and then it . . . last year it, it slowly changed from . . . I actively sought to set up . . . to work with the department and set up study groups and changed it . . . I mean I still do some individual consultations, but . . . yes . . . but it changed during last year. And at that

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time Jim sort of found a department for me to work with. Yes, so his role was crucial because he . . . he used goodwill supplies he had with the lecturer in that department to set up some sort of relation . . . to set up some sort of meeting with myself and that person and addressed the need for us to get along.

[H15] But yes, the nature of the job has changed and I am much happier about the change.

Ethnographer: [H16E] So, we have various categories of students, and it might be interesting to explore those. There are those who come here who have a commitment in varying degrees and those who come here desperate about something. Are there different sorts of desperate ones, and different sorts of committed ones?

Informant: [H16] . . . Yes, I guess there must be. . . . Yes, from my experience, . . . yes, there are, that . . . given that our system is a self-referral system initially; well that we hope it is. We have students who have to come to an understanding about where they're, you know, what they are doing about their learning. . . . And I think that we find students across the whole spectrum of that understanding. So that I guess that my rough terms from "desperate" or "other" covers that spectrum. Because it seems to me that the desperate ones are ones who want the quick fix and then the band aid; and their understanding of their learning process is probably pretty much about bluffing their way through or getting to the next assignment. And at the other end we have. . . usually overseas, in my experience, overseas students who come here for an extended time, who see their learning English as a part of a broad category of learning experiences. And so they make a commitment to learning over a fairly long time. And part of our role, especially at that other end of the spectrum with the desperates, is to, without being too intrusive, . . . help them to understand what sorts of learning processes they are going to be going through. And part of the strategies we'd use without, telling . . . occasionally it causes a bit of "anxi", among the troops, is to ask for appointments. Ask people to consider that they can't have the whole essay rewritten, that we are not a correction service, and all that sort of stuff. And we . . . you know

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... there are sort of stereotypical examples at either end of the spectrum that probably, ... you know ... we get lots of illustrations about.

Ethnographer: [H17E] Like committed in the sense of ... maybe stereotypically, committed in the sense of ... you see I don't know about this because I'm not ... I am not as familiar with the stereotypes as others may be ... about students from Asian countries; that they try to memorise, and things like this, these are the stereotypes, aren't they?

Informant: [H17] Yes, although in my experience, when I talk about that end of the spectrum and the stereotypes that I have experienced at that end, they tend to be adult learners, ... who ... who are fairly mature in their approaches to that whole, sort of, experience. And so I haven't, ... I mean there are those cultural overlays, like, you know, learning in Australia is about memorising ... [correction] learning in Asia is about memorising and revering the teacher and that sort of thing.

[H18] But, from my experience that lasts about three or four weeks until people begin to acculturate. And then they say "OK, this is about another sort ... you know ... I'm in charge, you know, I'm doing my Ph.D. or my Masters or my post-grad. work, and I'm here for three years; my family really depends on me getting through this course. I've got a global understanding of what I'm doing, therefore I'll adjust. I'll join the English classes, or I'll do the individual consultations with Rhonda every week. And I'll set the agenda."

[H19] So ... I guess that they're the ... they're the dream runs, from a teacher's perspective, because you can actually sit down and say to those people, "What [you know], what are your objectives? Do you want to learn some dah-dah-dah ... Here's a program that we can put together. Do you want to use me as a kind of sounding board once a week?"

[H20] That's the ideal, and I have had only two of those. At the other end, I have had students ... the great stereotype ... I won't mention this ... there is a student who will ring up at five to four, saying "I must have this essay corrected today. Please! Please! Please! Please! I've got two kids now, they're screaming in the background. Please

help me, you're a woman, you understand these things." You know, so . . . you know . . . you sort of get trapped. And that particular case is an interesting one because we . . . myself and a couple of other people worked on that one for a while. But she was into bluffing, she wasn't really going to come terms with the fact she can't read or write English, she just wanted to get the next essay in on time.

Ethnographer: [H21E] Now, could we just talk about the word "bluffing". I don't want to make a mistake here in understanding. I accept that they bluff. But from what position do they bluff, because, normally when you consider that higher education students are bluffing, it means that they are lazy, so that they try and bluff their way through, don't you, and in normal experience, this is higher education. But is this the same? Or is it bluffing from a different position?

Informant: [H21] I think there is as much . . . in this particular case, which I would put at that extreme end of the spectrum, there is as much effort spent on trying to get me, or the support agency "to do the work for me"; as there would be by participating in a language program and learning the language. So, in terms of bluff, there is no laziness, there is as much energy about, you know, going to the lecturer, pleading ill-health, gallstones, imminent childbirth, or whatever, to not get there . . . you know . . . to say, you know, look I really can't get this in . . . and then coming back to the tutor and saying "Please, please, please, can you just correct another page for me." And then going to the next tutor and getting the next page; working a system, to just get that next essay in. "So that I . . .", you know, you just pass the next unit. You know, that's what I meant, I didn't mean there's laziness . . . directed . . .

Ethnographer: [H22E] I know, I just wanted that clarified. I suspected that you didn't mean that.

Informant: [H22] I haven't found any examples of laziness, there must be some around.

[mutual laughter]

Ethnographer: [H23E] It often refers to people who are energetic about their tennis rather than energetic about their studies

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Informant: [H23] Yes, whereas, . . . I think that . . . because I am trying to talk about this spectrum, types of students, and I am relating it to the way people understand how they learn. I think that's . . . the reason I am saying all that is that it is crucial to the way we operate. Because we are dealing with . . . we are dealing with learning strategies and, and the way to help people to activate them into some sort of learning process.

[H24] Yes . . . so . . . I was going to say that my work has changed because initially I was doing individual consultations and classes, and I didn't have much contact with anything else in the institute. Now, I didn't know where departments were, or . . . but this year it is changing, you know, that there is some sort of connection with the rest of the place.

Ethnographer: [H25E] What about telephone calls. Do you get many telephone calls? From outside, students and so on?

Informant: [H25] Here, or at home?

Ethnographer: [H26E] Oh, well at both places.

Informant: [H26] I, . . .

Ethnographer: [H27E] You give students your home telephone number.

Informant: [H27] Yes, I do, I am happy . . . especially the ones I see a lot of and I live a couple of blocks away, so, people can come around and collect work. I make a judgement about whether the people are going to intrude too much.

Ethnographer: [H28E] And you make judgements about whether to give your phone numbers.

Informant: [H28] No, I have always been willing to do it.

[H29] People are usually self-regulating. I haven't had any problems with people popping in on a Sunday afternoon, or anything like that. I haven't, I haven't had that problem once. It's been fine. But I do get . . . at home I probably do get one or two phone calls a week from regulars. That's when I don't . . . say for instance last week I sent a letter out to the people in one of my classes to tell them that it was cancelled,

but then it would be on this week, and I leave my number. People rang in just to say they'd be here this week. So that's all right. I mean, they are doing me a favour.

[H30] Although there is a lot of traffic calls between us and Building B. And they are sort of transactional, the functions are sort of transactional, so I think that that'll go once we are in one building.

Ethnographer: [H31E] Staff, teaching staff, do you get calls from them?

Informant: [H31] Yes the line is open, we do get a few calls. But traditionally we have not only had self-referrals, but we have had referrals from lecturers who have got some sort of feel for what we do, and do refer students.

Ethnographer: [H32E] Is that increasing?

Informant: [H32] It is slightly, with the change in direction that the department's taking. But my experience is that I haven't had a lot of those calls.

Ethnographer: [H33E] What about from people outside? Who have contacted you from outside?

Informant: [H33] Yes, we get a lot of calls at the beginning of the year from community people, Non-English speaking background people after English classes, because the word's got out that we offer general English classes. And so we are sometimes seen as, you know, because AMES don't take people for a certain time, and TAFE people come to us. But this year, because we have been . . . we just haven't taken people in that category. We do occasionally get calls from other institutions.

[H34] It's hard to monitor, I keep a phone record . . .

Ethnographer: [H35E] What do you think about the idea of leaving this spot and going more central?

Informant: [H35] I'm happy.

Ethnographer: [H36E] Why? What makes you say that?

Informant: [H36] . . . I . . . I welcome the opportunity to work with . . . I like working with other people. I like the cross-fertilisation that you get from working in a shared office. I mean there are advantages in being here. Access is easier. I think it is quieter

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generally, there is more space. There are advantages, but I think, . . . my feeling is that . . . that . . . sort of . . . us as a, as a unit, it will be better.

Ethnographer: [H37E] It is kind of on the fringe between the Institute and the community in some ways.

Informant: [H37] Yes, I don't know whether that is a particular advantage because we don't open ourselves up to the community. There are Saturday morning classes here, FIT students. No I don't really think their access to a central source is going to be any more limiting.

Ethnographer: [H38E] We mentioned interruptions further up, are there different sorts of interruptions?

Informant: [H38] Yes, there are mentors asking for clarification about things to do, or other tutors. This room has all the books and resources in it so people come in at times.

Ethnographer: [H39E] This is a common office?

Informant: [H39] No, it's . . . well . . . sort of: myself and Ros tend to share this area; Geraldine and Virginia share that room there. But most recently, as I understand it, Geraldine was moved into the next room. When we first had this place last year we had that as an office, and we had that as the central teaching space and this was permanently locked with all the AV equipment in it. And that other little room was sometimes used as sort of mess, so we made some changes.

Ethnographer: [H40E] [References to colour photographs of student group activities on the walls.]

Informant: [H40] Yes, I guess that last year we made an effort to document what we are doing and so, well, for instance with the summer schools, we had a camera here; well I brought it over and suggested people take photographs because they are useful to put in reports. That is probably the other change that I think, you know, people are now documenting all that they are doing, and photographing is part of that process.

[H41] And also it's nice to have them up.

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Informant H: Academic Staff

Ethnographer [H42E] Are there any particular texts, books, outlines of the philosophy of your work which you have been particularly impressed by?

Informant: [H42] Well, I don't have a TESOL background, and so, now that I am doing a masters in TESOL I am picking up all this stuff and I find it really stimulating. We inherited a library which is probably now I see has got a sort of . . . you know, varying, . . . the quality varies. We are certainly very well resourced and that's really good. I guess last year we just tried to come to some understandings about how we would go to teach different classes and things. This year we've actually revised through some of the resources and bought some class sets: things we think are pretty good. And luckily we've chosen some TESOL texts which are really at the forefront of the theory. So that's really good. And in terms of the academic skills . . . our resources are in two areas: there is the TESOL stuff and then there is the academic skills. In terms of the academic skills materials we've got some good ones; which really Jan developed the use of. So we tend to use those.

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Informant I: Coordinator of Media Studies

Ethnographer: Grand Tour Question: a typical day in your life at work on campus

...

Informant: [I] I arrive in the morning anywhere between eight and nine o'clock. I generally find that ... out-of-semester time my time is a little more free, so I come in later, but generally during semester time I only come in shortly after eight. So I think I am about one of the first people in. The reason being simply I have got so much work I want to do, I have to get through, I find that is the best time to do it. I would have roughly four hours of classes a day: normally two hours in the morning and two hours in the ... just after lunch. Although there is only one day in the week, in this semester, which is Wednesday, when I only have one class for an hour, from two to three, so that is the day I spend to get most of my work done: organising, ringing up people, etc.

[I02] I spend the time up until nine getting myself prepared for class. Most of my classes in this semester involve photography, simply because Vicki has now reduced her hours so she is working one day a week. She used to work .5, which is two and a half days a week. So, since we haven't got a new staff member to help me, I will be doing most of the classes. So ... yeh ... so that is time to myself until nine: although maybe towards 8:30 when Kim comes in ... or Matthew or Kim comes in ... maybe some students might come in earlier before class, maybe asking questions regarding photography or video, my old subjects that I teach! That's not too frequently, normally they leave it till after 9:00; most students don't get in until after 9:00.

[I03] OK then, roughly at 9:00 I suppose I start my class depending on what we are doing for that session. We would either be having ... I don't know, I would like to call it a lecture, but I don't think it is a lecture, it is more a group discussion or ... or in the darkroom doing developing and printing.

Ethnographer: [I04E] So there can be lecturing or discussion.

Informant: [I04] Yes.

Ethnographer: [I05E] Demonstration.

Informant: [I05] Demonstration, yes, darkroom. So, and in the class, if it is a darkroom class, I basically ... I see my role ... in a darkroom or a practical class as being

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a facilitator. So . . . basically letting the students do whatever they please . . . and just coming to me for advice; for help if they need it. Or just something, to talk to me about photography with them. So they might come up to me and say . . . "I really want to take this shot at night . . . how do I go about achieving this?" We talk about that. So it is basically . . . we have a small group in the darkroom, somewhere between six and ten; the numbers vary depending on the different times of the week. More students are available at different times. Yeh . . . and it is basically more of a one-to-one situation with them there.

Ethnographer: [I06E] Are there different sorts of groups of students?

Informant: [I06] Yes, at the moment I basically teach to teacher education students and also physical education students. They are our two major departments. Occasionally we might do something with chemistry department and accountancy; but the two major ones are teacher ed. and phys.ed.

Ethnographer: [I07E] And how do the groups differ? If you were blindfolded, could you tell the difference between them?

Informant: [I07] Yes, . . . well most of the subjects I have to do with, that I have to teach (you could call it that), are elective subjects that the students do by choice, which is an advantage . . . basically all the subjects . . . it makes it much easier for my I feel. The phys.ed. students seem to be more outgoing, louder . . . and very confident. So I mean basically anybody . . . I think anybody in the building can normally tell when the phys.ed. students come in or when a bunch of them come in; they are very outgoing. Whereas teacher ed. students tend to be more reserved, very quiet . . . a lot of them do lack a bit of confidence . . . I mainly have to do with second and third year . . . teacher ed. students. The third year students by then are feeling quite confident; the second year students are still very quiet. So that it is something we work on in our classes; we get them talking a bit; and get them to feel a bit confident. I also find that the phys.ed. students . . . mainly I suppose it is because their marks may be higher for them to get into their course, tend to grasp things much quicker than the teacher.ed. students. Teacher ed. students find some technical aspects of photography very difficult; so I

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might spend more time going over it with them. Whereas the phys.ed. students tend to pick it up very quickly. They might be used to more technical subjects too. Yeh . . . I suppose that is about the main difference between the groups.

Ethnographer: [I08E] So you get requests for information. Are there different sorts of requests for special information?

Informant: [I08] Yes, they do, but it is nothing out of the ordinary, . . . it would be more . . . say again take photography . . . it would be more something in line with something that we haven't covered yet, so they are keen and they want to do something, like, for the rest of the group. So, because we have only, we have only got a certain amount of time, we have to cover things in order, and I say at the start "OK, we are going to cover it in this order."

Ethnographer: [I09E] What are some examples of those things? Focus? Light?

Informant: [I09] Yes, use of flashes is one. I think at the start of semester we haven't covered flashes yet. Night shots, and things like that, so . . . yes . . . we have only covered the basics because most of them don't know, or are not aware of most aspects of photography. So we start really basically and we build up. And so we might get a few keen students coming in and saying "Oh look [You know], this is really what I want to do, how do I do it?" So I can either . . . we just talk about it with them, with the students . . .

Ethnographer: [I10E] What might one of those be a request for?

Informant: [I10] Say, well, let's just go back to the flash example, they'd say "OK, I'm going to a party [or something], and I want to bring a flash along, but I have got no idea of how to use it. Can we quickly go through it?" So we would get out the flash and I . . . you know . . . get them to explain basically what they know about the flash, if they know anything, and we would take it from there. If they grasped the concept we might leave it at that, if not I might suggest, or give them a handout, or suggest to read something in a book just to clarify things further. It really depends upon how much time they have . . . which could mean . . . if it is during a tute's session, that's no way

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because I have just got two hours set aside for that but they have to come while I am just between classes but I mightn't have enough time to spend with them.

Ethnographer: [I1E] You mentioned telephone calls: are they mainly outgoing or mainly incoming?

Informant: [I1] A mixture of both they are about 50/50.

Ethnographer: [I2E] What sorts of telephone calls are there?

Informant: [I2] I get a lot of queries. Basic queries from members of the Institute regarding general needs: photography and video.

Ethnographer: [I3E] From teaching staff?

Informant: [I3] Yes. Although Warwick's here to do that for them . . . even though Warwick's been here, say, a year now, a lot of them are not fully aware that he is doing that position. They still think that the last person that was here, that's Don, is still doing it. And even if sometimes . . . what normally happens if Warwick is not normally in his office, he will be out doing something, then they will ring my number and catch me.

Ethnographer: [I4E] Non-teaching staff, do they ring?

Informant: [I4] Yes.

Ethnographer: [I5E] What would be some of those?

Informant: [I5] I suppose the normal personal phone calls would come in, people just wanting to speak to me. Academic staff would ring, again, just regarding photography or any needs that they may need to service either their area or to help some lecturer as well.

Ethnographer: [I6E] By non-teaching staff I mean members of the Institute who work in other fields and are not teachers, do they ring?

Informant: [I6] Yes, occasionally. Not as much as teaching staff, but I guess . . . because I have got a lot to do with the Phys.ed. Department, a lot of the secretaries, and the administrative staff ring me up: general queries about . . . it could be anything from . . . they want photographs of the whole staff being taken . . . how to rearrange this to general questions on where they can get a video copied or what can we do

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regarding this or that. So rather than the lecturer contacting me directly, one of their support staff will ring me. So normally I would give advice over the phone or suggest that for any photography work to be done, to speak to Warwick directly. Or give them contact numbers of people that they can ring outside the Institute.

Ethnographer: [I17E] You have got quite a lot of teaching actually going on, haven't you?

Informant: [I17] Yes. At the moment I have got . . . I am told I am over quota, but that doesn't make any difference to me, I like keeping busy, but about, I think, 17 or 18 hours a week. Simply because, as yet, we haven't got somebody to help since Vicki reduced her hours. And what is the plan of attack there is that Jim is very keen on getting Warwick to do some teaching, so we are now currently looking for a junior to help Warwick out, so he can be trained . . . he or she can be trained in that field and Warwick can do some more teaching. But as yet I haven't had much time to get around and do it. I still have to go and find somebody. So basically then what I will be doing is helping Warwick, . . . you know, just giving him some ideas . . . in regards . . .

Ethnographer: [I18E] Towards more teaching.

Informant: [I18] Yes, into more of a teaching role.

. . .

[I19] So hopefully by the start of next semester Warwick will be able to . . . to do quite a few, I mean take over quite a few of the classes. But his basic area is only photography, whereas we teach a lot of . . . not a lot of . . . but, a large part of my work also is teaching media or video if you like to call it that. So . . .

Ethnographer: [I20E] Perhaps we could talk a little bit about that, teaching media, video; this is what you are doing here. When you mention these classes: two in the morning and two in the afternoon. That is to say, not all of those are photography classes.

Informant: [I20] No, . . . yeh . . . the majority would be photography. I have two . . . about six hours of media or audio-visual theory if you would like to call it that . . . a

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week . . . and then . . . well that's basically class contact hours; but outside of that I would have a lot more in regards to people coming over and asking me questions or ideas on how . . . what they can do in assignments or . . . if they are having problems or whatever.

Ethnographer: [I21E] Their video assignments.

Informant: [I21] Their video assignments. . . . With our media methods class which I teach and also another one is called instructional media which is for the teacher education department. We don't have any formal assessment, exams, or written material, we'll have a little bit of written material; but basically it's . . . a final assignment so, you know, the first assignment might be, OK, the production of an assignment video. And so we spend the six or eight weeks, or however long we have got, focussing on the areas and how to get to that from . . . so hopefully after say ten weeks, once it has been edited, that's the assessment that they get. Yes, things we just basically look at: how to use the video cameras; techniques of video taping; lighting; sound; just the basics . . . covering the basics. The aim basically being to . . . to get a fully edited 5 to 10 minute video program.

[I22] So that would be in class. And then, like this morning, I often have requests from staff members and also other students:

[I22] . . . but normally it is a student from another department which, say it might be from accounting, or . . . hospitality and they have got an assignment they want to do and they feel like they might want to do it on video. So they go out and shoot the video but they have got no idea of how to edit it. So I just ask them to make an appointment with me and we spend an hour together showing them how the machines basically work and leaving them to fend for themselves. If they have got any questions they just basically come and see me

Ethnographer: [I23E] It [video editing] is always a very time-consuming process isn't it?

Informant: [I23] Yes, it is, very time consuming. Then again the problem that we have here is that I am basically the only person that is in that field, so they have to see

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me or they don't see anybody. Warwick's not qualified at all. He just doesn't know too much about video editing. And he hasn't got basically any time at the moment to . . . to show. So . . . sometimes I will rush in between classes, I will have people calling me in there saying, you know, "How do I do this? How do I do that?"

Ethnographer: [I24E] You have been here for how many years?

Informant: [I24] I think three years now. I started off on point five . . . no less than that . . . point five I think, yes. I was working point five for a year.

Ethnographer: [I25E] Did you come from a similar job?

Informant: [I25] No, I came from . . . well I was working in Sydney as a photographer and I know Vicki. I have known Vicki for many many years. We studied together at RMIT in the beginning of the 80s. And . . . she rang me up one day and said "There is this job going here, basically teaching photography with a .5." At that stage I was sick of living in Sydney and wanted change, so I came back down to Melbourne. So I started working here .5. And then over the years it has built up. So my main area of speciality is photography but, the same as Vicki, I was asked in the last . . . but I was told I had to teach media classes as well, so video as well.

[I26] I started doing a course at Collingwood TAFE . . . now it has changed its name . . . they have got a video production certificate course going . . . and I . . . I have done three units out of the five. So, I mean that is how I have got most of my experience. And then I have just basically got whatever I get, you know, doing the odd video here and the odd video there.

Ethnographer: [I27] Are you still practising photography outside this job?

Informant: [I27] No. I would like to, but I just don't . . . at the moment I don't have any time. I found that working as a photographer, before I moved here, you know, picking up the camera every day . . . doing photography every day, I got very sick of it. And that is why I thought I might come down here and start teaching. I do . . . I mean I do take photographs, but I don't feel that I take . . . I spend enough time on it. All my friends have asked me to do portraits for them and whatever, and I always do it, but . . . I don't make a conscious effort, spending my spare time on photography.

Ethnographer: [I28] Tell me a little bit about your trip to China. How did you get involved with that?

Informant: [I28] Basically, it was a holiday. I felt I needed to go away for a few weeks.

Ethnographer: [I29E] Was it an excursion with the Institute?

Informant: [I29] Yes, it was . . . when they were arranging the trips, this one that I went on was more of a holiday, even though we stayed in universities and institutes around China, at that stage when they were running the trips, one year was more of a study year, and the following year was more of a holiday. So we only had . . . I think we had about five students out of the total of about thirty-five people that went. So it was basically more of a trip, . . . so I took my camera along . . . and took a few shots here and there [indicating photographs of school children on the walls].

Ethnographer: [I30E] What impressions did you get of the society there?

Informant: [I30] Well generally I found them to be a . . . just an amazing . . . an amazing bunch of people. They were just . . . they were very friendly . . . they were always keen to do something for you. We had a lot to do with the students and they were always keen to . . . just to talk about life in the West, the differences, etc. A lot of them liked, or enjoyed speaking with us because we spoke English and they wanted to practise their language. But most of them were, I think, if you asked anybody who went over to China, we found, virtually every Chinese person that we met to be very friendly and very outgoing, wanting to do whatever they can to help us. Very sincere people. So . . . I enjoyed my trip . . . a wonderful experience.

Ethnographer: [I31E] Has the job changed for you at all? In your area? Are demands increasing or decreasing? Do they fluctuate?

Informant: [I31] They fluctuate, depending on demand. Because we are not an academic department, we basically service whoever wants our services. Which are mostly teacher ed. and phys.ed. as regards to teaching. So at the moment they are quite steady, we have been, say, teaching similar subjects over the last couple of years.

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It was suggested . . . introducing more subjects, but . . . because of funds . . . they have knocked us back.

Ethnographer: [I32E] What process did that take? Did they have any suggestions that you should write submissions?

Informant: [I32] Well, we put in a submission ourselves, simply because the students were asking for it. Especially with photography, we basically only cover a one semester elective, which is just basically black and white photography, darkroom work, printing, whatever . . . most of the students want to learn more about colour: going into that other area, a bit of graphics art work as well. So we then just talked it over also with the head of the phys.ed. department and he said that it sounded like a very good idea. So he suggested that we simply write a proposal and they put it towards their board. I think it had to go through three committees. It went through two, and the last one knocked it back . . . for some technicality, or they didn't think it was necessary. So I suppose we are at the mercy of the boards of the different departments, simply because we are not an academic department on our own. We basically have to do what they want us to do.

Ethnographer: [I33E] It was an interesting excursion.

Informant: [I33] Yes.

Ethnographer: [I34E] I think you showed me some documents which I have on file at home regarding this proposal.

Informant: [I34] Well Vicki did most of the work for it . . . and then . . . a few years ago we were . . . we were just basically . . . we were doing a few short courses for the teacher ed. department and the reason we started doing a lot more work with them was, again, student pressure. They wanted a more formalised course, an elective, and one that in teaching would be called Instructional Media: which involves basic audio-visual techniques for primary school teachers. So looking at . . . again, similar things to media methods: video, camera usage, different bits of equipment that they all tend to use in a primary school. So . . . and that is how that got up and running basically, because the students wanted to go . . .

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Ethnographer: [I35E] Will you have another go at it?

Informant: [I35] . . . Not with the Phys.Ed. department I don't think. No at the moment, you see, the department is a little bit . . . well they always tell us they are under funded. But . . . what we normally get is, at the end of the year, say December or maybe even in January of the following year; we have a meeting with the . . . the head of the department, and a few other people. And in the last couple of years they have been saying to us "Oh, we might forget about teaching photography, forget about teaching media methods because we just don't have enough money. We will pull the plug out of them and, you know, so we'll have to" . . . that's happened in the last couple of years. And then, you know, they say all things are going to happen, and they have never happened yet, but, they are not looking to introducing more subjects they are actually cutting back on a lot of subjects for the students.

[I36] The Teacher Ed. Dept. is different, we may be . . . well hopefully we might be doing some more courses for them. They are in the pipeline, maybe something for the secondary teachers.

Ethnographer: [I37E] What would happen to this place in the end if someone did pull the plug, like that, as you say?

Informant: [I37] I suppose our role would change. Mainly become less out of teaching; more to . . . well for me mostly more to producing videos. We had a grant last year, \$20,000.00 to get some new video equipment, which we have got. . . . and basically at the moment the students do use it, but besides that it is just idle, it is waiting there to be used because of all the time that I have got taken up with other things. I mean I can't be spending time making videos as well. So, yeh . . . if that ever happened, I mean my role would most likely change.

Ethnographer: [I38E] What would you prefer? Where do you see yourself going? Towards teaching, or towards production?

Informant: [I38] . . . Ideally, I would like to, say, do it 50/50. I wouldn't like . . . I wouldn't like to say teach full time. I mean basically what I am doing now, I feel that.

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you know, I would like to keep my hands either in photography or video or whatever it happens to be, but, you know, if I could, I would like to teach too.

[I39] [Referring to work currently being undertaken for the library by the department] Basically they are going to get some images from videos. I don't know which videos, whether they are doing them themselves or getting them from somewhere else, and . . . topping it . . . or putting information onto a computer. It is not going to be very easy to do, I don't know whether they have got the hardware or the technology over there at the moment. But that is basically what they want us to do. They were just wanting to know how they could edit the tapes so they could maybe reduce the amount of raw material they have got.

Ethnographer: [I40E] So they want short sharp shots for putting up on the video display.

Informant: [I40] Yes . . . maybe something similar to an interactive video; more on the lines of actually having the video in the computer's memory . . . which . . . or somehow else.

Ethnographer: [I41E] So it would seem that the demands for your services are not necessarily on the increase, there is a steady state.

Informant: [I41] At the moment it is a steady state, yes. We can definitely increase it if we had, . . . I think more people. I mean we could . . . just in regard to producing videos, if we had, say, another one or two persons . . . we could start generating our own videos. A lot of videos are produced in the Institute but they go to outside companies. Simply because we, until last year, we didn't have the technology or the equipment to do it properly and now we are going to have to start to do it. So, . . . it is a bit of a dilemma, but the problem is, . . . the answer is always money. It really depends on what other departments want us to do.

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Informant J: Academic Staff: Media Studies

Ethnographer: Grand tour question: a typical day in the life of your work on campus. . .

Informant: [J01] Well right at this time my whole job is in a state of flux in terms that I've just been made up to senior tutor, as opposed to . . . or when I was just here as a photographer . . . so now academic staff I have started to take a couple of classes. That will be increasing, the number of classes I take. But probably the biggest change will be when I have an assistant, so we're getting a new staff member, a junior to take a lot of the simple, the more menial . . . sort of . . . tasks that will free up my time. Which is good.

Ethnographer: [J02E] That person will be a technical person.

Informant: [J02] Yes.

So I can sort of give you my day as it happens now, and I will give you references as to what will change as well, like on . . . usually in the morning, in particular Monday morning, the equipment which has been loaned out will be coming back in the morning so I attempt to plan and organise my mornings that I am in the office here; which means that I am quite often sort of finishing off work; and filling in internal recs, and doing all the paper work and stuff . . . as people are coming in; which means constant interruptions from that. And getting the equipment back in and checking it; recharging batteries; doing all those sorts of things.

[J03] Now all the loans-equipment stuff will be taken over by the assistant; so that will relieve me of that. Good. To be quite honest that's just a pain in the butt! Doing that sort of work.

Ethnographer: [J04E:] Just before we go on; (referring to notes) are there different sorts of loans?

Informant: [J04] Mmmmmmmmm. Not really; all loans are loans. Usually at set times, but there is one, there is a group of people who are photography students; which I suppose I'll be dealing with more and more. At the moment, Roger deals with them. At the beginning of the semester they loan a camera and they have it for the whole semester; so I suppose that's a difference; a one off; so you see them once and that's it.

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...

[J05] The main part of my job is to take photographs for the Institute; whereby it is dealing with . . . making sure I get internal rees done and things like that.

Ethnographer: [J06E] What are the different sorts of paperwork . . . like requisitions?

Informant: [J06] . . . well I suppose that's really it . . . oh then there is buying in . . . materials and consumables, as well, it comes back to that, a bit of camera repair, you know, sending it off to the right place and getting it back again . . .

Ethnographer: [J07E] Are there different sorts of consumables?

Informant: [J07] I guess there are film and chemicals . . . I suppose that's the main thing . . . paper . . . then the little bits and pieces of equipment. When you've done your purchases, which are done with Roger and I together. . . we've got so much money and what do we need? . . . other things are just small bits and pieces which may be for a particular job . . . that's the main . . . and then there are the couple of classes that I have taken and the extra tutoring I'll be doing with students . . . mainly in the darkroom doing black-and-white photography . . . that's tutoring. And then next semester, running a course, a general media course.

Ethnographer: [J08E] Talking about equipment, are there different sorts of equipment?

Informant: [J08] We can divide that pretty simply I think into video equipment and 35mm photographic equipment.

Ethnographer: [J09E] What sorts of video equipment is there?

Informant: [J09] Well there's just the video cameras.

Ethnographer: [J10E] What sorts of cameras?

Informant: [J10] They're all the same and they're all different. They're all VHS . . . and they're all different brands . . . it was before my time when they were bought. You see there is a bit of organising in terms of: we hold the cameras that belong to certain departments; like the PE Department has four cameras; the Teacher Ed Department has two cameras . . . and as people come in . . . ideally it is only PE people who can

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borrow PE cameras . . . so we're sort of like the stockholding for those departments: they're all here, they live in one place.

Ethnographer: [J11E] Is there much juggling to do about that? or not much to worry about?

Informant: [J11] . . . well there can be; mainly in terms of trying to . . . trying to be as helpful to clients or the client as possible. And so sometimes I'll be juggling, you know that we'll, . . . we have three cameras of our own; and that they're available to any one and to all; now if there's three or four and I've got three . . . so sometimes I'll say "Look come back Friday afternoon, and if it's still unbooked well I can give it to you" . . . and different things like that; that's trying to be as helpful as I can, but still sort of following the policy.

Ethnographer: [J12E] What would happen if a PE person came and by some way had found out that you had given a camera to an education person? Would that be a big hassle or not? I guess I'm asking a question about the culture of the place, is it easy-going or not?

Informant: [J12] Well yeah, that's never happened before . . . and I would certainly a give reason for having done that. Easter, all the cameras were booked out for the Easter period. At 4.30 on the Wednesday afternoon; between 4.30 and 5.00 I rang up someone who had the camera booked . . . obviously they wanted it and they have to come here and get it, so I'm trying to get them and I've also got other people coming in asking do you have a camera; so that needs a bit of juggling as well. I'm trying to give priority to the person who booked it; but also, you know, it's no good if it is just going to sit here over Easter and no-one's going to use it.

Ethnographer: [J13E] You don't feel personally threatened because people are toey about this kind of thing.

Informant: [J13] No. It's not in the video equipment, that's fairly straightforward, it's in the photographic jobs that I've had a couple of problems . . . and those have always seemed to be because of poor communications; . . . and so I've attempted to improve on that area; that's very obvious . . . that communication is a very important aspect of

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area. And that . . . the peculiar . . . oh not peculiar, but seemingly the important part of what I have found the job to be is that I will get a lot of clients coming in who may well be heads of departments, and things like this, and the situation is that I'm a service staff, yet I know more about photography than what they do; which . . . I don't think has caused any problems at all, but at times I've felt that the person coming in has just sort of felt a little bit uneasy that they're accustomed to knowing more about what's going on than the person they're dealing with; so the role's reversed a bit.

THE FOLLOWING SAID SLOWLY AND REFLECTIVELY

[J14] Which is where my communication comes in . . . that I have to get them to tell me what they want; . . . and that's been, I've . . . I've discovered . . . that it is very important for me to find out what they want, because, in photographic terms they're not always going to know what they need, what they really want. So they've got this image in their head, that may or may not be possible to produce with the equipment and things that I have. So I've tried to get visual information; I've started a collection, like a portfolio of photographs, that I can say, "Look shoot through that, and tell me." you know, "What are we after, what are we looking at?" Then . . . black and white or colour, what's it to be used for?

Ethnographer: [J15E] Have you got that portfolio here?

Informant: [J15] It's in the process of being developed. When I get time to do it. At the moment it's got five pages full, and then a whole lot of bits and pieces that I've just stuck in there at the moment. So as jobs come along . . . I'll make another print of it so I've got another one for the book; or I'll take a couple of extra colour snaps or something so I can just take those out of the packet and put them in the portfolio.

[TELEPHONE CALL]

Ethnographer: [J16E] That sounds like more work. What sort of a job is that?

Informant: [J16] This is for . . . umm . . . umm . . . umm a report on the research and development with Dr. Niel Shaw who does a lot of the computer programming; and so we have to come up with an image that says something about what they do. And one of their projects has been for the Library Video Guide that is a touch screen video

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image so you can ask questions and just touch the actual screen and you'll get audio visual. about where it's at: you'll get a picture of the audio visual department about what you can loan there and things like that. So that's one of their programs they've written so we have to come up with an image for, like an annual report . . . and that's that topic which . . . it's something with which I have come into contact a lot here: it's umm . . . a lot of the departments, really; what they're dealing with all the time is the computer screen. and trying to come up with interesting images of someone sitting in front of a computer; which I could virtually use that for half the departments. That's what they do. So that is to come out with some new ideas, something a little bit more specific or something that takes a bit of work.

Ethnographer: [J17E] Do you have any ideas what you might do for that job?

Informant: [J17] Well I can just actually . . . we'll take a photo of the Library Guide in action with a couple of students around it. we'll just light it, so it looks partly interesting, something that's a very documentary sort of shot; or as he suggested, he has the video disks which they actually finally put the program onto; . . . perhaps do some sort of image using those: because especially as it is a colour image . . . yes there is the refraction of the light, with the rainbow across them and things, that could give some sort of interesting still life, of some kind, that explains something.

Ethnographer: [J18E] So you distinguish between documentary shots and journalistic shots. Are there any other sorts of shots?

Informant: [J18] Ah . . . the promotional ones; well I haven't done many of them here, I've suggested them to people; the promotional work.

Ethnographer: [J19E] And how is that different? I suppose it's obvious isn't it . . . that promotional work is advertising work. . .

Informant: [J19] Mmm . . . and the documentary will tend to be . . . the primary, sort of, goal is to show exactly what that telephone looks like; and as to your promotional shot it's as to how it is used, or the person is involved with it, chatting on the phone or something like that . . . is promoting as opposed to just documenting it.

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Ethnographer: [J20E] So an important concern is to get inside their minds and find out what they want.

Informant: [J20] Yes, to know what I can offer, and . . . and . . . to apply that to what they want; which often . . . not often, I mean sometimes they get . . . say "You're the photographer, come and take a photo of this." And somehow . . . you're expected to just . . . I'm the photographer, I'm meant to know what it's all about. So I have to go into . . . mainly where it's going to be used; what is the purpose of taking the photo? It will depend a lot on . . . it gives me something to, to work on, that what . . . over . . . the end product is determined upon how I actually take the shot. What equipment I used, why I was going to do certain things. And that tends to be a very important, sort of, point I have to make with people, that the end product, I have to know what it is . . . even to the point sometimes of the format of the image. Like if it's 35 mm, whether the image is this way (vertical) or that way (horizontal). As an example, I did all the photos for the actual library guide and just by chance, as I was discussing it, I asked which format it was, and it was very specific that it had to be horizontal format and it could only be horizontal format. And so, I mean in normal circumstances I would have taken a whole variety . . . so that was very important to find that out, otherwise I could have lost half the sheet, and I only found it out by accident.

[J21] Virtually it's just sort of . . . I am just standing there asking all of these questions; and some of them, you know, some of them are just sort of obvious, but occasionally you'll just trip on one that . . . "Oh, (you know) yes I hadn't thought about that; or we'll have to make it blah, or something".

Ethnographer: [J22E] What sorts of 35 mm cameras are there? Are they all in the same grab-bag? Are there any cameras that suit certain sorts of jobs, or any you would be slow to lend to students?

Informant: [J22] No, they come in here and admit that they are totally ignorant, and that every time they have taken a photograph it's been wrong. We've got two "happy snap" cameras that aren't . . . they're 35 mm but they're the auto-focus, auto-flash pops

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up, they're point and shoot. Now we've got only two of those and the rest of the cameras are all SLR.

Ethnographer: [J23E] Are they out most of the time?

Informant: [J23] Twenty of them are immediately taken by the photography class. Some equipment only I use. We've got a medium format camera, and things like a macro lens . . . flash . . . just more professional complicated equipment; and more expensive too. 35 mm is really only the lenses, we've got a selection of filters as well; and tripods, they are basically the same. We've got four actual video tripods. They've got a big arm that sticks out of them for panning.

Ethnographer: [J24E] So let's get away from the technical side and back to the teaching side: tell me a little bit about your classes, what are they?

Informant: [J24] Well, at the moment I've taken, up to this point I've taken PE classes and PE students and REC students on a basic run through of the video cameras. We had about five groups of those and that's just giving them a one hour tutorial on how to use them. . . . A half hour of running through the things and then a half hour of getting them to play with the equipment, while I'm there to help them out. . . . It's a bit of advice that I give at the moment where I give out equipment and with the black and white photography side to the actual darkroom and producing prints and they will come out with their test strip or whatever and say "what do you think of this?" and "What should I do? Try blah blah?" . . . that sort of thing. And that's . . . they're the classes that I will be taking this semester (referring to notes).

Ethnographer: [J25E] Do you find that the classes are all the same, or that there are different sorts of groups?

Informant: [J25] I don't think that I have really experienced enough yet to really say anything very much. The thing that comes to mind is really based on age; the first year students are "younger?" (joking); therefore they're more like high school students. Then as they get older they just acquire an older personality, a more mature personality.

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Ethnographer: [J26E] What about sub-groups among the students?

Informant: [J26] Not that I have had much experience as yet, but I recognise . . . with a lot of Asian students in particular, whose English is not that good, I will, I will speak slower, pay more attention to what they're saying, deal with them in a . . . in a more . . . not just a friendly way, but . . . I'll probably put more emphasis into the communication there than I would with Anglo-Saxons, or whatever; where obviously I just don't have to worry about language.

[J27] There is a big difference between . . . sort of like . . . PE students and the [Performing Arts] Performance Studies students who I haven't actually tutored at all, but I have to document a bit of their work; and I'm sort of with them for two hours, documenting whatever they're doing; and I mean they're just different, you know, personalities.

Ethnographer: [J28E] Would you see distinctions then between PE students and Performing Arts students in terms of personality and so on?

Informant: [J28] Well . . . obviously their choice of course demonstrates something of what they're about . . . I mean it's like having . . . I mean performance studies students are all actors, so there is that out-going, that extroversion, . . . sort of personality; tend to be a little bit loud, if anything. They also can be all either Anglo-Saxon or Mediterranean, . . . and I notice with the PE Department, that's very [with emphasis] Anglo-Saxon oriented. I mean this is really just observations: one thing I see the more mathematical studies side, the health side, or engineering or whatever: is . . . there is a lot more Asian students based in that side. I mean there is obvious characteristics that I look at they're not, they're not from experience, more just me . . . being.

(. . . interruption by inquiry from student)

[J29] I might be showing my prejudice but, I mean, there is more of the "ocker" sort of element in the PE Department, in their extrovertedness.

Ethnographer: [J30E] Request for a sample of decisions.

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Ethnographer: [K01E] I am wondering if it would be possible for us to isolate some decisions which have been going on in your area; or decisions which are floating around . . . that you have got in mind, that are coming up, or that are being considered around the place. Preferably those that are foremost in mind, especially as far as strategic decisions are concerned, or as far as your own interests are concerned. Would there be one that you could think of at this point?

Informant: [K01] Well, my major concern, as I am employed by the hospital, is that I really do feel that, for them to get value for their money, that I really should be based at the hospital; coming here; rather than the other way round.

Ethnographer: [K02E] OK. Now this is a problem, and not necessarily a decision. . . . So . . . I guess what we are looking at now is, in relation to this problem, is there . . . a . . . a decision?

Informant: [K02] Well, in a way, I suppose, my decision is that I have to build up the work load at Western Hospital, or get people using me to a level where I can legitimately say to my supreme boss that it is a bit ridiculous for me to be here [Footscray Campus] when there is all of this spontaneous work available at the hospital.

[K03] Whereas the work at VUT is usually pre-booked, so you can work around coming here. So that would then allow me to be at the hospital, and come here.

Ethnographer: [K04E] So the phrases are "pre-booked" and "spontaneous" in relation to the type of work involved. . . .

[K05E] So, you see, that is in regard to your work load, regarding your work load at Western Hospital. Are there any ways in which you can build that work load?

Informant: [K06] Well . . . it tends to be mainly exposure, more than anything, that: the more people that know about me . . . tend to be . . . that . . . as they . . . think of me to give me work, type of thing, so, it's a bit "chicken and eggish" I suppose. But . . . so . . . I look on it that the more work I do for as diverse a crowd as possible, . . . and to . . . areas that may not think that photography is applicable to them for

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whatever reason, to let them know that I am available. That . . . they will then keep me in the back of their minds for situations that they will want.

Ethnographer: [K07E] Good! That's enough for that decision, what would be a second one?

Informant: [K07] . . . Well that, that's sort of the major one that keeps on . . . in my head I haven't really thought of much else. . . . I suppose, I have been toying with idea . . . if . . . teaching time does come my way I will do a post-grad. Dip. Ed. But again that's, that could be in the distant unattainable future, or in the near future, I don't really know, so that that will just diversify my experiences a bit more, give me a different line of expertise if you will.

Ethnographer: [K08E] So the post graduate studies in education?

Informant: [K08] Yes. But there's a . . . I am not sure of whether you are sure about how the Dip.Ed. courses are structured, that, before you can do them properly, you have to be teaching in the first place. Which makes it rather difficult. And I would be in the tertiary area, I wouldn't want to be in the secondary area.

Ethnographer: [K09E] The tertiary courses that are beginning to be floated, do they require teaching experience?

Informant: [K09] I am not sure, . . . I don't know whether they do or not, I just, . . . I like to think that I try to do things properly. And I think that any particular strategy that you can pick up to help promote the learning experience, . . . it's like . . . I feel inexperienced in that area, so any new ground rules, tricks, whatever, that one can learn formally, again, just setting up a decent foundation from which it will work: seems to me a fair enough thing to do.

[K10] Because, after all, the students are the ones that have to be, sort of, using your knowledge, so if you can impart it to the best of your ability, . . .

Ethnographer: [K11E] Yes. I don't think we have mentioned materials, and the way in which these are handled, . . . Are there any ideas around on changing the ways in which things are managed, or . . .

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Informant: [K11] Well, at the moment, I think both here . . . the main problem here is just pure unadulterated space, and consequently, it's under-resourced. As far as the hospital goes, they seem to not have grasped what a decent department can be, which again needs resources poured into it, as opposed to "placed", and . . . to . . . to fully utilise and get a thing up and running, I'd expect to be at a professional level, would need quite a lot of money injected. And as it's, if you like, quality money, it's very hard to give a quantitative argument about it.

Ethnographer: [K12E] What do you mean by quality money?

Informant: [K12] Well, if you have a good level of tools from which to work, or with which to work, well the results obtained from that are a lot better than jerry building everything. And it's easy for you to work in, then have a smoother, quicker flow through, so you use your time more effectively, rather than setting something up each time you want to use it, rather than having the space, whereas, always set, standardised, so you can just walk in, "Wham! Bam!" and obtain a known result. So you eliminate your waste, you . . . of materials, you eliminate your waste of time, so that everything works through, such that the worker is also happy in as much as they're not being frustrated by not being able to obtain the quality of work that they want to obtain as well.

Ethnographer: [K13E] Now you threw me there a little bit because you said "quality of money", and we've been talking about quality of equipment.

Informant: [K13] Well, the money . . .

Ethnographer: [K14E] Is there a concept of quality of money as distinct from quality of equipment?

Informant: [K14] Well, I suppose I may have sort of mixed my metaphors a little bit, but . . . to me, if you . . . if you set up something properly, that doesn't mean you buy the base-level item. So, . . . if you like, something that you can get away with for five hundred dollars, probably will work just as good as a thousand dollar thing, but the

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thousand dollar thing will be easier to use. So over time it will be cost effective. That's if you want the quality money . . . type of thing.

Ethnographer: [K15E] Well, yes, I can see the problem, . . .

Informant: [K15] Those sorts of problems are a little bit out of my hands anyway, because I'm not totally in charge, being, if nothing else, a government institution.

Ethnographer: [K16E] But you might make a decision to do something about it in the sense of raising people's consciousness, perhaps, . . . is there a decision there?

Informant: [K16] Well, I think, . . . well I've spoken to . . . Warwick and Roger . . . and they're well aware of the problems, there's no two ways about that, that it's, you know, what do you do? It's very difficult to try to offset that.

Ethnographer: [K17E] But they're involved in EDD, they're not down at Western, Warwick and Roger, . . . I was sort of having the impression we were discussing the hospital, . . . and setting up a department there. Now I'm a little bit confused here: . . . the future in terms of the establishment of the VUT or the future in terms of the establishment of the hospital department.

Informant: [K17] Well I suppose it . . . both scenarios are similar. In the hospital, if you like, it needs a lot more put into it. To me an ideal staff is three people. You would have a photographer, a secretary, and an artist, or even not a secretary, but say a technician with keyboard skills, or whatever, that people could come to the artist to have good quality drawings done, because there are a lot of surgeon pseudo artists around who think that they're wonderful, but in real terms they're not. But as far as having the keyboard skills you would have a small computer so that you could generate good quality images for teaching that are, if you like, not too much, and not too little information. And . . . the technician side of things, or secretary slash technician could put in the work that wouldn't tie up the photographer or the artist in what for want of a better term I call menial tasks that aren't utilising their time effectively. So, hopefully everything will have grown in a nice smooth, again professional way, obtaining a good professional result, with a cost effective outlay.

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Ethnographer: [K18E] So there has been a decision to raise the consciousness of members of staff in the EDD, hasn't there?

Informant: [K18] Yes.

Ethnographer: [K19E] So, for the audio tape [more loudly], to raise the consciousness of the EDD staff concerning the need for better quality facilities. OK. And that decision involves all that we were just talking about.

Informant: [K19] Yes. Such that the dark room's too small. And to me, there could be quite a ... sort of ... industrial ... sort of ... health issues in here quite easily. I would call this whole building sub-standard, in my experience, anyway. Whether it is justified or not, is another thing.

Ethnographer: [K20E] Any idea at this stage about the prospects for the new location? What sort of space is being afforded now?

Informant: [K20] Well, from what I have heard, they are trying to actually cut our space down, which is totally unacceptable, from everyone's point of view, be it from office space to studio space to whatever. As it is, this place is overcrowded, and people don't realise that a studio has to be a large open area. Because you have to have nothing between the camera and your subject. When they walk into a huge room and see nothing in there, they think, "Oh, we could fit fourteen people and twenty-seven computers in here." But that is not the point, it has to be a purpose area so that it can be utilised properly. And that seems to be, if you like, the bureaucracy, or bureaucratic type mind versus the professional mind. Or ... sort of like architects, ...

Ethnographer: [K21E] OK. We appear to have three decisions there. But I'm still a little bit intrigued because I get the impression that there are aspirations for some kind of a place at Western but we are mainly talking about here. And I'm a little bit split in my mind between ... you know ... what's going on in terms of your own main aspirations. Whether this split is a real split, or there is a resolution going on in your mind, I am not quite sure.

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Informant: [K21] Well, I suppose, in a way, I am split myself, because . . . I feel obliged to service the hospital better than what I am now, or what I consider I'm doing now, because they are paying my wage. But I also enjoy this environment immensely.

Ethnographer: [K22E] Yes, a point we made right at the start.

Informant: [K22] So, it's . . . that's the quandary that I'm in . . . as much as I'd like to fall off either side of the fence, as necessary, the point is that I'm on the fence, and at the moment I can't go either way.

Ethnographer: [K23E] So to remain as much as possible on a fence defined by yourself in your own mind, about your respective roles and functions, and that's important.

Informant: [K23] Yes. I'm glad you identified that!
