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| Harriet | Ok so the first question then is please tell me about your role? |  |
| Hillary  R1 | Ok well I’m retired now so um, but in my previous role before I retired I was second in charge in a faculty and prior to that had another Associate Dean role and prior to that was a Head of School. So I had leadership in management positions probably for the last 17 years of my working life. Prior to that I was an academic in a school in education but I moved from the faculty of education into a faculty of business about six years before I retired and that was a big change and in that role I had a formal responsibility for implementing E-learning, A big project in that process. Prior to that as a Head of School I had a school that had quite a number of distance subjects and we had on campus subjects and courses and we had a number of subjects, big subjects. A small number of subjects but they were very big subjects, in a distance program and certainly as a Head of School it was my desire to move those onto the online environment. Having said that, that desire was triggered by having an educational designer in the school who said to me we should do this and then we set up the processes to make that happen. So my own level of technical competence wouldn’t have been able to do that but having someone who could see what it was going to be like and what it could be like made perfect sense to me and as the Head of School I could see that this was the future, you know, we needed our big D subjects not imprint, in an online environment so that was as the Head of School and then when I was the Associate Dean that was when I had to lead a big project in implementing at a faculty level the change from print into the online environment. |  |
| Harriet | So could you tell me a little bit about who reported to you? |  |
| Hillary  R2 | Ok as a head of school or in – |  |
| Harriet | In all of the things that you mentioned. |  |
| Hillary  R3 | Ok as a Head of School I had about 25 staff that reported to me. We were not a large school. They were ongoing staff but we had about 60-70 casual staff as well so there was sort of the management of that. So there were academic staff in the main, there were general staff and there were also as I said, an educational designer who wasn’t technically based in our school, was in another division but worked for our school. Which was a bit unusual at that time. Mostly they were in that division and directed by that division but we kind of had a lot more latitude in our school which I think also contributed to the successful move of all those subjects into the online environment early on. I remember someone saying to me it was actually head of the division saying, ‘oh Hillary’ when I said something about all the universities should be either online or face to face, while we’re talking about DE and she said ‘oh Hillary your school’s unusual, all the rest of the schools aren’t online’ so that was perplexing to me that they’re not doing the same thing. So when I went to the faculty of business then I had I think we probably had about 20 – it varied – we started with a small number, we peaked in the middle of the project with lots of staff and then it fell away towards the need a bit but we probably had between 20 and 25 staff in the unit that I was running there and that was a range of people from academics who were course directors to educational designers, some general staff doing other work and some other people in academic or general all doing various things related to – some of it was to E-learning and some of it was to course work and other administrative tasks. |  |
| Harriet | Mmm. Thank you. You mentioned a little bit at that point about your own technical knowledge or ability with E-learning but I guess I’d like to sort of probe a little bit more about perhaps would you be able to define E-learning? |  |
| Hillary  R4 | I’ll give it a shot, I mean I’m sure there’s an actual definition for it but um from my point of view I suppose E-learning is about using all the range of tools that technology can provide so um, particularly in the virtual environment to facilitate and support and actually enhance learning. And for me I suppose that kind of is a segueway into what I knew about it and I’m not and have never been really great technically but I think I had an ability to understand the relationship between what the technology could do to enhance the learning and knowing about learning as an educator. So my first experience with E-learning was in 1999 when I had a subject called “Wellness and Wellbeing” and it had 60 students in it and it was running for the very first time. I wrote the subject but when I wrote it I said to our educational designer who was a different person to the one I’ve spoken to now, it was another woman, and I said to her ‘so how do you write a distance subject?’ And she said ‘well here’s a package, Hillary’. Now we’re talking in 1999 so she gave me a wad of paper and I said oh, ok, and she said but we have a new thing called Forum this year so have a look at the package, see what you think but when you think about it think about this virtual forum that all students are going to be able to access and contribute to and you can put messages there and you can have chat as well. Well I didn’t even know what that was but anyway, so I kind of thought about all of this and right from the start of that subject the print based material which later evolved into a really interactive subject but at that stage it was still print based, had right from the start a forum that was linked with it so the subject was written about how the printed material and the online forum will work in together. So right at the start it was that ‘come and introduce yourself’ in the forum so it was live, it wasn’t someone sitting in their home in Wagga or Bathurst or wherever being isolated, right from the start the subject was designed for print and online to complement each other so the students were connected and in that subject I learnt a lot of thing. I taught that subject probably by myself for six years and then after that other people started to take it on as I was the Head of School and, you know. In the end that subject had 600 students in it each semester, and that had other challenges with it. but right back in the very first offering I learnt things that made me absolutely convinced that the use of the technology was enhancing learning and therefore I was fully on board with the idea that print was a very static medium and that students could have a much better learning experience by using technology, first integrate it and then later on full online. So for example, the students not only introduce themselves then every week there were questions and things that they needed to respond to on the forum and so they did and they responded enthusiastically. Now when you think about it in terms of these were actually early childhood students who had come from TAFE and were working in industry and they were trying to do a course that was now going to give them and three year qualification instead of a two year one. These were not technical people. They knew less about technology that I did. Some of them would ring me up and say “Hillary I’m getting the computer delivered today and I reckon by tonight I’m going to be on that forum thing you’re talking about” and I’d say that’s fantastic. So this is the level of technical competence we’re talking about but the level of enthusiasm and interest in being connected was kind of inherent in them. Once they got onto the forum they loved it and so there were the weekly questions and issues for them to discuss and they would discuss that and what I found that was really valuable was the learning that they could achieve by the interactions in that forum was far more advanced than what they would achieve on their own and so what I would see was there’d by questions in the print material, they would respond and then they would respond to each other and when they responded to each other the depth of learning started to increase and so they would say ‘yes I saw that too, then this happened and then today I took that idea and I tried it with the children and then this happened’. So I could see that their learning was increasing incredibly because they were actually learning from each other but they were learning because it was in real time. If they just had the print material there was no way that kind of level of conversation and thinking and reflection and then re-reflection would ever happen. And so I tried to facilitate that with the forum and I would respond and then I learnt techniques as a teacher that you can’t respond to everything and because they were so enthusiastic I couldn’t be and they didn’t need me all the time. Actually they needed each other but also then I discovered that to survive as a teacher with 60 enthusiastic students who were doing this sort of thing all the time I needed to post the weekly message that kind of gathered together their general thoughts and distilled it and then lifted that thinking to another level and then related it to other things and so, sort of scaffolding them to the next step so rather than just letting them talk, talk, talk I needed to intervene and say yeah, you’ve been taking about really interesting things – this and this and this and that relates to this literature or that literature and then step it up to another level and say ‘now start thinking about this’ or ‘what do you think about this’ and so then you’re trying to build it and I just saw that the learning that I had anticipated that they would do they went way beyond that so they were building on their professional skills in their practice but they were engaging and lifting it by all the collegial conversations as well. That convinced me that things happen there that you could never achieve. And another thing that I found fascinating was that they did this on the forum and interestingly when they did their assignments the level of their reflection and the depth of their kind of creative thinking just shrank down. So the technology was allowing them to engage with each other and to think and express ideas in a much more creative way than they could when they actually put pen to paper or – and I never really got to explore that but I think there’s something there about the sort of impermanence of putting something, particularly in 1999, putting something on the computer, typing up something was nowhere near as committal as it was when you’re doing an assignment so they were much freer to express ideas and think and share on the forum than they felt they could be when they wrote their own assignments. And also probably they just weren’t generating so many ideas in the assignment spaces than they were in the forum, and whether there was a problem about how you take those ideas and then you work into your assignment. There was a constraint about the written assignment that they didn’t have in the virtual world and so to me that was stimulating much more innovation and creativity than the assessments were providing. |  |
| Harriet | So have you since then kind of maybe looked at any data or been aware of the research around E-learning and perhaps some of those things that you perhaps accidentally created through, probably not completely accidentally because you’re background is teaching, but that you could then reflect on and think more about, almost like you had the experience and then you looked at what was coming out and how that fitted – |  |
| Hillary  R5 | Probably not so much me directly looking at it but when new were running the project in the business faculty with the people that were in the faculty like the manager from the division and other academics that were in the area and people working on the project who had much more expertise than me but the important principles about peer to peer learning and you know, a lot of those things I became more cognisant of them, then it was much more intuitive, it was like ‘I can see they are leaning from each other whereas years later on I could see that the literature and the research was actually, yes, espousing these things as really positive things to actual limned in your teaching, but at the time it was intuitive for me. But later on pieces came together and ‘that’s a good idea isn’t it’! But at the time it was just driven by mostly my knowledge of learning, not the technology. And so you know, I mean I have to say that the educational designer who led me through the initial – well I wrote the content but then she took it and made it more interesting – and then the use of the forum and then we also tried chat in that first year in 1999 and we had three of four chat sessions during the semester and now that was a little step in the dark for some of those students because they didn’t know how to use chat but we would have maybe ten of the students join the chat session and trying to manage that and make that effective I mean it wasn’t the most effective learning tool but it was good to try those things and I think sometimes it’s ok to try it and it’s not brilliant but by doing it I realise that it’s worthwhile to offer it to people who want to talk about the assessments and you know, get that real time feedback but the real depth of learning is happening in the forum where they had a little bit of time to think about it and then they were responding and then you know, you could interject and so on. The teacher still mattered. The teacher always seemed to matter but how the teacher facilitated some of those other things and then built upon it was really important. |  |
| Harriet | Mmm. Thank you for that. Could you tell me a little bit about your experiences of implementing E-learning in a wider context because you’ve mentioned about some of the projects that you were responsible for and then you’re kind of increasing your learning online even though you weren’t actually teaching that specifically but perhaps anything around trying to get that across you know, the school or the faculty rather than just practice for yourself or sharing with another person. |  |
| Hillary  R6 | Yeah well it was damn sight easier when I was a Head of School because I was in charge and so to turn our print based subjects into online subjects took my agreement with the educational designer, an ED who was innovative, technically really competent and also had the kind of disposition that could win academics over and help them enough to believe that what was going to happen was going to be a better outcome for the students and for them and then every year I remember the manager from the division would come and talk to me and she’d spend an hour telling me all of the packages we had and the dates they were due and all of that and I’d laugh and smile and she’d leave and then the ED would come in and I’d say ‘oh, such and such has just been in here telling me all about this’ and the Ed would say oh don’t worry about it, let’s just do this, this and this’ and what she was saying made a lot of sense to me because it was enabling our school to move ahead, to be more efficient to be more cutting edge for our students to have a better experience and it wasn’t all about ticking boxes and meeting deadlines that seemed to me to be counter-productive. So I think for me it was a lot easier in that context to get things done, and frankly in the school once those subjects were online the academics enjoyed them more, it reduced the cost to the school significantly in the printing which wasn’t the driver, it was a really big asset because saving the money on print packages meant that we could invest more in the quality of the subjects and so the subjects had, sometimes they’d have features in them that might be not so much costly but you’d be prepared to have more time invested in them because you’re actually looking at the long term use of them. So if you designed a subject here you’d still expect the remnants of that to be going on for some time, you’d be revising a lot of it but it wasn’t going to be just a one-off so you were investing now for a good longer term outcome as well, whereas the print just became static so quickly, you know, like one year a good subject was really out of date by the following year just because the reference to what was going on in the world were just at that point in time whereas when it was online those things were easily amended and adapted and it was much more lively for the students and they felt like it was new, whereas the print was – and you know, academics were much happier in a way to kind of just make a few changes whereas online there were many more opportunities. So it was much easier as a Head of School, one is to tell the staff what they were going to do but also because we had pretty much a culture where the values of the school was about innovation and we said that these were the things we were committed to and having those subjects move in that direction is very consistent with what the value statement was for our school so nobody really questioned it, it was of course an evolution, the technology is available, how do we use it and how do we best suit it to so on.. When I went to the Faculty of Business that was a different story. So quite frankly I was shocked when I went there that there was pretty much a whole faculty that had not for some reason evolved into the online environment and I mean as a manager to me that looked precarious to have a faculty that was you know, 98% of the subjects were print based and here we were in 2013/14 and I mean I thought to myself ‘how can a faculty like this exist five years from now if it’s still in this place’ because other universities are moving into the online environment, they’re not held back by print, they’re actually off and running and creative and we’re still trying to get over the print, you know, so it came as quite a shock in a way. I remember when I applied for the position and I said to the Dean, she said so I want someone who can move all these subjects into the online and so I said how many subjects and she couldn’t tell me at the time but later we discovered that there was like 250 subjects. now that’s a massive number of, it’s a massive amount of information that needs to be converted to something that is cutting edge and innovative. That’s a big project so it was a shock to me that this had not evolved more naturally. The bigger shock I suppose was the resistance within the faculty. Um, my shock was kind of like oh that’s not a good situation but the fact that people were actually still arguing to justify that situation was a bigger shock. And so having to spend a lot of time, I mean I wasn’t doing the work in the subjects as the project but having to talk and convince so many people that what we were doing was the right thing shocked me. I would have thought our energies would have been totally devoted to innovation and creative development of subjects and that everyone would have been on board because to me it was a no brainer but obviously it wasn’t. So those kind of cultural remnants that become real in people’s minds and totally justifiable took a lot of explaining. | L1-6 B7  L40-43 A4  L57-63 II  L90-92 B6 |
| Harriet | And that really goes nicely into the next two questions and don’t worry about trying to answer if they merge in but the next question was going to be what are your perceptions of enablers to implementing E-learning but I’m also going to ask you barriers so feel free to say them at the same time and you’ve alluded a little bit to it but um – |  |
| Hillary  R7 | I think, enablers, I mean, in the practical sense having A Dean who was extremely pragmatic about the fact that this had to happen and in a way I never discussed it with the Dean in terms of how she thought about it. She just said ‘I want that done’. Now why she wanted it done was probably partly financial, it was probably about the survival of the faculty but I never actually discussed with her why, I just took it as a given. And to me it was a given, like of course you would, but having the ultimate leader of the faculty who was driving that agenda was really important. If I had have been the one saying to her ‘we need to move this faculty online’ that would have occupied 80% of my time convincing her and I can say that because I actually had another issue not to do with technology which she and I disagreed about and it was taking me a lot of energy trying to convince her and as a 2IC I couldn’t. I wasn’t actually in charge. So in terms of the technology and moving online her absolute commitment to that eliminated a lot of energy that I had put into that. I didn’t have to argue or fight with her, that was a given, but all of the academics were a different matter. I think institutionally there were some enablers and some disenablers and I think the university as a very big DE provider should have been moving much more coherently in that direction. I think there were a lot of factions and fractions or there were lots of groups within the university that were not speaking with each other, not collaborating with each other and therefore pockets of innovation were happening but as a university it was very sporadic, it wasn’t being built on well and I don’t think the university was maximising its ability to move forward so therefore, and there could be a lot of reasons for that and I’d have to speculate that there was, that leadership was part of that, and I think there was a lack of potential awareness of the DE environment and the level of competitiveness that was going on and also the need to resource this kind of work properly. And that’s where the Dean was not only committed to it but fully believed that you need resources to make it happen and I think at the start she thought one ED was going to do it and then after we figured out that there was 250 subjects and I remember saying to the Dean she said ‘how’s that project going Hillary how many subjects are online?’ and I remember saying well at the rate we’re going we have one ED, we’ve now worked out there’s 250 subjects, yeah I think it will probably take us about 27 years to get all those subjects online. You know, she was a realist enough to know that well that wasn’t going to cut it and that you couldn’t ask people to just do more with less and that’s a key factor because a lot of universities work on the idea that you just ask the same people to do more and that’s never going to get a really good outcome. It’s going to get people stretched and they’re going to do a bit but you can’t hold them accountable for that, it’s not part of their core business, so having a Dean who wanted it and agreed to resource it. Not only did she agree to resource it by agreeing to hire a whole team of 7-9 educational designers to make it happen because we eventually found we had to do it within two years, not only that but she actually funded, well she asked the schools to fund the release of the academics to do it. So the academics had a sense of they were not being, it wasn’t an imposition, it wasn’t additional, it was actually part of what their workload was going to be. So I think, I’m kind of rambling around there a bit but I think the enablers area leadership, resources, it’s also about creating a climate and a culture where you want to foster innovation and I think that’s where my role came in with her directive, was trying to make a circumstance where people wanted to take a risk, people wanted to innovate, people wanted to have a goal, they wanted to be creative and they were allowed to do that. And I think those, they’re kind of the key things that come to mind for me about enablers. I mean of course disenablers are when you have an existing culture that is so entrenched with the notion that print is for goodness sake, some kind of holy grail that you can’t tamper with, I mean that kind of conservative view is not even a good one for teaching. I mean teachers should never think like that. Teachers should always be thinking what can I use to help learning improve and even though all the technology is not an answer, technology offers something that the static packages didn’t. And it also offers a future that was inevitable and you needed to engage with that and so I think the disenablers were a really conservative culture that was fearful, and also an institution that basically I think took its eye off the ball for five years and let things happen when it should have been driving things much more purposefully. | L2-4 A2  L11-13 L&M  L25-26 B6  L30-35 B6  L39-42 L&M /lack of e-learning knowledge  L60-69 L&M / workload  L70-77 L&M  L88-89 A1 |
| Harriet | So did you, picking up on something you said around different groups, did you feel, can you sort of identify perhaps some of the relevance of cultures around E-learning? |  |
| Hillary  R8 | Um, I mean there were lots of different factions that I think had kind of developed a sort of sense of their own importance and you know when people have been in an organisation for a long time they’ll often defend things and I think there was a degree of defending existing practice. It was a fear of change but it wasn’t just the academics, it was pockets of EDs that had liked the way things were done, liked the way their roles had panned out. I kept thinking to myself why was my school one that had all those subjects online. Why? What was that? And it was because it had an ED that was forward thinking, who was just doing her job really. But why was that not happening everywhere else? So what was causing that to not be a systemic evolution? Something was happening, and I’m still to this day not entirely sure but I think there’s something about people being fearful of change, people sometimes feeling insecure that they might not know what the answers are so therefore they don’t want someone else to provide them. They don’t want someone else to come along and go “we could do this and we can do that” because they fear that they should have had the answers when clearly you can’t have all the answers yourself but you’ve got to go to the people who do know and get them to lead the innovation or participate in it. So I think culturally there were some issues. I mean historically the university was a big print provider so it was a printery, you know, like in a sense there was a degree of defending the existence of people’s jobs and infrastructure and to say you’re moving in that direction meant that the other direction was getting further and further antiquated and the future didn’t involve that so I think there was probably some defence of existing things. It was a period of change, you know, it’s a transition. | L6-9 II /culture (or roles?) |
| Harriet | So you’ve mentioned leadership in different orles really, and I guess the next, and you’ve eluded a little bit to the importance of those leaders so how do you think the decisions of those organisation leaders affect E-learning implementation? |  |
| Hillary  R9 | Well I think they’re massive. I think you have to have a very clear and articulated vision of what you want to have happen and to be quite frank I think that wasn’t happening at an institutional level. At a faculty level it became very clear in business but institutionally it wasn’t articulated clearly so I think you have to not just accept that people are going to evolve because it obviously just doesn’t happen automatically. You have to set objectives and you have to make them clear to people and you have to set sort of realistic timeframes and the resources to make that happen and I think at the university because it was such a big DE provide there was an assumption that it was always going to be the biggest DE provider and that didn’t remain the case. So I think you’ve got to have a forward focussed outward looking view, you’ve got to keep your eye on what’s going on the sector, you’ve got to be ahead of the game, not reactive to what’s going on, and you’ve got to then get the right kind of people and resources in place to make those things happen. So I think that’s where leaders really matter. It’s not about reacting and going “oh we’re losing our place in the market we’d better do something” it’s about seeing what the future opportunities are and giving them a try. Sometimes they won’t work, not all the technology works, not all of it is appropriate and it’s not all appropriate for every subject so it’s not one size fits all but you’ve got to be in the game, you’ve got to be out there trying it, you’ve got to be innovative and you’ve got to get your best people doing that stuff and you’ve got to give them the space to do it and try and fail and give it another go but yeah, you can’t wait around for these things, you’ve got to get in the game. | L1-8 L&M & A2  L14-23 LSU2 |
| Harriet | So you’ve covered a load of wonderful topics. Thank you, I guess some question I wanted to ask around in addition to yourself and you’ve mentioned EDs and the academics, did you have a charismatic organisation member or maybe a champion that you worked with that had protective time or anything like that to support? |  |
| Hillary  R10 | Um, yeah I mean I think we did. When we had the team we had about nine EDs and we had good connection with the division through a faculty manager. We also employed a, there was an opportunity to employ someone who could do something that was going to make a difference and when I say an opportunity was because I knew about this person who wasn’t in the faculty, wasn’t structurally related to the project management, but I knew about her because someone in my family was actually working with her and I heard really good things about this person and it was someone who was innovative, someone who was creative and someone who was really driven and this person was in a precarious position in their current role and while they had a job they were looking for something that was going to give them more opportunity and I knew that if we could get that person we were going to lift what we were doing from yes we’d get it done to something where we would get it done but we’d get it done better and also we needed to learn to do the evaluation of the roll out and I didn’t really, I could have kind of done it, the faculty manager could have done it but we really needed someone else to take that role, we were already fully booked. Again when I put the proposal to the Dean she said act on it. Now if she had have said no we can’t afford it, no we shouldn’t bother then I couldn’t have made it happen but the time, the place and the opportunity meant we could put that person in and she brought a level of quality and a level of – she was kind of like the icing on the cake and that meant that we could not only do the job but we could innovate more, she challenged the EDs, she led the EDs around creative ideas and so on, she challenged me on lots of different things and she implemented the evaluation, I mean she was a perfectionist. That is a strength and a weakness and sometimes that is, you know that was a real challenge to manage her, to get the job done and not get bogged down in the details so much that she couldn’t achieve what she needed to. But a great, great appointment that I think made the project just – it made it special because we were able to get her in that spot. | L27-L34 L&M |
| Harriet | Mm. Wonderful. Are you ok if we move on to the last question now? So this is around your level of E-competence and again you mentioned earlier that in a way it wasn’t important but you had had that experience and you learnt more. So I guess probably more the sort of thing I’m asking about perhaps is what level of E-competence you think is necessary for implementing E-learning, that’s probably a better question, if you have any thoughts on that, don’t worry if you haven’t but just - |  |
| Hillary  R11 | I think the – I mean I liked the technology and I loved what it could do so I love teaching in the online environment, I loved it when I had a problem and I could go to the ED and say I’ve got this problem with this and they would give me a technical solution to it. They’d say why don’t you do this or do that. I remember in that first year when they had all these forum postings right, so in the end what I had at the end of a semester one of their assignments was these forum postings. I printed up what they had written on the forum. I had a ream, 500 pages to mark, because they had all contributed so much, so I had a problem of my own making and I remember going to the annual conference and saying to people that the subject had been really successful and blah, blah, blah but I had an issue with this, tat they were really contributing well, that I really liked it but I didn’t know what to do about this fact I was getting so much and there were some people from one of the other faculties and they said ‘Hillary that’s a simple solution, you post a message or something for them every week to think about and to respond to but tell them that they ultimately have to select their best three and then they submit them for the final assignment’ and I thought that was a brilliant solution so there were technical problems, pedagogical problems but there’s always a solution for it and sometimes it is a technical solution and sometimes its just as simple of designing it so they then heave choice, it meant that they could write and if they though their first posting was brilliant and then later it tapered off they’d pick that one and it was their selection. So I think in terms of the actual mechanics of the technology, you know, in a way, I don’t care how it happens I just care that it does and I care about the marriage between the technology and the learning and also about making judicious choices so you don’t just use technologies because they’re there you try to match it with the learning you’re trying to achieve but sometimes having said that you have to have a go with something and even if it turns out not to work well you learn from that. So you never want to be so conservative that you only use what you thinks going to work, sometimes give something else a go. So I think my level of being able to teach in an online subject was fine, I did innovative things and if I didn’t know how to do it I’d go and ask and that was fine, I needed to ensure my focus was not on trying to understand the mechanics of the technology as much as how it affected positive learning outcomes and I think you don’t want to be seduced so much that you spend all your time on the mechanics of the technology because otherwise you’re taking your focus off the interaction between that and the learning and that’s what you as a teacher really need to be focussed on. So having people, EDs or the like, able to facilitate that combination is really important. Maybe academics will get to the point one day where they’re so technically competent but I actually don’t think they will because you need people who are investigating those things all the time, trying them out, that can bring those ideas and help match to the learning. So I think as a teach I have pretty good skills in that environment but in terms of innovation I would often look to the EDs and other people if I had a problem or if I needed to do something different. | L37-L42 LSU1  L52-59 MPT |
| Harriet | So what I’m hearing from you is that you had the type of support available and also you’re comfortable with the competence that you had combined with your pedagogical knowledge and probably knowledge of your students but I guess if you’re thinking about implementing E-learning across a school or a faculty what sort of support do you think would enhance E-competence across the wider piece generally? You’ve alluded to some of those things already – |  |
| Hillary  R12 | The academics or – |  |
| Harriet | Yes, yes sorry, the academics |  |
| Hillary  R13 | So what would enhance their learning? |  |
| Harriet | What kind of support would enhance their E-competence if you like? I guess I’m looking at if someone isn’t invested in capacity building for themselves, which is fairly unlikely but if they’re not and you’re coming in and you’re trying to raise that level have you any ideas or thoughts around the sorts of things? |  |
| Hillary  R14 | I think it’s time and place. Things now might be slightly different to the way they were five years ago but, for example, five years ago when people were moving, or six or seven years, from print to into the online environment they needed a level of support to make that transition. Because it was quite a big leap and at the time what we found was having the team of EDs work really closely with academics, and that was always what I’d seen and believed was important, even when I was in the school, having that ED work one on one with the academic showing them what could happen, trying to match the technology to the learning outcomes and building that person’s capacity and confidence through that process showed me that that was an effective way to do it. Academics don’t want to be seen as incompetent. They are very knowledgeable in their particular area but if they don’t know something you don’t what to put them in a position where they’re going to be exposed for not knowing it, you want to support them in a way that enables them to feel confident, give it a go and to feel confident to rework it and try it again. So I think for me the enablers, the best way to get their skills up is dependant on the time and place. Now once they’ve done that, it was like me when I first taught in 1999 we had a forum, then I had to learn a bit more because we had more than a forum, then we moved it to an online subject and then all of the possibilities that came about from that so it was a kind of an evolution so at different points in time you need different things and once you learn something then you can learn something else but you can’t go there until you’ve done that so I think it’s a constant evolution but it’s about the people that are leading and managing understanding where people are at in order to tailor whatever they need in an effective way so it might be that they need one on one but after they’re online and things are going well maybe they can get what they need from peers or from groups or fro a virtual space where they can go an participate with others or there are resources there so I think it depends, and who knows the future might be, there might be other things where they’re going to learn from peers that are in other organisations – heaven help if universities really collaborates, you know wouldn’t that be – I mean it’s probably endless the opportunities – but it has to be time and place and fit with the context. I mean clearly the context that I encountered in the business faculty was very different to what I had in my school and that was the same time but the academics were dealing with things differently so it’s time and place and context and matching the right resources and people and enablers to the needs of the people at the time in order to get to where they need to go. I don’t know whether I answered that question, was that – | L7-14 CB /elbow support  L48-52 CB |
| Harriet | Yes you did because I was asking you about the sort of support you’d think would help with E-competence so I guess I was talking about sort of capacity building and you kind of answered that I feel. |  |
| Hillary  R15 | I mean I’m not going down into the details of what they might need because I think that, you know, it depends on a whole range of factors but I think from a leader and a manager’s point of view it’s about getting, knowing the context and seeing what needs to happen and then getting the right resources which could be people, in order to help make that happen, and I think sometimes what does happen is actually the management already have the solution, they already know what the problem is and they already know what they’re going to do and then they do it to people rather than with people so I think it’s about astutely assessing the circumstance, making a good appraisal, talking with the people, what do they need? Trying to understand that and then trying to fit the support and the learning or whatever they need to match that rather than coming in with the solution because that just puts people off and it means that they don’t feel part of the solution, just part of the problem. | L3-13 L&M  L14-18 CB |
| Harriet | Mmm. Is there anything else that you’d like to add to follow-up on any of those things that I’ve asked you or you wish I’d asked you? |  |
| Hillary  R16 | Um, well I suppose I keep thinking about leadership and thinking that it’s, you know, I wish in higher education we had more brave leaders who were prepared to actually give things a go and to enable people. To set up circumstances to enable people because I think you know, you can, given all that I’ve just said about working with the academics and you know, what they might need in a particular context and time and so on. The leaders have to be astute to their current circumstance and they have to kind of match that with where things need to be in five years and they’re the ones that have to build the bridge. They’ve got to make the plans, they’ve got to set the objectives. They’ve got to be the ones that area responsible for setting the pathway to getting there. Now they don’t have to do it all but they have to be looking ahead because the people who are in it can’t be doing all that, that’s not, they’ve got to do what they’ve got to do now and they might be thinking for next year or whatever. Those leaders are responsible for that and I think when that doesn’t happen that’s when you end up with circumstances that need to be repaired and things that need to be filled in and things that need to be fixed. If you actually have your head focussed ahead and you’ve got a good path to get there and a good plan to get there then you’re always moving forward. Sometimes it’s not the right direction, you might have to deviate and you might have to do a U-turn or whatever but the leaders have to be seeing the agenda and I mean collaboratively but they’ve got to be responsible for taking things forward and I think sometimes – |  |
| Harriet | And can those leaders be – I mean I’m hearing that those leaders can be different so the champion that you mentioned was clearly a leader though I suspect not in an authorative position and then some of the local champions are also leaders but not in the sense of yourself as the Head of School or the leader of the project. |  |
| Hillary  R17 | Yeah. |  |
| Harriet | So can you with your experience talk a little bit about how that might work? |  |
| Hillary  R18 | Well it’s a bit like that ED that was in the school. She was taking a leadership role by confidently coming to the Head of School and saying “this is an opportunity. We could do this” and that’s exercising leadership and the combination of that creative and innovative approach with a positional leader means you can make it happen. And it’s the same with that other champion in the faculty of business. Someone who has got lots of ideas who’s prepared to articulate them, prepared to put them on the table and then the positional leaders listening to that and that’s what they should be doing, listening to the experts and hearing what could happen and then making a decision about whether it can or whether it should happen in the context – are there resources enough to make it happen? It is something that’s going to take us forward just a little bit or is it going to be long term or do we need both – and they’re the combination of factors that you need, you need the people who are experts talking with the people who are in the positions of leadership so that they collectively make good choices about where to go in the future, and I think that that sometimes doesn’t happen as much as it should. |  |
| Harriet | That’s a wonderful place to end Hillary, thank you very much. |  |
| Hillary  R19 | You’re welcome. |  |