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| **Start Time** | **End Time** | **Transcript** | **Speaker** |  |
| 00:02:59.9 | 00:03:12.9 | Okay so if we might start with um, your role...so I'm looking for things like you know, how long you've been in your role, your sort of major responsibilities, perhaps who you report to although I think you're the boss but [Lucy inaudible in background and who reports to you | Harriet |  |
| 00:03:12.9 | 00:03:53.7 | There's always a structure. Um, okay where do we start um, my...I'm actually on secondment for my real role, my original role, my substantive position is Manger Service Delivery in IT so I come from a...my PHD took a long time and it's comparative literature so it's got nothing to do with either IT no E-learning really. Um, so I've been working with the University for about 15 years in IT starting off as the Service Desk Manager and then sort of moved into that service delivery space so I looked...in my substantive role looked after the student support help desk for IT queries... | Lucy  R1 |  |
| 00:03:53.7 | 00:03:54.5 | Mmm | Harriet |  |
| 00:03:54.5 | 00:05:25.2 | Some of the Moodle support team for staff [inaudible 03:57.4] we use Moodle ["a journey you'd be well aware"-? 03:58.6] um, and the Trainer but also the Business Relationship Manager so a lot of comms, that kind of role ah, and about 6 months ago I accepted the secondment into LaTT which is Learning and Teaching Transformation our teaching and learning area um, it just recently been renamed. It used to be called Teaching and Learning Support um, as Project Manger for the VLE Renew...so my official title is Project Manager of Virtual Learning Environments Renewal. We are currently on Moodle, have been since 2011 and it's Moodle hosted by um, Blackboard so an external hosting partner and that contract's coming up ah, middle of next year. It's been ["a while"-? 04:46.9] you know, like any technology once you get 6 or 7 years old it's kind of time to look at at least the alternatives and purely from a procurement process because it's a significant cost every year um, they kind of won't let us just renew and that's fair enough you know, there comes a time where you have to go to market so that's the kind of business drivers for renewal but there's in LaTT Learning and Teaching Transformation a lot of work around curriculum redevelopment and course redevelopment and we want to see if what we currently have is still the best fit... | Lucy  R2 |  |
| 00:05:25.2 | 00:05:26.0 | Mmm | Harriet |  |
| 00:05:26.0 | 00:06:02.2 | For what we're trying to do because things have moved along since 2011 and um, so that's the project. The project initially was to look at the entire virtual learning environment which is Moodle at the core but we have Echo 360 for lecture recordings, we have ["Couturas"-? 05:42.6] a media tool, turn it in for assessments and marking and lots of other little integrators. Um, the [inaudible 05:50.6] just recently we've decided to scale it down to at least initially just look at the ["LMS"/"LMF"-? 05:56.6] so just look Moodle or not and if not Moodle, what else? | Lucy  R3 |  |
| 00:06:02.2 | 00:06:03.2 | Mmm | Harriet |  |
| 00:06:03.2 | 00:06:48.9 | Um, just to make it a bit more manageable and to reduce the timelines a bit. Just had a new Vice Chancellor um, we've just had a new Director of LaTT so there's lots of ideas and lots of very ah...so we've been holding off since I started. We kind of said oh we'll hold off a bit, we'll wait for the new Vice Chancellor, we'll wait for the new Director and now it's kind of all systems go at full speed. So that's the role I've moved into as the Project Manager. Um, in the structure there was when I moved across in LaTT's four Program Directors - one of them Program Director Learning Environments, she left about 4 weeks into me starting maybe... | Lucy  R4 | L2-5 – L&M staff turnover (like CSU) holding things up -constantly waiting for new people |
| 00:06:48.9 | 00:06:49.7 | Wow | Harriet |  |
| 00:06:49.7 | 00:08:30.1 | Maybe 6 weeks and hasn't actually been replaced so my reporting line was changed to um, the Program Director Academic Innovation and she might be a good person to talk to too if you're looking for sort [Harriet says "Thank you"] of another bigger picture interview ["Alea Stee"-? 07:06.6] and then I was also asked to look after the learning environments, the technologies...there's two in the team only and they're um, both at a level seven Senior Learning Technologists ah, but that's it. That's the sum total of the learning environments team so I'm splitting my time a bit between there's the project managing side of things and the operational side fo things. You know, trying to keep the wheels on while we're trying to do this review process so it was quite an interesting...it doesn't work 100% because operational tends to take priority but also when it comes to requirements say for the ["new LMF"-? 0750.5] are trying to document them if you like, you have a conversation with yourself you know, as the Project Manager going oh would you [inaudible 07:55.9] I'd really like to see this, oh yeah I'll write that down. So it's a bit awkward but you know, we'll make it...we'll get there. But yeah that's me in the structure so those three now Program Directors report to the Director Teaching, Learning and Transformation and Teaching Learning and Transformation is part of the ["PVCAI -? 08:16.6] Programs Chancellor Academic Innovation um, portfolio and that's the library, your student administration...probably the three biggest library student administration and learning and teaching transformation | Lucy  R5 |  |
| 00:08:30.1 | 00:08:30.5 | Mmm | Harriet |  |
| 00:08:30.5 | 00:09:15.7 | And that goes up to the Vice Chancellor. So a very small team um, there's some work done in IT to...not so much maintain the system because really it's outsourced, that sits with our partners um, but to look at integrations between systems. We use Callista as a Student Information System so between...integrations between Callista and Moodle or Moodle into the data repository for...data warehouse for log data. You know, those kind of between system integrations they tend to look after um...we look after the rest, any updates, future requests and so on comes through us and get actioned that way and testing for new features and the question...how do I do this? [laughs] | Lucy  R6 |  |
| 00:09:15.7 | 00:09:17.7 | Yes it's a huge [inaudible 09:17.0] isn't it? | Harriet |  |
| 00:09:17.7 | 00:09:51.2 | It's big yeah ah, we have a...um, we have 10 schools, 3 faculties for 10 schools and in theory each school has a Learning Designer and a...what we call Educational Support Officer sitting within the schools and they really do the main lot support of academics [Harriet says "Mmm"] um, we don't get involved in it a lot but become more the escalation point you know, when they try to figure something out and can't or they really did a new plug-in or... | Lucy  R7 | R7 L3-4 District |
| 00:09:51.2 | 00:09:51.8 | Yep | Harriet |  |
| 00:09:51.8 | 00:10:14.6 | You know, they need some features that don't exist or a way of doing something that they have to have permissions to change things. It comes to us as a second point but the nitty gritty, the elbow support happens within the schools. They report to the schools, they don't report to us so they're fairly autonomous which is interesting, can be a problem [Lucys says "Mmm"] you can't tell him what do do [laughter[ | Lucy R8 | R8 L4-5 District |
| 00:10:15.7 | 00:10:27.7 | But they're pretty good. It's a pretty good community of practice really and we regularly...they're good people but...yeah it's always interesting to have it that devolved | Lucy  R8 |  |
| 00:10:27.7 | 00:10:41.3 | It's always interesting isn't it. That whole decentralised/centralised there's pros and cons [Lucy says "Yeah"] I don't know if there's a solution really. I think we sometimes go round and round and try each and you know...[laughs] never quite get the perfect solution | Harriet |  |
| 00:10:41.3 | 00:11:11.0 | Yeah I think you kind of need both but we...LaTT has a team of Learning Designers they're mainly working on projects at the moment but I think that idea of collaborating you know, the central staff collaborating with the school staff is really the only way to solve it. If you have them all central you just lose that connection. If you have them just in the schools it sometimes feels like they're... | Lucy  R9 | L3-6 MPT |
| 00:11:11.0 | 00:11:15.6 | They're a bit feral [laughter] | Harriet |  |
| 00:11:15.6 | 00:11:16.0 | Yes | Lucy  R10 |  |
| 00:11:16.0 | 00:11:23.4 | [laughter] Oh that's so...so um, so they don't report to you. So who does report to you? | Harriet |  |
| 00:11:23.4 | 00:11:25.1 | The two Learning Technologists | Lucy  R11 |  |
| 00:11:25.1 | 00:11:26.1 | Yeah, yep [inaudible 11:26.1] | Harriet |  |
| 00:11:26.1 | 00:11:26.5 | Only | Lucy  R12 |  |
| 00:11:26.5 | 00:11:29.7 | Yep okay so yeah small team with a lot to do | Harriet |  |
| 00:11:29.7 | 00:11:30.8 | Yes | Lucy  R13 |  |
| 00:11:30.8 | 00:11:42.1 | [laughs] So um, that's so interesting like we could talk all day about that but I guess I should ask the next question if that's okay | Harriet |  |
| 00:11:42.1 | 00:11:42.9 | Sure, sure, sure | Lucy  R14 |  |
| 00:11:42.9 | 00:12:00.4 | Um, which is about what are your experiences of E-learning in your own practice? I mean you've just talked about obviously supporting [Lucy says "Yes"] the structure um, and your background ah, sort of not really a learning and teaching background in a... | Harriet |  |
| 00:12:00.4 | 00:12:01.0 | No, not at all | Lucy  R15 |  |
| 00:12:01.0 | 00:12:02.1 | No so I wondered... | Harriet |  |
| 00:12:02.1 | 00:12:09.9 | Yeah not at all in the sense that even though I did a PHD some time ago it was never...I never wanted to be an Academic | Lucy  R16 |  |
| 00:12:09.9 | 00:12:26.9 | [laughter] You're an accidental Academic. I like it. That's impressive I mean I've always been in admiration of people who do a PHD but since doing one and you know, particularly part-time I'm even more in admiration of people who've got a PHD so um, I hear you when you say you... | Harriet |  |
| 00:12:26.9 | 00:12:27.8 | It was a hobby | Lucy  R17 |  |
| 00:12:27.8 | 00:12:45.5 | [laughs] Probably the best way to look at it actually in a way so that you don't sort of hang too much on it but...yes so I guess I just wanted to find out about your experiences of E-learning and if...you know, what your thoughts are about them so yeah, how you would explain that yeah | Harriet |  |
| 00:12:45.5 | 00:14:10.4 | Yeah it is a...it is from a support perspective probably more than anything else. I mean I guess I have worked with Academics for a long time and I have been in that space and I have taught but not..I've never been a Unit Coordinator for example so I can't ["relieve"-? 13:05.6] the pedagogy concerns. I can understand them but I leave them aside. They're not my expertise. Um, a long background in student support so I really understand the student side of things and the student experience which doesn't always go...it does sometimes contradict what we're trying to do within units I think because...I did some focus groups for example at the beginning of this project to talk to students and really overwhelmingly they came back with please make it consistent across units, we really don't like it when even terminology is slightly different because as you know we have a lot of external students, online students very time poor, studying is not their main concern you know, they do it on top of work and on top of children and they're saying basically I just want to login to a unit and everything is in the same place and everything is called the same and I can find it and I can get on with things | Lucy  R18 | L13-18 Students / consistency  L22-25 Students / consistence |
| 00:14:10.4 | 00:14:10.8 | Mmm | Harriet |  |
| 00:14:10.8 | 00:14:30.9 | That contradicts that idea of every unit...we give a unit core and I see a lot of freedom on...we try to restrict it but there is still a lot of opportunity to personalise the unit and while that within the context of the unit might work quite well, it's not always what students want [laughs] | Lucy  R19 | L1-4 CB/ academics / freedom |
| 00:14:30.9 | 00:14:32.8 | Yeah, no I hear you yep | Harriet |  |
| 00:14:32.8 | 00:14:52.9 | So it's...yeah that's been very interesting to hear that student perspective and then I also look at it in terms of scalability. I think coming from a support perspective you know, we have 700 units taught in each teaching period in trimester 1 and trimester 2. It's about 400 in trimester 3 and things need to be scalable | Lucy  R20 | L3 Scalability / II / LMS? |
| 00:14:52.9 | 00:14:54.0 | Yes, yep | Harriet |  |
| 00:14:54.0 | 00:15:22.1 | For me, it's always that push between or pull between innovation and can that really be realised in 700 units um, but I'm not a Teacher. I have never been so I can't comment on that too much but I'm trying to be a bit of student voice but also a bit of voice or sustainability and support of the LaTT team - whatever we do let's make sure we can actually support students doing... | Lucy  R21 | L1-2 Scalability / II / LMS? |
| 00:15:22.1 | 00:15:27.1 | Yeah and do you see a difference in the expression scalability and sustainability? | Harriet |  |
| 00:15:27.1 | 00:15:48.8 | [silent pause] That's a good question...yeah I think one is possibly more...technology can help with scalability. Can it help with sustainability I think that's a lot more down than to...how you support your staff using the tools. Um, I haven't given it an awful lot of thought | Lucy  R22 | L2-3 District /Sustainability/scalability |
| 00:15:48.8 | 00:17:27.4 | No...no it's interesting since when you were talking because I've got sort of...I mean I'm sure my title will change and I think the success factors will change to sustainability [Lucy says "Mmm"] because what I'm looking at is sure it's the organisational factors but all the different people and ultimately sustainability as you mentioned is about the kind of people keeping going [Lucy says "Mmm"] and so ah, I think...I agree you know, what you said made total sense to me um, and I think scalability is kind fo the support...is connected to the support and implementing some ideas that are you know, it's almost like the difference between standards and standardisation that kind of...[Lucy says "Mmm"] so I'm very interested in what you said there. That was really helpful and I think I'm going to end up with...what I'm looking at is almost is sustainability...because I think I'm going to end up really from almost the academic perspective even though I'm looking at it organisationally, in terms of improving the process of implementing E-learning I think...I'm saying because it's early days that what I can contribute I hope to practice is understanding that sustainability bit around Academics um, and keeping them ["on the side"/"onside"-? 17:10.8] in terms of making changes um, moving with the technology [Lucy says "Mmm"] but also that ["efficacy"-? 17:18.2] I think that's so um, that was just a textbook answer from me wasn't it [laughter] it was just [inaudible 17:24.9] coming from your background yeah | Harriet |  |
| 00:17:27.4 | 00:18:23.2 | Yeah there is an element...the way sustainability for me comes in as well is when we look at innovation and practice and try to introduce new tools like adaptive learning for example, looking at adaptive learning. I think it needs to be on a platform that...where changes can be made if new ideas you know, it can't be a monolithic object that then gets used and then nobody has the expertise to make changes to it to put new ideas in there. So it...you could spend a lot of time making something, a single object that's really nice and shiny but what happens to it in 12, 18, 24 months when even just you know, a single piece is changed. How do you make that happen you know, so there's the reason we still use text based [laughs] I think because it's quick to change | Lucy  R23 | L6-8 II/LMS |
| 00:18:23.2 | 00:18:24.3 | Yes, yeah | Harriet |  |
| 00:18:24.3 | 00:18:27.3 | So that's where sustainability comes in as well | Lucy  R24 |  |
| 00:18:27.3 | 00:18:29.9 | Mmm, no that's really interesting | Harriet |  |
| 00:18:29.9 | 00:18:56.8 | Yeah, it...I think we'll come to that later in the enablers and the barriers but I don't ever...I don't think just putting the technology in front of somebody every helps. The technology's not the problem, we can buy a license that's easy. Making people use it, use it well [Harriet says "Mmm"] not...or not even just use it well, if you use it all and get the space to look at it um, that's the hard bit | Lucy  R25 | L4-8 MPT/Process |
| 00:18:56.8 | 00:19:19.4 | Mmm well perhaps that goes onto um, question 3 and 4 and it doesn't matter which order so question 3 is what are your perceptions of enablers to implement E-learning and question 4 is what are your perceptions of barriers? So if you want to start with enablers [Lucy says "Mmm"] please do but if all mixes up which it often does [Lucy says "Yeah"] don't worry about that so maybe [inaudible 19:18.5] | Harriet |  |
| 00:19:19.4 | 00:20:47.0 | Because I was putting a requirements document together for our review, I was looking over some of the focus group comments where I was interviewing Academics and said you know, what works for you, what doesn't um, what do you like about the LMS, what do you not like about it and it very quickly turned into a question...all of them turned into discussions around sort of capability rather than technology and ["they"/"I"-? 19:46.1] we know all the technologies out there, we're actually quite excited about it but tell us what to drop if we look at something new and how are you going to support us with it. We need ["elbow"-? 19:59.9] support [Harriet says "Yes"] and we cannot, we don't have the time to learn yet another technology or yet another toolset or even changes to toolsets you know, you're telling us it's bigger and better and we now have a feature to do quizzes in lecture recordings...sounds good [laughter] I've never had to do it so I think it's...yeah it is, it's all about capabilities and technologies and how do we support people to...how do we create that space for them to get time to think about it. How do we help them get that happen and I think the answer to it is people can help ["elbow"-? 20:44.4] support in some form | Lucy  R26 | L20-26 CB / PL elbow support |
| 00:20:47.0 | 00:22:00.3 | I love that expression I've not heard that before. Because again coming through what I'm...I have to be careful that I don't look for information to prove what I think [laughter] you know, but um, my constant observation all the way through anything...any project that I've been involved with which is always...it's always been that it's a project about X but I've found it's always actually about culture change really [Lucy says "Mmm"] um, is what I sort of call...because I'm sort of a people and processes person I suppose, is the process, supporting the processes. So I think we're saying the same thing but I love...I never thought of that expression ["of elbow support"-? 21:26.7] where we might buy technology but the actual hard bit is the supporting people to make the change and another observation for me how to use the technology is almost not a problem either because if somebody's inspired and understands the affordances of course they'll then find out so...which is I think similar perhaps to what you were saying [Lucy says "Mmm"] about um, why would we use something new, what can...you know, so I love that. I might have to quote you on that [laughs] | Harriet |  |
| 00:22:00.3 | 00:22:42.8 | That's okay [laughs] yeah that's it. It's the...["honest"-? 22:03.8] there's obviously the how to support you know, there's Echo360 ["which is our lecturing currently"-? 22:09.4] you press this button and it does that and here's how you upload and so on which is...it's a given really and we have a Trainer who does that kind of thing and there's materials online and we hope to buy tools that are intuitive enough to work out yourself but why you'd want to use a virtual classroom, why you'd want to use...you know, the Zoom session in your units that's the question that people sometimes I think need help with | Lucy  R27 | L10-13 CB/ Pedagogy v content |
| 00:22:42.8 | 00:23:26.5 | Mmm absolutely. Um, I hope you don't mind me just having a look...a little look at some of your...so...so I was wondering about some of the policies and infrastructures and resources that are in place to support. So you've mentioned the technology um, so I was wondering about you know, the kinds of policies that perhaps you have at UNE that encourage people to support...or are there support. I mean there are policies that say you know, in the next 5 years we're going to be the best online provider whatever but actually in terms of some of...supporting some of those processes, do you have any of those that kind of... | Harriet |  |
| 00:23:26.5 | 00:23:32.5 | [silent pause] I'm probably not the best person to answer that because I'm very much in the technology space | Lucy  R28 |  |
| 00:23:32.5 | 00:23:32.8 | Sure | Harriet |  |
| 00:23:32.8 | 00:24:32.9 | I mean we do have a Program Director Academic Development who's looking at that at the moment because I think it is recognised as a gap that...we probably don't have a clear stated...other than at that level that you've just described, what does it mean to teach online ["or do any"-? 23:56.6] not just what technologies do we use. We know that and we have policies around um, when do units need to go live and how [Harriet says "Yes"] you know, those kinds of...they're not even policies, they're procedural documents around that but I think there is a gap for us in that space of what does it mean to teach...how do we teach...what is our set of rules or guidelines around that. Yeah, I can't really comment on it too much [Harriet says "No"] that would be more for ["Mitchell Parkes"-? 24:30.9] to comment on | Lucy  R29 | L10-14 LM / policy |
| 00:24:32.9 | 00:24:58.2 | Yep absolutely but I suppose...do you see kind of um, so you see yourself in the technical space understandably and then you see the academic development unit or whatever it was in a kind of pedagogy and academic space and then um, you were talking about the sort of student services type [Lucy says "Mmm"] so where is the bit that's...where would the missing bit set? | Harriet |  |
| 00:24:58.2 | 00:26:00.8 | I think it's sits [laughter] good question. I think it needs to be...it should come out of this area learning and teaching transformation...that it out of a central space um, how it gets realised within the schools and faculties...not sure but once you've got the frame...we don't even have a good induction process for new Academics you know, we have an induction process. It's very practical, here's HR and here's the library and here's where you get your account and you know, do this training but there's no Academic induction as such...yet. that's something we're working towards um, to talk more in that space. So Unit Coordinators kind of muddle their way I think, with support from their colleagues and support from that learning design educational support. But there's...yeah, I don't' think that's enough centrally to do that [Harriet says "Mmm"] but yeah, I'd probably refer to other people that can give you more insight in the plans | Lucy  R30 | L5-12 CB/PL induction  L12-16 District |
| 00:26:00.8 | 00:26:23.2 | Yeah so is it kind of a question that there might be something that comes out centrally and then the faculties almost work out how they'll implement it in their own faculty? Or...and then it...I mean would there be kind of like E-learning champions or technology champions so maybe Academics who take on the role of being a leader in some of those things? Would that be a way that it works? | Harriet |  |
| 00:26:23.2 | 00:27:08.6 | Yeah I think it needs to be in collaboration with the academic staff. So the thing at the moment we give academic staff a lot of freedom in a good way and a bad way, we just let them get on with it. Um...and there's certain...quite a significant feeling of ownership I think. I mean there's this whole templated you can't make changes because the students would like to see it consistent versus well this is my space, I can kind of do what I like in it. I think we're quite extreme at the moment in the you can do what you like um, but we also don't give a lot of support to say here I'll show | Lucy  R31 | L7 LM policy  L10-13 CB / PL |
| 00:27:08.6 | 00:27:09.4 | Yes | Harriet |  |
| 00:27:09.4 | 00:27:28.7 | [laughs] So I think we've started to talk a bit more about team developments or [inaudible 27:16.0] it's not just here's a unit shell and here's an educational ["door"-? 27:21.1] a Learning Designer you can ask for help if you need it bit more right from the ground up it gets developed as a team ["so you have your..." 27:27.8] | Lucy  R32 | L6 MPT / collaboration/teamwork |
| 00:27:28.7 | 00:27:30.6 | Yes, yep | Harriet |  |
| 00:27:30.6 | 00:27:41.1 | The learning design embedded in the unit development right from the beginning which we'd certainly like to do more of I think | Lucy  R33 |  |
| 00:27:41.1 | 00:27:53.8 | Mmm, no that's really interesting. So um, and do you think um, your kind of leaders will support that team development or do think people will have to muddle along again? | Harriet |  |
| 00:27:53.8 | 00:28:20.6 | Um, it's hard to say. We have [inaudible 27:57.2] we've had a new Vice Chancellor only recently. He's only been here for a couple of months. I think there's probably going to be some moves towards it I would hope. Um, she has some...which she had some experience at the ["Oldham"-? 28:13.2] University for example, I mean where they model is I think it's probably like one to one you know, one Learning Designer to one Academic | Lucy  R34 |  |
| 00:28:20.6 | 00:28:21.7 | Yeah | Harriet |  |
| 00:28:21.7 | 00:28:30.0 | We're [inaudible 28:22.3] at the moment so it's you know, we're not going to be at a one to one level but...yeah I think there's hope | Lucy  R35 |  |
| 00:28:30.0 | 00:28:33.0 | Mmm, mmm do... | Harriet |  |
| 00:28:33.0 | 00:28:45.5 | And it needs to be supported from higher up. It's not something we can...[inaudible 28:36.2] not at my level, I don't make those decisions so it's um...but yeah that would be...I think there will be some support for it | Lucy  R36 | L1-3 LM / authority v responsibility |
| 00:28:45.5 | 00:28:57.3 | Mmm so um, are there any other...of your perceptions of enablers or barriers that you wanted to mention around influencing E-learning. I think you've mentioned quite a few [laughs] | Harriet |  |
| 00:28:57.3 | 00:28:59.2 | No, nothing [laughter] | Lucy  R37 |  |
| 00:28:59.2 | 00:29:00.4 | That's alright | Harriet |  |
| 00:29:00.4 | 00:29:03.8 | The ones that I'm worried about for my project I've mentioned | Lucy  R38 |  |
| 00:29:03.8 | 00:29:04.3 | Yes | Harriet |  |
| 00:29:04.3 | 00:29:05.7 | Lack of time, lack of people | Lucy  R39 | L1 District |
| 00:29:05.7 | 00:29:07.1 | Yes absolutely | Harriet |  |
| 00:29:07.1 | 00:29:14.1 | But yes I think you're quite right when you say it's a cultural change as much as a technology change...more than a technology change | Lucy  R40 |  |
| 00:29:14.1 | 00:29:23.1 | Yeah and I have to be careful I don't talk too much because it's so interesting for me and I'm meant to be listening [laughs] I am listening but I'm talking as well | Harriet |  |
| 00:29:23.1 | 00:29:23.4 | No | Lucy  R41 |  |
| 00:29:23.4 | 00:29:46.2 | Um, so my next question and again, a really big question and I think what I'm learning from this process is that I thought I was narrowing down what I was asking but in fact I'm now realising I'm asking huge questions but...so the next question is how do you think the decisions of organisational leaders effect E-learning implementation? | Harriet |  |
| 00:29:46.2 | 00:29:47.3 | [silent pause] |  |  |
| 00:29:47.3 | 00:30:24.9 | Which is I know a huge question...so I mean I can give you some sort of prompts that I kind of...if that helps, some of the things that have come up in some of the interviews but you know, whether um, the information is sort of facilitated by a dedicated individual or group, if someone plays the role of the kind of um, champion or the leader ah, was that person external or internal um, is it considered...you know, is E-learning implementation considered a priority, how have leaders perhaps acquired the resources, specific strategies maybe in actions...does that help? [laughs] | Harriet |  |
| 00:30:24.9 | 00:30:29.9 | I don't know if it does. I'm not sure if I'm...again I'm not sure if I'm the right person to answer though... | Lucy  R42 |  |
| 00:30:29.9 | 00:30:30.9 | That's absolutely fine | Harriet |  |
| 00:30:30.9 | 00:30:35.1 | Because I've only been in this particular space for you know, 6 or so months as the Project Manager | Lucy  R43 |  |
| 00:30:35.1 | 00:30:35.9 | Yeah | Harriet |  |
| 00:30:35.9 | 00:31:12.9 | Um, I think there is understanding that the technology shouldn't be the driver. You know, in order to choose the right tool we have to understand why we're doing it and what we're trying to achieve as a University um, so that's...I think that's understood um, the technology helps and the technology can...any technology change can be used as a...and when I say Trojan horse it's probably exaggerated but you know, you can use a change in technology to also rethink what you're doing with it | Lucy  R44 | L1-5 LM e-learning knowledge |
| 00:31:12.9 | 00:31:14.4 | Mmm, mmm | Harriet |  |
| 00:31:14.4 | 00:31:21.5 | Um, so ideally we line up those kinds of...that kind of thing | Lucy  R45 |  |
| 00:31:21.5 | 00:31:36.3 | Yes so I guess in your requirements gathering would that mean that um, you would...I don't know, this is sort of ah, you might rank the kind of priorities so that...because there's probably no perfect solution ever but you might... | Harriet |  |
| 00:31:36.3 | 00:32:52.6 | No it's an interesting one with ["LMS"-? 31:38.5] is they all have their strengths and weaknesses and we always say if there was one perfect one we'd all be on it [laughter] the fact that different Universities use different tools means there's strengths and weaknesses for all of them. Um, but I think there's some decisions to be made around do we want an extremely flexible tool like we currently have. Moodle is open-source you can do anything with it, which comes at a cost and also you know, some problems or issues when it...around you know, the student experience. It's not always as polished as we'd like it to be because things are slightly different but we can make it whatever we want it to be or do we go with something that's more supported...and it's restricted but all the testing's done, you just get updates every now and again and you just have to accept that there's certain things you can and can't do in it. So it's those kinds of decisions that will become part of the evaluation ["of this"/"I guess"-? 32:41.2] and yeah some of them are really hard to define. I mean obviously we can have things like you must be able to reset a quiz after the students have submitted it - they're the easy ones... | Lucy  R46 | L6-16 II/LMS |
| 00:32:52.6 | 00:32:53.0 | Mmm | Harriet |  |
| 00:32:53.0 | 00:33:11.8 | You know, it's the...you know, how do you measure how intuitive the system is or how do you measure how flexible a system is or interactive a system is...you know those ["terms are"-? 33:05.0] they're quite easy to put into a requirements document but they're very difficult to measure | Lucy  R47 | L1-6 II/ how to measure success of LMS? |
| 00:33:11.8 | 00:33:40.9 | Yes it's like how has this technology helped a student with learning. That's something we're all really struggling with [Lucy says "Yeah"] you know, I think we've debunked this idea of learning styles because it doesn't matter how...you know, somebody may say I prefer to learn in this way but there's no evidence to show that if you provide content in that way that they learn better. So you know, it might be a complete red herring. I don't [Lucy says "Mmm"] think we really, really understand how learning happens [laughs] | Harriet |  |
| 00:33:40.9 | 00:33:58.9 | No and I think what's interesting...do we always listen to the student is a question I'm asking too because when a...I mean students in pretty much every single focus group I ran, students said I'd really like a way of downloading all the materials right at the beginning of the unit as a zip file and just have it all there | Lucy  R48 | L3-7 CB / student? |
| 00:33:58.9 | 00:33:59.9 | Wow | Harriet |  |
| 00:33:59.9 | 00:34:03.9 | [inaudible 33:59.9] well that's not [inaudible 34:00.5] good online learning works [laughs] | Lucy  R49 |  |
| 00:34:03.9 | 00:34:05.2 | Isn't that interesting yes | Harriet |  |
| 00:34:05.2 | 00:34:27.9 | It's dynamic, it changes, the materials appear, discussions happen, it's not that static bunch of materials that we can give to you. Um, same when it comes to what we think is ["perfect"-? 34:19.1] colour variation, group work I kind of feel think they all go oh I hate group work, especially as an online student, don't make me do group work | Lucy  R50 | L5-8 CB/student? |
| 00:34:27.9 | 00:34:28.8 | Yes | Harriet |  |
| 00:34:28.8 | 00:34:59.6 | And we also um, we...you probably do the same, we have unit evaluations at the end of each trimester and often the units that try innovate and group work and collaboration and new things let the student decide where they want to go with their learning, they often get marked down [Harriet says "Yes"] because the students don't like that, they'd like to be...you know, they're time poor. They just want to go I need to do this, this, this and this and this, done [laughs] so... | Lucy  R51 | L2-6 II /culture (fear, blame, performance management) |
| 00:34:59.6 | 00:35:04.9 | And it's very hard for the Academic who's trying to follow this idea of do something innovative and then... | Harriet |  |
| 00:35:04.9 | 00:35:12.0 | And then gets marked down by the student at the end of it and then they Head of School or whoever gets those reports and goes why did you get a low score on your unit | Lucy  R52 | L1-4 II / culture |
| 00:35:12.0 | 00:35:12.7 | I know | Harriet |  |
| 00:35:12.7 | 00:35:38.4 | So I think as an institution we probably need to look at how do we support...not just support them on a technology or even on a pedagogy level but how do we measure that then and if student satisfaction is they're happier in units where they're spoon-fed the information, that needs to...we need to not have that as a measurement of the... | Lucy  R53 |  |
| 00:35:38.4 | 00:35:40.3 | That's right yes, yep | Harriet |  |
| 00:35:40.3 | 00:35:46.2 | Academic success [Harriet says "Yes"] for all...you know [inaudible 35:43.8] how good an Academic ["is in there"-? 35:45.8] |  |  |
| 00:35:46.2 | 00:35:48.4 | Yes so it certainly shouldn't be the only measure you've [inaudible 35:48.2] | Harriet |  |
| 00:35:48.4 | 00:35:59.7 | No [laughter] [Harriet inaudible 35:49.8] it does have that info in those focus groups that I can ["access saying well I tried that-? 35:52.7] and students really didn't like it and I really didn't get a greta score in my evaluate and I'm a casual academic... | Lucy  R54 |  |
| 00:35:59.7 | 00:36:00.2 | Yes | Harriet |  |
| 00:36:00.2 | 00:36:02.2 | I can't take the risk | Lucy  R55 |  |
| 00:36:02.2 | 00:36:03.1 | Yes | Harriet |  |
| 00:36:03.1 | 00:36:03.8 | Oh that's bad [laughs] | Lucy  R56 |  |
| 00:36:03.8 | 00:36:07.2 | It's bad but totally understandable isn't it | Harriet |  |
| 00:36:07.2 | 00:36:09.1 | Oh from their point of view completely yeah | Lucy  R57 |  |
| 00:36:09.1 | 00:36:09.8 | Yeah, no I think... | Harriet |  |
| 00:36:09.8 | 00:36:25.5 | And I can even see it from a student point of view. I mean I've studied while I was working and you think...I know which unit I would prefer. It's not the better unit but the one that tells me exactly what to do and it's very clear I need to do this at this point | Lucy  R58 | L3-5 II / culture |
| 00:36:25.5 | 00:36:31.8 | And yet you've got control over if you...you might binge one weekend and do...you know, get ahead... | Harriet |  |
| 00:36:31.8 | 00:36:33.0 | Mmm yeah that's true | Lucy  R59 |  |
| 00:36:33.0 | 00:36:36.2 | Ah, so you don't necessarily want things withheld because you could do [inaudible 36:35.9] | Harriet |  |
| 00:36:36.2 | 00:36:37.0 | Yeah that's exactly right | Lucy  R60 |  |
| 00:36:37.0 | 00:36:37.4 | Yeah | Harriet |  |
| 00:36:37.4 | 00:36:48.4 | Yeah that's true too yeah. Yeah that's interesting isn't it [inaudible 36:40.4] releasing content gradually. It makes sense from one perspective but from the student perspective it doesn't necessarily make any sense at all | Lucy  R61 | L1-4 II / culture |
| 00:36:48.4 | 00:36:49.8 | Mmm [inaudible 36:49.4] | Harriet |  |
| 00:36:49.8 | 00:36:52.4 | Not the kind of students we have here | Lucy  R62 |  |
| 00:36:52.4 | 00:36:57.3 | No that's right, that's right and I would imagine UNE and CSU have similar profiles | Harriet |  |
| 00:36:57.3 | 00:36:57.8 | Similar profiles | Lucy  R63 |  |
| 00:36:57.8 | 00:36:58.3 | Yes | Harriet |  |
| 00:36:58.3 | 00:37:00.5 | So our students are 80% off campus | Lucy  R64 |  |
| 00:37:00.5 | 00:37:01.0 | Mmm | Harriet |  |
| 00:37:01.0 | 00:37:08.4 | Even some...lot of the on-campus students study in an offline mode because they don't want to come to lectures [laughs] | Lucy  R65 |  |
| 00:37:08.4 | 00:37:10.2 | Yes, yes that...yeah | Harriet |  |
| 00:37:10.2 | 00:37:26.5 | Um, so...and many of our typical student I think always ["has"-? 37:16.8] like 30 year old woman with children in Parramatta so you know, it's not your 18 year old school-leaver. We have them but they are the exemption | Lucy  R66 |  |
| 00:37:26.5 | 00:37:26.9 | Yes, yeah | Harriet |  |
| 00:37:26.9 | 00:37:39.8 | So their...the way they have to manage their time is very different. It's not just juggling 4 units and a social life, it's work, it's family, it's all that | Lucy  R67 |  |
| 00:37:39.8 | 00:37:41.7 | Mmm yes [inaudible 37:41.2] | Harriet |  |
| 00:37:41.7 | 00:37:44.4 | Yeah and I imagine Alpha University is very similar in that respect | Lucy  R68 |  |
| 00:37:44.4 | 00:38:00.0 | Yes, yep I think almost identical and I think there are people who still think we're regional Universities servicing the region and yet like you've just said I think the majority of our students are from Western Sydney you know [laughs] it's not um...yep, not all but... | Harriet |  |
| 00:38:00.0 | 00:38:03.6 | Yeah we do get students from the region but it's not... | Lucy  R69 |  |
| 00:38:03.6 | 00:38:15.1 | Mmm I think you have um, because you're one...I know you have places in other cities [inaudible 38:11.2] but daily your campus is one place. I think... | Harriet |  |
| 00:38:15.1 | 00:38:29.2 | Yeah well we have study centres, we have a study centre, a largish study centre in Parramatta but then we have a couple...not a couple, it's probably 10 or so study centres in...Narrabri and places like that but they're 3 computers and a TAFE | Lucy  R70 |  |
| 00:38:29.2 | 00:38:31.8 | Yes so your heart is at your campus | Harriet |  |
| 00:38:31.8 | 00:38:32.6 | Absolutely | Lucy  R71 |  |
| 00:38:32.6 | 00:38:32.9 | Yes | Harriet |  |
| 00:38:32.9 | 00:38:57.8 | Yeah [Harriet inaudible in background 38:33.3] there's a bit of a presence in Tamworth [Harriet says "Yeah"] and a bit of a presence in Taree where we actually have a staff member and sometimes run sessions but the others are really just small spaces where students can come to study because their internet's not good enough at home and come together as a small group. But as a campus, yeah [inaudible 38:53.3] that's it, Armidale we don't have separate satellite campuses | Lucy  R72 |  |
| 00:38:57.8 | 00:38:58.3 | Mmm | Harriet |  |
| 00:38:58.3 | 00:38:59.4 | What about...does CSU? | Lucy  R73 |  |
| 00:38:59.4 | 00:39:06.6 | Yes we...well we've got campuses in Port Macquarie, Wagga, Dubbo, Bathurst and Albury | Harriet |  |
| 00:39:06.6 | 00:39:06.9 | Right | Lucy  R74 |  |
| 00:39:06.9 | 00:39:08.6 | So we're very distributed | Harriet |  |
| 00:39:08.6 | 00:39:09.4 | Mmm | Lucy  R75 |  |
| 00:39:09.4 | 00:39:12.7 | Um...yes which I mean has it's challenges | Harriet |  |
| 00:39:12.7 | 00:39:13.6 | Mmm | Lucy  R76 |  |
| 00:39:13.6 | 00:39:23.6 | Um, yep so you know, the idea of where is CSU [laughs] it could be you know, 4 or 5 places whereas I think...whereas UNE you would think you know, Armidale so... | Harriet |  |
| 00:39:23.6 | 00:39:24.1 | Armidale | Lucy  R77 |  |
| 00:39:24.1 | 00:39:28.8 | Yeah [Lucy says "Yeah"] which you know, just different I guess | Harriet |  |
| 00:39:28.8 | 00:39:34.6 | And we do...well we have on-campus teaching happening as well [Harriet says "Yes"] so it's a bit of a split model | Lucy  R78 |  |
| 00:39:34.6 | 00:40:09.7 | Yep, nice. Right, I have one more question really which may or may not be um, again may not be quite relevant but I wanted to ask about your level or how you feel about your own level of E-competence and what level of E-competence you think is necessary for implementing E-learning? So I suppose you know, do you have thoughts around a kind of what people need to be able to...you know, work in the online space and I've called it E-competence, it could end up being something else but any thoughts around that? | Harriet |  |
| 00:40:09.7 | 00:40:32.9 | [silent pause] I distinguish between E-learning and E-learning technology so I think I've got reasonable confidence in E-learning technologies you know, I understanding what they're trying to do. Do I have a level of competence in E-learning...and I said before I've never actually taught a unit [laughs] I've seen many and I think I can kind of judge it there... | Lucy  R79 | Great point |
| 00:40:32.9 | 00:40:34.4 | Oh a bet you can judge yes | Harriet |  |
| 00:40:34.4 | 00:41:08.4 | Good or not [inaudible 40:34.2] but [laughs] but yeah I'm the observer, I haven't done it myself um, and I think they...yeah there is tool competency which is where I'm trying to...that's the space I'm more in. Um, the E-learning competency is the level above that I think so I don't think you can do one without the other. I think you have to have competency in the tool, the how do I do this in a tool before you can start to think how to apply that | Lucy  R80 | L3-9 CB e-competency |
| 00:41:08.4 | 00:41:09.0 | Mmm | Harriet |  |
| 00:41:09.0 | 00:41:24.4 | Um, but I'm also trying to overstep my brief [Harriet says "Yes"] you know, I'm trying to stay in the technology space. I leave that to other people in like... | Lucy  R81 |  |
| 00:41:24.4 | 00:41:25.1 | It's just that you mentioned... | Harriet |  |
| 00:41:25.1 | 00:41:25.8 | The University | Lucy  R82 |  |
| 00:41:25.8 | 00:41:27.4 | Sorry...I'm sorry I didn't mean to interrupt you | Harriet |  |
| 00:41:27.4 | 00:41:54.3 | Yeah, no I was just saying that I think we need to all work together on it. It obviously needs to be...one needs to be...the motivation to do, one needs to inform the choice of the technology but when it comes down to it in my role um, ["I won't be informed"-? 41:45.8] by the E-learning practices but [Harriet says "Yes, yeah"] ultimately I need to limit myself down to the technologies I think | Lucy  R83 |  |
| 00:41:54.3 | 00:42:15.2 | Because you mentioned about you know, um, I think you said we don't really have a proper induction um, and I mean there's...I think that you've just eluded to there's the induction in the tools that we use [Lucy says "Mmm"] which is again different from why we write [inaudible 42:11.2] and how you can exploit that [Lucy says "Mmm"] so that was why I kind of asked that question... | Harriet |  |
| 00:42:15.2 | 00:42:15.6 | Oh okay | Lucy  R84 |  |
| 00:42:15.6 | 00:42:25.3 | And it felt like you had some ideas around you know, kind of almost like a base level of competency that people need perhaps in the online space if that... | Harriet |  |
| 00:42:25.3 | 00:43:52.1 | Yeah I think a base level of competency in the tools I certainly think we need to try and achieve and...I mean I'm looking at it both from the operational perspective currently um, because we currently have a obviously existing LMS and ["system virtual learning environment"-? 42:41.4] but also looking ahead to any potential changes and how to bring people up to that level of competency again which...yeah it's a challenge. I don't really...I haven't quite got my head around [laughs] what we...[Harriet inaudible in background 42:59.8] how we get there even just at that tool level. It takes a lot of people and a lot of commitment so to get people back to...should we choose a new tool say, to get level...people back up to the level of competency they've reached over the years. It's not going to be easy. Um, yeah so what I'm currently looking at as well we have an online unit called Teaching Online so that's where all of the how-to's go into you know, here's Echo360, here's how you do it, here's how you upload it, here's how you do this and this - how we can redo that to add that next level of and here's some good ideas as to why you should use it and maybe some good examples of here's some people who've done something that's really nice or maybe even here's some things that didn't work | Lucy  R85 | L1-2 CB – e-competence  L23-27 CB / PL / sharing practice |
| 00:43:52.1 | 00:44:24.7 | And I think...I couldn't agree more actually. That's such a great point because we shouldn't be worried about failing because it isn't failing, it's learning but I think that ties in a little bit with what you were mentioning about um, Academics who try something new and then they get a bad score. You know, that's...if we sort of have an environment that feels uncertain and we've got doubt and almost like a blame [Lucy says "Mmm"] you know, that's not what we want. We want to encourage trust and have a go but it's easier said than done I know but yeah | Harriet |  |
| 00:44:24.7 | 00:44:44.9 | Yeah it is but there's sometimes quite simple tips and one of the...just looking at the student feedback from our focus groups was oh can you please teach the Academics how to switch on their mic when they do lecture recordings [Harriet laughs] because it really drives us mad when we can't hear them so get them to switch their lapel mics on | Lucy  R86 | L3-7 CB / e-competence |
| 00:44:44.9 | 00:44:45.8 | Yeah | Harriet |  |
| 00:44:45.8 | 00:45:08.3 | So do they think oh we're talking you know, these big, we do transformation and innovation and what the students worried about is can we get them to switch their mic on or make sure they switch the air-con off so we can actually hear them and put a light on so we can actually see them. So even at that base level [laughs] we still have work to do and it's [inaudible 45:07.6] | Lucy  R87 | L4-6 CB e-competence |
| 00:45:08.3 | 00:45:20.0 | Yes I think this is a...this is where we can ["be"/"meet"-? 45:09.9] people who are keen and I call myself one, we can have this halo effect where we talk about all these great big things and we miss absolutely fixing the plumbing or turning yeah... | Harriet |  |
| 00:45:20.0 | 00:45:21.0 | [inaudible] | Lucy  R88 |  |
| 00:45:21.0 | 00:45:27.1 | I think that's actually good point [laughs] so your access to the students in that way is so valuable | Harriet |  |
| 00:45:27.1 | 00:45:47.2 | Yeah that was very interesting. I remember we did the survey with them as well and again the overwhelming feedback, number one feedback was please make it consistent. Consistency is the key for us. We want to find things easily, we want them to be all in the same place, don't muck about with [Harriet says "Yes"] fancy layouts [inaudible 45:46.3] | Lucy’  R89 | L3-6 CB e-competence |
| 00:45:47.2 | 00:46:03.0 | Well I think it's interesting, I was having this conversation yesterday and I said if you think about it if we picked up a physical textbook and the index and the contents page were in In different places all the time [Lucy says "Mmm"] you'd think what's that all about which it kind of is in a way what we're doing with these layouts isn't it | Harriet |  |
| 00:46:03.0 | 00:46:03.5 | Mmm | Lucy  R90 |  |
| 00:46:03.5 | 00:46:36.7 | I mean it makes total sense that it's a pain because you don't want to mention it, you don't even want to think about it. It should be so intuitive that you're...you know, because in a way if you see the technology, the technology is not as good as it could be in a way [Lucy says "Mmm"] because you're [inaudible 46:16.4] yeah. Well [Lucy name] I am so aware I'm taking so much of your time. Um, can I...so another question is - is there something that you would like to talk to me about in this area that I haven't asked you about that's come to mind? I'm very aware that I'm kind of a bit of a novice so I always want to you know, ah, give that opportunity | Harriet |  |
| 00:46:36.7 | 00:46:44.1 | I can't think of anything straight up. I think we've...I don't know, I don't know if you got what you wanted out of it | Lucy  R91 |  |
| 00:46:44.1 | 00:47:21.5 | I got some really good points yes absolutely. I think um, I mean in a way the questions and the structure it's...it doesn't work in a way because everything is so complex and interconnected but no I got a lot of very valuable information around there and you know, I mean one of the things is of course is none of us have the whole picture. You know, we've got out bit and that bit and how do we put it all together and I guess that's what I'm trying to do with my analysis when I go you know, work through all the data but no, you've given me some really helpful information. I've really enjoyed talking to you and I'm really grateful [laughs] | Harriet |  |
| 00:47:21.5 | 00:47:25.0 | Great so who else do you have on your list for UNE? | Lucy  R92 |  |
| 00:47:25.0 | 00:48:43.1 | Well I haven't got anyone else at the moment. What I thought I would do and I'd really welcome your...but I thought um, try and contact...so I'm sort of doing three in each stakeholder group so it doesn't sound many but three Academics, three students, three Learning Designers or Educational Designers and then three what I'm calling at the moment because I haven't quite got the right names, sort of local leaders which is kind of where you are in I mean...local isn't the right work but they're leading in something and they might be an academic leader or a professional leader but who are responsible for an aspect of E=learning, higher than just somebody's own unit [Lucy says "Mmm"] so that's where you fit in [laughs] in that um, and it's...but it's all I'm finding really interesting is also that the backgrounds of people at Universities, they've often...they might come in and be in one stakeholder group but they'll all have studied and they've quite often done other things so um, they might be...I might be putting them in one group but I'm getting useful information across those kind of groups [Lucy says "Mmm"] it may end up you know, being random but I...so I've gone for purposeful sampling. I've...you know, I'm approaching people who I think have got information about what I'm looking for um, so I don't know if you think that makes sense so... | Harriet |  |
| 00:48:43.1 | 00:49:19.7 | Yeah, yeah I mean it's...we have a um, we've put together what we call our Learning Environments Advisory Group and we actually have a very similar cross-section three students, three Academics, three Learning Designers, three Deans teaching and learning in each of the faculties and that's kind of not enough but...what can...you know, that's already twenty people and by the time you get them in one room so you have to....yeah, three is as good a sample size as any in a way because if you go bigger you end up you know, even if you pick five from each group... | Lucy  R93 |  |
| 00:49:19.7 | 00:49:29.8 | Yes, yeah and then it's so complex trying to manage that, that yep you almost end up without a result. It's better to have fewer people and try and get something that comes out of it | Harriet |  |
| 00:49:29.8 | 00:49:36.4 | Yes ["it's hard"-? 49:30.5] because we have three faculties and again that's a number that one from each faculty and one from each... | Lucy  R94 |  |
| 00:49:36.4 | 00:49:43.2 | Mmm [Lucy inaudible in background 49:38.4] I'm just looking a bit more um...your whiteboard [Lucy says "Oh my whiteboard"] you're project planning there aren't you | Harriet |  |
| 00:49:43.2 | 00:49:45.1 | This is my requirement | Lucy  R95 |  |
| 00:49:45.1 | 00:49:48.3 | [inaudible 49:45.1] oh it's your requirement [laughs] yeah | Harriet |  |
| 00:49:48.3 | 00:49:56.0 | That has been growing over the last couple of weeks so I think it's just about done if you can see some of them have green ticks. They've made it into a digital document | Lucy  R96 |  |
| 00:49:56.0 | 00:50:27.3 | Oh excellent, excellent and I mean I love that approach you can use all the tools in the world. I mean I'm finding with...I'm just starting the analysis and I've been going backwards and forwards and thinking about it, should I use Nvivo and I started using that and I thought I can't see, I can't get an overview with Nvivo so I've got a massive spreadsheet you know, and I've got ticks and categories and I think a bit like what you're doing up there. Somehow um, I call it...it's almost like you need to zoom out at times and then zoom in [Lucy says "Mmm"] and I can't seem to do that with Nvivo [laughs] so... | Harriet |  |
| 00:50:27.3 | 00:50:46.0 | No, I must admit I've never used that. I've done a bit of very basic surveys in Qualtrics and I think Nvivo is the more powerful tool but if you have a relatively small sample size you're right, it's not like you're asking 500 people three questions it's the other way around | Lucy  R97 | Nice explanation of my purposeful sampling approach |
| 00:50:46.0 | 00:50:47.6 | Yes, yes that's right | Harriet |  |
| 00:50:47.6 | 00:50:48.2 | Mmm | Lucy  R98 |  |
| 00:50:48.2 | 00:50:55.8 | Um, we've got three minutes and I feel like I'm finished. Um, grateful and you feel like...is there anything you want to say? | Harriet |  |
| 00:50:55.8 | 00:51:05.4 | No but if you need any help...you know, some suggestions I mean I'm sure you've spoken to [Cameron] already but you know, some contacts in the schools for Learning Designers or... | Lucy  R99 |  |
| 00:51:05.4 | 00:51:14.7 | Do you know I would love that yes if there's anyone that you think that would be sensible for me to approach I would really appreciate that if it didn't put you to too much trouble | Harriet |  |
| 00:51:14.7 | 00:51:21.0 | No, no, no I can certainly send you a few potential names and [Harriet says "Oh thank you"] make some introductions if you wanted to. I'm happy to help | Lucy  R100 |  |
| 00:51:21.0 | 00:51:34.4 | Yes oh I would be really grateful because I just think it's so much nicer to be able to um, you know, go that way instead of just coming randomly contact anyone. Can I...I hope this isn't too personal but where are you from originally [inaudible 51:34.1] | Harriet |  |
| 00:51:34.4 | 00:51:35.0 | Germany | Lucy  R101 |  |
| 00:51:35.0 | 00:51:48.8 | Oh okay, I nearly asked and I wasn't sure because um...whether it was Germany or Sweden because you've got such good English. You've got such a nice English accent. Um, both the Germans and the Swedish are very good English so I um...yeah but you've been here a while I guess | Harriet |  |
| 00:51:48.8 | 00:51:55.8 | Well I um, I started my Degree in Germany but then went to England to finish it | Lucy  R102 |  |
| 00:51:55.8 | 00:51:56.3 | Oh okay | Harriet |  |
| 00:51:56.3 | 00:51:57.6 | I did my PHD there and then [inaudible 51:57.3] | Lucy  R103 |  |
| 00:51:57.6 | 00:51:58.6 | So where did you do it in England? | Harriet |  |
| 00:51:58.6 | 00:52:04.8 | Um, my Masters at the University of East Anglia [Harriet says "Yep"] and then PHD at the University of Warwick | Lucy  R104 |  |
| 00:52:04.8 | 00:52:07.5 | Oh good for you, both really good places | Harriet |  |
| 00:52:07.5 | 00:52:08.1 | Thank you | Lucy  R105 |  |
| 00:52:08.1 | 00:52:20.6 | So I'm English, I've been here for...I don't know if you can hear anymore um, my English friends say I sound Australian and my Australian friends say I sound English [laughs] [inaudible 52:16.2] [laughter] so I've been here since 2010 yep | Harriet |  |
| 00:52:20.6 | 00:52:24.0 | Oh yeah which...where were you from originally? | Lucy  R106 |  |
| 00:52:24.0 | 00:52:32.0 | Um, from the South-West of England so Devon which is [Lucy says "Oh nice"] a rural county I don't...yeah | Harriet |  |
| 00:52:32.0 | 00:52:38.5 | Yes, yeah no we've got friends in Devon. My husband's English so we lived in Coventry and then in [Harriet says "Oh okay yeah"] High Wycombe | Lucy  R107 |  |
| 00:52:38.5 | 00:52:41.9 | Oh very nice yes that's got some very nice...so I'm a southerner... | Harriet |  |
| 00:52:41.9 | 00:52:48.7 | It is nice but it's also very busy which is the reason we moved to Australia it was just...we need a bit of space | Lucy  R108 |  |
| 00:52:48.7 | 00:52:50.7 | Yes, yeah absolutely | Harriet |  |
| 00:52:50.7 | 00:52:56.6 | We have friends in Devon so we...whenever we're over there we'll try and catch up with them | Lucy  R109 |  |
| 00:52:56.6 | 00:53:10.7 | Oh that's good. Yes Devon is one of those places where people have often had holidays when they were little as well gone to the beaches and you know [laughs] yeah so...mmm, so yes it's nice for space and the weather here's good and...and you're based in Armidale yep | Harriet |  |
| 00:53:10.7 | 00:53:11.9 | Yeah where the weather is... | Lucy  R110 |  |
| 00:53:11.9 | 00:53:14.1 | Cooler, quite high up yes | Harriet |  |
| 00:53:14.1 | 00:53:17.4 | [laughs] Very cold in winter which is okay | Lucy  R111 |  |
| 00:53:17.4 | 00:53:21.2 | Yeah well it's probably because they don't have heating and double glazing that it's cold isn't it | Harriet |  |
| 00:53:21.2 | 00:53:28.3 | Yes that's the problem. There's...we have a wood fire which is very nice, lots of houses do but yeah the insulation is shocking | Lucy  R112 |  |
| 00:53:28.3 | 00:53:29.3 | Mmm | Harriet |  |
| 00:53:29.3 | 00:53:35.1 | It doesn't...but it's not really a place that's prepared for cold temperatures even though it should be | Lucy  R113 |  |
| 00:53:35.1 | 00:53:40.7 | No and I think the Australians ["don't like to"/" like to"-? 53:36.4] pretend it's hot all the time. They don't want to let on that they have cold weather | Harriet |  |
| 00:53:40.7 | 00:53:45.5 | Yeah but insulation works when it's hot too [laughs] it works both ways | Lucy  R114 |  |
| 00:53:45.5 | 00:53:51.2 | Yes you're absolutely right yeah [laughter] oh well thank you again, thank you so much | Harriet |  |
| 00:53:51.2 | 00:53:52.0 | Alright, lovely to meet you | Lucy  R115 |  |
| 00:53:52.0 | 00:53:55.1 | And you um, and have a good rest of your day thank you | Harriet |  |
| 00:53:55.1 | 00:53:55.8 | Thank you | Lucy  R116 |  |
| 00:53:55.8 | 00:53:57.6 | And thanks for helping me out with the technology [laughs] | Harriet |  |
| 00:53:57.6 | 00:53:58.7 | No problem at all [laughs] | Lucy  R117 |  |
| 00:53:58.7 | 00:54:00.3 | Thank you, bye | Harriet |  |
| 00:54:00.3 | 00:54:01.6 | Bye | Lucy  R118 |  |
| 00:54:01.6 | 00:54:30.8 | [Skype call ends] [silent pause] |  |  |
| 00:54:30.8 | 00:54:39.6 | [previous audio recording being played] |  |  |
| 00:54:39.5 | 00:54:39.6 | [AUDIO END] |  |  |