# HARRIET RIDOLFO INTERVIEW WITH HARRY

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| Harriet: | So I think all I need to say is you’ve ticked that you’d like to receive the transcript so I’ll make sure you get that. |  |
| Harry:  R1 | Yeah, it’s not a biggie for me but sometimes I find that useful in going back over my own career and what I’ve been up to and - |  |
| Harriet: | Oh and I agree, it’s quite useful. Great, I’ve got to ask you one question before we start and that’s the age bracket that you’re in and I’ve gone for 29-39, 39-49, 49-59 so if you wouldn’t mind. |  |
| Harry:  R2 | I am 48. |  |
| Harriet: | Wonderful, thank you so much. |  |
| Harry:  R3 | If I keep looking to one side it’s because I’ve got multiple screens running. |  |
| Harriet: | No I understand totally, it’s the same for me. Ok, so if you’re happy to start what I would like to do is first find out a little bit about you and your role at UNE and how long you’ve been in it, major responsibilities, who you repot to, who reports to you, that kind of thing. |  |
| Harry:  R4 | Mmm. Ok so in simple terms my current role – you don’t need a CV? |  |
| Harriet: | Your current role but you may find that you talk about previous roles in later questions and anything that you think is relevant, this is a semi-structured interview so I’ve got various topics and questions I want to talk about but I actually am interested in you so don’t feel that you’re limited at all. |  |
| Harry:  R5 | Ok. So my current role, I’m a senior learning designer and I’m in a central unit within the University of New England so that hasn’t always been the case, I’ve been out in other roles in the schools and faculties or in a project in independent projects, but currently I work in a team of learning designers and media developers called strategic learning initiatives which is a small department within the learning and teaching transformation directorate at the moment, and that’s underneath the PVC academic innovation, we have a PVCAI at the moment which is good. So the traditional role I guess is just a PVCA or a PVC teaching and learning, something like that. So yeah, I’m a senior learning designer. The team that I’m in there’s about eight of us so there’s about roughly four senior learning designers and about four educational developers we’re currently calling them so they’re more junior. They’re all very well educated that is the more junior staff, some of them are PhD candidates but the ones that we have at the moment don’t have a background in the development of educational technology so whereas they bring a lot of experience of higher education, teaching and learning some of them being teachers even in the classroom they don’t necessarily have a great deal of experience in the VLE except as students. So my role, I’ve been in this role for about two and a half years and predominantly that last two and a half years has been major project work and usually I’m managing two or three projects at a time but there’s usually one that’s like 80% of my time and then there’s other ones which are much smaller and I quite like it that way actually, having the larger projects to seek my teeth into and engage with whichever discipline or faculty that I’ve been assigned to is really great, I really like it because I really like learning as much as teaching. I was a secondary teacher in a previous live but I really enjoy learning as when I’ve worked in classics I’ve gone ‘oh this is great I love it’ and when I worked in surgery I’ve loved it, when I’ve worked in biology it’s great, currently I’m working in English language teaching and so it tends to be quite project oriented and as a senior learning designer I do less learning design now and more project management really, it’s sort of a specialist project management role where really you’re bringing your knowledge, I’m bringing my knowledge of teaching learning, higher education and online learning to a project which is complex and diverse and is unlike other kinds of project management, you know, I’m sure you’re familiar with that experience. So sometimes we get project managers and I have a project manager on my current role but it’s not like managing other projects and so there’s always a bit of working out who does what and what the expectations are. It’s quite complicated, it’s quite demanding on an inter-personal level and so you sort of have to bring a lot of, a lot of my effort and energy goes into people, into - | L35-40 MPTP / PM roles & expectations  L43-44 MTPT |
| Harriet: | I hear you |  |
| Harry:  R6 | Into listening to them and then speaking to them, gently bringing them along the road that we’re on and if you’ve been in this area for any length of time you’ll realise that learning design or educational design as a discipline or as a profession is emerging even though it’s been emerging since the second world war it’s still emerging and so we spend a lot of time explaining to people what we do and don’t do. I don’t mind that, it really brings into relief the teaching process and that’s often a really important in higher education, more than in senior, secondary or even primary because people were very often subject matter experts, often they’ve done a little bit of research and they don’t necessary bring a pedagogical or teacher skill set with them so it’s very interesting actually. | L6-7 MPTP  L8-13 MTPT? |
| Harriet: | So can I just delve a little bit deeper into your role, when you mentioned, so you’re a senior and you have people working under you so are you directing those people very much? So yo9u’ve the boss in a sense of that project so you’re leading them and you’re also leading learning and teaching across the university really aren’t you, you’ve got both those roles of actually doing the work, or three roles – doing the work, managing the projects and kind of almost leading by example. You’re a learning and teaching leader. |  |
| Harry:  R7 | It is a genuine leadership role but it’s unusual in the sense that it’s not always this way but in my current role I don’t have technical line management responsibility for those junior staff. So, you know, that’s not a big problem if there’s good management and I’ve got a good line manager at the moment who comes from a very similar background to mine, we have a fairly shared understanding so I tend to flag resource needs as they arise and we work within the constraints of what we have and what other demands there are across the institution and very often we’re able to find someone who can step in and provide the support or expertise that I’m looking for, either at a junior level, at the same level as myself or somebody with a different specialism. So although I’ve managed people in the past I’m quite happy not having the technical line management responsibilities at the moment, that doesn’t phase me at all. I feel kind of privileged actually, not to have to take on all those HR side of things. | LM |
| Harriet: | Yes because it can distract you from the other work can’t it, very much. |  |
| Harry:  R8 | Ironically when I’ve been in more junior learning design positions in the schools and faculties I have had line management responsibility so I do understand what’s involved with that so I do appreciate the benefit of being relieved of that responsibility. |  |
| Harriet: | It’s quite interesting isn’t it, because sometimes you can be in a junior position to somebody but have much more management experience than they do in academia, it’s one of those odd things, isn’t it. |  |
| Harry:  R9 | It certainly is and positional leadership at the universities is often based on something completely different from an industry and very often around their academic skills and experience and knowledge and their doctorate, their publications, their track record and research doesn’t necessarily emerge from expertise in management or directorship. It’s quite apparent to me, I’ve worked in industry before I became a teacher I worked in industry. | L1-6 LM / e-learning knowledge |
| Harriet: | Was it in the technical industry, IT? |  |
| Harry:  R10 | No it wasn’t at all, I came from a publishing background. So in a sense it was technical because I at times worked in book production which is today it is very technical - |  |
| Harriet: | There’s a definite link there isn’t there. |  |
| Harry:  R11 | Yeah, absolutely. But working in that sector I had a completely different context of productivity and professionalism which is a world away from higher education so I’m sure you can imagine the sort of things I mean. But it gives me, it helps me understand what I’m grappling with sometimes. It gives a label to what I’m thinking and talking about, appoint of comparison and yeah, in higher ed there’s both privileges and struggles. | L1-3 MPTP |
| Harriet: | Yes. Yes, absolutely. And in fact that kind of is the perfect segue to my next question which you’re kind of already answering in a way but could you tell me about your experiences of E-learning, online learning in your own practice? You’ve kind of alluded to that and I don’t know if you remember but the kind of questions that I am going to ask is about your perceptions of enablers and your perceptions of barriers to implementing E-learning and it never comes out nicely and neatly. And then around the sort of decisions of organisational leaders and E-competence so just to remind you but don’t worry about – because enablers are often the same as barriers, they’re either working or they’re not, so it’s a very messy area but I think, I guess some of the things that I’m looking at perhaps is in your view the idea of quality learning, the use of associated technologies, perhaps how you define it, like would you define E-learning, those kind of things, but your experiences I’m generally interested in your experiences in your own practice, whatever you like to call your practice, whether it was teaching as you did before in industry or currently. |  |
| Harry:  R12 | So the second question was your experience of online learning in my own practice. So when I was thinking about that before we met I was thinking in terms of a bit of a rundown of the kinds of projects that I’ve been involved in is that? |  |
| Harriet: | That would be wonderful, I think anything that you share I can always probe further so yep, go for it. |  |
| Harry:  R13 | So I’ve sort of prepared my thoughts in the sequence ?#?#? so feel free to interject and redirect but basically when I was thin king about my experience of online learning I’ve done a big project for a stand alone platform for open education so we had a partnership with TAFE New England, this is back in 2012 that was my introduction to online learning and higher education. And so being an open education community oriented project it was very interesting because it was in partnership with the TAFE but it also was when all of the excitement around the NBN was at its height and there were grants to be had from Federal government so money was suddenly available and it was all about educators, especially at a further and higher education level, demonstrating the value of higher bandwidth via the NBN so it was sort of the cynic in me says it was politically motivated by the Federal government but you know, it was good for universities to have something to jump onto and so, I was involved in this huge project to develop some stand alone open education resources so that was really interesting because it was an introduction to the higher education context which is so different and also what is possible and what can be done online and my introduction to working with SMEs across the university, you know we did these little modules on everything from medieval castles to urban planning, you know it was a great deal of fun and there was an immediate team given to us and we were able to create videos and things. So that was sort of my introduction. Then a year after that I went to a central unit teaching and learning centre unit and we have a whole of university renewal program. There was this thing called SAF funding which you’ve probably heard of which was big in 2013/2014 and it was my first taste of trying to do things at a whole of institution level and just how challenging that really is. I was in a junior role, I was just watching and learning and trying to do what I was told and that one was actually really, it seemed to be dominated by industry style project management and so the bureaucracy was overwhelming, I was stunned at the hoops that we had to jump through and the paperwork that we had to maintain given the scale of the project and it was actually, there were some good outcomes that came out of that project but they were relatively small and the big vision I think was somewhat disappointing in its final outcome. We did some really good things in terms of quality – teaching and learning – we developed a new theme for our LMS and it was a good theme, in fact it’s just about to be retired and this is six years later so it’s lasted us quite well. We will get accolades from other universities saying they really love the theme so that was good for me to see that. Then I went to the school of science so I had specific responsibility for the LMS in that school. So we were developing Moodle templates, working on consistency, building up relationships with individual disciplines which are quite difficult, diverse in science and technicality, and then really getting to the heart of what the LMS has to offer, how we make best use of it, consistency is a good thing, it’s not a dirty word. Some people, I sometimes joke about people who say consistency is very good and I say you’re using the C word, that’s very strong language. Some academics, you know, because this university is a leader in online learning but it has fairly consistently had a DIY approach in the sense of the academic is on their own. So we give them some professional development, some short sessions, maybe half a day, some training on specific applications and possibilities and then they’re on their own and it’s like ‘go do it, go teach online’ and sometimes that works really well and sometimes it doesn’t work so well, but it’s a DIY environment, it has been for a long time. So you sort of come in and you go we really discern this need for consistency, we’re going to use another dirty word, template, we’re going to template some stuff, and you know, then having to learn the real sensitivities and sensibilities of academics in the online space. So that was really good experience for me and then having to learn all the technicalities of how instant sort of Moodle and our hosting solutions, I’m talking about Moodle but I guess this would apply to any LMS. And then being asked to take on specialist software, so I had a very interesting project just a week before I started the head of school I signed an agreement with an organisation in Canada called Maplesoft. They’re a world leader in quantitative software so mathematics, physics both in research and teaching. IN the teaching side they have this application called Maple TA which stands for teaching and assessment, very sophisticated mathematical and quantitative software which you can put adaptive questions into and assessment tasks. IT will receive student inputs in lots of different forms and you know, very clever software. So the head of school a week before I started down there had just bought this software, in consultation with the maths discipline and physics so it was a considered decision, but I learnt some really good things from that, one was the real complexity of managing just within one school, a sophisticated piece of software which wasn’t managed elsewhere in the university and the IT and the central directorate saying you’re kind of on your own, so having to work out all the things to do with upgrades, test environments, production environments, all that kind of thing. Moving to software as a service, non-disclosure agreements where we’re keeping our student data, back-ups, all that kind of thing so it got very technical but I learnt a lot. And similarly I also learnt it really came home to roost that you can buy a great piece of software and say it’s $40,000 a year or whatever and it covers the whole of maths discipline and physics and maybe astronomy as well and go oh you know, it’s $40,000 it’s really good value, but what I found in my two years there was it was hugely time consuming to manage the piece of software and I was a level 7 learning designer at the time with two or three education support officers working for me and the cost of managing it and looking after the academics as they learn how to use it, write their questions, roll over their units, easily equalled that, every single year. Easily. So even at $40, $50, $60,000 it’s sort of like the cheapest part of the equation and that other cost, the human cost, often gets overlooked or hidden. Sometimes it’s overlooked, sometimes it’s hidden and we say oh we won’t speak about that, just do your best. | L14-19 C9  L23-24 B5  L27  L30-40 LM / PM (example of not being good at larger projects?)  L47-50 II or CB  L55-62 CB / PL  L65-66 II / culture  L80-88 L&M  L92-103 B5 |
| Harriet: | What I’m hearing is that the support process is where the money is, isn’t it, and again, coming back to your point earlier, the people and the complexity of the interpersonal. |  |
| Harry:  R14 | Yeah. Well that last instance was really, it was partly the interpersonal but it was also partly the technical. So not just managing an instance of another application like Maple TA but then integrating it within our instance of Moodle. So integration, if you ever, I’m sure you’ve heard this – ‘we have seamless integration’ - |  |
| Harriet: | Yes, I love that word. |  |
| Harry:  R15 | For me seamless is like a red flag word. It’s like as soon as a vendor says seamless I go ‘hmm, maybe we won’t buy from you’. So that was really a good experience for me. And the other thing that I learnt, the other huge project I grappled with in the school of science was an adaptive E-learning project whereby we reviewed a few options and then we jumped on the Smart Sparrow bandwagon. I shouldn’t say bandwagon. The Smart Sparrow experience. And Smart Sparrow I suspect you’ve heard - | L7 A3 |
| Harriet: | Yeah we use it although I personally, although I’ve seen demos and I’ve seen the output I haven’t actually got my hands dirty with it but I do know what you’re talking about, yes. |  |
| Harry:  R16 | Yeah so you knew they were being wrapped up this year? |  |
| Harriet: | I didn’t, no. |  |
| Harry:  R17 | Ok so January we all got this press release, and Smart Sparrow it’s pretty schmick, you know, it’s nice stuff. And I actually got the chance to spend about a year amongst other projects developing some really cool stuff for the biological sciences. We did a build your own DNA module and everything it was really great. It was hugely time consuming, I got to go to a conference in Melbourne and demonstrated and lots of - |  |
| Harriet: | You were allowed out Harry, for a couple of days! |  |
| Harry:  R18 | I was allowed out. And that was really great, I learnt a lot about ?#?#?, I learnt a lot about Smart Sparrow and another platform which needed then to be integrated with LTI learning tools intra-operability so I was learning a lot about standards and how we work in the online world and just how not robust the online world really is. Most people don’t realise how flimsy it actually is, which is a good thing, and all the things that can go wrong. But I learnt a lot about adaptive E-learning and that was really great, so again working really closely with SMEs, really closely with the vendor and also some specialist media people to come up with some really satisfying, really pleasing tools which could be used in really big classes 500 or 600 students at a time over and over and over again. So it was really hands on learning and we had the data to show that it really improved threshold learning outcomes in areas where first year science students really struggled. So that was really satisfying. It was a bit disappointing to find out Smart Sparrow is gonna give up the ghost this year. | L8-13 A3 |
| Harriet: | After all that work. |  |
| Harry:  R19 | Yeah. But I left science two and a half years ago and one of my staff that is still there has actually diligently moved the things across into another platform so that not all is lost but nevertheless our university has invested quite a bit in a small number of Smart Sparrow products but it’s a little disappointing, it’s an indicator of the landscape that we’re moving across. Smart Sparrow has long been held out as Australia’s greatest ed tech start-up, most successful and then to see it sold off I think it was sold to Pearson actually, which doesn’t surprise anyone. But Pearson don’t look like they’re going to sustain it in its current form so. Anyway, so that was really good for me in the school of science. In the school of medicine when I came back here I did a big project on a simulated ward round which was supported by a really sophisticated Moodle application which progressively released to the student doctors patient data in real time. So they would go down to our clinical medical school, see simulated patients who were actors and then the patient data they could request it or it would be released to them at some specific date and time stamp, so at 9 o’clock they’d get the patient history, at 10 they’d go in and see the patient, at 11 they’d get the x-rays and the blood work, at 12 - | L3-6 A3 |
| Harriet: | Real simulation! |  |
| Harry:  R20 | Yeah, yeah, so it was real world sim, it wasn’t virtual sim. But it was really great to develop a really bespoke Moodle application to support that. And then this year, just to wrap up some highlights I guess, I’ve been working in our English language centre on English for academic purposes, going right back to pure curriculum design with a view to digital uplift in an area which is really not used, the VLE of this university, it’s been fully really fully face-to-face for 25 years and still even though they have Moodle sites the teaching capabilities are very limited even those who’ve taught there for a decade, so that’s a fresh challenge and has revealed other things that I can share, I guess in the subsequent parts that I’ve thought about for this conversation. | L8-10 CB |
| Harriet: | That’s interesting isn’t it, because I was selective with English as a second language we’d call it back then, and I found in terms of the teachers that taught it, their ability in teaching was often much higher than anyone else in the sense of knowing we’re used to interacting with our students, and it’s interesting so I haven’t been back in that space so it’s very interesting what you’ve just said around they’re kind of behind in terms of the technology, that’s an interesting - |  |
| Harry:  R21 | There’s a double jeopardy for those guys, it’s not really their fault. One thing that’s brilliant is that they’re all education qualified so most of them have Masters level qualifications in education, so they’re genuine teachers, they’re genuine pedagogues. The flip side to that is that the thing that actually has held them back is twofold, one is that they tend to be, well maybe it’s not twofold at all, the big challenge is that it’s a face-to-face program and because it’s generally a pathways program for international students the attendance, it has to be face-to-face because it’s linked to their visa, attendance is really strictly monitored. So then you go well we should put this online or some of it online and they go well how does that work for their visa so there’s even what’s called ELICOS, have you heard this term? | L2-10 B8 |
| Harriet: | No |  |
| Harry:  R22 | English Language Instruction and Courses for Overseas Students, I think that’s what it is |  |
| Harriet: | Yes, that rings a bell now. |  |
| Harry:  R23 | So that’s really closely regulated, necessarily so because there’s been some bad abused especially amongst private colleges of international students because they’re such a source of income. And so it’s highly regulated and there’s a heavy emphasis on everything being face-to-face and right before us and we need to know what they’re doing all the time. So you’ve got these really clever teachers, very well educated and often very experienced but the emphasis is on face-to-face so even here in an online university we’re giving them technology where they have access to Moodle, they have sites set up for that but their use of it, actually even a decade later, is really quite rudimentary, so now I’m grappling with how do I bring this to the next level, I call it digital uplift, capability building and it’s also about a way of thinking because in the end sending them to a morning’s training on how to use Zoom or how to use reading list or how to use Turn It In feedback studio, you know, all those things they’re just tools and unless it’s in the schemer of their overall practice they can go to that training and it’s interesting, I could try that but the pressure of the classroom is such that it quickly fades and only those who are really inclined tend to actually run with it and so.. you can have these really experienced teachers but they’re in the second half of their career and actually they’ve done very well and we have an award winning English language centre, even last year they won some real national recognition, so then it’s kind of difficult to say ‘you guys we’re going to have to shake the whole thing up and turn it upside down’ and people nod and smile and they’re actually overtly antagonistic but it adds something to their workload, it’s really challenging. So there’s a quick overview - | L6-12 CB  L25-28 |
| Harriet: | That’s fabulous. I think it feeds really nicely into enablers and barriers so please do go ahead and don’t worry about trying to do the enablers first and the barriers, just mix it all up if you like. |  |
| Harry:  R24 | Sure yeah, because they’re very often two sides of the same coin so… So the things that came to mind as I thought about this are sense-making has become a favourite word for me, especially in the initiation of projects, a shared sense-making process. And so one enabler that I think is really important is that people have time and space to jointly and individually make sense of what it is that we’re there to do. So it’s a complex thing but it’s actually a very satisfying thing if you do it well. So I think sense-making is a key enabler and by that I mean number one that I’m respectful of people’s expertise as subject matter experts, I’m also respectful and verbally and in reality acknowledging the pressure that they’re under so their existing workloads and other pressures that they may be under so it’s all about being respectful and developing that sense of shared understanding. The flip side to that in that shared sense-making process, which is really important at the start but it actually continues throughout the project because things come to light as the project progresses and you have to keep, I find I keep coming back to it and I give people permission to say ‘this doesn’t make sense to me, what language are you talking’ or ‘what do you mean by that, why are you saying this? Are you saying that? What are you saying anyway?” So the other thing in that sense-making is, and this is a reference back to one of my opening comments about the emergence of my discipline, is that they need to have a sense of what I’m bringing and who I am so it can range from, so there’s lots of misconceptions. So if I go and work in medicine it’s like ‘Who are you anyway and how can you tell me, I’m a doctor, how can you tell me how I should teach this stuff’, you know. So you’ve got to create space for them to think about pedagogy itself. Then it swings to the other extreme where they see you, there’s twin risks, they either see you at IT or as a Moodle tech so it’s like I’ve gone into meetings, when I was working on that surgical project, and I’ve come to basically present to a group of surgeons who are clinical educators who are gonna take the simulation through. I’ve come to present to them the online and digital elements of a program which I’d actually developed with an SME so I’m hugely intimate with all of the ins and outs of the content, of the pedagogy, the structure, all of the practice, and I sit down while the meeting’s waiting to start, almost as soon as the meeting has started we’ve been introduced and one of them passes me his laptop and asks me to fix it for him. And you know, I’m just like ‘I’m sorry I haven’t got a clue, I don’t know why your laptop won’t start’ and then they look at you like you’re an idiot and you’re incompetent and why is this person even in the room he can’t even fix my laptop’. So that’s a challenge. That was actually with external clinical educators so you can sort of forgive them because they live in another world. Within the university when you’re working with academics they think of you sometimes in terms of the VLE and the LMS and so it’s Moodle, it’s like ‘why won’t this quiz run’, ‘what’s wrong with this quiz, it’s supposed to do this and it’s supposed to do that’, you know, it can be very simple things and they’re often things that I can help with if I have time but increasingly as I go on I’m not so hands on. I can usually work it out but if I arrive in a school or a faculty and that’s their preconception of my role that’s a problem because I don’t really do that anymore and so it takes time to overcome that. Because you can tell people, you can go well pedagogy is my expertise and I have an interest in online learning, and that’s just me by the way, some people really are educational technologists who have picked up what they know about pedagogy as they go along. So for me I was an English teacher and I think English teachers make great learning designers because they don’t - | L3-8 LM & MTPT  L8-9  L10-11 LM & MTPT  L24-40 MPTP (& identity?)  L46-55 MPTP |
| Harriet: | Absolutely. They don’t have to decompose the language on top of everything else. |  |
| Harry:  R25 | Yeah, yeah. And also they’re usually not preoccupied with content. They’re usually a lot more interested in teaching and learning than in content. They don’t have a set, in NSW if you teach secondary and senior secondary English you don’t have a set of bullet points that have to be covered off, you know, you don’t have chapters 4-6 to cover in term 2 and chapters 7-9, you know, we have texts but they’re usually self-selected and we pick them to enable us to teach the learning outcomes. We don’t teach Shakespeare, we teach literary skills, we teach analytical skills, we teach interpretive skills, we teach writing and speaking and all those sort of things. How did I get onto that? So yeah, so I actually bring pedagogy as a primary offering professionally, not any particular content. Which is different for maths teachers or biology teachers or history teachers. | L11-13 |
| Harriet: | Absolutely, yeah. |  |
| Harry:  R26 | So that’s no disrespect to those teachers but yeah, so I bring pedagogy and even in higher education sometimes an enabler is making space for pedagogy. So I’m sure you’re familiar with the TPACK concept, so I was taught that when I was training to be a teacher and then forgot all about it and then when I came into higher education it became very real because I was working with SMEs who have *huge* content knowledge, and then I was working in the context of inline learning which has technological knowledge and then I was bringing pedagogy which is the in between bit where it’s like ‘ok I am actually gonna help you with teaching your content knowledge, we’re gonna look at pedagogical knowledge and after that we’re gonna add in the technical as well’, so that’s become a really big thing for me and sometimes SMEs in higher education don’t make room for pedagogical knowledge. They make lots of room for content knowledge, they know that online learning is a real emphasis in the institution and it’s the way of the future so they make increasingly room for that – ‘oh, I’ve got to learn Moodle, I’ve got to work out how to do Zoom, it’s really important’ but then if you go back to pedagogy it’s sort of like ‘oh yeah, what is that again’. So that’s an enabler, making space for that, and a barrier is if they won’t make space for that. So sometimes, I don’t want to pick on medicine but this is just an illustration. Sometimes you have very, very clever people who are doctors and surgeons and know their content inside out. And then they get an idea for online learning, and this has been the case in my experience, and so they get in touch with us and you realise after a period of time that actually what they want is an app. | L2-3  L4-15 A3  L18-22 A3 |
| Harriet: | Right. Yes, yep. |  |
| Harry:  R27 | And that’s it. And so you go a little way down the road of the project initiation, talking a little bit about the content and their hopes and aspirations and they’re students and then you start getting into content and then pedagogy and then I bring my desire to learn and my interest in the way that they teach and then they go ‘well when you get your software engineers assembled let me know and I’ll come and talk to them’ and then they go ‘well we don’t’ have any software engineers’ and it’s like ooh, what do you mean? Well you know, we don’t do app development. Sometimes we do really little things but that’s not really what we do. What we do is we help people with their teaching and learning. And then there’s this moment where everything goes silent, and clearly they’ve made no space at all in their thinking for the way that they teach and the way that their students learn. They’re really interested in their subject matter, they’re interested in their career and their students. And so in this one case a surgical educator, it turned out he was really sure this proposed app was a vehicle for his career in medical education, and so when he realised we weren’t just in the business of app development he almost wanted to pull the plug I think, he just sort of lost interest. Because we’d started saying where are you up to in your pedagogy and your development and it was always ‘don’t you worry about that’ and then it was like ‘well maybe I could just come along to some of your workshops when you meet with your other lecturers and sit in and learn about your world?’ “oh, no, no, no, no, that’s not necessary, you don’t need to worry about that, you just go and work out that app, I want red buttons on the right hand side’ and it’s like, yeah, we’re not at wire frame stage yet. So they’d get really, really specific and they’d go I want this tune to play when you click here and when you do the start up screen it needs to be this. It’s like hang on a minute, we can talk about those things maybe next year but not at this stage. So the SME needs to create space, they need to recognise that pedagogy’s a thing and that they’re experts in that area and that they need to make space for that. And if you can get them to understand that – and the medical one’s a bit extreme because doctors are actually a bit of a breed unto themselves so it’s not typical - | L10-16 CB & A3  L31-34 CB |
| Harriet: | It’s a great example, it actually really highlights the gap between the talk, the content and that glue which is the bit where you’re coming in, which glues it all together, certainly for the student. |  |
| Harry:  R28 | Yeah, so there’s sense-making and then there’s making space for our role. I think they’re really important. I mention them first because I think they’re really important because the other things are actually in some ways easier to address. So you’ve got things like the SMEs need to have time away from their regular teaching responsibilities because it really does take time and good innovative development requires a good learning designer to sit down with the SME for quality amounts of time over an extended period. They can’t give you a brief for an hour on a Tuesday afternoon and then come back in three months and say ‘is it done now?’ You know, that’s not realistic. So those SMEs need release from their regular teaching duties and they also have to have the vision. So that guy in medicine, he had an amazing vision, he was hugely passionate but he lacked realism and an understanding of what it is that a central directory in a university could bring. And the flip side to vision – sometimes people actually don’t have a vision for it, so maybe some of those English language teachers that I mentioned. They’re actually quite comfortable with the way things are and they only have sort of a theoretical appreciation ‘oh yeah we should do more online, you know the internet, it’s amazing, there’s so many things you can do with the internet, we should look at that’ but it’s sort of like a passing interest and when you say well actually you might need to carve out four to six hours a week over the next weeks and you need to look at rearranging the way you do things professionally in the classroom and outside of the classroom and it’s like ‘well maybe not this term because I’m really busy, I’m like teaching’ so that’s a bit of a challenge. And so everyone needs to be realistic about that. So you need vision and passion. SMEs need time away from their usual duties and you need to devote time to sense-making that I mentioned already, you need to devote time to scoping and briefing and developing and all of those things really are time consuming and then if it’s genuinely innovative and it hasn’t been done before it really is time consuming and so time is a big thing. And then resource, people resources as I’ve already alluded to, are actually the OIS have got the single biggest cost. It really frustrates me, sometimes you get a senior executive saying ‘well we bought this $50,000 thing, what’s the problem?’ and it’s like you know, this $50,000 thing needs a lot of care and it needs a lot of nourishing and everything. And then the flip side to that is that sometimes they’ll commit, a senior learning designer like myself and they won’t say, and I mean I cost a lot of money, we all cost a lot of money, and it actually is bizarre when you put in a request for, so I wanted all my English language teachers to have an iPad because I’m trying to develop the use of mobile devices in the classroom, and I don’t know if you know iPad but an entry level iPad is like $450 and they’re going ‘no, no, where do you think the money for that is going to come from?’ and it’s like I’ve spent that money this week in my time, the project is a year long or something, it’ going to be the smallest cost you can possibly imagine. | L1-2 MPTP  L5-9 LM / workload  (& A4?)  L18-22 B8  L26-27 B8  L29-34 CB & LM / workload  L35-36 B5 |
| Harriet: | And they can’t see it’s the vehicle for moving on for them, yeah. |  |
| Harry:  R29 | Yeah. So I mean I had victory on that, we got iPads. But even we got new textbooks, we changed the textbooks because we had superannuated textbooks and they are a factor in language learning more than they are in other higher ed. And I said well I want all of the teachers to have a copy of every textbook and they’re going, what do you mean, they’re like $70 each, they should buy them themselves and claim them on their tax. And I’m like, you’re kidding me, it’s like the smallest cost of this whole project, why are we having this conversation? So there’s these ironies, maybe because I've worked in the industry and I’ve had to manage big budgets. You know, I was a divisional marketing manager for a big multinational children’s publisher and we so had $100,000,000, well my division was only like $35,000,000 a year turnover but we’d work out all our budgets based on that and we’d work out what thing would cost a year in advance and we’d forecast it. But that doesn’t work quite the same in higher education. In fact I still don’t really know how it works in higher education. But there’s these ironies about funding. So money is a factor but I actually think that time is money but those resourcing things actually should be relatively easy to resolve and a few good clear conversations can sometimes resolve that. And the other thing is that putting a senior learning designer like myself on a project isn’t usually enough if it’s a big project. I really need people who can actually put in the elbow grease to build Moodle sites and populate it with content and find imagery and compress it and crop it and get everything to the right spec and everything. It’s not really appropriate for me to spend a week, you know, editing unit introductions and, we need people that I can train and I can leave it with them and they can look after it after that. So that’ s areal cost, so those are enablers and they can be barriers. I think I’ve covered most of what I had in mind. SMEs not making space in their thinking for the learning designer, T-pack, time, motivating interest, capability is interesting. Some of the teachers that I’[m working with at the moment in English language have really limited capability in the online environment. They’re such skilled teachers and so well qualified and they’ve been tinkering around the edge of the LMS for years literally, 5, 6, 7, 8 years, and you know, you see them do something in their Moodle site and you think “what? What!” – just doing something completely wrong which isn’t going to work, and you think how has no one ever shown you how to do that, and just realising the scale of really upskilling people in the LMS and they’re little things but they’re important and they make a real difference to the student experience. Yeah, I think they’re probably the biggies. Lack of resource I’ve got – sometimes it’s hardware, where software and bandwidth but more commonly it’s human resources, so experienced educational technologists and learning designers who have been set aside to sit with the academics for 3-12 months to establish strategy capability building templates, on the spot guidance, all that kind of thing. So it depends on the project. It’s hard to generalise but those are the things that sort of came to mind for me. | L6-9 B5  L21-30 MPTP & PM  L33-L44 CB  L47-51 CB / elbow support |
| Harriet: | Now that’s fantastic. And I mean you may have been going to answer this later but one of the final questions around what I’ve called E-competence, and I mean the obvious question I suppose is, and this is a trick question because if you could answer this it would be amazing. But what level of E-competence do you think is necessary for implementing E-learning? You know, how would you define it, how comfortable are you with your own level, or your students, or your colleagues etc? It’s an interesting, I mean you’ve definitely been clear about the types of support that would help your colleagues and academics enhance their E-competence if you like - |  |
| Harry:  R30 | So when I looked at that bullet point I was thinking in terms of my own competence so I’ll give you a quick nutshell of that but then, the other thing is the enabling. The competence needed for the SMEs and academics and teachers, you used the word ‘implementing’ I think, that’s important. So quickly in my own situation is that I’m really comfortable in the domain. I don’t see myself as an educational technologist, I like technology and I’m interested in it and I’ve worked in it long enough to have a schemer of how things fit in, I understand software and I understand how we deliver that to people in large groups. Software is a service and upgrades, rollovers, I understand integrations, and then in understand a bit about LX, so user experience or learner experience so maybe I’m sensitive to that because of my publishing background so I think a lot about typefaces and display of things and how it is for the student or the user when they click on things and the importance to help them manage their desktop environment in a way that’s helpful given everything. So I feel like I’ve got this broad competence and a scheme of which I can slot most of the challenges that I come across, I can slot them into that’s a software issue, hardware issue, integration issue, whatever it may be. And so I quite like problem solving so I’m quite happy to delve deeper where I need to, phone a friend where I need to, but like all of us I de-skill quickly if I’m not working daily in the area and so I get rusty on things quite quickly so Moodle and everything but that doesn’t trouble me too much because I’m comfortable, I’ve got that overarching comfort with the environment. So that’s me so the challenge is when I’m trying to upskill or uplift online learning or E-competence in the people that I’m working with or for or delivering to. And implementation is where it’s all at really because I guess I’m in a sense in the online environment I’m relatively clever, you know. | L18-21 CB / ecomp  L27-29 CB |
| Harriet: | I was going to say, when you said broad level I would have said a high broad level. I would have said you’ve got ?#? but it’s at a high level. |  |
| Harry:  R31 | Mmm so I sort of have a cleverness in the space which gets me out of trouble and helps me to do some just little things that I think make a difference to student experience but not everyone has that and not everyone actually cares enough so they might not, they wouldn’t say oh I don’t care, they don’t have that inherent motivation where they’re constantly thinking about the online experience for the students, especially those who are at a distance. So they don’t understand the importance of opening things in a new tab or a new window or making sure there’s old text for imagery for students who are vision impaired, they don’t understand the importance of, you know, sequence and consistency and just a whole range of principles around the use of colour, some people go to town with colour or text and background imagery and stuff and anyway in the implementation things can fall down quite quickly if there’s not a vision. Increasingly this is why – it works quite well in schools and faculties where I have colleague learning designers there and I’m coming in to lead a project and I really intentionally include those faculty based learning designers. They’re friends and colleagues of mine anyway but even if they weren’t I’ve got to include them because it comes down to sustainability. So sustainability is a really critical factor for innovation and digital uplift and E-competence I guess. And so the last few projects I’ve made appoint of finding that person or those people and involving them in my design team and my production team and my implementation team because I’m constantly saying there will come a point where I’m withdrawing from this project, I want you to have a vision for what we were building and the decision that we made when we were building it and be able to sustain it. I’m still here on campus, you might come back to me but you guys are gonna have to look after it, you can give me a ring, send me an email but I’m not going to be able to help you out or run it for you. So sustainability is a really big thing and that can be hugely assisted by the learning designers on the ground or the ESOs, educational support officers on the ground but if there aren’t any, so very small schools like our English language centre which is relatively small they’ve got like a couple of part-time admit people who have oodles of other things they’re responsible for and so you’ve really got to get, it’s a genuine DIY situation for those academics and we’ve just got to bring them along with us because if they don’t capture the vision and if they’re capability doesn’t rise and if it isn’t used straight away and constantly entropy sort of comes in an sets in and then you run the risk that in 18 months you’re back where you started so, and that’s really disheartening because you drop by the faculty two years later and they go ‘oh yeah we don’t do that anymore, never really understood what that was about’ and it’s so disheartening. So as I’ve gone on, sustainability by capability building is really important. And capability, enablers you need capability and capacity when you’re in the project development role. So they’ve got to know how to do it but they’ve also got to do it, so you can train people up and you can say to your senior executive staff ‘yeah they’ve got that capability’ but if they don’t have the capacity, if they don’t have the hours to do the development or to adopt this new way of working it won’t work. And the opposite is also true so you can carve out capacity for them, give them a relief, I’ve actually seen situations the converse SMEs are given substantial release from their regular duties but they don’t have the capability and they go ‘well I don’t really know where to start’ and ‘what am I mean to be doing anyway’ and I don’t know if you’ve been a teacher but as a teacher you know if you go part-time, this is what my colleagues tell me – if you got to an 80% load you still work 40 hours a week. If you go to a 60% load you still work 40 hours a week. And you just get paid less. | L5-8 B8  L32-46 B5  L49- 55 CB & LM / workload |
| Harriet: | Yeah. There’s something about the nature of the work. Absolutely. |  |
| Harry:  R32 | When you’re teaching because the teachers work is never really done. So there’s always a risk if you give teachers relief from their regular duties and they actually still won’t get on to the things that you wanted them to do. | L2-5 – LM / workload |
| Harriet: | No I hear you and I think that’s a really real deal breaker actually. That capacity, capability and the workload. |  |
| Harry:  R33 | And workload models, you know - |  |
| Harriet: | They’re always fictitious, however, everyone just thi8nks in a different way and none of them really work or tell the true story. It’s a sort of tokenistic way of chopping up the way we work in academia isn’t it. So I guess, sorry did you have some other things? |  |
| Harry:  R34 | Well the only other thing was the fourth bullet point, the decisions of organisational leaders, did you want me to say anything about that? |  |
| Harriet: | That’s exactly where I was going, the reason I was stepping I n was it’s 20 past 11ish, are you still ok? This is so fabulous for me but I feel guilty. Are you happy to be sitting – oh thank you so much. Yes, how do you think the decision of organisation leaders affect E-learning implementation? Again, another huge question I’m asking you. |  |
| Harry:  R35 | So I didn’t come up with much on this but it sort of sums up all the things that I’ve already said but at a more senior level, so they really need a clear vision and the vision actually ends up needing to be quite specific. Where do they really want to take us at a faculty and institutional level and there’s a lot of, when I worked in marketing we have this term called a hurrah word, there’s words we used that everyone goes ‘hurrah!’ so you can use a particular word like – when you write marketing copy there’s words that you can use all the time so the word ‘new’ you just put in ‘new’. ‘Free’ is a great word, put ‘FREE’ all caps – it’s a great hurrah word, and it’s the same in education so you know, there’s hurrah words all over the place in education that we talk about. The worst one is ‘flexible’, you know. | L2-4 LM  L11-13 A4 |
| Harriet: | Yes.. [laughs] yes. |  |
| Harry:  R36 | In our context, you know, if a senior executive wants to show that they’ve sort of got some vision they go ‘we want to make a flexible learning environment’ and you’ve got words like ‘student experience’ and ‘student success’ and five or eight years ago everything was innovation, you know, even our division was called the learning innovation hum. Now it’s transformation. So we talk about innovation a little bit but we had whole meetings talking about what innovation really was. So the vision actually has to be quite specific so I quite like the work of Shirley at UTS – what’s her last name, I’ve got a completely blank. One of the PVCs at UTS, she’s just done a seven year program of renewal, I’m sure I can pull it up if need be, if it comes back to me I’ll email you - | L1-9 A2 |
| Harriet: | Thank you |  |
| Harry:  R37 | But she got really specific so she said we’re gonna look at our learning environments both physical and digital, we’re gonna ask students what they think, we’re gonna look at the research, we’re gonna move into a new era. She just picked out a few things so, she picked out the learning environment, she really liked the flipped classroom, she really liked, there were like three or four things and she got the agreement of the senior executive and she said we’re gonna do these things, it’s gonna be tough, some people won’t like it at all but we’re gonna do it and we’re in here for the long haul and we’ll do it anyway. And she did a really great job of bringing that over a longer period of time, so you need quite a specific vision, it can’t be vague. We had a, don’t use this one because it’s too easily identifiable, but we had this strategic objective which was two words ‘digital dominance’ – so what on earth does that mean for a higher education institution?: | L11-12 A2 |
| Harriet: | Mmm |  |
| Harry:  R38 | So sorry it’s probably too easily identifiable so don’t quote that one but it needs to be specific. So what do you mean we want to be innovative or we want to be future facing or you want to be committed to student success. It’s got to be really specific and just come up with 3-5 bullet points that we can define that’s research based and we’ve got some scholarships and let’s work towards that and let’s sustain that over a long period of time knowing that higher education actually does move quite slowly so we’ve got to be thinking 3, 5, 7 years. It can’t be just a short term political ambition for someone on the senior exec and it can’t be as sure as their KPIs for their next contract, you know, it’s just got to be sustained a bit longer. So I don’t want to sound cynical, it’s not coming out for cynicism - | L4-12 A4 & LM |
| Harriet: | No you’re not sounding cynical at all I can reassure you on that. You’re sounding informed. |  |
| Harry:  R39 | They need that vision, it needs to be specific, they need to be able to sustain it as an institution but they also need to be prepared to pay a big cost, a dollar cost, the biggest one invariably is the people cost. It really isn’t hardware, software and bandwidth in my experience, it really isn’t. it’s really the people required to build this thing, maintain it, carry it forward and carry it along. So there’s some thoughts for you. It’s not about decisions specifically but that’s how their decisions affect the online learning implementation. | L4-9 B5 |
| Harriet: | Mmm. That’s fabulous. I feel like you’ve really worked hard for no money. |  |
| Harry:  R40 | How could you reward me, I can’t think of anything - |  |
| Harriet: | I’ve got an idea, I’ll see how – is there anything you think I should have asked or you wish I’d asked that you kind of wanted? |  |
| Harry:  R41 | I just remembered, it’s Shirley Alexander - |  |
| Harriet: | I should have known that. Thank you, I will, yep. |  |
| Harry:  R42 | She’s written and published about this and she’s written some really good stuff about her experience and I met Shirley a couple for years ago at ACOTE, do you know ACOTE, it’s the Australasian … |  |
| Harriet: | Oh yes, is that your tribe? |  |
| Harry:  R43 | I’m a member of ACOTE. So most universities in Australia are members or have representatives of ACOTE. So I met Shirley and heard her speak about this a couple of yeas ag and I really liked her approach. |  |
| Harriet: | I’m pretty sure I’ve seen her speak at something and I felt the same and the only reason I’m hesitating is because there’s another Shirley, I think I have seen, she did a great presentation it was related to sort of in the open access space a few years ago and I felt that she was very, she focussed very specifically actually in that presentation on a few things so it’s always, she’s practising what she’s preaching clearly. |  |
| Harry:  R44 | Yeah, yeah, absolutely. I liked her approach and I found it quite inspirational. So the other things, I think I’ve shared everything I can off the top of my head, I’m very happy if you’ve got any other questions. |  |
| Harriet: | It’s a huge amount, I guess one of the things that came out for me a little bit, just going back to the introducing yourself in different spaces and the reactions from those different people and I think what I heard you talking about almost was the need to kind of establish the different roles that people were playing in the project as being very important in part of the sense making or having space, so for me it sort of got me thinking about identity. You know, does the identity of the academic, is the perceived identity of the academic an excuse to avoid the challenge that online learning brings sometimes? You know, I don’t deal with that – I’m just pondering, that’s my research, I probably need to think through and when I’m analysing maybe that’ll come out but it just struck me quite strongly when you talked about and I totally identify with walking into a room and immediately being asked to fix the laptop. Because I know whenever I go to any video conference it doesn’t matter what role I’m in, if it’s not set up or working everyone looks at me as though I’m going t fix it and I kind of find myself in that role as well just because you know, and it’s irritating but it kind of, just when I heard you say that it made me really connect with that idea of ‘I don’t do that’ or ‘that’s not my role’ or those kind of thoughts. |  |
| Harry:  R45 | Mmm. Aaah, so your question really, is it really about identity? |  |
| Harriet: | Or is there some aspect. It just occurred to me, you don’t even need to answer that if you don’t want to, I’m kind of thinking out loud - |  |
| Harry:  R46 | Very often it’s closely linked to identity so sometimes their identity can be a reason for them to be defensive so I have this domain of expertise and I’m not actually going to invite you into that because you haven’t got a chance – the complexities of my world. Even if we’re talking, and what’s interesting, even if you’re talking about first year undergraduate stuff I’d be the high school, and if it’s first year undergrad surely you can explain it to me.. and of course that’s never really the issue, it’s sometimes a defensiveness and nervousness and so it’s like ohhh, I don’t want them to come too much in my world because they might roll over a few stones. It can also, it can be a little defensive, and the other end of it is, and this is just coming to light in a project that I’m on now – is that sometimes it can be actually they want you to carry the ?#?#? on some big decisions. Even if they’re actually not technical but pedagogical, it’s rarely content but it’s often pedagogical so if it because quite pressured and high profile and they’re worried about progress and how things will look, suddenly even after nine months of really good relationship building, sense-making, shared understanding, some really great progress, some really pointy deadlines are now looming and suddenly these really experienced educators are saying ‘I don’t like these marking rubricks, what are we going to do, I don’t like them being marked out of 20’. And suddenly it’s like ‘you need to make a decision’ and I’m like why do I have to make a decision?! And they want me to put something in writing to say that I decided to mark these things out of 10 instead of out of 20. And it’s like hang on a minute, let’s go back to our design principles document, it says there in our assessment principles we’ll mark things out of whatever will satisfy the needs of the person who created the assessment task, the person who will mark the assessment task and what will satisfy their professional judgement in awarding marks and giving students the feedback that they need in order to progress. Ok, because part of a rubricks role, certainly in formative assessment, is feedback, so if you’ve got five bands of achievement and you want to mark it out of 5 because it’s a really simple task and you just want to say you got 4/5, you got 5/5 you nailed it, or do you want to mark it out of 20 where the top band is 7 and the next band down is 14, 16 or whatever. Anyway, for me that’s their decision, I’ll say here’s the principle, you should use your professional judgement. But suddenly we’re in a high pressure situation and they’re going ‘you decide’. It’s like well - | L1-4 II/ Identity  L39-41 B8 |
| Harriet: | Mmm. And the power goes backwards and forwards almost doesn’t it. |  |
| Harry:  R47 | And so that’s a silly little example. |  |
| Harriet: | No it isn’t, it’s a very good example because whilst behind that is really strong staff so no, it’s great example. All your examples have been really helpful. |  |
| Harry:  R48 | Oh good. So maybe that goes some way to answering your question about identify and how academics in particular can use that sense of their own identity and my identity to either, they can sometimes prevent progress. They don’t always mean to but they can sometimes block implementation of progress. They can hinder it and sometimes if they’re getting nervous they can use it to sort of like escape responsibility. So they swing from this is mine, all mine, it’s my precious, you know, so their content is their precious – through to ‘oh no, this is all your responsibility, I can’t possibly take a decision like what we’ll market out of’. It’s like, really! So right now in a relatively mature project I’m on it’s curious that there’s an emerging number of situations where they want me to actually just decide and tell them what the decision is. And so I insist on facilitating their professional judgement, but anyway that example is maybe a little more related to pedagogy than E-learning specifically. With E-learning I’m more inclined to specify. So I’m more inclined to say look you should always set these links to appear in a new tab. Or you should always use a pale background behind dark text or something, or you should always try not to put coloured text across a photographic imaging and I’m prepared to unpack that with them and find research to suppo9rt if they rally want to but in the end I’ll just go look that’s just bade design, you need to stop doing that. So if it’s strictly user experience and the online environment I’m more inclined to say don’t do that. Whereas if it’s pedagogy I’m respectful of their expertise, especially content obviously, but even pedagogy, it’s like don’t ask me to make all those decisions for you, you’re professionals, use your judgement. | L1-5 B8 & identity  L7-10 B8 & identity  L23-28 MPTP |
| Harriet: | And I think it really highlights what you said earlier about the complexity of the interpersonal skills needed in this space. |  |
| Harry:  R49 | Yeah, it’s really, really important. It is important to people’s identity, their professional identity, their sense of agency and self-worth, all those things come into it and so it can be very tricky. And in the end I think as senior learning designer I think it’s sort of my primary skill now, you know, I can talk all of the intricacies and LTI and LMS and ELE and all that sort of thing but in the end I really need to have shared understandings with people. | L1-2 identity  L4-7 MPTP? |
| Harriet: | I think you’re the chief sense-maker, Harry, perhaps that job is on your door. But I really like that expression that you used, I thought that’s inspired, I think. |  |
| Harry:  R50 | Oh good. Well, I mean most of what I know I’ve learnt from other people or my own reading and I work in a team so I learn these things from other people and I remember the things that really work for me. |  |
| Harriet: | And I think one gets experience in presenting information all the time. Hopefully one learns a better way to approach a situation. I mean that’s, hopefully one gets better at that and you learn from each thing. But so from my perspective you have given me a wealth of material, I’m extremely grateful, you’ve gone way over time and I’m really happy to leave it there if you are. |  |
| Harry:  R51 | Yep I have one question for you and that is what’s the origin of your accent? |  |
| Harriet: | Oh I’m English. I’m English originally. I forget. I don’t know if I sound English anymore but yes, I’ve been in Australia since 2010. |  |
| Harry:  R52 | So 10 years and are you from the southeast? |  |
| Harriet: | I’m from the southwest. From Devon originally. |  |
| Harry:  R53 | You don’t’ sound like your west countrymen. |  |
| Harriet: | Where are you from originally? |  |
| Harry:  R54 | I grew up in Tamworth in NSW but I lived for most of the 90s in the UK and my wife’s from the northeast so she’s from Middlesbrough Stockton |  |
| Harriet: | Right, ok. |  |
| Harry:  R55 | I used to be able to pick accents really well. |  |
| Harriet: | Well I sound like my parents, we moved around so I’ve just got a non-accent I think. |  |
| Harry:  R56 | It’s quite pleasant. But it’s just an interest of mine. |  |
| Harriet: | It is interesting, absolutely and I think for anyone who’s not from the UK it’s always amazing, isn’t it, how someone can be living relatively close and the accents can be so different. |  |
| Harry:  R57 | Absolutely. My wife, Sarah, she grew up in Middlesbrough Stockton, her first degree was at Manchester University, and they couldn’t understand what she was saying and it’s not even 100 miles away. She had to temper her accent very carefully. |  |
| Harriet: | Well when I go back to the UK they say oh you sound like an Aussie. So I mean, you know. |  |
| Harry:  R58 | Good, alright well it’s very nice to meet you. |  |
| Harriet: | Good. And if I do have a follow up question would you mind if I email you? I’ll try not to make it long but if I do because there’s so much information to go through I might have something else. Again, thank you so much Harry, I’m really grateful, it’s lovely to meet you and I will get that transcript. I’m actually going to see if I can get some help with transcription because I’m very slow but I will get it to you. |  |
| Harry:  R59 | That’s great, no hurry. |  |
| Harriet: | Thank you so much and have a good rest of your Friday. I hope we meet again. |  |
| Harry:  R60 | Yeah, that would be great. Thank you. |  |
| Harriet: | Take care, bye. |  |
| Harry:  R61 | Bye. |  |