# HARRIET RIDOLFO INTERVIEW WITH BETH

|  |  |  |
| --- | --- | --- |
| NAME | RESPONSE | CODE |
| Harriet: | So, I wonder if I might ask you just a couple of demographic questions before we start. So one is around – can I ask you if you’re in the age group 39-49? |  |
| Beth:  R1 | Yes but I’m not. [laughs] |  |
| Harriet: | Oh. Are you in the next one? |  |
| Beth:  R2 | I’m in the next one. |  |
| Harriet | Oh I thought, . ok, thank you. And can I just ask how many years’ experience you’ve had in implementing E-learning? Actually no we’ll come back to that. Ok so we’ll start. So question 1 is I wonder if you could tell me a little bit about your role, so how long you’ve been in the role and your major responsibilities, and that relates to the current role and the role before.. |  |
| Beth:  R3 | So my current role is a professional learning manager within the learning design unit within the division of learning and teaching. SO I’m currently looking after professional learning for staff employed within the unit as well as teaching staff which includes sessional and ongoing staff and I guess I only really relate it to the course design process or the smart learning project we’re trying to mainstream after next year. So prior to that I was a learning design manager and that was sort of looking after a team of educational designers and educational support coordinators, and prior to that I was an educational designer. So I have a bit of experience in E-learning. I think this is my 12th year at CSU. |  |
| Harriet | Great, thank you, and who do you report to, Beth? |  |
| Beth:  R4 | Currently, I’m reporting to the director of learning unit within the division of learning and teaching and that’s Elizabeth Thompson. |  |
| Harriet: | And do you have anybody reporting to you directly? |  |
| Beth:  R5 | I only have one educational designer at the moment. |  |
| Harriet | Ok thank you. What I’d like to do is move on to question 2 and find out about your experiences of E-learning you know, in your own practice. And you might find it useful to define E-learning to start off with, I know it’s quite a big question. |  |
| Beth:  R6 | Ok so yeah that is a hard question. So I think E-learning I guess is anything related to learning online. I would say it’s online that I would put E-learning now and I guess in my own practice at the moment it is really related to the use of course space so we’re using course space to assist with the course design process so that’s really I think an online learning tool for academic staff to go through the process to scaffold them through the process of what is really an online tool to help their own design of courses and actual subjects. So I guess prior to that my experience as an educational designer and learning design manager is all about implementing online learning whether that’s E-learning, whether that’s a blended situation or fully online. So supporting academic staff and teaching staff in subjects and how they actually use that with their students I guess, also in a classroom based, classroom, face to face as well as online. So that’s sort of I guess my experience – is that enough? |  |
| Harriet: | Yes so I guess some of the – perhaps you could tell me a little bit about your experiences of implementing E-learning in a wider context than perhaps just your own or your school may be across a faculty or an institution – |  |
| Beth:  R7 | Yep, ok. So I mean I guess, as you know I’ve kind of been involved in learning management systems across faculties that we’ve been involved in so that’s been in the past where we’ve had to implement a new learning management system. So organising professional development for teaching staff in E-learning or the use of Interact 2. I guess with, I mean I don’t know whether you’re interested in the course space and course design because I sort of see that and it’s really a technology or a tool that can assist academic staff designing courses so our experience of that’s been a little bit difficult because we all don’t see that as that sort of tool, they see it as a ### process but I think it’s about having skills in E-learning that supports your own practice and makes it clear how you design courses and subjects and assessments and how you wort of scaffold it all the way through. |  |
| Harriet | Yeah that’s really interesting. Could you tell me some of the other E-learning associated technologies you’ve used? |  |
| Beth:  R8 | I guess it’s really about all of the tools within Interact 2, the online meeting #### you replay capturing lectures. I guess in the past some of the forum discussions, so I’m sort of a little bit more away from those sort of hands on things now but in the past I would have been involved in all of the tools related to the many management systems. And I guess broader tools outside of that that were available, you know, so pedal pad, padlet, any of those sort of free tools that people were using in the past. Pedal pad, e=portfolios, blogs and Wikis. I’m certainly not up to date with any of the latest free technology people are now using at CSU. |  |
| Harriet: | Thank you. Yes, thanks for that so I’d like to move on to question 3 which again is a huge question really but I wondered if you’d be able to tell me about your perceptions of the enablers to implementing E-learning. |  |
| Beth:  R9 | I sort of started thinking about that at I guess more of an institutional level so what we’ve found that the project that I’ve been working on with course design and you know, we’ve had the technology to help us design courses but some of the policy around that I guess is an enabler so a policy around use of E-learning or of the minimum expectations or standards that are set in play. So looking at what policy institutions have. I think also you know, support for the actual system so having DIT’d the systems and software that’s required and then also obviously good internet access. And then I sort of thought about also support for teaching so a responsive but I guess innovative learning and teaching unit that supports teachers on an everyday basis like we’ve had within the division of learning and teaching and then I guess support for taking on innovation so if there’s rewards or promotion or scholarships where people can take on the opportunity to have effective use of E-learning of online learning. I think part of the enabler is also an induction program for new staff so, you know, for people who come to CSU who have never taught before there needs to be an induction process into the E-learning or the systems we actually use to support the teaching.  Also I guess in the faculty and learning and teaching committees and communities and practice, that is an enabler to take on different technology or to be able to use it differently. And I guess, you know, we haven’t seen here but you know, more communication and cross-fertilisation of faculty and learning and teaching divisions. So the division of learning and teaching working closely with faculty and having common goals towards a common goal. And I guess a culture of, you know, a whole university culture of innovation and diversity and the ability to actually take risks and take on E-learning or technology that actually supports the professions and not necessarily when you take on those risks that you don’t, you know, if something happens then you don’t get belted over the head because it didn’t work – so they’re some of the enablers that I’ve thought about. | L7-20 B5  L21-23 II  L28-30 A2  L31-35 II / culture |
| Harriet | Mmm, thanks you. DO your leaders provide role clarity regarding E-learning? |  |
| Beth:  R10 | Noo… so my unit, is that what you said? |  |
| Harriet: | Leaders that you’re perhaps taking direction from or higher level, anybody that you see as a leader at the university. Do you feel that they’re providing role clarity regarding the sort of E-learning space? |  |
| Beth:  R11 | No I don’t think they are. I think it’s very fluid and that often takes on you know, somebody has a great idea and thy run with that idea rather than to be a coordinated overall approach, so we have people who like a particular tool and they run with that tool rather than thinking about the overall sustainability using that in a university-wide way or they have a particular tool that they really like so they use that rather than thinking about the underlying pedagogy or learning and teaching strategy. | L2-5 LM / lack of clarity |
| Harriet | Mmmm. And do you find that leaders engage and communicate with those who are affected by the changes? |  |
| Beth:  R12 | Mmmm. Umm, no I don’t think so. I think at the moment I think it’s, in particular we have a lack of clarity and communication around that so often we, if I can give an example, a new blackboard theme that we’ve come up with that’s been fairly poorly handled from a learning and teaching perspective because we didn’t actually, you know, people who are going to be on the ground using it or faculty learning and teaching committees didn’t actually have any input into it as far as I could see and I think that was part of the, you know, barriers to implementing E-learning because if you don’t bring people along with you then they don’t know why it’s going to change then they’re sort of more resistant to that change and go ok we’ll I’m not going to go on board with that so I think that’s one of the things that can really turn people off using E-learning. | L2-12 LM |
| Harriet: | Mmm, we’ve gone over into that next question so I wonder if I might ask you perhaps if you’ve got some more ideas around your perceptions of barriers to implementing E-learning? |  |
| Beth:  R13 | Yeah I think it’s that communication across the organisation and I guess the university level and then filtering down through divisions and faculties. Um, things like workload and I guess the commitment to ongoing professional development as people move through their career at CSU or any organisation that you know, you have an induction but then we don’t necessarily have a strong commitment to building their skills and knowledge in E-learning so there’s no ongoing commitment there. I think sometimes we’re not aware of what some of the benefits of using educational technology or E-learning is so we sort of don’t think about that we just plough headlong into it so that’s often a barrier because we don’t necessarily take people on board and tell then why we think this is good and this is why you should use it. We’d rather just say here it is and go for it. I think also there’s a lack of support for the use of innovative E-learning technology. So I think that’s in some ways why we haven’t actually moved any further along. I’ve been here just over 10 years or nearly 12 years and we still seem to be teaching in the same way. We haven’t necessarily come up with anything that’s more innovative or out there and I think ever with – this is going to sound very bad – but even with the toll or the online learning model mothing’s innovative there, it’s pretty common sense, it’s just that we don’t have a lot of I guess organisational-wide take up of that so we’ve still got pockets of innovation and not necessarily a standard or a minimum that we expect people to be able to do. And I think yeah, the skills of teaching staff and especially sessional teaching staff is always going to be a barrier because we don’t provide enough support for them. And then our students. We really haven’t done a lot of, I mean I’m not in the student area but we don’t really take advantage or a student will have disadvantage if they have poor internet access or limited access so that NBN issue is still there for some of our students. | L1-3 LM communication & workload  L11-14 LM communication & A4  L14-16 B5  L25-27 CB / e-competence |
| Harriet | So you’ve mentioned around, in your view, a lack of the organisation really in sort of creating and acquiring and managing and transferring knowledge about E-learning and I wondered how you are able to do that yourself? You mentioned that the organisation isn’t sort of supporting so from your perspective as an individual how are you able to, are you able to tap into acquiring and managing and transferring knowledge? |  |
| Beth:  R14 | Yeah I think in my role I am a little bit now removed directly from academics and teaching staff which has I think prevented me being able to understand what’s happening on the ground level and I think that’s what’s happened across the university in a way. So for me it’s really trying to still keep connected with educational designers that are working with faculties here and thinking about some of their issues and things so, and I think, the only thing that I can comment at that point is with the introduction of core space, you know if we’re ever going to mainstream that and make that part of everyday business it’s going to take a lot of championing within the schools for people to actually see the benefit of it so we really need to do some work on how it’s actually going to improve learning and teaching at hat grassroots level and what the advantages are for people to use it otherwise we won’t get that mainstreaming or implementing it effectively across the organisation and I don’t think we’ve done that very well yet. | L4-7 self-efficacy of LD?  L10-16 LM / culture |
| Harriet: | Yes so I’m hearing around from your perspective some changes needed and I just wondered if you see those changes kind of mirrored in transformational leadership characteristics? |  |
| Beth:  R15 | Yeah I think for me, and I’m probably sitting in a different space than some people, but I think that some of our, the way we’ve been structured recently for learning and teaching that some of the, I guess some of our roles and responsibilities has been taken away in that regard so now we’re not being as innovative and creative because that’s not our key business anymore, that it’s actually gone to the online learning unit, so educational designers and educational support coordinators are not really seen as being innovative or transformational anymore, they’re really just being seen as doing the groundwork for people and I think that’s sort of disappointing. So I mean I think there’s still pockets for EDs to be doing amazing things with academics but we don’t have that rapport that we had in the past, I think that’s probably one of the big barriers to implementing any great change for us from our perspective. I mean faculties might see that differently but I think that’s one of the problems that we’ve got, that we’re really not seen as leaders or change agents anymore. | L2—L6 II  L7-L11 II / MPTP?  L16-L17 MPTP? |
| Harriet | Mm hmm. Can you expand a little bit on what the infrastructure was like before and the infrastructure now? Because you mentioned a really key point around not being able to be in an innovative space and that infrastructure sounds really important. Can you expand a little bit for me on that? |  |
| Beth:  R16 | Yeah I think it’s more about I think the way we’ve been structured in terms of responsibility so we’ve got really key, I guess units now that have responsibilities and it’s pretty hard to I guess be innovative when you’re not actually being given the space to be able to try on and take on some new technologies so just as an example and I can only go from learning design units so the – this sounds like I’m doing a review of learning and teaching – but within the learning design unit we have less educational designers and those educational designers that we do have area working on specific core projects so you know, they’re working on course design, subject improvements and initiatives so there are particular things that there working on. So there’s really not a space now to, you know, look at the current technology that we’ve got like for I2 we could use this differently or we could push the boundaries in that regard because we don’t have that as a key responsibility. So really what we’ve got is what we’ve got and unless someone is really passionate about one particular tool or about a tool that’s available outside so therefore we can’t really be innovative or creative or push those boundaries any more, I think we’re quite stifled in that regard. Does that answer your question? | L12-L14 II / structure |
| Harriet: | That’s great, I’m really interested in your responses. So I think we’ll probably come back to some of those things in part of the other questions because they sort of merge a little bit.  So it gets a bit messy and that’s why it’s so interesting. So if it’s ok I’d like to move on to question 5 but as I say we might go back and forward. So how do you think that the decisions of organisational leaders affect E-learning implementation? |  |
| Beth:  R17 | Oh I think it’s a huge effect so I think some of the things I’ve already spoken about, you can sort of see what effects those decisions have and therefore you know, to be doing anything transformational at the ground level it’s difficult. So you know, just as an example, some things, you know, decisions are based on cost or so then they’re not necessarily, they don’t necessarily think about why you might purchase a cheaper product or you might not buy the whole package. They don’t really take into account how that might affect our teaching staff. So some things I thought about was, for example, you know, we’ve got lots of bespoke built software here at Alpha University like East and Norfolk and then we haven’t taken on a lot of the tools within blackboard so the syllabus or ### tools so then that sort of affects or has a direct impact on how people actually use the learning management system and then it has flow on effects into the future so you’re not, you know, we’re really making it harder for staff because we’re not using the whole system and how it works in unison and then it actually takes longer for people to do marking and you know, using Grade Centre doesn’t actually quite work or if you want to use a particular tool that could have a seamless, you know, you might mark the blog tool or blog post and then that can flow directly into Grade Centre and then it flows directly out to students, I mean that seems to be something that we haven’t really explored whether because it’s cost or whether we already have bespoke software so therefore we don’t want to put all our eggs in one basket. I think that’s an example of how it really takes, some of the decisions by the organisational leaders have a flow on effect that we haven’t really thought about and maybe if we did actually think about those things it would actually be easier for teaching staff to take technology on and then there might be more willingness to try something else because it actually is easier for them, and then I think that just has a huge effect, any of those decisions that often organisational leaders take at a cost level that actually costs us more in the end. | L5-L18 LM / e-learning knowledge |
| Harriet | Mmmm. So implementation of E-learning perse, this is a really large question, is that your perception it was facilitated by a dedicated individual or a group and are they sort of charismatic/external/internal at that sort of top level in terms of the decisions? |  |
| Beth:  R18 | Sorry can you say that again? |  |
| Harriet: | Yes. I was asking around whether your perception is the implementation of E-learning across the university as being facilitated by a kind of dedicated individual or a group and is that sort of one key charismatic person or is there a sort of group who’ve kind of, are championing if you kike, at that higher level implementation of E-learning across the institution? |  |
| Beth:  R19 | Mmm. I think there’s, there is a key group but I don’t think they’re particularly charismatic [laughs] – isn’t that terrible - but I think there is a group that’s trying to do some stuff at that higher level that often don’t realise the implications or how to actually implement it correctly. So that’s probably seen from the blackboard theme changes recently. So again they’ll, you know, their hearts are in trying to change something and make it better or make it more up to date and innovative looking but didn’t actually think about engaging people on the ground, how you actually put something into play or implement it and then who’s going to support it once it’s actually on the ground. So I think it’s pretty difficult, so if we want something innovative and creative trying to get it to a mainstream or across the board has been really difficult for them and I think maybe that’s because of all the hoops they have to jump through but obviously those hoops are necessary otherwise we’ve got to still deliver to our students at the same time. | L2-L5 LM / e-learning knowledge & lack of change management/  project management experience |
| Harriet | So you’ve talked a little bit about sort of barriers and in a way the obstacles and kind of alluded to the sort of head team not really removing those obstacles from the ground level, I wondered if I can just ask you if you could sort of mention a few characteristics that you feel a leader in E-learning implementation should have? |  |
| Beth:  R20 | Um,. I think they should be pragmatic and practical but also be able to collaborate with a lot of people as well and so not really just think it’s a done and dusted easy decision but really bring people along with the decision. And I could probably give you an example of a person I’m thinking of who’s very pragmatic and practical but mightn’t necessarily want to collaborate widely. Sometimes they just like to tick the box so I think they need to be a little bit more inclusive of faculties and the wider teams but also take on some of the, you know, be a little bit more innovative and probably just a little bit more risk-taking in the fact that we need to probably, we’ve got this interactive system now so why couldn’t we think about some of our bespoke systems and maybe we should be trialling some of the other tools and see what we could actually do rather than just stick with what we’ve got. | L7-L10 LSU1 or LSU2 |
| Harriet: | And do you see a range of leaders in the sort of E-learning communication space? Because leaders is quite a big word and you know, you’ve got top organisation leaders and you might have sort of champions or local level leaders. DO you have similar ideas around them as enablers or barriers if you like? |  |
| Beth:  R21 | Yeah I mean we do have a good team at CSU in terms of trying to implement new technology but I think sometimes the balance of power is swayed to the more conservative. So we’ve got a range of leaders and we’ve got people who want to trial new stuff and then we’ve got the people from DIT that are very good at implementing systems and know the process and we’ve got good project managers in that. I just think sometimes communication lets us down so there’s really not, you know, for example, I keep coming back to the blackboard theme but I know that’s probably in mind still. You know, we had opportunities to collaborate and communicate what was happening that didn’t actually seem to happen and I don’t know where it fell down but there’s obviously a need to change but that communication collaboration in the division and then outsaid within the faculties and schools just didn’t really happen and then the person driving it then had to take a backwards step and go back and all of the things that they probably should have done to start with. | L2-L3 II / culture  L3-L8 LM communication  L10-L15 LM communication |
| Harriet | Mmm. So do you think E-learning aligns with the key practice aspects and issues in the organisation? |  |
| Beth:  R22 | Yeah I think it does. I think there’s, you know, some of the things we don’t do very well at CSU at the moment seem to be playing out in that space as well so if we’re not communicating we’re not very good at change management then how are we going to actually implement any systems, good changes to systems, and E-learning? It’s going to continue to be a problem. | L3-L4 LM |
| Harriet: | And did you see that some of those champions and those leaders, do they always have if you like protected time to advocate an initiative or is it just another part of their job? So is there a struggle for them with fitting it in which might mean it’s not perceived as important. Are there any issues around that? You mentioned workloads earlier. |  |
| Beth:  R23 | Yeah, I think it is. I think it’s just another part of their job and as, you know, budgets and finances get tighter then there’s more constraints around that time so it is difficult, so they’re juggling you know, not just one system but creating all the other systems within that management system as well so it is a big task so I think workload is an issue. | L6 LM / workload |
| Harriet | Mmm. Beth thank you, I’d like to go on to question 6 if I might, and again, open question – how do you feel about your level of E-competence but some of the issues that have been raised and some of the things I’m sort of incorporating in that is around sure your own level but also what level might you think is necessary, you know, generally for implementing E-learning? And then around that aspect I suppose, is that a clear question? |  |
| Beth:  R24 | Yeah, clear enough I think. I mean I feel pretty competent in my E-learning competence. But I think that’s probably, I don’ think it’s, you know, I’m not directly working with educational technology like I have been in the past but I think it’s about having the confidence and the knowledge to be able to go “yeah I can do this, I can take this on board and run with it” and I think it’s a real mindset of “I’ve got the ability to do that” and I think it’s interesting if you can have that thinking because a lot of our academic staff don’t seem to have that, our teaching staff don’t seem to have that so I’d like to be able to explore how we actually get that because they’re always wanting, you know they can’t – we sway it’s all on the I2 help website or it’s all here, go here and read this and they don’t seem to be able to do that. They want people to hold their hand a little bit more so I think it’s interesting to be able to explore how people feel about taking on new learning – | L4-L11 II / culture |
| Harriet: | Mmm. You mentioned academics, what about some of the other colleagues, you know, again the leaders or higher level or – |  |
| Beth:  R25 | Yeah I think some of those high level leaders are actually not using it on the ground so they’re not quite aware of the difficulties with that. I had one academic who used to be, came back, who I know personally in business and he was quite high up in planning and audit and he came back to do some teaching and he was just amazed at the level of skill required to put in grade centre or set up forums because he hadn’t really experienced that so I think unless you’re using it on a day to day basis you actually lose it pretty quickly. But it is complicated and they have a lot to take on so – and I think it’s probably being time poor and you need to get stuff done and you just want someone to tell you how to do it.  Now I’ve gotten lost what the question was – | L1-L3 LM e-learning knowledge |
| Harriet | No you’re answering it fine, I was talking about the level of E-competence of yourself which you answered and then I asked about your colleagues, again which you’ve answered and then I was actually going to go on and ask about your perception of E-competence around the students. |  |
| Beth:  R26 | Yeah I don’t have a lot of contact with students so you know I don’t think I can really talk competently about that, I just don’t have that, I’m not in touch with students at all really which is sad when we’re designing for students in a way. |  |
| Harriet: | Yes, well I guess the obvious question is do you have a view on what type of support you think would help develop E-competence certainly with the academics or the groups of people that you are aware of their levels now? |  |
| Beth:  R27 | Yeah well I think that’s, you know, I always come back to the life cycle approach, you know, you need an approach all through life cycle of a teaching session and also about where people are at particular times in their career so support for if we’re trying to increase E-learning and also why we’re doing it and underpinning knowledge and skills then you need scholarship of learning and teaching opportunities so you need to support teaching staff all the way through and I think that’s probably missing at Alpha University at this point because we’re not really viewing sessional teachers as an ongoing commitment to teaching at Alpha University. we’re only really viewing them session by session. So I think that’s probably where we need to do a bit more work so I’d like to see a sync about sessional staff and their E-learning competency in that way so we can actually support them better rather than just say well here’s the resources to start session 1 and off you go without really thinking or providing them with individual support so I think it’d like to see more of an individual approach to where people are at in their teaching, if they’re new, have come back or if they’ve been teaching with us for a while so how do we push their skills in E-learning so we can be more innovative and more creative for our students. | L2-L8 CB |
| Harriet | So do you see that there are strategies and actions to sort of give people time to experiment and there are rewards and incentives – |  |
| Beth:  R28 | I think there are for ongoing staff but I don’t necessarily think they are for our sessional staff. The sessional staff numbers keep increasing and we need to start exploring that a bit further and what rewards do sessional teaching staff want and if they’re going to be ongoing with us after a certain period of time because as you know there would probably be some sessional teaching staff that have been with us for a very long time so how are we supporting them and what incentives can we provide. | L6-L8 CB |
| Harriet: | Yeah, so are you seeing different subcultures? |  |
| Beth:  R29 | Yeah I think so. Definitely. And if I think about back to sort of course design process and course space, you know, we’re expecting ongoing staff to engage in that area but we haven’t really thought about sessional staff so if we’ve designed a subject in that space then they need to be able to come in and look at that subject and understand where it fits in to the whole course design so they need that confidence in the technology so they can teach the subject how we want them to teach it so there’s all that sort of undercurrent as well that we haven’t thought about. |  |
| Harriet: | Yes, so are there signs of feedback and sort of research around the quality of E-learning that’s being fed back to academic staff and anyone really? |  |
| Beth:  R30 | Yeah I haven’t seen any for a very long time I’d have to say, Harriet, I’m really not into that area anymore and I think that’s where the online learning unit did a whole lot of stuff and either for my own benefit I haven’t engaged with that at all because of workload and I think in some ways a siloing effect of the individual units within the division so that more so affects that because you don’t have any time to just be looking at what everybody else is doing which is sad but, and then you’re not understanding why they’ve decided to go in a particular way so I’ve been concentrating on course design and subject design but I necessarily haven’t engaged at that higher level of that online learning, why we’re heading that way or what we should be thinking about in terms of course design, either. | L5-L7 II / structure |
| Harriet | Is there anything else you’d like to add around any of the questions that I’ve asked you that you think I might have missed? |  |
| Beth:  R31 | No I don’t think so. |  |
| Harriet: | I’m just wondering around, you know I think you mentioned talking about the high level course space and even that process has helped you with online technology, and that made me wonder around the pedagogy side of things and I know you have a pedagogical background – you’ve got a masters in education I think, is that right? |  |
| Beth:  R32 | Yes. |  |
| Harriet: | So I guess around the E-competence I wondered what your thoughts were in relation to the sort of triangle of knowing pedagogy, being aware of online possibilities and technologies I guess and then understanding the student – |  |
| Beth:  R33 | Yeah, so I mean if I’m thinking about the use of course space and that whole design of courses we are really talking about pedagogy and the particular design and curriculum and then we’re expecting academic staff to develop their skill in the use of E-technology course space and then also thinking about what the student wants of the accrediting body requires as well so sometimes in what we’ve found in the project is that a lot of people because of the quite complex and difficulties in the space with the course design because that’s foreign to them and then they have to use core space sometimes the pedagogy is actually starting to slip so they’re spending all their time on thinking about using the tool rather than the tools meant to be supporting the design and the pedagogy and making sure we can actually get a really well developed quality course for our students so some of that E-competence comes in there and we’ve found people who are actually probably newer to the organisation come in as course directors or sessional staff or a subject coordinator being able to pick up course space a lot easier than our longer term academics and we wonder whether that’s more of a cultural thing or whether that’s actually, their E-competence might actually be better than our long term academic staff who have taken on different roles or are not on the hands on any more, whether they’ve sort of let them down in a way that we haven’t been able to increase their skills, they’ve actually decreased because of the administrative course director sort of stuff and they haven’t kept up with that – | L7-L12 CB pedagogy v tools (& A3?) |
| Harriet | That’s a fascinating observation isn’t it. |  |
| Beth:  R34 | Yeah it is interesting. And so we’ve had a lot of people come or go because I mean the whole project has been, I guess has a whole political background, just if you just think about course space some people love it and some people hate it and the new people have found it easy to use whereas the other people have gone “this is really hard to use, I don’t understand it” so it is interesting. It’s be worth exploring just that area. | L2-L3 A4 |
| Harriet: | Mmm. Well I think I’ve come to the end of my questions. You’ve provided lots of information. I’m just going to stop the recording, just a sec… |  |