

# Appendix 3: Interview Transcripts

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## Interview 1 – LEC2

1	3-12-19	Interview 1	45.03 minutes.	8348 words
2	INT1:	OK... Today is the third is it?		
3	Ellen:	Yes, it is.		
4	INT1:	OK, there you go.		
5	Ellen:	Thank you so much.		
6		Ehm.. I would first like to start maybe to ehh, kind of, ehbm shortly explain		
7		what kind of study this is and what it is about-		
8	INT1:	Mh-mm.		
9	E:	Ehm, it is a four month research project under an Erasmus agreement. Ehm,		
10		working with Christine O'Connor and ehh Barry Ryan-		
11	INT1:	Mh-mm.		
12	E:	And I am studying the lived experience of chemistry lecturers Ehh-		
13	INT1:	Mh-mm.		
14	E:	During a VLE change.		
15	INT1:	Mmm		
16	E:	And since that is such a unique, ehbm, event happening now at TU Dublin.		
17	INT1:	Mh-mm.		
18	E:	Eehm, And I am originally in a Chemistry degree myself. Ehh, But this is a		
19		project ehm, towards the Ehh finishing of my Masters, while I get some elective space.		
20	INT1:	Mh-mm.		
21	E:	I had—eh have conducted the questionnaire as you kindly filled in.		
22	INT1:	Mh-mm – Mh-mm.		
23	E:	Ehbm. And that's supposed to support this interview today.		
24	INT1:	Mh-mm.		
25	E:	Eehm, Where, Eehm, I would like to use today an opportunity to kind of get		
26		more your experience.		

27 *INT1:* Mh-mm.

28 *E:* Ehm, And, well ehm. Using your experience as Eehm, a step forward in trying

29 to see how VLE-change affects teaching practice as well.

30 *INT1:* Mh-mm.

31 *E:* Eehm. And I would like to eh, emphasize that you are eehm, the expert of

32 your own experience, So eh

33 *INT1:* Mmm.

34 *E:* I would like to hear any-, any of your experience as you can describe it.

35 *INT1:* Mh-mm.

36 *E:* Eehm, I would like to maybe start off with, eehm, your career. Kind off what

37 you're doing at the moment, what your exact eehm, role- academic role is at the moment.

38 *INT1:* Okay, so I am a chemist. I did a chemistry degree and I a PhD in organic

39 chemistry, but I- That's when I finished working in Chemistry. I then went to work in the

40 pharmaceutical industry and I worked in three different pharmaceutical companies in

41 technical support roles, and in technical management roles working in validation and

42 technology. But it was finished pharmaceuticals and then I moved from that into

43 biopharmaceuticals. Eehm, So I've been lecturing initially before I went into industry, after I

44 finished my PhD, I worked for a year lecturing, Ehm, in Cathal Brugha Street actually. Then I

45 went into industry back for about ten years, then I came back here. And I am here about

46 twentytwo-twentythree years, Eehm. But when I started in- in the school of chemistry, I set-

47 up Master programmes in pharmaceutical quality assurance and pharmaceutical validation

48 technology. So, my- my. I am not actually lecturing in chemistry, I lecture in pharmaceutical

49 technology and then one of the- I took a sabbatical for one year and I went to work for

50 NIBRT(?). Which is the national institute of bioprocessing, research and training. I was a

51 training-director there and Eehm, then I came back and, So I am here working in

52 pharmaceutical technology. At Masters, graduate level. I don't teach any undergraduate

53 students.

54 *E:* Mh-mm. Mh-mm. And would you say that your, eh, lecturing is then

55 informed by your own experience first-

56 *INT1:* Yes.

57 *E:* -from when you were studying.

58 *INT1:* Mh-mm.

59 *E:* And then of course, maybe later as well by your experience in industry?

60 *INT1:* Yes. Primarily by what I learned in industry and all of my research-students

61 who are all working in industry.

62 *E:* Mh-mm. Eehm, yeah that makes sense. Ehm, and what were your motivations

63 to start lecturing in the first place, after a PhD?

64 *INT1:* Eehm, well, the first time it was just 'cause it was- I was in Dublin, and it

65 suited me to be here and I just took the position. But I enjoyed it, but I had worked in

66 industry. My motivation for when I was working in industry was, I was trying to improve

67 people that who had got a good idea/sense of [inaudible] chemistry, but had knew nothing

68 about the pharmaceutical sector. So, eehm. I- when I had the opportunity to move into

69 lecturing again- And it was specifically to address that gap. So that's why I set-up the two

70 Masters programmes in pharmaceutical quality assurance and pharmaceutical validation

71 technology.

72 *E:* Because there was a real gap-

73 *INT1:* Yeah, Mh-mm.

74 *E:* in the know-

75 *INT1:* In the student-knowledge for what they needed to actually work in industry.

76 *E:* Mh-mm.

77 *INT1:* So it was to address that gap.

78 *E:* Also in the questionnaire I listed a question, eehm. What is your teaching

79 philosophy. Eehm,

80 *INT1:* I'd lo- I started teaching before philosophies became a thing. And I have

81 adopted my own methodology of teaching which works quite well. I don't try to align it to

82 any philosophies because, basically it works for my students. And ehh, I think there is a lot of

83 theory out there that's based on teaching teachers how to teach, rather than teaching-

84 rather than people teaching students science.

85 *E:* Yes-Yeah.

86 *INT1:* So that's my philosophy.

87 *E:* Yeah. 'Cause you also mainly said: my motivational factors or mentors in my

88 career were eeh, mainly yourself.

89 *INT1:* Yeah, because there isn't, I mean- There isn't that many people with the

90 teaching experience that I have in what I do. So therefore I am developing it as I go along.

91 *E:* Yes. Eehm, I would like to ask you about the general perception of digital

92 learning tools. Eehm, I was actually, eehm, I saw your answers to the questionnaire and y-

93 you've ans- you have used, eeh, a number of them often or sometimes even more

94 frequently.

95 *INT1:* Well, I have no choice but to use them. My- I have thirty students who are

96 remote. They are doing a fully online programme. And they have to use the digital learning. I

97 also have ehm, with the quality insurance programme, they're all part-time students, they all

98 work in industry. They d-d-, the validation programme is online, fully online. So we have to

99 use the digital learning technology that we have.

100 *E:* Mh-mm.

101 *INT1:* The quality assurance st- students, wh- I meet them face-to-face ever so

102 often, but when possible I do it online for them because that is what they like to do as well.

103 *E:* Mh-mm.

104 *INT1:* The students who are part-time and who are working.

105 *E:* And how did you become involved with using the different tools?

106 *INT1:* I had to teach myself.

107 *E:* -kay. So, when there was a need for a certain- the use of a certain tool, you

108 would-

109 *INT1:* Yeah. I would. I find that I.. have – I mean that these are adult-learners, they

110 are all very very busy people, they-. I design my assessments so that it teaches them what

111 they learn and then we try to model that through the tools that are there. But most of the

112 time, a lot of the time we use external tools for the platform. Because they're better

113 functioned for what we need.

114 *E:* Mh-mm.

115 *INT1:* Also we are dealing with people who are actually work in the workforce, who

116 are busy people, who on a daily basis use webinars, use- you know. So, the clunkiness of

117 the tools that we have aren't always suitable for what we're trying to do. So therefore,

118 sometimes we work outside of the platform.

119 *E:* And how do you perceive the-eehm, the eeh, increase of digital learning tools

120 over the years?

121 *INT1:* It's just noise.

122 *E:* Mh-mm.

123

124 *E:* Just noise, and then..

125 *INT1:* A lot of functions that we don't use, a lot of.. And the things we try to use are

126 not working necessarily that well-

127 *E:* Mh-mm.

128 *INT1:* So, I mean in- we're trying to teach people things that are.., you know- At

129 masters level, like quizzes are not working for them. They are not going to- This is- this is not

130 trying to teach 18 year-olds, this is trying to teach thirthyfive year-olds, forty year-olds.

131 People who will be able to take a document, review it and write a-ehh review article on it.

132 You know, I mean we're not scaffolding their learning. We're actually trying to consolidate

133 what they have and what they are learning on the field. And the tools are, you know, they

134 are not necessarily useful for mature adults.

135 *E:* Mh-mm.

136 *INT1:* You know, for- in our experience anyway. I mean we did try wikis, and we did

137 try all these things, but it's just.. To be honest, the information we're trying to give them

138 sometimes gets lost in the technology. So, we find keeping it- keeping the technology to be

139 in the background rather than the technology to be in the forefront of the teaching. And we

140 just look at what we're teaching.

141 *E:* Could you elaborate on that? How the eehm, knowledge get lost in the

142 technology?

143 *INT1:* Because they spend more time trying to figure out how to use the Brightspace

144 than actually figuring out about them GMP rules, that we are trying to look at.

145 *E:* Mh-mm.

146

147 *E:* So learning technology sometimes takes place over the learning of the actual

148 material?

149 *INT1:* Absolutely.

150 *E:* Mh-mm.

151 *INT1:* Mh-mm. And, the eeh, the complexity of- Just last week I had an online eehm,

152 'cause the students were doing an online presentation for us, that we used to be able to do

153 very simply. Now, literally, nobody can get in. The students don't have access. Then they go

154 into webinars, it's- it's like- To set it all up is just- Takes way too much time, takes way too

155 much time for them. We've had to start choosing their company materials, or their company

156 tools-

157 *E:* Mh-mm.

158 *INT1:* -it's easier. They can access it, so they can set it up, they can invite their

159 classmates into it and nobody has to get lost in the technology. We're actually more

160 interested in the material they're presenting.. and the technology is causing, you know, it

161 ma- it just makes it very complex.

162 *E:* Because also, I am very curious myself about what the exact barriers for

163 everyone is eehm. For lecturers specifically are, to use more digital learning tools or VLEs.

164 *INT1:* Well, one of the biggest barriers is, after the eeh, hours of five o'clock in the

165 evening there is no support. These students all operate in the evening and the weekends. So,

166 the support is a barrier. The-ehh, ability of the students to- I mean, if they want to run a

167 webinar, I have to meet them in the room and hand-over moderator access to them. That's

168 means that they can't have ad-hoc meetings that they wish. But they're just choosing their  
 169 own tools. They're using Skype, they're using Whatsapp, they are using- So we are using, we  
 170 are actually managing what we want to do, we're just not using the platform to do it.

171 *E:* Yes-Yeah. Mh-mm. 'Cause how did you experience the recent change from  
 172 Blackboard to Brightspace?

173 *INT1:* Extremely complex, very difficult. I had to rebuild all my modules, every single  
 174 one of them. I spend all summer. Actually, downloading the material and getting everything  
 175 together. I now have my material out of both platforms and I can operate them in whatever  
 176 we- However I need to now. But I have gone through all of the various different Blackboard  
 177 technologies when they used to use Echo360, and then we used- We went through about  
 178 ten different tools. None of which were easy to learn and after which then we stopped  
 179 supporting them. So, now I have actually stopped using tools that are supplied by the  
 180 university. I use my own tools so that I can actually be in control of my own material. And  
 181 then I upload it to whatever platform they decide is flavor of the month.

182 *E:* Mh-mm. Have you also talked to people ehh, for example at the learning  
 183 teaching – [training centre].

184 *INT1:* Oh yeah. Regularly, all the time. Ehm, I met somebody the other day from the  
 185 learning, teaching and training center to understand perhaps how to learn how to use the  
 186 webinar. And the person who was going to teach me had never used it before. So I ended up  
 187 teaching them.

188 *E:* Yeah.

189 *INT1:* You know. So-

190 *E:* That is not the way you want that to go.

191 *INT1:* No. I mean, I- It's not their fault. They're being presented with a new tool, but  
 192 at the end of the day we are the people that have to use that tool to teach and it's- you  
 193 know. The tool might be wonderful, it might have bells and whistles but, we really do not  
 194 want bells and whistles. We want to- So, I equate it to: It's like you going into the classroom  
 195 and the door is locked. We cannot get into the room to do the teaching. So what do we do,  
 196 we across to Starbucks, and we have the lecture at Starbucks. 'Cause we just say okay, we'll  
 197 use our Skype or we'll use something else. 'Cause everybody is there. Like, these are busy  
 198 people. We have something scheduled at a certain time. If it's not working, okay. Let's just  
 199 figure out. And somebody will say: Look I'll just use my- my work one and I'll send everybody  
 200 a link. And that's what we do.

201 *E:* So it's also about—Mmm-what is most available to you, what is easier to use  
 202 rather than what they want you to use?

203 *INT1:* We use what we can use, but if it's not working then we have to actually go  
 204 and find something external to do it.

205 *E:* Mh-mm. And how- You say that eehm, the whole VLE change take time to  
 206 eeh, amend all the courses. How-

207 *INT1:* Yeah-yeah. Serious amount of time. I would say perhaps, for I mean-. At the  
 208 moment I am running three modules and I literally have to build them as I am running them.  
 209 Not just-. So I'm- I'm spending time building the modules as well as teaching as well as doing  
 210 all the other things. So, this- this semester has been extremely complicated. You know. And  
 211 it's just not learning how to use the tools that's literally the- the actual- I also equate it to the  
 212 fact that apparently, they migrate it. So, it's a bit like you're moving house. The removers  
 213 come in, they packed everything into a box and put it in a warehouse. And you have to  
 214 unpack it, and put it in the right room and put it in the right place, and put it in the right-

215 And, a lot of the links didn't work, a lot of- So, it's- it-. From our perspective it's easier to  
216 actually just build it again. You know, just build it again. So there's been a whole eehm. You  
217 know, and I mean. That's just the modules I am running this semester, obviously you'll have  
218 the other ones next semester and next semester. So, you know, what can we do? That's you  
219 know what was there.

220 *E:* Because would it- Would you also say that it affects your teaching practice  
221 directly?

222 *INT1:* Oh absolutely, one-hundred percent, without the shadow of a doubt. The  
223 students know that we can't actually keep up with half the stuff. Like, one of the asked for  
224 feedback and said: I know we can't get the feedback 'cause we're just trying to struggle to  
225 get the lectures going. So, we don't have time to do any of the things that we would do  
226 because we're trying to actually, literally, get the material up and running for next week's  
227 class. So, it has- it has. Now, when it all is settled, it'll be fine. But by that stage it'll probably  
228 change to something else again-

229 *E:* Yeah.

230 *INT1:* So, you know.

231 *E:* What would you say would be the biggest problem in that whole- like, in the  
232 whole changes of the eehm, use of the tools, changes of the mandates by the university..  
233 What would be the biggest problem?

234 *INT1:* Well, just all- just, just, you know. Making decisions to change things all the  
235 time, you know, is not useful, you know. Plus it's also, you know, actually there was a eehm,  
236 a eehm, decision. Like when the decision was made to change to Brightspace, I was on a  
237 group that was looking at it. I recommended we didn't change, but, you know. The voice of  
238 the lecturer was only one of the other ten people, you know. So, it's kind of- But in reality  
239 when you're looking at a decisions that is as important as that, it just strikes me like: Why do  
240 we have it filled with people from teaching and learning, from the library, from all of those?  
241 They're not actually using the tool to teach, you know. They're using it for all the pedagogy  
242 things it can do. How many people are using all of that, you know. So, we pick something  
243 that does all of this, that stop people who are using it from being able to use it. You're just  
244 kind of think, you know. What is the benefit in that really?

245 *E:* What would you say would be the solution?

246 *INT1:* Oh, I've got the solution. Take myself out of.. it. And just whatever it is, I have  
247 it all- we can. With the solution, at times eeh, I mean. We're running some of our modules  
248 on Moodle because we couldn't get it up and running and we haven't got it there. So, in  
249 reality I think a lot more consultation with the people who are actually delivering the  
250 material.

251

252 *E:* Ehm, because one of the new features of Brightspace is also supposed to be  
253 ePortfolio's. It's not been fully launched yet, but it will be in the future.

254 *INT1:* Mh-mm.

255 *E:* Ehm, which is eehm, written up as, could be potentially positive for tracking  
256 student's transitions throughout their programme as a whole, because they are available-  
257 The courses remain available throughout the years that students-

258 *INT1:* Mh-mm.

259 *E:* -are studying. Do you perceive that in the same way?

260 *INT1:* No. Ehm I use ePortfolios- We used to use ePortfolios, when we had another  
261 platform, this is just another platform. Is it gonna work, is it not gonna work? You see I- I

262 teach adult students. So as far as I'm concerned, they are responsible for their own learning.  
263 They are adults, therefore they've- they don't start in year one to year four. In fact, they'd  
264 be- it's a one year programme or a two-year programme, but it's co-thought. So, it's not like  
265 we are building their experience. So, the ePortfolio, I mean, to be honest, I don't see them  
266 really using it. There's a lot of complexities around it, like the student numbers, or they'd  
267 just, the student number, it doesn't have your name. People don't know who you are, it's,  
268 you know. So, my- and it's always has been my advice to them, always was: You're in your  
269 module, make sure that by the time you finish that module, that you have everything you  
270 need. If I were you I would set-up a folder on a hard-drive somewhere and store all the  
271 material for that module. The videos that we produce, they are not going to be available in  
272 their ePortfolio. Because these are our material and we certainly don't want four years later  
273 or ten years later, people looking at videos that we've generated. So, that's a problem for us.  
274 And, you know, if we find that our videos are available, we will just remove them. You know,  
275 I mean. D'you know. We are not- It-it-it. We are not happy with that we've generated- and  
276 we're working really hard to get solutions for actually students downloading videos. We  
277 don't want students to download our lectures, that we have given, of us. Because we –  
278 that's not material- that is proprietary material that we have generated and we're not- we  
279 really do not want people out industry having it. The lecture notes, that's fine. They can have  
280 them wherever they like. But the video material that we're generating is something that we  
281 are concerned about. And it's not going to be available in their ePortfolio.

282 *E:* Is some- is that like, data remaining online-

283 *INT1:* We would just remove it.

284 *E:* - do you perceive that as dangerous as well?

285 *INT1:* It's not- it's not that it is dangerous or not. I am just not happy, having my  
286 material with videos I've produced that has me there available for- indefinitely for people to  
287 use. So, they can- it-it's a bit like somebody going into a lecture theatre and recording a  
288 lecture. Is it right that they have that? You know. And can share it with all their classmates?  
289 And can share it with all the people they work for? And can share it with, you know, put it up  
290 on YouTube and put comments on it. You know, so, that's something we're very, very  
291 unhappy with. The support we're getting to actually be able to make sure our videos aren't  
292 actually, you know. So, the answer of uploading as an MP4 is not acceptable, we're not  
293 happy, we'll not upload MP4s. So they tell us to upload it onto Youtube, fine, we can do  
294 that. But then we can take it down.

295 *E:* Mh-mm.

296 *INT1:* You know, so, I mean. We don't see- but, but- there's- there is no, as far we're  
297 concerned. We give a class, I don't necessarily want people having that video forever. So,  
298 you know, I don't mind them having the notes, but not the video.

299 *E:* And, I guess taking control of that yourself, by distributing that video maybe  
300 yourself-

301 *INT1:* Well, we have it on the platform. So, I have it on HCA(?) -net at the moment.  
302 But I can take it down of HCA-net whenever I want to. So, even if people have the link, I have  
303 the control.

304 *E:* Mh-mm.

305 *INT1:* You know.

306 *E:* You were mentioning, eeh, 'we' a lot as a eeh-

307 *INT1:* There's a team. I have a team of about three or four people who work with  
308 me. Ehm, and that's about it. In- On the- On the online wholly programmes.

309 *E:* All in the same function, or also support?

310 *INT1:* No, they're all lecturers.

311 *E:* Yeah. Mh-mm.

312

313 *E:* Do you see a future for VLE? Do you think it will remain?

314 *INT1:* [Thinks] It depends. I mean, the programmes that we're using- the-. Like we

315 have a fully online programme that we are all subscribed to. Ehm, we have to have a method

316 of eehm, delivering it. But whether we do it via VLE or we go to, you know, a- here's your

317 notes and here is we Webx-link and come and talk to us in the webx, and, you know. I mean,

318 the VLE is- is the method that we're actually getting out there. But does it- From our

319 perspective, does it matter whether we are teaching in Kevin Street or Grangegorman or

320 where-ever, you know. So I am not sure if the question is, if there is a future for VLE or if

321 there is a future for digital learning. You know. Now, you have to understand that my

322 programme is actually- this is not an undergraduate programme, teaching undergraduate

323 students. Teaching postgraduate programme, with professionals coming in and we're

324 teaching them online, you know. So, if you look at a lot of the online learning, it's at a

325 professional level. And we're- we're there doing that. Is the VLE that we're used fit for that

326 purpose? Perhaps not. It's designed for undergraduate teaching, you know. Which is fine.

327 We just use the functional bits that we want in it.

328 *E:* Yeah, because it can serve-mm- as a platform, of course, to just share

329 information.

330 *INT1:* Yeah. Well, we obviously use that, for that. We try to get them to use the

331 discussionboards, as a means of them actually communicating with each other. They like the

332 live webinars, we- you know- because we'd see them face-to-face once a semester, but

333 that's it. But that's not even compulsory, because some of these students are in Holland,

334 some of them are in the UK, some of them are in various different parts of Ireland. So, there

335 is not always- it's not always, there not always able to actually attend, you know, the once a

336 semester live session that we have.

337 *E:* Would you the say also, because you're teaching online, that you're use of the

338 VLE is far more than other colleagues? Or other colleagues within the department?

339 *INT1:* I don't really know how they use them. Now, if I was teaching in a classroom, I

340 probably would not use it. Maybe because you have that hour with them, and that's

341 probably even much more beneficial than actually, you know, trying to make a- record a

342 video and put it up online. Well, we don't have that option. So, and also, the students are

343 working. So, them commuting for an hour in the traffic to get in, an then an hour home is

344 probably less better use of their time, than actually logging onto a webinar, or looking at

345 pre-recorded videos of that. But we have it well-structured, in the sense that- And that's-

346 the, the- well the Brightspace is not as easy to use in that structured manner. You have these

347 units, but you have, you know. That download button drives me mad, because they can

348 download all the material. But then it goes into a folder, not probably in the order we put it

349 in. So we would have said: read this, then do this, then do this, then do this.. And eehm, we

350 had it well structured, like this was lesson one, lesson two, lesson three, lesson four.. And

351 they were all in folders, and all the material associated with lesson one was in the folder for

352 lesson one. Including the videos and the- So, we could actually have a discussion board

353 around lesson one. And that was all neatly packaged in a folder. And then we'd get into

354 lesson two, lesson three, lesson four. Whereas now, if you have them all in units, it's-it's-It's

355 just not as neat. It-It-It-It's more. It-it-it just doesn't, you know. You-You're You-You have to



356 get down to you, like. We had is set-up like you can get into lesson ten, and then when  
357 you're in lesson ten, that's all you need, is in there. All the stuff you need. All of the reading  
358 material, all of that. Whereas now, it's just, you'd have to scroll all-the-way down where, you  
359 know, just. It isn't as easy for them. And we would be able to put in a folder, a note on the  
360 folder saying: This folder contains all this material or whatever. Whereas now, you can put it  
361 in as a unit, but then where'd you put the information and you know. So, it's- they're just  
362 trying to get used to that, and how-. What's the best way of us actually, you know, giving  
363 them the information. In a clean, easy way. That doesn't have, you know, all of the sort-off  
364 noises-. I call them the background.

365 *E:* And would you perceive this maybe, as a, also eeh, an effect of the time?  
366 Being at this, moment we just changed to Brightspace- eh Brightspace. And ten years ago  
367 they just changed to Blackboard, maybe they've eeh, perceived the same—

368 *INT1:* Well, I was there for the change to Blackboard. And, eehm. I mean, it was the  
369 same complexity, Blackboard at the beginning wasn't- it-it-it got a lot better as we went  
370 through it. I am hoping Brightspace gets a lot better. But the eeh, you know, I mean. I  
371 listened to the Brightspace sales pitch. And I see what they sold us vs. what they said they  
372 were giving us, you know. This will happen: Oh, okay that's a function of this, you know.  
373 Things like eehm, you know, the students will be enrolled in your modules, you should try  
374 and get the students to enroll in the module. They can't find the module, and then you have  
375 all these randomers in the module, that aren't supposed to be in there, because they  
376 enrolled in the wrong module. And then you're there trying to clean it up. And then you'd  
377 close the module and then all the students can't get in. We have a very simple way of- where  
378 you can put a password on. You could tell the students: there's a module, enroll in the  
379 module, but there's the password so you can get in to the module and you know you're in  
380 the right module if the password works. You know, so there's things like that. The e-mail, we  
381 won't talk about that. You probably heard about the e-mail from Brightspace. So, if we send  
382 e-mails to the students from Brightspace, they go into junk. So, we've had a lot of difficulty  
383 with us sending e-mails in the beginning with the students just not getting them. And, then  
384 going through their junk e-mail and students- I have one student who actually had to  
385 withdraw from a module because she was travelling and she missed the e-mail. So, she  
386 didn't know it was to start. By the time it started, she was three weeks in and we'd started  
387 with assignments and I thought she had left the course. So, then she contacted me and I  
388 said: Look, just fill in a personal cert- We can't let you- You can't catch up since you've  
389 missed the assignment. And ehm, she said: It's just been so busy. And she said: Look, I'll just  
390 defer that module and I'll do it again. So, her actual- as a direct result, she has to take  
391 another module. So, her actual graduation will have to change.

392 *E:* What do you say, would be the biggest changes between the Brightspace  
393 sales pitch you saw and the Brightspace as it is delivered nowadays?

394 *INT1:* Oh, apparently it was supposed to be a seamless transition. All the modules  
395 would automatically be transferred and you'd be able to plug-and-play. No, no that did not  
396 happen. Ehm, the eehm. I mean, the-the-the. I mean obviously there's a new learning. You'd  
397 have to learn a new thing, but like it- it- it-. I am not sure that Brightspace is the problem. I  
398 mean I don't know which one, or what other one. I just suspect if we had stayed with  
399 Blackboard, we would have been [inaudible:anultment], been able to get more support,  
400 because we were- We-we moved from one to the other. But we don't have any access to  
401 anything that we had prior because it's gone and we have no contract with them. So, you  
402 know. So, I mean after five years from now, or ten years from now, when Brightspace is no

403 longer flavor of the month and they'll move it to another platform, the same thing will  
 404 happen, you know.

405 *E:* I was also wondering if it would be possible if I could, maybe observe some of  
 406 your Brightspace courses? Or is it possible for me to enroll without any problems, just to  
 407 see?

408 *INT1:* Yeah, I mean, when are you- Though- we're at the back-end now. When are  
 409 you eehm. How long are you here?

410 *E:* I am here until the third of January.

411 *INT1:* And when are you finishing you Masters?

412 *E:* Ehm, in- beginning February.

413 *INT1:* So, it's kind of a bit late. Well, I don't mind you if you want to get into a  
 414 module, that is no problem.

415 *E:* Well not to participate, but just to eeh, to see. Because for me as eehm,  
 416 outside researcher it's difficult to actually see the spaces that-

417 *INT1:* Mh-mm.

418 *E:* -people are talking about. And especially because the spaces- because for  
 419 every lecturer are eeh, very different-

420 *INT1:* Mh-mm.

421 *E:* in it's own right.

422 *INT1:* So let me just see, now. Am I on the Eduroam at the moment. [...] Eehm, sorry  
 423 just.. So how do you, do you have student number or what is it?

424 *E:* Yeah, I have a student number.

425 *INT1:* So, this is my eehm. So, I'm teaching three courses. So, one is a validation  
 426 technology, one is eehm. Well, one is- one- the- Well, there's two components of one course  
 427 that I just I've put different colors on them so that I would know which ones are which,  
 428 which course I'm in. This is a very interesting feature of Brightspace. Look, I have this module  
 429 here. This is one class and this is another class. And we're- I am teaching them  
 430 simultaneously the same- But this is sort of a little bit more face-to-face, these are the fully  
 431 online students. But when you go in.. to it, look here. It tells you which module you're in. But  
 432 when you go into week one here, I go into week one for example there. And this is what I've  
 433 got, and these are the videos that I've uploaded and all of that. I don't know which module  
 434 I'm in. I actually don't know whether I'm in the pharmaceutical quality assurance module or-  
 435 Because it doesn't tell me, 'cause it's the same code, but it doesn't tell me which one I'm in.  
 436 Now, I have put in here, a hidden message to myself to tell me that I'm in the validation  
 437 module. But- 'Cause it was driving me mad, I couldn't figure out-. 'Cause I would be  
 438 uploading materials and I'd say I'm in the right module and then I'd have to and look at the  
 439 class and list, you know. So, I mean, there-theirs is things like that we'd just put in work-  
 440 arounds. Because it's just- you know, I mean. This is not useful. You do not know- I know I  
 441 am in week one, I know this is what I am doing, but I don't whether I am in the validation  
 442 class or in the QA class. Because once I go into it, it doesn't actually tell me, you know. So,  
 443 there's a- there's a thing that we've got a work-around in. I can enroll you into one of these,  
 444 like- So, I can go- So, if I go back out here, So, this is this one, like, now. These, like- They- I  
 445 try to make it look clean for the students, so they know this is week one, week two, week  
 446 three, week four, you know. We've had to put in these work-arounds, this is their  
 447 assignments here. Anything that's in, I mean, that's the default, but that's not visible to  
 448 them. So, I haven't bothered changing it at the moment. So, I go in and I put in the schedule.  
 449 So, I can enroll you in this one that's if you want to. This has- So this is the webinar room,

450 this is where we actually use the webinars. You can see these are the ones that I've set-up  
451 and- I- but, but I hide them once they go in, and I don't know why Layeth(?) is in there at the  
452 moment. But, I mean, this in itself- For me to set-up a webinar I'd have to s- I- Actually that  
453 reminds me, I have to set one up to meet a student today at two o'clock. Or- So, I have to  
454 set-up a webinar. Students can't set-up a webinar. So I have to actually take time out of my  
455 day to set-up a webinar. And then I'd have meet them in there. 'Cause he wants to record  
456 something. But he can't record 'cause when he goes in he doesn't have any access. So, I  
457 have to meet him in there and give him access and then he can go ahead and work away  
458 with the rest of the students, you know. So, things like that, you know. That's just, you know.  
459 That just isn't easy. These are fully online students, I mean this guy is in the UK and he's  
460 trying to collaborate with somebody who's in ehm, Holland. And they have to- They can only  
461 do it at a time that I'm available. Now, we ran into the complexity today, where we were  
462 going to do it- There's nothing going to be available after five o'clock, so they're gonna do it  
463 at two o'clock. So, they are taking time out of their day, you know. So, that's just on a day-  
464 to-day type of thing we have. I am just going to actually invite them in here. Set-up a  
465 webinar. So, I can go in and I can set-up a virtual classroom here... And it brings you to this  
466 Bongo site. Now, I have the ability to set-up a classroom, but the students don't. So, this one  
467 is for recording. What day is today? Tuesday the third.. Meeting date.. Tuesday the third of  
468 September. Okay.. Meeting time- I'll just set it upto- because- While I'm here and doing it, I'll  
469 just do it. Two, fortyfive. The duration, interestingly. If you don't change the duration, and  
470 you're recording it, it kicks you out after thirty. So, you- you'll record but- In the other- We  
471 used to be able to record the component parts, now you just have to record. And it just  
472 does, you know. We'd be able to record and pick whichever recording we wanted, or if you  
473 only wanted to record ten minutes. Whereas now, it- it just automatically kicks you out. So, I  
474 am going to allow external participants, 'cause that will give me a link. It will invite the ti- It  
475 doesn't send out an invitation. So, that is there now. So, now at two fortyfive, I go in there  
476 and I'll meet the student and I will actually give them access and they will be able to go in.  
477 But now, he won't see that, so if I take this here, and copy the external link and go back over  
478 here to content, eehm. Unless he knows how to get into it through that, which he probably  
479 does 'cause he has been using it for long enough. But I can now link it into here. But as you  
480 can imagine this is not particularly eehm, you know. This is not eehm. So.

481 So, he will know that that is his one. And then he can't go in at the moment 'cause he  
482 won't be allowed in, but I- So, now I go back here. And I've set it up so that this is where  
483 they'd find it and he'll see that. Now, I'll just move it up to the top, but he can't see the  
484 others anyway, because they're hidden. Okay, so there we go. So, you can come into this  
485 module if you like, you know. It starts with week one. So, if you go in here to week one,  
486 eehm. Here we are. So, this was- this was- these are videos that I'm showing them that I had  
487 recorded. So if you look at this here, if we go in here. So this is interesting now. So, if you'll  
488 look at this here. Let me press play.... Now, this- the students- See the way it doesn't fit? So  
489 if you click this it will, and they'd be able to see it. But, it's actually- it's actually- it's actually  
490 eehm, set-up to automatically fit a phone. So, they say they watch the videos on the phone  
491 because it's functioned for that. Now, these are thirty- or forty year-old adults and they're  
492 watching videos on the phone. 'Cause they can't watch it- Now, if they know to click that  
493 button, it'll work, you know. So, you can see this is- this is. I know it's on the HCA-net. So,  
494 that's why they- they- So, and I also have it- that they can't- They can share it, they can't  
495 download it. So, but they can obviously grab the link and share it. But I can- If I find it's out  
496 there in the public domain I can just take it down, do you know what I mean? So, eehm.

497 Now, they're not going to do that, but still. You don't know, like this is- this is, you know,  
498 eehm. I mean this is- this is material that I have put a lot of time and effort in to doing. But if  
499 we go back over here to eehm, maybe let's see what else is in here. Like these ones here, so  
500 look at these eehm. So, again, it's the same thing. Now, 'cause now I know. So, they've all  
501 been going around looking at this- So, I tell them click that button, it brings you out and now  
502 you'll see the actual eehm, video. Now, this is on YouTube, which is terrible. I really don't  
503 like this fact that these are on YouTube, but ultimately- So, you know, I mean, it's on  
504 YouTube now, and- But, you know- If I find it's out there I can just take it down from  
505 YouTube, do you know what I mean? So, this isn't something I want them to have for five  
506 years, you know. And I don't mind them having the notes, but I don't want them having all  
507 of these videos for five years. This is not part of their or any e-portfolios, this is the lecture  
508 that they did or didn't go to, do you know what I mean? And a- And a- Now, I am not happy  
509 that that's something that they'll have.

510 *E:* You don't want them to keep it because..?

511 *INT1:* Pardon?

512 *E:* You don't want them to keep it because of..?

513 *INT1:* I don't want them to keep it because they're not in my class anymore. They're  
514 not registered as students, it's not theirs. It's mine. It-it-it is not ever theirs. I am giving them  
515 the lecture. They can take whatever notes they like, they can have my notes, but they  
516 cannot have the videos of me, do you what I mean? That's- That's as far as I'm concerned,  
517 you know, not something that I want them to have, you know. More than, you know,  
518 anybody would want somebody to have videos of themselves recording lectures, you know.  
519 Now, you can't stop somebody from standing at the back of the classroom recording  
520 something, but that's totally different than a video that has been produced, that has  
521 everything in it that's needed, you know. So, you can go- you can go in here and you will see.  
522 I mean, if you look here you can see, there is, each one of these videos. Now, this is the-  
523 these are the notes that they can download if they wish. But basically, these are- So, these  
524 are the- these are the presentations and they are documents from which the presentation  
525 came. So, that's that week. So, then this week here, we did product- and process design, and  
526 here we go. The same thing; we have presentations and we have slides.

527 *E:* Should- Should I eehm, enroll into this module? Is that not a problem?

528 *INT1:* No, I can put you in if you want to. Yeah I don't mind. I mean there's- there's  
529 no- I put you in as a student. Eehm. You just- So, you can go in and have a look at the type  
530 of thing that we're doing and-

531 *E:* Mh-mm.

532 *INT1:* What we're doing in it, eehm. Like you can see, we have a discussion board  
533 there and, you know. We-we have- well these are the webinars- But I will put you in, 'cause I  
534 will have to go quite soon.

535 *E:* Mh-mm.

536 *INT1:* If you'll have any final questions you want to ask me?

537 *E:* I wanted to ask if there was anything that you would like to add, in general?

538 *INT1:* Eehm. So what's the purpose? What is your research question?

539 *E:* Eh My research question is actually eehm, How do chemistry lecturers  
540 describe their experience during a VLE change and how does it affect their teaching practice.

541 *INT1:* And the VLE change. So, to be honest, really. It was just a whole lot of work.  
542 And I'm not seeing any huge advantages of Brightspace over Blackboard, you know. And  
543 some of the things that it says it can do is not something stuff perhaps that I really want to

544 be doing anyway, eehm. So, you know. I- I would feel that, you know, it's- it's-it's-it hasn't  
545 perhaps. How- During the transition, the change has been-. We've spent a lot more time  
546 trying to learn to use the tool that we would normally be able to do supporting the students  
547 and teaching the students. So, you know. Whether it's a valued advantage longer term not  
548 necessarily, you know, I mean. I'm not a great believer in students learning on their phone. I-  
549 I can't learn on my phone. Like, I can't take any, you know. Actually trying to work and do  
550 something, you know. I would only watch stuff on my phone that's, you know, for pleasure. I  
551 wouldn't be sitting down and watching something that I want to learn on the phone. So, you  
552 know. Those sort of things, that you- you can see that it's not said to them- 'Cause I actually  
553 said to them: Are you not watching it on your computer? And they said: Well no, it wo- we  
554 can't see the full screen on the computer, so we can really only watch it on the phone. And I  
555 said: So, how is that working out for you? And they said: Agh you know, that's what it is. And  
556 I said: Well there's a button that you can push that allows you. So, you know, there's things  
557 like that, eehm. Okay, so, are you an existing user?

558 *E:* Ehh yes.

559 *INT1:* Now, search for.. what's- Are you under your name?

560 *E:* Ehh no, it's student number I think. D19-

561 *INT1:* D19..

562 *E:* [REDACTED]

563 *INT1:* [REDACTED]

564 *E:* [REDACTED]

565 *INT1:* [REDACTED] Okay. See if it can find you. Perform a search, okay search. There you  
566 go. Is that you?

567 *E:* No that's not me. Maybe its, sorry, it's [REDACTED]

568 *INT1:* [REDACTED] Search. Nope.

569 *E:* I have too many student number right now..

570 *INT1:* It might find you under your name.

571 *E:* Oh sorry, it's [REDACTED]

572 *INT1:* Okay, so it's D-[REDACTED]

573 *E:* [REDACTED]

574 *INT1:* [REDACTED]

575 *E:* Yes.

576 *INT1:* Ah there we go.

577 *E:* Yes, that's my name.

578 *INT1:* And I'll put you is as a student.

579 *E:* Yes, thank you.

580 *INT1:* Okay, there you go. Have you used the webinar function?

581 *E:* No.

582 *INT1:* Okay.

583 *E:* So, I'll be able to try that as well

584 *INT1:* Well, you can- you can us at two o'clock but I am not sure that Martin will  
585 want to have somebody in there

586 *E:* No, no, no.

587 *INT1:* Yeah, so eehm.

588 *E:* I will just use it as eeh, a general observation of how you use the, eeh-

589 *INT1:* Yeah, yeah.

590 *E:* just to kind of support my-

591 *INT1:* We're nearly finished. So you'll find- you-you're-you're seeing it now- Like, we  
592 released it on a eehm, on a well- so, you won't see the stuff that's hidden.

593 *E:* Mh-mm.

594 *INT1:* So, we released it week one, week two, week three and week four and five-  
595 *E:* per week.

596 *INT1:* And then the presentations-  
597 *E:* Yes.

598 *INT1:* -and we're trying to do. And week seven, week twelve are the assignments.  
599 And, then, eehm. So, if you go in here, and we haven't, eehm. If you look at this actually.  
600 This is a presentation- This is quite interesting actually. This is a presentation that my  
601 student did in- So, this is- So, it's- it's loading this and it's playing it on- by Bongo, but okay.  
602 So, if you look here. So, the eeh. Bongo wrote- The webinar records the face. Or your video,  
603 the chat, the this and the this. I mean, so this is a recording. So, when you play the recording.  
604 This is me just telling her what to do, 'cause I have to handover to her to do it. So, this is  
605 what students see. So, if they intuitively know to push this button.. Guess is.. But it's not,  
606 you know. Like, it's not- So, they-they-they're not, you know. The-they like- So, they're trying  
607 to look at this. No, I can't really see, how are they gonna manage to see this on their phone,  
608 like. You know. And this is a really excellent presentation. It's that-that- my- She's the head  
609 of Global in- in- And she gave this really great presentation. Now if they are watching it on  
610 their computer, they're actually going to get benefit out of it. If they know to push that  
611 button. Now, they do, because I tell them, but do you know what I mean? There's all these  
612 things that are there. So-So-So, when I talk about noise, this is noise.

613 *E:* [..]

614 *E:* Okay, I think we eh, covered everything.

615 *INT1:* Okay. So, I'll have you in that and I am- You're in there now, as a- as a –

616 *E:* Mh-mm.

617 *INT1:* Okay.

618 *E:* Thank you so much. I will transcribe this interview and then I will send it back  
619 to you so, eeh. Just to make sure that there is anything, just skim through it-

620 *INT1:* Yeah-yeah.

621 *E:* -so you can see if it-

622 *INT1:* And if you need anything else eehm. Just drop me an e-mail or something.

623 *E:* Yeah-

624 *INT1:* Okay. Good luck-

625 *E:* Thank you so much.

626 *INT1:* I will see you in module at times.

627 *E:* Yes- Yes.

628 *INT1:* We're nearly finished though, so, I mean we won't be. This is our last week.  
629 After which, the material is there, but we won't be doing live stuff, you know.

630 *E:* Yeah-

631 *INT1:* Okay.

632 *E:* I'll see you.

633 *INT1:* Good luck, okay. Bye-bye.

634 *E:* Thank you so much.

635 [END RECORDING]

## Interview 2 – LEC4

1 3-12-19 Interview 2 28.55 minutes 4717 words  
2 Ellen: I'll start the recording now, if you don't mind.  
3 INT2: Okay..  
4 [Signs the consent form] Alright... Here you are  
5 E: Thank you. Eehm and just quickly- we have thirty minutes right?  
6 INT2: Yeah.  
7 E: Or about thirty minutes..  
8 INT2: That's okay.  
9 E: That'd be great. Okay. I thought I would just shortly maybe explain what my  
10 study is about-  
11 INT2: Okay-  
12 E: -In general so you can maybe know where it is gonna go.  
13 INT2: Mh-mm.  
14 E: Ehm, my study is about the lived experience of chemistry lecturers and how  
15 they use the VLE and digital learning tools.  
16 INT2: Okay.  
17 E: And, Eehm, I've also asked you to eeh, fill in the questionnaire.  
18 INT2: I did that.  
19 E: Yeah.  
20 INT2: Okay.  
21 E: Ahah. Eehm you can today, or..  
22 INT2: No, I did it yesterday for you.  
23 E: - Oh. Ah nice-  
24 INT2: Okay?  
25 E: Okay yeah. I didn't check if there-  
26 INT2: Okay.  
27 E: Ehm. Thank you.  
28 INT2: Okay.  
29 E: Ehm. So, that should give me eehm a rough estimate of how much you use  
30 VLEs-  
31 INT2: Okay.  
32 E: -Or digital learning tools in general.  
33 INT2: Mh-mm.  
34 E: And this is- This conversation is more about, eehm, your experience also with  
35 the VLE change from Blackboard to Brightspace.  
36 INT2: Okay.  
37 E: And to give me a little bit more context on your experience. Eehm, {Fitted  
38 that/figured that] that you are the expert of your own experience, so anything- any story  
39 that you could add eeh, would be helpful-  
40 INT2: Okay.  
41 E: to your experience. Eehm. I wanna to start maybe with your eehm,  
42 motivational factors to start lecturing, in the first place. So you..-  
43 INT2: Okay..  
44 E: - graduated from a degree programme and you went into lecturing?

45 INT2: Not straight. So.. eehm. I suppose I always was interested in teaching. Aand  
 46 my primary idea had always been to be a secondary or second-level teacher here in Ireland.  
 47 So, I did my degree. Aand.. during the degree it was suggested to me that I should do a PhD.  
 48 Eeh, So, I did that. And as I was.. exposed to demonstrating and working in third-level  
 49 environment, working with students. Eehm, I became m-more interested in that area than  
 50 looking at the secondary level in teaching. So, I decided to focus on lecturing at that stage.  
 51 E: And- and did you go straight into lecturing?  
 52 INT2: I did. Eehm, my supervisor for my PhD took a sabbatical when I was in about  
 53 third year of my PhD, and I asked the current Head of School at that time, would he mind if I  
 54 filled in for him. Which I was allowed to do, and I kind of been here since. Well, yeah that's  
 55 the way I got straight into- so yes, I went straight from PhD to lecturing.  
 56 E: -Yeah.  
 57 INT2: Yeah.  
 58 E: And I could assume that at that stage, or at that time, eehm. Digital learning  
 59 tools and VLE were starting to – come up.  
 60 INT2: Eeh, yes. When.. pff In a couple of years pr-mm.. Blackboard would've come  
 61 online. It wasn't available- as far as I can remember- when I started. But within about two-or  
 62 three years about starting, blackboard would've come- become available to us yeah.  
 63 E: And was common to use it back then?  
 64 INT2: No, it wouldn't have been, eehm. I suppose back then, when I would have  
 65 started, even powerpoint presentations weren't common in- with- most lecturers would  
 66 have been dealing with acetates, so.. The reason a lot of people got into using Blackboard at  
 67 the time, would have been to put lecture notes up. So, the fact that an awful lot of people  
 68 not having powerpoint presentations, even at that stage meant that Blackboard wasn't  
 69 really taken on by too many people. So, that was when- Now I would've have transferred to  
 70 using it fairly quick after it came on board at that stage. 'Cause it was easier for students,  
 71 mae their experience better. And for lecturing, I found at the time, it meant that students  
 72 weren't having to put their head down and write. Whereas, if they knew the notes were  
 73 available after the lecture so that's the reason I would've got into using Blackboard fairly  
 74 quickly when it came on stream.  
 75 E: Because, eehm, in the degree that lecturers now have to take eehm, to  
 76 become a lecturer or to start teaching.  
 77 INT2: Mh-mm.  
 78 E: Eehm, there is also, eehm, a course that focuses on teaching philosophy.  
 79 INT2: Mh-mm.  
 80 E: Do you have a specific teaching- And how did you get your teaching  
 81 philosophy?  
 82 INT2: Well, now. I wouldn't have taken the masters in- in-, so I have my own-  
 83 E: -Yeah.  
 84 INT2: My own teaching philosophy would've been developed from my own  
 85 experience from teachers, good and bad, whether that was in secondary school of lecturing.  
 86 And, the experience I would have got- The feedback I would have got from students to  
 87 different things that I would have tried at the time. So, my philosophy is to try and make life  
 88 as interesting and as easy for students as possible. And for myself, to be honest. As well,  
 89 that, you know, that we both get some form of enjoyment out of lectures. If so, for both  
 90 sides. So my philosophy is enjoyment for both if possible.



91 E: And, eehm. How do you now maybe use VLEs or digital learning tools in your  
 92 teaching philosophy?

93 INT2: Eehm.. I- I use it to- I'll eeh- Look, I suppose the way I use eeh,  
 94 Brightspace as it is now mostly.. One is notes delivery, so students can gain and – gain access  
 95 to notes afterwards. I also put extra material on it, reading, video, YouTube and stuff that  
 96 they can use to enhance whatever they are taking from my own lectures. So, they can go  
 97 away and read it. I also use it for assessments in terms of first years, every unit that I finish  
 98 there is a multiple-choice quiz that they'd have to do after their unit. And then, at the end of  
 99 the module, they have a major multiple-choice question, or test on it as well. I would use it  
 100 for.. assessment of other years, by using the Arkunt plagiarism, put it in Dropbox and use the  
 101 assessments- eehm, or read the assessments from their when dropping it. I suppose that's  
 102 the extent that I use VLE. I am not a-eeh, user of clickers or any other types. They're, I  
 103 suppose they're the basic three things that I do with Brightspace at the moment anyway.

104 E: And how do you in generally, eehm, observe that? Do you like using it?

105 INT2: Eeh, I do. Eehm, I suppose the limitations I found with using it are extending  
 106 its use inn.. lecture halls and that was; We normally, up until a few years ago would've had  
 107 restricted WiFi use, and students would've had. So, when you're in lecture halls and you  
 108 would use it for eehm, other aspects or, other mm.. techniques of teaching I found it  
 109 restricting 'cause you'd always have students who couldn't gain access and stuff like that.  
 110 Eehm, for what I use it for, for the moment are those online quizzes, delivery of lecture  
 111 notes, delivery of extra material, it's very good and it makes my life very easy. It makes  
 112 students life very easy as well, and I think it is beneficial for both of us, in terms of that.

113 E: Because, of course, throughout the years of you lecturing, because you have  
 114 such a long stretch of lecturing so far,-

115 INT2: Mh-mm.

116 E: Eehm, you have seen the development of its use as well. New generations of  
 117 students, new uses..

118 INT2: Yeah, there's a ... I suppose, students have changed over the years. I've been  
 119 twenty years lecturing now.. Students at the start wouldn't have been as tech-savy. Mobile  
 120 phones weren't common at the time. Smartphones definitely weren't common, so..  
 121 Students have changed in the way that they use the technology over the last few years.  
 122 Eehm, and student expectations have changed as well. Eehm, I don't know if students now  
 123 are actually more tech-savy than students previously were, they seem to expect the  
 124 technology to do more for them than get the benefit from, if you understand what I mean.  
 125 Whereas twenty years ago when a student sat down at a computer they were looking at  
 126 how they could use the computer to make, you know, their life easier and that. Whereas I  
 127 feel that now an awful lot of students come in and expect the technology jut to kind of  
 128 automatically make their life easier, if you- if- if that-. I don't know if I'm explaining myself-  
 129 eeh. As I say, I think previously students used it to make their life easier, now it's an  
 130 expectation that their life is made easier. And I don't know if that is a-eeh, a good trend for  
 131 us. And-eeh, for us as lecturers trying to develop students and graduates who can go and  
 132 apply their knowledge and work, it definitely isn't if their using technology in the wrong way  
 133 to get themselves through college, and..

134 E: Does that also change how you use it, now?

135 INT2: Eehm, it probably doesn't change how I use it, it probably changes how much  
 136 I'm willing to take new material on. Mm-the.. The more material you take on to make things  
 137 easier.. the less the student benefits in terms of learning how to deal with issues and

138 learning how to search and research material and gather information and apply their  
 139 knowledge in the workplace. So, I- I. Yeah, Think it's affecting more, not my use of it, my use  
 140 of it is still the same. But how much new material I'm willing to take from it, if that makes  
 141 sense.

142 E: Do you- Do you think you could even go back to not using it at all at this  
 143 stage?

144 INT2: No, I don't think I'd go that far. Eehm, it definitely has its benefits. It definitely  
 145 helps with assessment, it definitely helps with feedback for students; I can be instantaneous  
 146 and that a student can get an understanding that they've either grasped the concept or  
 147 haven't grasped a concept very quickly. Eehm, and particularly for the first-years, that is  
 148 where I find my continuous assessment and using multiple-choice quizzes after every unit..  
 149 Both me and the students can say they're getting it, or they're not getting it. And a student  
 150 can even see: 'Well everybody in the class is not getting it, so it's not me.' Or a student can  
 151 see: 'Well, everybody else in the class is seeing it, so maybe I need to do something  
 152 different.' And it helps, but it also helps me give them feedback. And it helps me look, as to  
 153 say: 'If everybody in the class is not getting something.' I can say: 'Well, I need to go back  
 154 and revisit that and do it in a different way, and try and help.'

155 E: 'Cause, how was it for you to change from Blackboard to Brightspace?

156 INT2: Ooeh.. It actually hasn't been as bad as I probably had been expecting it to be.

157 E: Why not?

158 INT2: Eehm.. I would have had most of my modules well set-up on Blackboard and  
 159 the design, eehm. When it's transferred over, I was expecting to have lost more of my  
 160 formatting, lay-out, even the quizzes. Because as I say, with setting up the first-year quizzes,  
 161 you're talking about five-six hundred questions.. They all had to be hand- manually  
 162 imputed.. I had been expecting that I would have had to reset all of those and that in fact  
 163 with Brightspace, I haven't. I may have had to do a little bit of tidying up and just making it  
 164 look- But, most of the material has come across and is there. With- The most important  
 165 thing for us at the moment with it, would be GradeBook, in Brightspace. And again, I  
 166 suppose, because it was slightly different to Blackboard, you have to set it up in a slightly  
 167 different way. I probably had my reservations again, that this was going to cause a lot of  
 168 work and that. In fairness, when you actually get used to it, and just sit down and do it, it's  
 169 not that much extra. Ideally, if we'd just been left alone with Blackboard, everyone was  
 170 saying, it would have been brilliant. Change to Brightspace probably causes- caused me a  
 171 little bit of trouble. But, nowhere near as much as I probably had build-up in my own head  
 172 that it was going to cause.

173 E: So, in the end, GradeBook was the one thing that caused the most of time?

174 INT2: Yes, it does. It just- It's a different approach to setting it up. You have to link  
 175 your assessments in different things on it. So, eehm. It probably took a little bit longer to  
 176 work with, and in terms of the assessments and quizzes as well on it, eehm. Just setting- the  
 177 way you set them up is slightly different than blackboard, and it did take a little bit of  
 178 experimentation and a quiz or two, to learn how to get back to the way you want it-it to be  
 179 run, the quiz.

180 E: Do you think the- how the expectations were set-up in-in- before the change  
 181 were the same as you experienced them after?

182 INT2: So, how I felt it was going to be, and how it was actually..? No, as I say, I  
 183 would've- I thought it was going to be a lot harder. It wasn't in fa-in the end.

184 E: Okay. And how did it affect your teaching this year, so far?

185 INT2: Eeh-. It hasn't really affected it in any way. At the moment, I suppose, I-I early  
186 doors, I suppose, just setting it up, the quizzes, just to make sure that they were running as  
187 wanted. Giving the feedback that I wanted, that the students could see what they were  
188 doing. Right or wrong, and that. I suppose, that for a quiz or two, that took a little bit of time  
189 to get right. But, after that it was all okay.

190 E: Do you think the support was adequate, as well?

191 INT2: In fairness- Look, there was plenty of support there. We did get enough,  
192 eehm. But again, the same, it- the problem you'll have with any of these is; The question I  
193 have will be totally different to the problem you have. And for individual- So, if you just- a  
194 matter of using it and finding out what your issue was and then trying to get to the  
195 information and find it. But it was usually there, when you went looking for it.

196 E: What do you think about the future of VLE and digital learning tools?

197 INT2: As I say.. We have to be careful that it doesn't take away the skills that the  
198 students require. That, how to apply knowledge, how to research, how to properly- how to  
199 use their knowledge to answer and problem solve. We can't have a system that everything is  
200 spoon-fed to students. So, VLE is great, there are brilliant.. advances in it, brilliant things you  
201 can do. But just maybe as lecturers we have to decide what we want to use and look at the  
202 pros and cons in it. Eehm, as I say, I know I would have colleagues who are very exp- very pro  
203 using everything that comes, and that is fine. And then, I would have colleagues that  
204 probably wouldn't engage in anything involved in it. I think there has to be a middle ground  
205 where we engage. But you have to look are we killing skill sets that students need by  
206 oversimplifying things with- by using VLE for a lot of things.

207 E: As one of the main aspects of Brightspace that they also advertise, that they  
208 also advertise as one of the reasons they bought Brightspace is the use of ePortfolios. And  
209 that's gonna be rolled out I think in the future.

210 INT2: Yeah.

211 E: Eehm, and It's gonna allow students to observe their modules throughout  
212 their- the year. How would you see that happening?

213 INT2: Aah, eeh yeah. Look, [REDACTED] course, which I would be involved  
214 with, and the four-two-five, that's already in. I'd-, I think it's a positive for students eehm,  
215 can track and show exactly: this is the module and this is the skillsets that we've used. Eehm,  
216 I would be an advocate of looking eehm, as using that type of technology as well, to track  
217 technique skills. So, that we as a school would have a certain number of techniques that we  
218 are expecting a student to have mastered by the end of first-year, mastered by the end of  
219 second-year, third-year and fourth-year. And that we- that students can use the ePortfolio  
220 to kind-of say: 'Well, when I go for job interview, I can do HPLC, I've done this.' And that we  
221 can give them kind of license that they can track eehm, through that. Eehm, as I say, it's  
222 good as well for them to be able to track what- what they've done and to be able to show  
223 and pay attention to apply: 'Well, this is my ePortfolio, this is the techniques, these are the  
224 modules I covered and these are the areas that I have covered.' Eehm. So, I think that would  
225 be beneficial for students, yeah. To keep and to have there. It's a bit like having your thesis  
226 from your final year project. That you bring, and say: 'This is my project.' It just expands the  
227 whole thing when you say: 'Well, this is actually what we've covered, and this is what we  
228 did.' So, yeah, I think it's a benefit. Definitely for the students alright.

229 E: Also, one of the things I've heard so far, is eehm, data. On your students. So  
230 you said yourself you use it to track the knowledge of your students through quizzes. But

231 they also are talking about eehm, looking at the presence of students, how are they  
 232 engaging with material online.. To support your in-class sessions.

233 INT2: Eehm. Sorry, could you ask that again, Ellen, I just-

234 E: Well, do you think it would be useful eeh, in general, if- They call it learner  
 235 analytics, I think-

236 INT2: Yes- Yes.

237 E: Where you can see – How students engage online-

238 INT2: Indeed, tracking- yeah. I've looked at this- through a module in teaching and  
 239 learning that I've done before and it is something that I find interesting. Eehm, again though,  
 240 statistics are statistics. And you can read whatever you want into it, and you can- you know,  
 241 and- Unless you are asking the correct questions of the statistics, see you're not going to get  
 242 much from it. Eehm, as I say, I usually can say which students from my lectures, are the ones  
 243 that are engaging and you know, you can tell. So, when you do look at the data of who is  
 244 looking at the material online, how long- you know, how long do they spend looking at it and  
 245 that. It usually correlated to experience in the lecture hall. You know the students who are  
 246 engaging with you in the lecture hall, are the students who are engaging online. And the  
 247 students who don't engage in the lecture hall, still aren't engaging online. So, you know. Y- It  
 248 backs-up probably the experience you have in lectures. Eehm, but, it eeh. It could be  
 249 overdone as well, you know. And, as I say. You have to ask the correct questions to get what  
 250 you want out of it. As I say, statistics is all well and good, but there can be too much as well.

251 E: Because you also say that you teach first-year. Classes of- big amounts of  
 252 students-

253 INT2: Yeah, I suppose, ninety to a hundred would be the first-year group at the  
 254 moment, I would say.

255 E: And especially with those kinds of numbers, how do you use digital tools in  
 256 any way to support, even your grading, and things that you have to do per student.

257 INT2: Yeah, well as I say, with those bigger groups, I do the online quizzes after each  
 258 of the modules, each of the units. It's multiple choice, fill in blanc, stuff like that. So, again is  
 259 all pre-set-up and graded the minute students submits it online. They get feedback, what  
 260 they got right, what they got wrong, where they- how they should've answered a question,  
 261 or- Eehm, how they should've done a calculation if necessary. And eehm, for them they're  
 262 getting immediate feedback as I said, that they understand something or they don't  
 263 understand something. And I'm getting immediate feedback that, you know, this student has  
 264 failed the first three quizzes, therefore they're struggling. Or everybody has failed a quiz on a  
 265 certain area, so therefore the concept hasn't come across and so I need to revisit it with  
 266 them. It'll also allows me to give them extra material that they can read, or on YouTube. Or  
 267 direct them towards stuff that is extra, you know, that I can't get to cover in the lecture with  
 268 them. That they can. But I definitely, with the first-year classes, what I find most beneficial is  
 269 that online assessment and being able to get that quick feedback that they're getting it,  
 270 they're not getting it. And that the student can get the same type of feedback themselves.

271 E: 'Cause do you now notice a difference between your now first-years and your  
 272 first-years last year? Eehm, because your first-years last year are now second-years and they  
 273 had to go through VLE-change, the merger, the e-mail change.

274 INT2: Yeah..

275 E: And now you have new first-years that just come in after.

276 INT2: Do I notice a difference in them? Pfff. No. I'll be honest, I don't. I don't think..

277 Well, for the first-years they definitely don't understand any of these changes. It jus- It is

278 what it is. The second-years, the only change I really think that they probably notice mostly  
279 is going from Brightspace and Blackboard learning and how to re-use that. The merger, don't  
280 think any student realises. They're in college, that's it. They're in this building, they're in this  
281 room. It doesn't affect them quite that we we're DIT, TU Dublin or whatever, you know. It  
282 has no effect with them. E-mail, pff. For the students, I don't think that has much made an  
283 effect either. Second-years maybe just learning, same as ourselves, just learning how to use  
284 Brightspace probably is the biggest change for them. But, again I don't think it has that much  
285 of an effect.

286 E: And also, not when it was all happening at the same time?

287 INT2: Again, I don't think they realised. The merger, the college, didn't affect them  
288 in any way, eehm. E-mail and Brightspace coming together, as I say. I don't think it has had  
289 that much of an affect, but maybe theys feel differently. Maybe the two of them actually  
290 happening together was actually beneficial. They had just seen it as one change, instead of  
291 seeing it as two changes, and just got on and used it, and worked through there.

292 E: 'Cause, was it different for you then maybe that it was changing all at the  
293 same time?

294 INT2: Eehm, pfff. Again, probably not, to be honest. I'm trying to- I'm trying to think,  
295 as I say. I can't honestly say that it has affected me, too much. I suppose, my attitude is- my  
296 own personal attitude sometimes is give out maybe about things that are going to happen  
297 and change. But when it happens, I just get on with it and you adapt. There's nothing else  
298 you can do. You know, me giving out and sitting down and looking at it and going: 'I don't  
299 like - whatever we call it, the Microsoft e-mail, I prefer Gmail.' I'm not gonna get Gmail back,  
300 so what's the point in giving out about it. So, you just have to get on and use and adapt and  
301 learn, you know, from it. Eehm, there was of course a few teething problems, you know, at  
302 the start, but nothing major.

303 E: I think we covered most of my questions so far.

304 INT2: Okay.

305 E: Would you like to add something?

306 INT2: No, I don't. I haven't done much more. As I say, look it's- Eeh, VLEs, they're  
307 great, beneficial definitely. Made my life easier, yes. Made students life easier, yes. But, just  
308 have to be careful that we don't make life too easy and we lose skillsets that we need. That  
309 would probably be my own take on it.

310 E: Is that also the main selection for you? Say if you're gonna use a new tool-

311 INT2: Yes, it would- eh. It- Does using a new tool mean that you lose a skillset. You  
312 know, and that- that. Does it make- take away the ability to do something that is important.  
313 And that will definitely what I'll be looking at. And the other thing, I suppose, I'm definitely  
314 not someone that rushes in and uses a new tool first. Because what I've found is, over the  
315 years, new tools have come and new tools have gone. And the next new tool is just around  
316 the corner, and it's gone after a couple of years. So, until something is actually going to be-  
317 That I can judge myself that something is going to be fairly paramount. This is the technology  
318 and this technology is going to keep going in that direction. What has happened is, you've  
319 got technologies and things that come in and gone that far. And then suddenly, a new  
320 technology over here, has come in and taken over. And this has become obsolete and that  
321 pathway is gone and you're going into opposite directions. So, I would definitely be someone  
322 who will leave- Somebody else will run with the new tool, watch it for a couple of years, and  
323 then decide well, this is here to stay, this is something that we can use. And it would be- it'll  
324 be useful.

325 E: Leading from direct colleagues first, or also from the teaching- learning  
 326 teaching, training centre?  
 327 INT2: Depends on where I hear it first. Mostly, probably through direct colleagues  
 328 and talking to people, eehm. But, look it's- If you get an e-mail about something, or you see  
 329 something from teaching and learning, you know. You'll- you'll engage and see what it is.  
 330 And when you think it's gonna be beneficial enough, or- And again, whether you think it's  
 331 just going to be the next gimmick or is it something that is actually going to last the time.  
 332 E: So where ever you see it first?  
 333 INT2: Yeah, that's it.  
 334 E: Okay, I'm thinking- I think I have everything.  
 335 INT2: Okay.  
 336 E: I asked you everything in general. I also got to be eehm, be part of some of  
 337 your VLE- spaces myself.  
 338 INT2: Yes.  
 339 E: Because I was demonstrating for you.  
 340 INT2: Yeah.  
 341 E: Eehm, would you mind if also, eehm, look at you spaces now, with a new eye.  
 342 INT2: Yeah- yeah.  
 343 E: Regarding my study.  
 344 INT2: Yeah.  
 345 E: I'm just gonna see- make general notes about how you use it.  
 346 INT2: Mh-mm.  
 347 E: And then also about- I'm gonna do the same with that I'm interviewing. Just  
 348 making basic notes of how they use it, what it looks like now..  
 349 INT2: Mh-mm.  
 350 E: What it's used for..  
 351 INT2: Yeah.  
 352 E: That's it.  
 353 INT2: That's okay.  
 354 E: Thank you so much. Ehm, I will be transcribing this interview and I'll be  
 355 sending it back to you.  
 356 INT2: Okay.  
 357 E: It's gonna be word-for-word.  
 358 INT2: Lucky you.  
 359 E: Lucky me. Eehm, So, you can take a look at that if you want, and see if I  
 360 missed anything. Eehm, maybe add anything if you'll read it through then, if you feel like it.  
 361 But otherwise that should be sufficient.  
 362 INT2: Okay. Allright then Ellen.  
 363 E: Yeah, thank you so much.  
 364 INT2: I'll leave you to it, best of luck now! Are you finished this week then yeah?--  
 365 [END OF RECORDING]

### Interview 3 – LEC5

1	6-1-20	Interview 3	32.44 minutes	5286 words
2	Ellen:	Thank you so much. Eehm, normally I would highlight what my study is about		
3		and eehm, what the purpose is. Eehm, but I understand we have had this conversation		
4		before-		

5 INT3: Yeah- yeah. That's fair enough.

6 E: Eehm, So, I think you'd be eeh, sufficiently maybe informed at this point.

7 INT3: Yeah.

8 E: Eehm, I would like to start, just for the record, eehm. With a simple question

9 about how you started teaching in the first place.

10 INT3: So, I- when I made the decision?

11 E: Yeah. Like was it after your degree?

12 INT3: Eehm, Yeah. I worked in eehm, industry for three or four years. And then an

13 opportunity came up in here, in Kevin Street. And eehm, a colleague let me know about it.

14 So I wasn't- I had always enjoyed working with students when I was a postgrad. And I would

15 have been a- eehm, a demonstrator and also a tutor. Eehm, but I- I suppose I had gone on to

16 a different career, but then when there was an opportunity for a vacancy, I decided to

17 apply for it. And got it. And then had to think very long and hard about whether I would take

18 a lower salary to do something I really enjoyed. So, I did and I am really glad that I did that.

19 E: And that was a full-time lecturing position?

20 INT3: Yeah it was, yeah.

21 E: And you have been doing that ever since?

22 INT3: Yeah- yeah.

23 E: And, at that stage a VLE was already in place?

24 INT3: No. I think it was introduced in 2005? So, I started in the year 2000, and I

25 think it was about five years later we first had Blackboard- what was Blackboard at the time.

26 Or sorry WebCourses, yeah.

27 E: Yeah. And, did you at that stage also had to do the eehm, degree that some

28 lecturers talk about? The eehm, it's now I think a one-year course where they get the basics

29 in-

30 INT3: Learning and Teaching?

31 E: Yes.

32 INT3: Eehm, it was optional when I started. So, I-I think it was- it has just begun.

33 Eehm, So, I opted to do it about two years after I started teaching. Because I could see that I

34 was something that would be very valuable to me, eehm. So, I think it was maybe- yeah

35 about two years after I'd started teaching I did it.

36 E: And how did you then develop your teaching philosophy?

37 INT3: That was drawn out as part of that, eehm- that course, eehm. So, it just

38 helped me to think more about- about it. Eehm, I suppose about what I thought was

39 important and why- again why I was interested in-in teaching, eehm. And what I thought

40 were the priorities. Eehm, So, I think I put that in the questionnaire, but it was eehm,

41 showing how- what students are learning about, can be applied is very important to me and

42 I think it's important to students learning as well. Because if you can't show students how

43 something you're teaching then will eventually be useful, I- I'm not sure you can then justify

44 teaching it. Even if it's something theoretical. So, there is usually a way that you can show

45 how that underpins, eehm, what they need to know about in the future. And how it's linked

46 to their future profession or something in the real world around. Eehm. And I suppose the

47 big thing I learned in the eehm, course as well was about making sure that students were

48 active during the sessions. So, that's easy in a lab, but in a lecture it takes a bit more, eehm,

49 preparation to make sure that there's something for the students to do. And- and that it's

50 not just you talking the whole time. That-that they actually get given something to keep

51 them active, and to let them try it whatever it is that you'd been teaching them.

52 E: And you also emply didgital learning tools and the VLE, now in those aspects?

53 INT3: Yes. Eehm, So, I would use digital learning tools during the lecture. I suppose,  
 54 eehm. It's usually quizzes or Mentimeter, or something like that, eehm. And then outside of  
 55 the lecture-time, particularly with first-year groups that are larger, it's very useful as well.  
 56 Eehm, so for any type of continuous assessment task it's very useful. Eehm, I suppose it's a  
 57 very- suppose practical thing, but even just making sure that everything has been submitted  
 58 on time is so much easier now. 'Cause it used to be a physical copy of everything, and you'd  
 59 have to check through every single one. Whereas now, there is just a list, and it's either  
 60 there or it isn't. And you can even tell if it's one minute late or not. Eehm, So, things like  
 61 that- and marking them and providing feedback is a lot more straightforward now.

62 E: Because of- I guess, in the eehm, run of your lecturing career you have seen  
 63 the development of the use of a VLE-

64 INT3: Mm.

65 E: How would you describe that development?

66 INT3: I think in the beginning it was being used in a very conservative way. But  
 67 that's always going to be the case. And sometimes still, people have an assumption that it  
 68 just means taking the lecture material and putting it- making it available online. But, that's  
 69 not what- that's obviously not taking full advantage of the opportunities that are available in  
 70 the VLE. And that's assuming a very traditional approach to teaching as well. Eehm. It can be  
 71 a useful repository, certainly for things like laboratory use, it's very useful to have advance  
 72 information available. And we would often have skill videos that we would ask students to  
 73 watch in advance. Eehm, So, that was how it was started. The term a colleague of mine used  
 74 was shuffle-ware. That you just shuffle all the stuff in there, eehm, and that there is just files  
 75 and that there's no great guidance. And so, all using the same, eehm, just the same types of  
 76 materials. Whereas now, I think people would be more conscious of using video materials or  
 77 podcasts. Like I said, the skills-videos. And they don't have to be something you generated  
 78 yourself, if there's a good example somewhere, you can bring it in. And then just all of the  
 79 other tools. So, the eeh, the MCQ-tools, the survey-tools, eehm. I would have used wiki's a  
 80 lot. I wouldn't use them that much anymore, because I think Google- the Google Suite of  
 81 tools has kind of overtaken wiki's now. But I would have used them quite a lot originally. And  
 82 discussion boards as well, would have been used a lot and are still used a fair bit as well.  
 83 Eehm. So, yeah I think there's a lot extra that's there, but I'd – Like anything it was slow  
 84 initially. And in some cases not a lot of the tools were there at the beginning either, eehm.  
 85 But I- I think it brings a lot to teaching, both the digital tools and the- the VLE.

86 E: So, that sounds like you kind of went along with the development as well;  
 87 using different tools when they were relevant at the time?

88 INT3: Yeah, I think that's a fa- eehm. I-eeh. There is no point in using something just  
 89 for the sake of it. Eehm. So, I- again, the support we get from the learning, teaching and  
 90 technology center makes a big difference. So, because I wasn't a student when those tools  
 91 were available, it was very important that I got to experience being in that environment as a  
 92 learner. And that's the approach that they took, eehm, in the learning, teaching and  
 93 technology center. So, I had my original certificate, but then I went on and did some other  
 94 CPD modules. And one of them was technology enhanced teaching and assessment. So, you  
 95 would always experience using our VLE and other tools as a learner. And obviously because  
 96 of the type of module it was, they would use all of the tools to the best extent possible. So,  
 97 you'd be exposed to good practice. So, I can't say I always implemented everything I was  
 98 shown, because sometimes it wasn't maybe feasible or sometimes it wasn't necessary. But it



99 was- I think that is important. People need the time and space to first of all experience being  
100 a learner in that environment, and then they have a much better understanding of how they  
101 can design it as a teacher.

102 E: Eehm, because you are- you would say your general perception of digital  
103 learning tools is that is has effect?

104 INT3: Yes. Eehm- Ehm. It- It can allow you specifically with a large group to get  
105 feedback very quickly, and it can allow you to have people collaborate in a transparent way.  
106 So, and to interact in a--- Sorry. [Phone beeps/rings] To interact in a way that's eeh- eehm-  
107 flexible so that they all don't have to be on site and eehm. That brings a lot to eehm, their  
108 experience. Eehm, we haven't really done it yet, but we would like to try to have our  
109 students intercat with people in other countries and so either experts in other countries or  
110 other students in other countries. And there are some opportunities for that, we haven't just  
111 fully developed them yet. But I think that- that's-

112 E: The first statement you made was that it was very transparent?

113 INT3: Yeah. So, a big issue in group work, as you're probably aware, is knowing who  
114 did what. And is generally speaking; a group will produce a piece of work at the end, that is  
115 probably fine. Eeh, but you will get a sense that sometimes that one person did a lot of the  
116 work. And sometimes you'll- you usually don't get any names named, but you-you usually  
117 through various feedback mechanisms will know that one person did a lot of the work. And  
118 maybe one particular person did very little of the work. Eehm. Whereas, with wiki's and now  
119 also with the Google Suite of tools and the office tools, you can track people's contributions.  
120 So, you can track edits and you can- you can see who did what. And I think that's very  
121 important for people to know. So, that would've been one of the things that I always  
122 highlighted originally with wiki's that; this is a mechanism for us to see how often- and when  
123 each person was contributing something. Eehm. And-and that did make people more aware,  
124 eehm. It's not so easy to put a mark on that, but I think it does- We did then- We used  
125 various mechanisms. But we- we did eehm, we show, you know, we showed students how  
126 wiki worked, we showed them an example of one. And they were able to see quite clearly  
127 that both the timeframe- So, was it from the beginning of the project or was it just at the  
128 end when they contributed. And what they did, eehm, could be- could be tracked pretty  
129 easily. So, I- to me that's a big change eehm-

130 E: So, kind of the-the data analytics about learn- you students or learners –

131 INT3: Yeh-yeah-

132 E: -was one of the biggest advantages?

133 INT3: I- eehm. It- It's certainly one of them. Eehm, because with group work that is  
134 always an issue. And-and it would never- Students tend not to want to blatantly say that X  
135 person is doing nothing. Or when they did do something and it wasn't very constructive.  
136 Eehm. So, It is- It is, yeah. It is a good way of being able to track that, eeh.

137 E: Could you, in your opinion also go back to teaching without using digital  
138 learning tools or a VLE?

139 INT3: Eehm. It would make a lot of things less convenient and eehm, it would make  
140 working with larger groups challenging- quite challenging again. Yea, it-it-it, just particularly  
141 in a class situation. If you have eehm, something like Mentimeter, you can get a good gage;  
142 The people that don't normally respond, have a way of responding. So, you don't have to  
143 look at the responses in class, but it- it's an easy way for people who may not feel  
144 comfortable speaking during the class to- to provide their feedback or to ask a question. I  
145 suppose there are other mechanisms, but they're just not really as convenient. You know,

146 you can get someone to write something on a post-it and drop it at the front of the class on  
 147 their way out. But then even just the logistics of me reading every single post-it.. Whereas,  
 148 when students enter a response, it's there in a text format. So, it's a lot easier to do  
 149 something with next. And just to-to manage, eehm. So, yeah. I-I eh, I- Like I said and the  
 150 submission of work is just so much more straightforward now then it- then it used to be.

151 E: It sounds like, and also in the questionnaire I could see, that you are a person  
 152 that decides to use- maybe new tools fairly quickly. But are you also critical about new tools?

153 INT3: Yeah, I mean I- I I'd- Like I said before, I don't just use something for the sake  
 154 of using it. So, if I can see an advantage, I-I-. If there is something new and a lot of people are  
 155 talking about it, I will look into it. And I remember, for example, the first time I heard about  
 156 PeerWise. And I-I had no idea what it was. Eehm. And I was at a conference, it was a learning  
 157 and teaching conference, and about three people mentioned it. Eehm, who I would, you  
 158 know, who I would recognize as people, who would- would have a very- very eehm, good  
 159 approach to teaching and learning. So I- I eehm, immediately wanted to talk to- to know  
 160 what it was. And I was wondering how I had managed not to hear about it. And then once I  
 161 did find it- find out more, I could see immediately why people- 'Cause it was, well it is- it still  
 162 is quite different. I don't think there is- I'm not aware of anything else like it, that like it,  
 163 that's out there. So, I think that, yeah that's maybe a- Once, that- That's the example that  
 164 springs to mind of something that, you have to-to explain clearly to someone and show  
 165 someone an example before they- they might realize why it might be helpful. But, it certainly  
 166 is- it works really well. And when we first implemented it, we didn't really have time to  
 167 follow up. To kind of remind students to make sure they were using it. But, it just took on a  
 168 life of its own. And that- that to me is proof of something that works well and it has been  
 169 designed well.

170 E: Ehm, then focusing on your own teaching experience. How was the change  
 171 from Blackboard to Brightspace for you?

172 INT3: I didn't have any huge issues. I think it was managed very well. I think there  
 173 was a lot of communication about it. Eehm, and it was a very gradual process. And the fact  
 174 that we were allowed to volunteer to have pilot modules last academic year, last semester,  
 175 eehm, was a really good approach. So, that- I did that, because I wanted to be a step ahead.  
 176 Eehm and to know what was ahead. And eehm, also to be able to let colleagues know too  
 177 and that worked really well. And there were some aspects- There was one module where,  
 178 eehm, we use the VLE a lot. It's a continuously assessed module and there's usually about  
 179 sixty students. And there's always a lot of pieces of work that need to be submitted, and  
 180 there is different groups, doing different things at different times. And we would use a lot of  
 181 the tools; we would use discussion board eehm, and eehm, MCQs and a number of other- a  
 182 survey- and a number of other tools. So, I knew that would be problem- I knew that that  
 183 would be the one that required the most work. So, we've- we've already, I suppose, dealt  
 184 with that. So, I was confident then, that there was not going to be anything else that was  
 185 going to be to- eehm, challenging to think about this semester. And the nice thing is that this  
 186 semester there has been some follow-on sessions provided for people who had already  
 187 implemented a pilot module. And that let us see some of the added features that we would  
 188 have a better understanding of now. So, things like the eeh, the learner-analytics tools and  
 189 things like that. And- and a colleague is using rubrics now. I actually used it last semester as  
 190 well. I haven't really been able to work on that as much, but there- there is a lot there.

191 E: Will those follow-on sessions also happen now in the second semester for-

192 INT3: The current people?

193 E: - the people now? Yeah.

194 INT3: That's a good question. I presume they will, eehm. Certainly, yeah that- that.

195 They were- I think the- the approach that was used made a lot of sense. Because in the

196 beginning- And- and the approach I could see was being used for the roll-out made a lot of

197 sense as well. In the beginning people just want to know; how do I upload material, how do I

198 get my students registered, how do I eehm, how do I have a Gradebook. You know, they are

199 very basic things and that was what was being focused on. And yeah. I'd imagine that's

200 probably what they are doing next semester, yeah.

201 E: Yeah, I just wanted to compare your experience with having a pilot module

202 with the people adopting now.

203 INT3: Yeah-yeah, I-pff. I suppose it just meant I wasn't as concerned about the-the

204 change-over, yeah.

205 E: And has it had any effect on your teaching in this semester?

206 INT3: Having Brightspace? Eehm. To be completely honest with you, probably not a

207 huge amount. Eehm. I- I have a new module I wasn't expecting to be teaching and again it's

208 continuously assessed. So, I am using Brightspace for that. And having it- that's- that is hard

209 to know with that one, because I wasn't teaching it last year. But Brightspace has been very-

210 Again, it's a large group; it's about a hundred first-year students, and there's a lot of

211 separate pieces of work from groups. Eehm, the part- the aspect that I'd like to follow-up on

212 is the ePortfolio. And there just hasn't been an opportunity to do that yet. But we do have

213 that build-in to a year-two module, so myself and a colleague will be looking at that for next

214 semester. So that, I think that- that's the part for me that I think will change. Be a- Allow us

215 to change quite a bit. We used Google sites before for an ePortfolio, but eehm, it wasn't

216 really embedded to the same extent that, you know. As- as easily linked to the-the main VLE

217 as- as this will be. So I- I, would like to look at that. The- the, again, the learner analytics that

218 I mentioned, I have used them a little bit, not to the extent that I anticipate I will. But what

219 the- when I've been able to use them, I've- they have been helpful. So maybe I- that's the

220 other aspect that's different, eehm.

221 E: Because I- I have heard that ePortfolio even as eehm, a full-on Brightspace

222 tool, that is gonna be carried out through the whole programme of students, is one of the

223 things that is marked as the newest features of Brightspace.

224 INT3: Yeah-yeah.

225 E: And that's- Should that, in your opinion, also eehm, make a huge difference?

226 INT3: Eehm. I would hope so, yeah. I suppose the only thing I need to find out is

227 how- how it would be possible for student to take it with them, when they finish. So, that-

228 that I assume has been considered. Because otherwise it- it only has limited use, eehm. So

229 that's the one question I have, that I haven't had a chance to-to check. But- but, as it is it'll-

230 it'll, yeah. That-that is a big- That certainly was one of the big selling points, when it was

231 decided to- to get Brightspace in the first place. And I'm looking forward to you know, to

232 using it, yeah.

233 E: Some of the things you mention, you'll be expecting to use in the future. Is it

234 time now, or?

235 INT3: Ehm, yeah, I suppose, part of it is my role. Because I don't spend all my time

236 teaching, eehm. So, I would spend about four- I have four teaching hours-a-week usually.

237 Eehm, So, there- That would be part of it, eehm. And the, eehm. The ePortfolio is not

238 directly linked- I suppose, it's not directly my responsibility. But I- I would like to eehm, I

239 would like to work with the person who will be- eehm, will be implementing it with a group

240 of students next semester. Because, I suppose, I'm interested, but also because I have- I did  
241 use ePortfolios before on a- I- I spent three years working in the teaching, learning and  
242 technology center myself. And while I was there the method of assessment for master  
243 students in eehm, a masters in eLearning was an ePortfolio. And that was produced over  
244 two years. So, I do have that experienced and I'd be interested in- And, again that was an  
245 externally hosted, eehm, ePortfolio. So, it would just be interesting to see how this one  
246 works.

247 E: Because what is your general perception of the future of the VLE?

248 INT3: Our specific one or- or just in a broader..

249 E: Yeah. In our teaching context.

250 INT3: Eehm, I know there are a lot of arguments about it that there are- You could  
251 have a range of tools that you use that-that amount to be able to do the same thing. But I  
252 think it is important to have one space. And it- it gives the institution an identity and it gives  
253 the students a sense of a space. I think that- that the sense of an online space is very  
254 important. So, I understand those arguments, but I think eehm, it is important to have a  
255 virtual learning environment. And I think it will become more important. There are things-  
256 there's certainly a change, I think, coming. From the point of few of how we allocate  
257 teaching time and whether we'll move to a flipped approach or a blended approach to a  
258 greater extent. So, I think that would then mean that there would be more webinars being  
259 used. At the moment, we're just- We have a very traditional infrastructure. Both for  
260 timetable-ing and just for the assumption of what teaching staff do with their time. So, if you  
261 were to move to a more blended approach, then teaching staff would need to be  
262 somewhere where they were delivering a webinar, there was a suitable environment and  
263 where it was quiet around them and that-. So, that's not necessarily in place right now. Ehm,  
264 so I- I yeah. I think the VLE is important and it provides that sense of an online space. I think-  
265 I think there are other tools that are very useful, that can be used, that aren't necessarily  
266 always part of the VLE. I suppose, things like Mentimeter would spring to mind, eehm. But  
267 just having that sense of a space, where you can have things like discussion boards,  
268 ePortfolio, hosting webinars. That's- that's important for our staff and students.

269 E: It's kind of creating clarity by saying this- this is the one space, this is the  
270 range of tools we will- is available or we will be using, or is connectable to Brightspace in a  
271 way.

272 INT3: Yeah.

273 E: To provide everyone with kind of a clear overview?

274 INT3: Yeah. I think a range- a range of resources that you access through one route,  
275 yeah.

276 E: Eehm, is there also a chance for me to observe one of your VLE spaces? Could  
277 I maybe enrol in one of the modules to see what it looks like?

278 INT3: Yeah. That's no problem, yeah.

279 E: What kind of module would you recommend, that I enrol in?

280 INT3: Eehm, if you like you can have a look at eehm, the one from last semester  
281 that was continuously assessed. Eehm, and then the one this semester where there is  
282 continuous assessment as well if you want. Or- And maybe a more traditional one. To be  
283 honest, there's some where there's- a lot of it is just providing the lecture notes, you know.  
284 So, there- so, eehm. So, maybe- maybe one continuously assessed and one more traditional  
285 one?

286 E: Yeah. Yeah, that would be nice. If you could recommend one?

287 INT3: Eehm.

288 E: Or do you know the name?

289 INT3: Yeah, eehm. One is 'Intro [REDACTED]. And I think it's

290 CHEM- eehm. I'd have to look it up, sorry. I can't remember it.

291 E: That's fine.

292 INT3: And, then, another one would be eehm. I think it's just ' [REDACTED]

293 [REDACTED] And that's a second-year module. It's CHEM- [REDACTED] So, in

294 that one, I'd have to say the lecture resources- there's probably not a huge amount there,

295 but the- the lab resources there would be the-. Which I'm not directly involved in, but there

296 would be things like videos, and there's a pre-lab exercise for each lab, and there'll be some

297 weblinks, so.

298 E: yeah, I'll just use it as a eeh, kind of an observation of the eeh, extent of

299 use-

300 INT3: Yeah.

301 E: So, I'll look at everyone's space that I do an interview with. Just to make

302 general notes on; what is there, how has it been used, what it looks like, what the

303 differences are maybe-

304 INT3: Yeah.

305 E: - what the commonalities are-

306 INT3: Yeah. Sounds good.

307 E: Yeah.

308 INT3: So, do I need to add you to it or?

309 E: I think I can enrol in the course myself.

310 INT3: Oh yes, you're gonna go in as a student. Yeah.

311 E: Yeah. I'm just gonna go in as a student eehm, and I hope that doesn't have

312 long term effects with student numbers..

313 INT3: Yeah- yeah. I think that'll be okay. And the other one is- is, was last academic

314 year, and the 'Intro [REDACTED] So, eehm-

315 E: That's not active at the moment.

316 INT3: No, eehm. Yeah I'll- pff. I'm not-

317 E: That's not a problem.

318 INT3: Yeah, there's another one: ' [REDACTED], which is the other

319 continuously assessed one. And that's eehm, eehm B [REDACTED]. So, you

320 should be able to get into that.

321 E: Yeah. I can- I can just take a look, and that would be nice-

322 INT3: Yeah.

323 E: -my observation. Eehm, is there anything else you would like to add maybe? I

324 have all my points, I think.

325 INT3: Eehm, I don't think so. Ehm, I think time is an important aspect. Ehm. But,

326 eehm. Certainly rubrics are something that eehm, have- they have their faults. But, I think

327 they're- they're something that have gained a lot of momentum. Eehm, among my

328 colleagues recently. And, eehm, I think part of that is because Brightspace makes it quite

329 easy to- to implement them. So, that does- that certainly makes a difference. I have noticed

330 that over the last- say, since the pilot modules really. And, just even. There is a visual aspect

331 as well. Brightspace just looks nicer. And you can't underestimate that, you know. Some

332 people are being a bit cynical about it, but it does eehm,- it does have an impact. And the-

333 the amount of clicks required in- in general, I think it is a little bit less. Eehm, there are still

334 occasionally things that aren't very intuitive, but I think that is always going to happen. And,  
335 eehm, the way that you look for help, you now go through a central help desk. That wouldn't  
336 be the local one. You can eventually get some local support, but you tend to go through a  
337 central helpdesk initially. And sometimes that can be a bit frustrating because you don't  
338 always- sometimes. Their response means that the person didn't really understand what it  
339 was you were asking. And, eehm. But I think part of that was to do with, when I was working  
340 on the pilot module. That some- some- Some facilities that should have been there, were  
341 not there. And that- they needed to be added. And it- it was just to- to do with it being the-  
342 the first implementation. Eehm, so. Yeah, I think that-that aspect of the help is something  
343 that people are getting used to, because they were used to being able to pick up the phone  
344 and speak to a person who works in a neighbouring building and getting a very immediate  
345 response. Whereas now, it takes- It is a slightly longer process. But I think you- still tend to  
346 get resolution and because there are all the workshops ongoing, you can bring queries to  
347 those as well. So, I think- I think that's working out okay.

348 E: One thing that I would maybe like to ask is; We talked about the ePortfolio  
349 helping students throughout the years as a whole and also taking that with them. But maybe  
350 one point that I didn't touch on was maybe observing student-transition as a lecturer within  
351 a programme. So, ePortfolio is also been thought as supporting staff, in seeing where a  
352 student is-

353 INT3: Yeah.

354 E: -in its learning system.

355 INT3: Yeah. I think that- that's another aspect that I- that I didn't really mention. But  
356 you- you'll get real- a real-time sense of what's happening, yeah. So, it's a lot- yeah, from the  
357 point of view that anything is happening in the virtual environment or with the digital tools,  
358 you immediately know if something is causing a problem, because that feedback is coming  
359 back very quickly. Ehm, yeah and I agree, I think that the ePortfolio is a very good  
360 mechanism to get a sense of eehm, where students are in their learning definitely. Yeah and-  
361 and there's- there's obviously the opportunity for reflection in there. Usually you would be  
362 building in an opportunity for that, eehm. So, within that, you definitely get a sense of- of  
363 eehm. Where students feel they're at. I think something like Mentimeter, or some kind of  
364 anonymous question being asked in a class is also another way to get that type of feedback.  
365 Where you get a sense of: 'Okay, most people feel'- 'Cause it will- it-it gives you a lot more  
366 than just asking people to let you know if you have a question. If- If you ask for a question  
367 and it's a verbal response, people-people may not feel comfortable about responding.  
368 Whereas if it's an opportunity to input a response, you-you tend to get something a bit  
369 more-more honest. So, eehm. Yeah, the ePortfolio is good in that respect. But, some of the  
370 other tools can-can help from a more specific point-of-view.

371 E: Okay. I think I got all that I need. Thank you so much.

372 INT3: Okay. Thank you Ellen.

373 E: Yeah.

374 INT3: And sorry for taking so long to figure out a time.

375 E: No not at all. You're not the last one, to get back to me.

376 [END OF RECORDING]

## Interview 4 – LEC3

1 7-1-20 Interview 4 33.59 minutes 6163 words  
2 Ellen: Thank you so much. Eehm, as a start, a- I can- I can explain a little bit more  
3 about what my study is about-  
4 INT4: Yeah, let me just try and eh, turn off the sound on this.  
5 E: Yes, very good. Eehm, So, yeah. I'm doing this as a part of my chemistry  
6 masters.  
7 INT4: Mh-mm.  
8 E: It's a four month research project under an Erasmus agreement. And my topic  
9 of focus is chemistry lecturers or ehm, any affiliated lecturers.  
10 INT4: Mh-mm.  
11 E: Ehm, and I'm studying their lived experience of the VLE change from  
12 Blackboard to Brightspace and how it affects their teaching practice.  
13 INT4: Mh-mm.  
14 E: And with that comes general, kind of- eehm, research into how lecturers on  
15 average use VLEs and digital learning tools and how that then relates to their experience.  
16 INT4: Mh-mm, okay.  
17 E: Eehm, so I would like to start to ask you, eehm. How did you get into teaching  
18 after your degree?  
19 INT4: That's a long story.  
20 E: That's fine. We have thirty minutes I guess.  
21 INT4: Okay, ehm. In essence I was interested in research, that was my primary;  
22 research. I wasn't involved in teaching at all. Eeh, but I enjoy when I'm supervising research,  
23 that I share my ideas with my students. So, I then naturally began to teach the subject and I  
24 was- I think I began to teach the subject at postgraduate level, eehm. And then I actually  
25 realized that I enjoy teaching and I enjoy the- I enjoy both aspects. And I would say that, I  
26 cannot do research without teaching. And I cannot do teaching without research. So, they  
27 are- They both inform each other of-of how I teach and how I research.  
28 E: That- That's the answer?  
29 INT4: That's it. Haha, short answer, no?  
30 E: Yeah.  
31 INT4: I thought you needed a short answer.  
32 E: Ehm, and eehm, Was it because you were doing research and a position was  
33 available to teach, or it just came together?  
34 INT4: No, it was because of my interest in- in teaching.  
35 E: So, yeah. You went and a-  
36 INT4: So, I- I was primarily research.  
37 E: Yeah.  
38 INT4: And I started going towards- it's a bit- The last thing I wanted to do was  
39 become a teacher.  
40 E: Yeah.  
41 INT4: I was not at all interested in doing anything to do with teaching. I was all pure  
42 research.  
43 E: Mh-mm.  
44 INT4: Ehm, it was like secondary school teaching that sort of thing. I knew I was not  
45 going to be good at that.

46 E: Mh- No.

47 INT4: But third level is a different thing.

48 E: Yeah, no, it is. And, eehm. I would guess back then, VLEs and digital learning

49 tools were not a thing yet?

50 INT4: No. E-mail was not a thing yet. Hahaha

51 E: Yeah- yeah.

52 INT4: So, it was not.

53 E: But, I guess then in your career so far, you have seen the development of how

54 that got integrated into teaching-

55 INT4: I have. I've- I would say that in my career that I would have been a pioneer

56 when it came tech- technology. So, with every aspect of it I've been one of the first pers-

57 people to use it.

58 E: And, would you then adopt to use it because you saw benefits or you saw it

59 would meet- make some aspects of the teaching easier?

60 INT4: Both.

61 E: Both?

62 INT4: And also because of my interest in technology.

63 E: Yes. Because what kind of eehm, classes are you teaching at the moment? Is it

64 undergraduate or also research level?

65 INT4: The- eeh, they're all undergraduates at the moment.

66 E: Okay.

67 INT4: They'd be from first-year to fourth-year.

68 E: Yes.

69 INT4: So, level six, level seven and level eight.

70 E: Yes. That's a nice range of students.

71 INT4: Yeah. But I have eeh, PhD students as well. But, I don't teach them, I supervise

72 their research.

73 E: Mh-mm. And would you say you use the VLE and digital learning tools is

74 every class that you're teaching?

75 INT4: Oh, definitely yeah.

76 E: Could you also do without it you think, at this point?

77 INT4: Mm. Yes, I could. But I would use the same tools. I would like to websites. I

78 would use the addresses for example, and in- in. That students could use. They would then-

79 then link within those lectures. So, the VLE is a lot easier for me, that I can have an

80 infrastructure that I can then link everything to. Whether it'd be Brightspace or Blackboard,

81 or Moodle as I have used in the past.

82 E: Would you say that, eehm during the years of your teaching career, the VLE

83 has become necessary in teaching?

84 INT4: It's not become necessary for my teaching. But it has become necessary in

85 terms of the students. And how they, eeh- how they learn. And how they eeh- approach the

86 subjects and so on. They need the technology. They need that- that- that presentation. So, if

87 I was to give a lecture in the traditional way, where I would have something on- on

88 Powerpoint, eehm. They don't- they're not engaged. As I say, they are- they go the ehm, VLE

89 as well.

90 E: So, it's by-because of the students-

91 INT4: Definitely.

92 E: -that it's also necessary.



93 INT4: And then also in terms of Brightspace. One of the reasons why Brightspace is-  
 94 is so much more attractive is, it- it's very good on the mobile phone. Whereas Blackboard  
 95 was not. So, that's why, that would be one of the advantages. Again, it's towards how the  
 96 students learn. Eeh, traditionally they would've used books. But they don't use books,  
 97 everything is online. And they must have this on their phone.

98 E: Do you- do you feel that well-. Students generate that expectation. Do you  
 99 feel that- is the same as students back when there was no VLE yet, or eh, digital learning  
 100 tools.

101 INT4: Sorry, are the students the same or?

102 E: Well, yeah. I mean the eehm. I would guess now- now you eehm, said that  
 103 students have a strong expectation as well, for the online learning tools.

104 INT4: Mh-mm.

105 E: But are the students learning in- in a different way now as well? Compared to  
 106 when they didn't have them?

107 INT4: There are absolutely learning in a different way. The other issue is that- Well-  
 108 students, previously- before the VLEs, they would go to the books. They would find the  
 109 information. Now, we-we have to present the information to them. And there's far less-  
 110 they're less likely- they're only so many clicks away when you lose them. So, you've got to  
 111 keep them in terms of their attention-spans. So, that's- The VLE has been an advantage, but  
 112 is always a disadvantage as well. Because they- they lose that ability to- to learn and to  
 113 deep-learn.

114 E: And do you think you could use a VLE to achieve that again? Deep-learning?

115 INT4: Eehm. Well, we- we can try. And we'll try the best to do that. But the- the  
 116 problem really is, it's- it's the students approach to themselves. They- they don't have that  
 117 ability to -to dig- to dig deeply into a subject. We now have to lead them a little bit more  
 118 than we had to before. Well, a lot more than we did before. And that in itself makes the  
 119 learning difficult for students. We can facilitate their learning, but we have to facilitate their  
 120 learning. They will not do that on their own. Well, very few students will do that on their  
 121 own.

122 E: And do you think that is because of how they grew up with technology?

123 INT4: Absolutely. Absolutely. Eehm. I have two daughters, one thrity-four, one who  
 124 is eighteen. Eehm. The one who is eighteen, has her iPhone in her hand. And that's  
 125 everything, everything is on that. The one who is thirty-four not so much, but she still uses  
 126 all the technologies and so on. Eehm, but the eeh, the eighteen-year-old, everything must  
 127 come through the phone. All the reference is through the phone. It's very difficult to get  
 128 them to pick-up a book. And a student who picks up the book is the unusual one. Is almost  
 129 the the old-fashioned learner and so on. And this has become an issue, not just for us here  
 130 at TU Dublin. But this is an issue eeh, throughout Ireland and at third-level. Eehm. In UCD for  
 131 example, I have colleagues who've had to show the students how to use the table of  
 132 contents of a book- the index of a book. Because they don't use books. And that really does  
 133 change how the learning is. And that's obviously something we're adapting to. So, in some  
 134 ways you can say they were facilitating by using the VLE. Eeh, but in other ways, I think it's a  
 135 disadvantage. In terms of they're- they're not doing this deep-learning. And because we're  
 136 saying: 'Here it is, you don't have to search through this.' And as a matter of fact, by  
 137 searching through this they learn more as well. So, it- it's advantages and disadvantages.

138 E: Eehm, Because I also- in the questionnaire I asked about eehm your teaching  
 139 philosophy. Eehm, and this was based on- Nowadays a lot of lecturers have to finish a one-  
 140 year course. Eehm and they also focus on their teaching philosophy should be.

141 INT4: Mm.

142 E: Eehm. But in a general aspect, that is something that you probably would also  
 143 generate or create throughout you career. What would you say your teaching philosophy is?

144 INT4: None. It's changing. It's changing all the time. Eehm. I would say my initial  
 145 influence would be my secondary school teachers. Eeh, that was the problem, because I  
 146 recognize the bad teachers in me and so on. Eeh, then I did the course you're talking about. I  
 147 did- did the postgraduate diploma in Higher Education. I did that in Maynooth University  
 148 now, not here. And I ended up teaching on that. And one of the aspects of that was, to  
 149 reflect on what my teaching philosophy is. Eehm, I would see myself as- very much now as a  
 150 facilitator. And that's difficult at times, because I don't just present students with the  
 151 information. I present them with the breadcrumb-trail to the information. Eehm, and they  
 152 then have to follow that breadcrumb-trail and make that their own in terms of their-their  
 153 expertise. So, I'm- I'm not your traditional teacher that stands up and just presents the  
 154 information. I- I do give them information, eeh but it's it-s a foundation. And then they have  
 155 to build on that. And that's frustrating for some of the students. Especially for the first-year  
 156 students, who are learning in the third-level way, as opposed to second-level way and so on.  
 157 So, I would see myself more as a- as a as a faci- facilitator, in terms of their learning.

158 E: And then, providing information on the VLE, providing digital learning tools is  
 159 also part of that?

160 INT4: Yes- yes-yes. So in terms of- an example of that would be, eehm. That I -I  
 161 might have the traditional lecture material online, in terms of PDFs and so on. Eehm, but the  
 162 I have links to websites, wikis and so on. They can then find out for more information  
 163 themselves. And, because I can follow in terms of what they are looking at. I can then talk  
 164 about that in the future lectures. Like: 'As you saw, when you looked at this manufacturers  
 165 website.', and so on. So, it- it's integrating what they're-what they're doing outside, bringing  
 166 that back into the class. But I also have large student numbers, so that's not so easy.

167 E: Ehm, because you also said that you, in your career, would have been one of  
 168 the first to use, maybe, new things that were brought on. Eehm, And was any mandate from  
 169 the university, or any ehm, general choice by the university to use a certain tool- to move to  
 170 a different platform –

171 INT4: No, it's always-

172 E: -part of that?

173 INT4: It's always been a challenge.

174 E: Mh-mm.

175 INT4: It's a challenge for me to incorporate that.

176 E: Mh-mm.

177 INT4: Because I's say, pioneered it at certain aspects, it's always I'd do that  
 178 independently. And then talked to my colleagues, and my colleagues become interested and  
 179 then, we may adopt this. In terms of-of-of the philosophy. But, in terms of the structure that  
 180 we have here for example. We have the VLE, which is Brightspace, and that's the one that  
 181 we work within. But I have many colleagues who don't use it. And that's frustrating.

182 E: Because, it's frustrating..?

183 INT4: Because they don't use it.

184 E: You- you would rather see everyone-

185 INT4: Absolutely-

186 E: -at the same level?

187 INT4: -Absolutely. Well, not necessarily the same level, because every- has a

188 different philosophy. And that- that's-that's very-very-. That-that's very-very valuable. Eehm.

189 But I have, from the older style, where some lecturers don't even put lectures up on the VLE

190 at all. And the students- Students have also lost the ability to take notes. Eeh, so they don't

191 take notes. And they don't remember and that's a crisis. And we have situations where we

192 have: we can put the full eeh, information up on the VLE. And then the issue is: students

193 stop listening. So, it's trying to find a-eeh, something in between.

194 E: Like a generic basic level? That every lecturer will adopt, and then..?

195 INT4: No, eehm. No definitely not every lecturer, because it is important that

196 there's -there's different types of learning. But that the students themselves- One of the

197 things that I would do is, I would fit the learning to the students. Eehm, so in terms of, as I

198 say, presenting all the information. So, if I give them full information, somebody else gives

199 them partial information and somebody else gives them information. They have to adapt,

200 they different learning styles and different teaching styles, and the different learning styles

201 that they've got as well. And I think- that- that is why- I would not like to say what

202 everybody- well, if they say: 'Everybody must do this.'. 'We must all do podcasts.' 'We must

203 all record.' 'We must all do the cases.' Eehm. I don't think that's beneficial to students and I

204 don't think it's beneficial for staff.

205 E: So, kind of capturing the eehm, uniqueness of every lecturer in a way they

206 would interact-

207 INT4: No.

208 E: - with the students-

209 INT4: No.

210 E: -and what they would use for that?

211 INT4: So, I'll give you an example. I have eeh- one of my colleague sin Maynooth

212 University, still uses acetates. I don't even know where he buys the acetates, but you can't

213 buy them. But, his students love his lectures. They absolutely love his lectures. There's no

214 PDFs, there's no Powerpoint, there's no Prezi, they love his lectures. Whereas, I would use

215 Powerpoints, and all types of various- Although I've had to adapt my teaching throughout

216 the years for people who are special needs. So, I've taken out all the colour. I've taken out all

217 the colour.

218 E: You've taken out all the?

219 INT4: taken out all the colour.

220 E: Ah, right.

221 INT4: I've gone back to black-and-white. I've gone back to career-fond and so on. I'd

222 say my- my lectures have become more boring. But because we now have more special

223 needs students, as a higher percentage of our students than before.

224 E: Now, but that eeh, logical necessity if you have-

225 INT4: It is.

226 E: -special needs students.

227 INT4: It is. But it-it-it. The difficulty with that is, that sometimes you- you then-.

228 Because you're dealing with a minority, 'cause they are a rare minority in the class. The

229 majority are getting quite boring lectures, in-in some way. But you got to eeh, facilitate the

230 people who can't learn because of colour and so on.

231 E: But if you look at the colleague that uses acetates, would you then say: is it  
 232 surely not about the medium you are using to teach, it is how you use it?

233 INT4: It is. Eeh, and it depends on the- the- if the students are listening as well.  
 234 Whether they're visual, whether they're oral, whatever the case is. Some of them have  
 235 challenges with that particular type. Eehm, and they have to then adapt to that. Eehm, and  
 236 I'm very aware than, that if I've students- in most of my class- they're hundred-and-twenty.  
 237 In Maynooth, my class is about four-hundred- I was very aware that I had many different  
 238 types of learners in there. And it was trying to hit and me- a me- a happy medium for  
 239 everybody. But, I did know that there were some people who-who would've had difficulty.  
 240 And then I would- put something up on the VLE that would help them, in terms of trying to  
 241 engage with the material.

242 E: So, you would say that also a V- using a VLE is beneficial for if you have big  
 243 groups of students?

244 INT4: It is. But it's also very good in terms of using it in small-group teaching. So, I  
 245 can use small group techniques on the VLE. So, using groups. So, if I have a very large class-  
 246 Especially when they're- they're early undergraduates, like first-years. They will not engage.  
 247 With each other, they're all very- very conscious of it. But then in the VLE I can put them into  
 248 groupwork, and get them to engage as part of a team. And then present their-their work in-  
 249 in that way. So, then the VLE facilitates that.

250 E: Do you also use, what they call eehm, learner-analytics? Where you can see  
 251 how much students engage with the VLE.

252 INT4: Well, no yes. Yes-yes, I-I would use the analytics as in officially the different  
 253 packages, eehm. I would because- especially in Brightspace. I can see exactly how much  
 254 they're logging in, what material they're looking at and so on. But I wouldn't have statistics  
 255 so much to then tell me how much they're doing. Eehm, I do have a number of different  
 256 rules set-up on Brightspace. So, if they don't log in or they don't engage, they would receive  
 257 reminders in terms of that particular topic. [~~Indeed, so when I start teaching~~  
 258 ~~and~~] [INAUDIBLE] they haven't engaged with that for one of two weeks, that they're putting  
 259 their-their-their-their module at risk and so on. Eehm but apart from that, just my own  
 260 literally looking at what's been accessed, sort of whatever the resource is, how many people  
 261 are accessing that. And then I would also be looking at students who are not accessing it at  
 262 all. And then intervene if possible.

263 E: And, how would you describe the VLE change from Blackboard to  
 264 Brightspace? How was that for you?

265 INT4: Eehm, well it's like everything else. Well it's different schemes, and-eeh bit of  
 266 a steep learning curve. I was one of the pioneers of it. So, it's come in since September, but  
 267 I've been using it since last January. I had a number of classes, eeh-

268 E: The pilot modules?

269 INT4: Yeah.

270 E: Yes.

271 INT4: I think the difficulty with that was, there was a lot of confusion. Not just  
 272 among staff but also among the- the, eeh, Teaching and Learning personnel, exactly what  
 273 Brightspace was. Eehm, because Brightspace was chosen for many reasons, one of them was  
 274 cost and so on. And that was certainly facilitating- But, there were differences that caused a  
 275 lot of confusion at the time. For everybody concerned. An example would be; On  
 276 Brightspace the plagiarism check- or checker is Arkunt, as opposed to Webcourses which  
 277 was SafeAssign. SafeAssign ~~an alternative~~ [INAUDIBLE]. It's just not the different system, it's a

278 different way of engaging with the students. So, an example, if a student uploads a report, to  
279 get a plagiarism report for them to look at, they don't see that. Eehm, that has to be  
280 released by the le-lecturer. So, if you have a very large class, you're on the computer and  
281 you're going click-click-release-release-release. Whereas, Webcourses- you could say to  
282 them, they can submit as many as they want, eeh, you would only look at the final version.  
283 As long as they bring the score down to 15%, or whatever, for that particular module. In  
284 Arkunt, it is not possible to do that. So, they all load-it-up and you then release them in  
285 batches and so on. So, it means the lecturer is more involved with it- with the administration  
286 for that. One of the difficulties with that is that eeh, the TU Dublin personnel didn't know  
287 that. Because that is not part of teaching- well, that is part of Arkunt, and it's just an add-in,  
288 in to that. So, that was a learning experience for all of us. Eehm, another issue would be the  
289 way Gradebook is set-up in- as I- I talked to a lot of colleagues. They must set-up their  
290 Gradebook first of all, and then they set-up the assignments and their MCQs and everything  
291 and then they relate them to Gradebook. In Webcourses that didn't really- they didn't set up  
292 their-their Gradebook. That was all been set-up for them. So, all- a lot of colleagues have  
293 made issues in terms of setting those up so that the students don't get marked. 'Cause they  
294 don't relate them to Gradebook. So, these are all very important differences. Eehm, in terms  
295 of presentation it's cleaner. It is more simpler. I wouldn't say it's more intuitive. Eehm.  
296 Blackboard itself is ~~very large and~~ complicated. Moodle would be the one that I would say.  
297 It's very easy for- for everybody to use, but it's- Everything needs-is trying to copy moodle,  
298 but yet not be moodle. Eeh, even something as making it- a resource available to students  
299 by opening a little eye- that's a moodle thing. Whereas, Brightspace are now doing that. So,  
300 there are advantages and disadvantages to all of them. And I would say the main advantage  
301 really of- of Brightspace- Apart from the mobile, because that really is very important. Eeh,  
302 but with the analytics in terms of you can see how they are engaging. That was not available  
303 in Blackboard. Maybe it was, but probably very complicated and so on. But, one of the issues  
304 that we really have to deal with here is because there is so much change happening at this  
305 university. As in, first of all becoming a university, but the move to Grangegorman, the eeh,  
306 change to Brightspace and so on. There was a lot happening at one time. Eehm. And that  
307 was difficult for a lot of staff. That just said: 'Look, I just want to use it, as a tool. I don't want  
308 to have to learn. I just want to use it the way as it was with Webcourses.' So, that learning,  
309 that- that learning-curve, it will take a little for students and staff.

310 E: You think everything happening at the same time was also hard for the  
311 students?

312 INT4: Oh, definitely. Definitely. Eehm, I definitely found that with my students in the  
313 pilot programme. That, I was teaching them how to use Brightspace at the same time as  
314 using it. Now, it gave lots of other possibilities. Picture the MCQs on their phones and  
315 everything in class. That was- that- but the App is a very good App, the Pulse App, is a very  
316 good App. Eehm. But yeah they had to- they had to have time to learn that as well. And  
317 sometimes, people just assume because it's there, they can see it. But it's not the same.  
318 Yeah, it's a learning curve for everybody concerned.

319 E: Would you say that would- have put more pressure on you as well? In the-  
320 the- In that sense that semester?

321 INT4: Definitely. Definitely. I made the mistake, and it was a mistake. I made the  
322 mistake of using it for a final-year- fourth-year module. And also for a third-year module, but  
323 eeh, but because that was a final-year module and so important for that degree- Eehm, in  
324 retrospect it was not a good idea.

325 E: Why?

326 INT4: Well, I- Because their grades are so important. They- the last thing you want  
 327 to do is give them anything confusing. They've got so much material that they have to do.  
 328 It's- It's very unfair to them if they- they have to deal with a whole new system. Eehm so we  
 329 learned as we went along. If there were issues, I made allowances for them and so on. But  
 330 they all enjoyed it. They were frustrated at times, but they did enjoy it.

331 E: And the- they enjoyed it because?

332 INT4: Mobile. The mobile. And it meant they use the mobile more in class, as well.

333 E: Do you also see now differences between the students that come in- First-  
 334 year students that come into the university now, after Brightspace has been t- released in  
 335 general- Eehm, so they don't know Webcourses.

336 INT4: No. Eeh, because students who would've come in with Webcourses and  
 337 students who would have come in with Brightspace they had the same challenges. They had-  
 338 they both had to learn new systems. In-normally schools they might have had Moodle. Eeh,  
 339 and that- they wouldn't have dealt with either of those, so they've had the same challenges.  
 340 The only issue is-, the only advantage of Brightspace is they can use it more on their mobile.  
 341 But not all lecturers, eehm, use the mobile-side of things.

342 E: Eehm, you're- you also said, you're also teaching eehm, almost every year of  
 343 students. Do you also think that the ePortfolio function that is eh, being released on  
 344 Brightspace in the future, where all the students can see all the courses they took over their  
 345 whole programme, would help in student-transitions through the study programme?

346 INT4: I would like to think so, but I don't necessarily believe it will. And one of the  
 347 issues there is something we're constantly battling is compartmentalisation.

348 E: Of?

349 INT4: Eehm, because the individual modules. Because they're semester- well, what  
 350 happens is the student are inclined to learn that particular material. Lot of it goes into short-  
 351 term memory, or whatever their case is. But it all goes in compartmentalized, so they don't  
 352 relate that necessarily to the next module, which would be the next semester. Eehm, so  
 353 even though the material would be available on Brightspace, and that is one of the  
 354 wonderful things about Brightspace. It doesn't mean that necessarily we'd go back and look  
 355 at it. And eehm, what we need to do- what we are doing with a number of different aspects,  
 356 especially through the, eeh- the mathematical calcu-calculations, is we're-we're relating it in  
 357 every single module. So, we do a module, where there was a- something we did back in the  
 358 previous module. That- that, we as lecturers are relating that together, or we use the slides  
 359 from a previous one to show them: This is something you've done. Eehm, I think that's more  
 360 important. The- Having the resources available, that's up to students, because they can  
 361 download them anyway. There's no reason why they wouldn't have that on their laptop.  
 362 Eeh, if it's on-on on Brightspace, you could say they're least likely- they're less likely to-to-to  
 363 download it. Or they put it up on the Cloud or something like that. So, I don't think it's an  
 364 advantage in that way. I think we- it's also- we have to connect the modules for them.

365 E: So, it is especially about staff using that resource?

366 INT4: Yeah.

367 E: Of the ePortfolio?

368 INT4: Yeah. The ePortfolio- The orther thing with the ePortfolio is, that the  
 369 ePortfolio-tool on- on Brightspace is not eeh- a very powerful one. And that- that, again is  
 370 the frustrating thing. Because what we were used to using was extremely powerful. Well,

371 not necessarily very powerful, but in comparison the Brightspace one is still in its early  
 372 stages and needs to be developed.

373 E: So, what was the other one, that was really powerful?

374 INT4: Eeh, it was a Google-based system, I can't remember what it was. So, that-  
 375 that again is the-the issue in terms of adapting to a new system. Just because it's new it  
 376 doesn't mean we should adapt to it, it needs to be better than the previous system.

377 E: And the previous ePortfolio was also used to track students all the way  
 378 through their programme?

379 INT4: No, no-

380 E: -It was course-based?

381 INT4: Yeah. Absolutely. And it might have been throughout the module, it might  
 382 have been during one year or so on. But never throughout the whole- or the four years. An  
 383 example of when I used to use that was, I had nutrition students in IT Slygo(?). And to  
 384 become a registered nutritionist, they had to show that they had competencies that they  
 385 gained throughout their-their-their four-year degree. And this is where the ePortfolio was  
 386 perfect. Eehm, it's not used so much. It's used in some of our courses, but not throughout  
 387 the whole four years. So it's something that is a powerful tool in Brightspace, but it hasn't  
 388 been adapted yet.

389 E: Eeh, has the VLE change, maybe then last semester, and the wide-one this  
 390 semester, affected your teaching directly?

391 INT4: No, No.

392 E: And what do you see about the future of the VLE?

393 INT4: As in Brightspace? Well, Brightspace- one of the things they're doing- They are  
 394 incorporating changes. So, we make suggestions and they are making the changes. Eehm,  
 395 the difficult- eeh, part is procurement. It's the way the university decides to change to a VLE.  
 396 The Teaching and Learning have it- have an influence, and whenever a new one becomes-  
 397 get's considered, we all talk about it and so on. But it does come down to cost. So, as bef-  
 398 previous we had Bright- eeh, Blackboard for ten years. Eeh, we now have this Brightspace  
 399 for five years. But, we can easily change this in five years' time to a different system. So, it's  
 400 not always about more efficient teaching, it isn't always about that. And that frustrates  
 401 people. Because they have to relearn a new tool, and re-change their lectures. And one of  
 402 the big changes in-in Brightspace was that a lot of formatting didn't copy over, so a lot of  
 403 work from people who have spent time getting nice structures to their courses and so on.  
 404 They now have to change it- And that does give them an opportunity to change, but it also  
 405 creates more work than perhaps- they don't have time for.

406 E: I was also wondering, in your questionnaire answers, eehm you listed that at  
 407 the question: 'How would you rate the influence of colleagues?' - as very high in general.

408 INT4: Some-some colleagues, yeah some colleagues, yes.

409 E: But the relating to the statements, eehm, you disagreed with all the  
 410 statements listed. So, was it about- what is it about specific influence of colleagues that you  
 411 find so powerful.

412 INT4: Eehm, There- There are a number of colleagues in- in this school that would  
 413 use technology. And some of them will then have the- the eLearning masters and so on. I'd  
 414 learn some of their tools, they've learned some of my tools. And we learn from each other in  
 415 that way. And then trying to get eehm, something adopted in the school. At least get a  
 416 license for it- for- Nearpod is a perfect example. Eehm, but a lot of people don't use that.  
 417 And that's- that is difficult. That means, your struggling to-to adopt a new technology and so,

418 and you do that, but it's not used by- by your own colleagues. They don't have to use it. It'-  
 419 it's just an advantage for them if they do that. So, I would say that I learn a lot of new things  
 420 that I might- might know from colleagues. But it's not always easy to convince other  
 421 colleagues to eh, to adopt things and so on. But Nearpod would be the one, that perhaps is  
 422 ehh, the most powerful. Especially in the large group teaching.

423 E: Again, what does Nearpod do?

424 INT4: Nearpod is an app eeh, which they install on their phone, which you then  
 425 install on your PC. You then control the lecture, so the lecture appears on their phone, as  
 426 you're lecturing it. They are unable to do anything else on their phone, but just the engage  
 427 with the app with that lecture. But they can then engage by sending, say: drawing the  
 428 structure and so on, to you. And get them working in small groups, they can send that to you  
 429 and then you can put that up for the whole class to look at and say this what we got issues  
 430 with, perhaps in terms of naming or whatever is the case. Or mechanisms or so on. Eeh, it's  
 431 much more engaged. But that also means that, you can run it on somebodies phone who is  
 432 not in the class at all. So, you can carry on running the lecture in that way. So, you can leave  
 433 the-the lecture for them to run, but you can get much more engagement in the lecture. But  
 434 it's- it's- it's expensive. So, we tried it, but we didn't use it for very long.

435 E: Is it coming back or?-

436 INT4: No, no. Because it was too expensive for the large groups.

437 E: I'm trying to see- Is it also possible that I could enrol in one or two of your  
 438 modules to see how you use the space?

439 INT4: Are you registered as a student?

440 E: Yes.

441 INT4: Yes, you can. In any of the ones you want to.

442 E: Yes? Do you have any recommendations of kind of interesting ones to see?

443 INT4: Let me think. I'd say perhaps the modules from last year that I- The nutrition  
 444 one. So, 'Performance and nutrition'. If you at 'Performance and Nutrition' or you look at  
 445 'Anatomy and Physiology for nutritristical students'. One is FOOD-four-zero-zero-six. And the  
 446 other one is FOOD-three-zero-zero-two. Now, they're not currently- I don't think I've  
 447 released them, but there fir- second-year modules. Have a look and see if you can have a  
 448 look at them there. Eehm, They'll be the ones I used most of the time. Be- Because I had  
 449 most time to play with Brightspace for that. Now, I don't have- have time for Brightspace,  
 450 now I'm putting things off. But I've just- I don't have time to develop it. I will develop it more  
 451 next year, but now since I've all the groups on it. It's a matter of just-

452 E: Can I also just see one that's active now?

453 INT4: Yeah, eehm let me think. TFCH-one-thousand-and-one. And you will see quite  
 454 a difference between that. You will see that's the more traditional, just the lectures are up  
 455 there.

456 E: I'm just gonna use it as I do with every person that I'm interviewing. I'll just  
 457 make general observation notes of what I see, how it's used, what the differences are, what  
 458 the similarities are. Just to kind of support eehm, what everyone is saying of how they are  
 459 using it. As kind of my-

460 INT4: Okay, okay. Well, hopefully you can see the- the four-zer-zero-six. Hopefully  
 461 it's open. But it's last years' module, you might be able to see that.

462 E: Yeah, I'll try and I'll let you know if that works. Is there anything else you  
 463 would like to add, in general?



464 INT4: Eehm, No except we're still learning al the-the-the things that-that  
465 Brightspace can do. Eehm, and that's it's not end all, be all of the teaching. I think it's more  
466 the engagement of the lecturer with the class in terms of explaining something on that. But  
467 the most difficult thing, and the most important thing, is that they have independent  
468 learning. That-that you facilitate that, and that it's not just- As I said. The oldest definition,  
469 and the worst definition of teaching was: Going from your laptop to their laptop, without  
470 going through wither of your brains. That's the worst type of teaching. Eehm-  
471 E: Going from your laptop to their laptop, without going through their brain?  
472 INT4: Your brain or their brain. So, you just put it up, and they just download it.  
473 That's not learning, that's just copying. And that's something that sometimes can be a  
474 temptation with- when you got a VLE. 'Cause everything is moving and dancing and  
475 everything else like that, but you've got to make sure that they are also learning it.  
476 E: That's interesting. I think we covered everything, that I wanted to ask.  
477 INT4: Okay.  
478 E: Yeah. Eehm, thank you so much for making time for me.  
479 INT4: You're welcome. And the best of luck with your Masters.  
480 E: Yes, I hope eeh, it's gonna go well.  
481 [END OF RECORDING]

## Interview 5 – LEC6

1 13-1-20 Interview 5 3.01+38.10 minutes 6538 words  
2 [consent being signed]  
3 Ellen: Yes. Thank you so much. Ehm for a start I maybe, eehm should explain a little  
4 bit more about my study.  
5 INT5: Yeah.  
6 E: Eehm, so that you have a good sense of eehm, what this interview is in need  
7 for.  
8 INT5: Yeah.  
9 E: Ehm, so my study is focused on the eeh, lived experience of chemistry  
10 lecturers-  
11 INT5: Mh-mm.  
12 E: In the VLE change-  
13 INT5: Okay.  
14 E: From Blackboard to Brightspace.  
15 INT5: Okay.  
16 E: And also relating to general VLE use and digital learning tool use-  
17 INT5: Mh-mm.  
18 E: Eeh, among chemistry lectures.  
19 INT5: Mh-mm.  
20 E: And eehm, I asked you to fill in the questionnaire, which should give me kind  
21 of a base line- feeling of who you are as a lecturer.  
22 INT5: Mh-mm.  
23 E: As you could see in the different themes. And this interview is more to get  
24 your personal experience about VLEs, digital learning tools and-  
25 INT5: Sure.  
26 E: And about the change.  
27 INT5: Okay.  
28 E: And how that relates to your teaching practice  
29 INT5: Mh-mm.  
30 E: Eehm, saying that you're the expert of your experience. So, anything you  
31 could add or eeh, tell me would be great.  
32 INT5: Sure.  
33 E: Eehm-  
34 INT5: I won't tell if it be positive or-  
35 E: That's not a requirement Eehm, if maybe we could start off by eehm, How you  
36 got into teaching in the first place.  
37 INT5: Eehm, I- I suppose I got into teaching initially during my PhD studies. Eeh, an  
38 opportunity arose – I think I went for a part-time position in- in Kevin Street and- A lecturing  
39 position, and I didn't get the job. But the Head od School of Bolton Street got in contact with  
40 the Head of School here, saying: 'Would you know anybody?'. And my head of School said:  
41 'Well actually, there's a candidate in-, He might be interested in hourly paid hours.' And that  
42 was it, So I-I-I started working as an hourly paid assistant lecturer then in Bolton Street. So, I  
43 did that in tandem with my PhD. Eehm, and I suppose when I finished all of that eehm, I  
44 applied for a full-time position here, and I got the full-time position and that's-  
45 E: And you've been here ever since?

46 INT5: Yeah, so since eeh, five years. October twenty-fourteen (2014) I think I  
 47 started.  
 48 E: And, eehm, you already used the VLE and digital learning tools in your own  
 49 degree?  
 50 INT5: Eehm, No. No they didn't exist.  
 51 E: No-  
 52 INT5: No. I mean I did my original undergraduate degree in- I finished in two-  
 53 thousand and one, (2001).  
 54 E: Yeah.  
 55 INT5: So, eehm I mean, Google was just starting around-  
 56 [BREAK IN RECORDING]  
 57 E: And ehm, you have seen in your own lecturing career after that, how the VLE  
 58 developed in teaching?  
 59 INT5: Ehm, I suppose. I mean I don't have a huge amount of experience, you know,  
 60 outside of Webcourses and Brightspace. I mean, I've- I suppose, Moodle, in passing maybe, I  
 61 might have encountered it. But I certainly wouldn't be able to, you know, maybe going from  
 62 Webcourses to Brightspace, I can see how things have been developed and perhaps  
 63 functionality has been added, you know, certainly. But, I wouldn't be- I couldn't trace it all  
 64 the way back to, you know-  
 65 E: Have you experienced that, eehm, the online aspect to teaching, eehm, has  
 66 developed over the years?  
 67 INT5: Ehm, yes. Yes, I think that would be fair. I mean, I suppose, reference to I  
 68 suppose, colleagues' use of it, I've been more aware of really what it can do. I suppose,  
 69 when colleagues-come back to me and say: 'Look, I'm doing- ,you know, X, Y and  
 70 Z, and eehm, it-it's useful.' Ehm, yes that's fair to say. Yeah, yeah, Now, I suppose, the eeh,  
 71 efficacy of those approaches, I mean, I haven't really explored in any great detail, you know.  
 72 But, I can- can see why it's useful in many respects. Eehm, how it could be useful but I  
 73 haven't eehm, I suppose, rigorously examined the benefits to students, in some sort of  
 74 quantitative way. If that makes sense.  
 75 E: Have you- you've also done the eehm the teaching certificate.  
 76 INT5: Mh-mm.  
 77 E: Eehm, so, you have developed a teaching philosophy.  
 78 INT5: Mh-mm.  
 79 E: How did you arrive on your specific philosophy?  
 80 INT5: How did I-sorry?  
 81 E: -Arrive on that specific philosophy?  
 82 INT5: Eehm, ughh. I-I suppose, I mean, I was- I was maybe, nearly three years full-  
 83 time lecturing when I- I did the diploma. So, I suppose, you know, I took my initial teaching  
 84 philosophy, which would have been, you know, just to lecture. You deliver the material. And  
 85 ehm, and-and really, like, you know. It's-It's sort of up to the students to take that away and  
 86 often go- And I suppose, with, you know, the experience with doing the- the diploma then  
 87 you sort of realise then, what should be more a student-centered approach and the students  
 88 should be doing a lot more work. And, I suppose, in the classroom as opposed to me doing  
 89 all the talking, eeh and them just sitting there just listening. It's eeh, it's much more of an  
 90 active process eehm, for both of them. I suppose, ehm, my sort of teaching philosophy, sort  
 91 of states that, I suppose, it's not just eh, I suppose- You know, I suppose- Discipline specific  
 92 eeh, in that I just want them to learn about Chemistry, down to I just want them to learn

93 how to learn. And give them I suppose, hopefully, the tools to do that. And to enable them  
 94 to become almost self-sustaining in their learning. I suppose, that would be sort of, my  
 95 ultimate goal.

96 E: And eehm, do you nowasays also include, eehm, digital learning tools to  
 97 achieve that?

98 INT5: Eehm, yeah I mean I- I, I'm first-year- I lecture first-year students. So, I have  
 99 some online quizzes, eeh. You know, I use the-the eeh, VLE as a sort of, you know, eehm,  
 100 repository for notes. Eehm, but, I suppose in the main, I- you know, that would be pretty  
 101 much the extent of it at the moment. Ehm, for reasons we're probably go into shortly. But  
 102 yeah, that would be- that would be the main ones that I'd use it for. In terms of the  
 103 functionality. Which I realise is-is not using the full scope of the, you know, the equipment or  
 104 you know, the tools that are on it. Just at the moment, that's pretty much where I'm at.

105 E: But, you're using it to eehm, the extent that you feel is eehm, efficient now  
 106 for your direct needs, I guess?

107 INT5: Eehm-

108 E: You're saying: first-year groups doing quizzes-

109 INT5: Yeah, I mean. Yeah I- I it is useful because of the large numbers. You know,  
 110 I've- you know, for the module I teach- the chemistry module I teach, there's maybe  
 111 hundred- hundred and ten, give or take, eehm students. So, it wouldn't- it's not very  
 112 practical of course, eehm for that course to be correcting a hundred-and-ten scripts  
 113 everytime you want to do a homework quiz. Or eeh, something like that. Eehm, I did in  
 114 previous, you know, previous years, I have, sort of, given students some sort of eehm, short  
 115 videos in advance of lectures, hopefully to sort of reduce the cognitive load, you know,  
 116 during the lecture, okay. But, I did not- I did not develop that to any-any great extent. I'm  
 117 really- I suppose, I was using I suppose, resources generated by colleagues, eehm, rather  
 118 than developing my own. You know, So, I was sort of just, if it was there I would use it, if not,  
 119 I- I did not really develop anything, you know, in terms of that aspect of it.

120 E: 'Cause if you would eehm observe your teaching now, And maybe eehm,  
 121 think of not using digital learning tools or the VLE at all anymore, would that be possible for  
 122 you?

123 INT5: Ehm, It'd be possible. I mean, it is- It would be possible but it eeh. It's not- it's  
 124 not a huge part, I suppose, of what I do in the main, I would say. Eehm, it would make my  
 125 life more difficult to not use it, put it like that. And eeh, I-I definitely have an awareness that  
 126 if I would explore it more, it probably would lead to eehm, a reduction of my workload  
 127 eventually. But, the eeh, sort of, the activation energy to reach that stage eehm, I-I just  
 128 haven't reached it yet. Because I- , you know, I-I just don't have the time. To put in to-to just  
 129 basically learning to use it. And eeehm, I suppose, eh, you know. You can learn to use  
 130 something. But then eehm, to use it efficiently is a sort of, different matter. Like, to use it  
 131 you know, more in a strategic fashion. An di just- I just found myself with limited time to do  
 132 that, you know.

133 E: Would you say that time is the biggest barrier?

134 INT5: Yes. A hundred percent. Yeah, yeah. I- I'm. Eehm, Like it is- It probably sounds  
 135 foolish because if it something well, if it'll save you time in the long run and- I sort of yeah,  
 136 accept that. But there is something of a time quantum of time required to get it up and  
 137 running. You know, to set up rubrics and-and to do everthing that needs to be done. And I  
 138 know from colleagues' experience that it is a big time commitment to do that. And and I just  
 139 don't have the time at the moment. So, I'm sort of catch twentytwo

140 E: What would you say would be the eeh, the best solution for- for that?

141 INT5: Eehm, pff. Well it's sort of eeh.

142 E: Create more time?

143 INT5: Well yeah. It's sort of, it's-it's-it's a university problem. It's a a constant refrain  
 144 from colleagues that they feel overworked. Eehm, that there's not enough hours in the day.  
 145 So, therefore things have to get priorities. So if, you know, X, Y and Z has to be done, it has  
 146 to be done. And anything outside of that sort of gets put to one side really, until such time is,  
 147 you know, you do have a little bit more time, you know. I mean, one-one of my colleagues,  
 148 who sort of managed to develop it, eeh to a greater extent. She is part-time. And she's had a  
 149 little bit more time to dedicate towards that, eehm. You know, I- I- in terms of inst- you  
 150 know, sort of university supports, I- I wouldn't- I wouldn't criticize them at all. Because my  
 151 experience of training for eehm, Brightspace eehm, limited at the moment, but Webcourses  
 152 as well. Eehm, was that there was ample opportunities provided by the university to train.  
 153 Eehm, so in terms of I suppose, their commitment to me, to enable me to do that, I would  
 154 say, you know. In terms of training and provision of training, I would say- it's more than  
 155 adequate. It's just it- it- it- the workload that I have not, you know, not the training that is  
 156 available. So, I think that's been, you know, important to say. That, I suppose, that they're  
 157 good in that respect. But workload is [inaudible] matter, you know.

158 E: But do you feel eehm, pressure to use the VLE ordigital learning tools more?  
 159 Or was it rather that you, as you said, there there was- maybe be benefits in the long run?

160 INT5: Eehm, I- I mean there is pressure- There is pressure, I suppose, to use VLEs as  
 161 much as they're a repository for information. In other word, notes for students. Eehm, now  
 162 it's my understanding that it's up to the individual lecturer to wether they chose to engage  
 163 with Brightspace of Webcourses. And eehm, my understanding is that: if they don't wish to,  
 164 they don't have do so, okay. If a- If a module is delivered, you know, via sort of traditional  
 165 methods- Obviously, you can't say that if you're on a, you know, an- an online module or  
 166 something like that, fair enough. Eehm, so yes. There would be pressure to use it in that  
 167 respect eehm. But that's the- that's the most basic functionality of the VLE. You know, and  
 168 the eeh, there's pressure to use that. Outside of that, no. I wouldn't say that there's  
 169 particular pressure. You, know colleagues will tell you their experiences of it and they might  
 170 go: 'Look INT5, I'd think you'd find that useful.' Eehm, but, no I wouldn't call it pressure. No-  
 171 no, it's up to, it's up to the lecturer to choose to or not, you know.

172 E: And how is your experience in general, with the change from Webcourses to  
 173 Brightspac?

174 INT5: Mmm. I-eeh. Yeah, eehm. I haven't engaged with it as much, you know, with  
 175 Brightspace. Again, I don't want to sound like I'm winching all the time. I-I I just- I just  
 176 haven't found the time this semester to really get the grips with it. I- I have- you know, I can  
 177 put the information up. And, you know, I've got my quiz up and running, but eehm, outside  
 178 of that? No, I mean, it's- it's pretty much- I haven't even quite even figured it all out yet, in  
 179 respect if you- you have even something simple like a quiz, okay. I conducted a quiz, I have  
 180 results, but, you know, I just haven't quite figured out how to get them in to Gradecentre or,  
 181 you know, the marks corresponds to the particular students. So, no. Oh I mean, I went on a  
 182 eehm, you know, sort of an hour-long eehm, training course that enabeled me to-

183 E: Of Brightspace?

184 INT5: Yes, of Brightspace, pardon me. To sort of to, get you eeh, get you up and  
 185 running, I suppose. In terms of, basically, pulling out, you know, the old modules that were  
 186 migrated. And basically, allowing students to see them, and things like that. So, just sort of,

187 very fundamental things. Weher as, I suppose, Webcourses initially, when I was starting, you  
188 know, I went on, you know, different training courses for Webcourses. So, like, you know,  
189 introduction to Webcourses. And, you know, how to set up, you know, grades and quizzes  
190 and what now. So, I would have put a little bit more time into-into that. Rather than  
191 Brightspace. Eehm, yeah, I suppose, that's- that about sums it up. I'm- I'm sort of trying to  
192 catch up on it, in a way, ehm since the move.

193 E: Would you say then that this period was extra busy? Because also of the  
194 change to Brightspace? Or was this period of the year, ehm already pressed for time  
195 anyway?

196 INT5: Eehm, No- No I- I, I was just pressed for time. Like, I have- I have family  
197 commitments eehm, I suppose, more so this year. And, I suppose, I couldn't- The hours I was  
198 doing last year were not sustainable, you know. So I said: 'I'm not going to do that again,  
199 because it's not fair, you know.' So, I just said: 'Right, I'm going to do a reasonable-  
200 reasonable hours at work.' And so, you know, get the work/life balance a little bit more in  
201 check. Now, if I was working at the same cadence as last year, eeh, perhaps I would have  
202 found the time to, you know, to engage more with Brightspace. But you know, priorities are  
203 prioritised and you know. So yeah. So I do my work, but I could probably do with being in extra  
204 hour or two each day. You know, eehm, but I'm not going to be in here 'til seven or eight  
205 o'clock every night. You know. So, it's just not gonna do it, you know.

206 E: But, do you feel that the eehm, eehm, change to Brightspace has had a direct  
207 effect on you teaching?

208 INT5: Mmm, no. Not really. I mean only in the respect that I had to figure out how  
209 to use the functionalities that I used on Webcourses, but no.

210 E: But you would say that students would have the same experience this year, as  
211 the first-year students last year?

212 INT5: Ohww, yeah. Yes, I would say it's broadly the same. Yeah-m, yeah-m, yeah-m.

213 E: Has also the effect of moving to Grangegorman, and the merger, and  
214 changing to the new email and log-in system eeh affected- it all together? Like, it was all this  
215 happening at the same time. Was that also more pressure?

216 INT5: Eehm. No, I mean, I think that the eeh- I think the transition to the new sort  
217 of, you know Outlook, you know, email system, that was fairly like. Eeh, it was a nuisance but,  
218 not- not a time sink. I mean, it was fairly-, you know, it was -the-the It was well- flagged, I  
219 suppose some- you know, some people complained about it, but I just, you know, I just click  
220 on the eeh, this link and put in your password and pretty much away you go. Eehm, No I  
221 wouldn't say that has impacted- In terms of the merger and the move to Grangegorman,  
222 you know, that hasn't come on my radar at all. Not- not in the slightest. So, really it was just  
223 going from Webcourses to Brightspace and having to re-learn and redo things that, you  
224 know, previously you just knew how to do. That was- that was the biggest impact I'd say.

225 E: One of the future eehm, advantages of Brightspace is supposed to be the  
226 ePortfolio function. Where students can, progressing through their programmes, save kind  
227 of their key skills that they're learning-

228 INT5: Mh-mm, Mh-mm.

229 E: Throughout their programme, and throughout the years. Would you expect  
230 that that would actually be an advantage?

231 INT5: Ehm, yes. I can – I can see the advantage of that. I think students- I think they-  
232 I think scientists in general, they don't sell themselves as they could or should. And I think,  
233 you know, having all that information readily to hand would definitely be advantageous to

234 students, you know. Going out and looking for work and presenting themselves in  
 235 interviews, that they have that, you know, basically, you know, key skills and competencies,  
 236 you know in one place. I that that would be a good thing.

237 E: Have you had- ehm, used ePortfolios before?

238 INT5: Eehm, no. No. No, I mean they wouldn't- there wouldn't- Such a notion really  
 239 wasn't developed when I was sort of an undergraduate. Eehm, nor even I- when I- I mean, I  
 240 didn't do a structured PhD in that, there was no extra lectures or anything like that. I mean,  
 241 you just did your research and that was it. So, no I have no experience of that.

242 E: And also not in the eeh, capacity as lecturer?

243 INT5: Eehm, no well I mean like- I know, I know some colleagues are sort of  
 244 developing an eehm, developing an sort of build you brand. Eehm, well I suppose-suppose it-  
 245 it's the same idea, I suppose, that they have their skills and attributes and that they record  
 246 them. Eehm basically they do other activities to them- to them as a scientist. As a potential,  
 247 you know, employee. Eehm, I haven't- I'm not part of that per se. So, I'm aware that other  
 248 colleagues are doing it, but no. No, I didn't- didn't have the opportunity to-to do that. Eehm,  
 249 I generally sort of lecture, I'd say in the main would be early-stage students. So, first-years,  
 250 second-years, some third-years. And once I have lectured on fourth-years in the main, you  
 251 know. I'm not doing them this year. I did them last year, but not for the previous few years,  
 252 'cause- So, I'm a first-year coordinator. So, a lot of my sort of lecturing duties would be  
 253 around first-year, you know, in semester one and then, it'd sort of be second-years in  
 254 semester two. So, I sort of, you know- I don't know whether the ePortfolio- I suppose, it's  
 255 something that would have to be implemented, probably pff maybe second-year on. I think  
 256 it'd be probably, the most reasonable place to have it. But, no I'm not involved in that at the  
 257 moment.

258 E: Would you maybe, on the lecturer side, eehm be able to use, kind of the data  
 259 that comes from that: seeing how students generate certain skills to a certain eehm, degree,  
 260 and seeing how they progress through the programme?

261 INT5: Eehm, would I see how it could be useful? Eehm, yeah, I mean I-I suppose it  
 262 could, eehm. As I- I wouldn't know enough about it, Ellen, to comment on the eeh  
 263 mechanics of that. How that would be, you know, how would that be measured or  
 264 quantified. I'm sure it could be, you know, eehm, I- I just don't know how you would do that  
 265 on a digital platform. But, I'm sure that there is voluminous literature out there. I just- I just  
 266 haven't looked at that. But yeah, you know, it'd be something that I- I would be supportive  
 267 of. And, you know, would be happy to facilitate, eehm. Yeah yeah.

268 E: 'Cause I've also used that some lecturers like, the kind of- the data that's  
 269 generated by Brightspace in general.

270 INT5: Mh-mm.

271 E: Eehm, how they look at: if students are engaging with material or not-

272 INT5: Mh-mm.

273 E: Eehm, if that would relate to, maybe class prescence. Eehm, so if they engage  
 274 online, and they don't come to class, maybe that's not a bad thing. But if they don't come to  
 275 class and don't engage online, maybe there's a red flag somewhere.

276 INT5: Mh-mm.

277 E: Have you eehm, seen that yourself?

278 INT5: Eehm, I mean I pff I suppose, I would always have a class-attendance list. So,  
 279 I'd do it the analogue way if you like. Ehm, I mean that's-that's my barometer. Eehm well,  
 280 you know, information can of course be extracted, you know, how students look at that and

281 this data. But, to my mind eehm, a more immediate indicator is if you're sitting in front of  
282 me. You know, and if- if my programme is not fundamentally online delivery- I mean, if I  
283 don't see them sitting in front of me, I just- I just assume, I suppose, that they're not- they're  
284 not engaging on any level. Rightly or wrongly. Eehm, you know, I-I could see how- if-if a lot  
285 of content or a lot of, you know, information was put up. Then, why it would be useful to  
286 track engagement. But no, not to my- not to my mind at the moment anyway. 'Cause I just  
287 thought of- of footprint of it to- I suppose, generate meaningful data, I suppose. I would say,  
288 you know.

289 E: And would you argue that eehm, engaging with a VLE and digital learning  
290 tools in a certain way, would-doesn't even say that much about the extent of eehm, your  
291 quality as a lecturer. 'Cause the quality of lecturing happens in a classroom.

292 INT5: Eehm. I think- I think it's too diff- eehm. I think it's a different- it's almost a  
293 different skillset. Well, it's a different skillset to my mind. I know some colleagues who are  
294 fabulous lecturers, you know. But, I'm not sure they'd be more traditional- I'm not sure, how  
295 they would fare if they had to eehm, digitise their content. And to eehm, deliver it and  
296 assess it in an online form. I- I don't think, it's not the same thing. Eehm, you know, you  
297 don't have the ability to explain something as you do when you're standing in front of  
298 someone. So, I think it- it's yeah. You'd have to be careful with it. Cautious with it, I suppose,  
299 because you just don't have that much scope, eehm I think to explain things. Ehm to my  
300 mind, I mean not always. It- it depends on how much time you want to put into it. Obviously  
301 you can put up videos of lectures and things like that. But, I suppose, at a eeh, at a basic  
302 approach to it, you know. Yeah, I think you'd have to be careful, you know, not to eeh put  
303 too much stay in its ability I suppose, to-to help with students' education.

304 E: Because-

305 INT5: I think- I think, I suppose, what I'm trying to say is, that like you're- you're-  
306 you're input into it, like, you know, it'll be reflected in the students' experience, is what I'm  
307 saying. If you've-you've a lot of time to put into it and to generate all the required content,  
308 you know, great. But, and, you know, the students will benefit. But, you know, it is a  
309 different set of skills you need, I think that's what I'm saying.

310 E: And, do you think eehm, everyone should have that set of skills?

311 INT5: Ehm yeah. I mean we're- we're in a different age now, you know. Ehm like,  
312 there's- there's aspects of a course that are going to be- that are very beneficial for students.  
313 And eeh, I think if we're going to approach our teaching and learning, you know, in a serious  
314 way, we need to be cognoscente of that. If we're- if something offers advantages or  
315 benefits, it needs to be rigorously examined how best to exploit those particular benefits.  
316 So, I think- I think yeah, it is important that, you know, going forward, I suppose, that people  
317 are eehm, literate in these different sort of, methodologies and ehm, pedagogies  
318 surrounding both traditional and online delivery of material.

319 E: 'Cause do you feel that modern students require online tools as well?

320 INT5: Do they require them? [Thinking break] Eehm, no. I mean, I wouldn't say  
321 definitely yes. I mean, if they would disappear in the morning, you know, to my mind things  
322 would change. But it's not an absolute requirement. People have been educated in a more  
323 traditional way for, you know, centuries, you know, more. Millenia perhaps. And, you know,  
324 it works, you know, up to a point. You know, but, if there's a better way of doing something,  
325 you know, you need to explore that, for sure. But, if it disappeared in the morning, the world  
326 wouldn't stop turning, I would say. Maybe a bit too traditional but, that's what I think, you



327 know, Maybe because I don't- I don't use it as much as other colleagues, that I don't feel as  
328 anchored to it, you know, so.

329 E: Just for a second I imagined that actual, the world would stop turning if we  
330 turned off the electricity, or something. Because, how would you see, maybe, in general the  
331 future of the VLE and digital learning?

332 INT5: Well, I think that, you know, eehm pff. The future – I think the future is  
333 moving towards it. Eehm, you know, there's a – I think, there's, you know, there is already a  
334 row here eehm, I suppose, you know, in- in an industrial relation sense as to eehm. I  
335 suppose staff being forced to, I suppose, into using VLEs. Eehm, and that- that's causing  
336 some friction I suppose. Eehm, you know. But there's no consultation with staff, as how to,  
337 you know, how that would be approached. Eehm, that people feel that they're being, sort  
338 of, bounced into it. And that they're concerned with the time-commitment required to get it  
339 up and running. And they see it as an additional burden on them. And therefore, you know,  
340 that's the source, I suppose, of the- the quarrel. Eehm, you know, between unions and what  
341 not, and- and eeh, and the university, I suppose. Eehm, yeah. I mean, it is- it's going that  
342 way, and I think to, as I said, know more of the benefits of it, I think- I think would be short-  
343 sighted. I mean there's no, it does- it does. I mean, as far as I can say, it is a benefit. You  
344 know, in that you can do it anywhere, take it anywhere. Eehm, you know, that has to- That  
345 has to be of benefit. And I think just as a eeh- as a university, I mean we- we- You know,  
346 bricks and mortar has capacity. You know, there's only a x number of seats, and you know,  
347 only the x number of students. But, I suppose, people are- they're more mobile and they  
348 have access to high-speed internet and things like that. And they don't necessarily want to  
349 travel to bricks and mortar to learn vocations. So, eehm, you know. I think for TU Dublin to  
350 move as an entity, you have to- you have to- you have to- to buy into that. You have to be  
351 part of it. Otherwise someone else will. A- a different, you know, a higher education institute  
352 or whatever. You know, So, it's just- we just have to. Yeha- ye, I would see that.

353 E: I think I addressed my main points. Would you like to add something?

354 INT5: Ehm Yeah, I'd- I'd be curious to see the results of your study when you're  
355 eventually gonna get on with tabulating them all. But I would say that, you know, it's not  
356 that- I probably come across as quite traditional, but I'm not necessarily that traditional. But,  
357 as I said it's- it's- it's finding the time and space to- to do it and to do it right. And I so  
358 understand the benefits of it and, you know, the importance of it. Eehm, I- as I said, I think,  
359 you know, it's there's- there's ample literature to support, I suppose the benefits of it, that  
360 I've come across that I haven't done a very rigorous survey of the literature. I did- I did a-  
361 eeh, group-project around blended learning, you know. How it might best be, sort of,  
362 introduced and eehm, you know, to staff who are maybe not used to it and address some of  
363 their fears. And I came across some of the literature and like, in the main I'd say it's very  
364 positive. So, I'm not like- I'm just kind of catching up with it really, I suppose. Eehm. But,  
365 yeah, it's a good thing- it's a good thing. It's a useful thing. And I think students eeh, you  
366 know, from feedback they give me, they enjoy- enjoy engaging with it. And you know, about,  
367 you mentioned earlier, Ellen, about eehm, I suppose, tracking student engagement with it,  
368 and I would find that if there's a quiz, an online quiz. Eeh, you know, generally, you know,  
369 most of them will do it. And engage with it and, you know, I'd be satisfied with, I suppose,  
370 how young students come to it, and are drawn to it. And if you're drawn to anything, you  
371 know, if anything generates interest with them, I think eehm, that's a good think, you know.  
372 And if you just give them the content, they- they appear to want to engage with it. So, that's  
373 brilliant.

374 E: So, maybe, what would you say then is your- would your main need be. If you  
 375 would have time, and if- unlimited time. And if you would look at your teaching practice at  
 376 the moment, what would your main- next development project be?

377 INT5: Eehm, I- I think- I think what would be useful like- you know, I suppose, would  
 378 be ehm, flipped lectures, something like that. You know, you deliver your lecture online,  
 379 pretty much and you have you know, you have tools and you have quizzes associated with it.  
 380 You're talking now if I had infinite time, yeah that'd be something that I'd like to do. And  
 381 then, the lecture time is something that is literally just one long tutorial, where they just get  
 382 the grips of the materials, clear-up any misconceptions and work problems. So they would  
 383 literally just come in and work for an hour, just doing that. I would think that would be very  
 384 interesting to see, how that works. Because I think that's what is lacking now. That when  
 385 students will come in eehm, they won't necessarily will do the work outside. Whereas if you  
 386 have something online, that is interesting and that's something they can do on the bus, you  
 387 know- you know. Our cohorts- our cohorts of students, it's reasonable to say, are from a  
 388 different socio-economic cohort than those of UCD and Trinity. So there's a sort of  
 389 requirement on a lot of them to, you know, work part-time outside of their college and a-a  
 390 course. If they're doing a full-time course, there's very few hours to do even part-time work,  
 391 you know. And that impacts on their ability to, I suppose, to properly engage with material  
 392 outside of the traditional, sort of lecture set-up. But, I suppose, if everything was online,  
 393 then, you know, and it's easy for them to access it, and they would interact with it more.  
 394 And then if they do come in, you know, we'd do the work that traditionally they used to do  
 395 outside, but now they can do it under the supervision of an academic. And sort of help them  
 396 along- journey them along with their calculations or whatever. Yeah, you know. It's- it's- it  
 397 would be a- a long term aims, I suppose- Eh, a shorter term aim would be, I suppose, to  
 398 eehm,, I suppose, just to, I suppose, enhance my interaction with Brightspace. I haven't  
 399 exploited the functionality that I know will save me time. Eehm, because that can only be  
 400 eeh- a boom really for me. That if I have that extra time, then the pool will yield, and maybe  
 401 self-perpetuate the whole flipped-lecture business, you know. I don't- I don't know, but  
 402 that would be the eehm, be my thinking on it anyway.

403 E: Okay, and then maybe my last question, eehm. I would like to get the chance  
 404 to maybe, eehm, observe how you're using the VLE space at the moment.

405 INT5: Mh-mm.

406 E: Now, this is just me comparing the different eehm, people that I have  
 407 interviewed kind of.

408 INT5: Mh-mm.

409 E: Oh rather, comparing, it's more I'm making observations-

410 INT5: Mh-mm.

411 E: -of how they use the space.

412 INT5: Mh-mm.

413 E: Brightspace is also new to me. So, eehm, I'm kind of noting general  
 414 observations about: 'Okay, you can use it as a list eehm, these people use quizzes or not..'

415 INT5: Mh-mm.

416 E: Ehm, and how you do it. Eehm so, would you maybe- because I am a student,  
 417 So I can enroll in eehm, modules if you have them.

418 INT5: Mh-mm.

419 E: Would you maybe recommend one or two that I have to enroll in?

420 INT5: Eehm, you can go up to CHEM- [REDACTED]

421 E: [REDACTED] yeah.

422 INT5: Yeah, it's-it's just chemistry.

423 E: Mh-mm.

424 INT5: And, it is a quiz up there. The-the way it works is; there are four lecturers on-

425 There's four lecturers on a module, eehm so like; I'll do the first block of lectures and I'll

426 have a quiz, and then someone else will do a block of lectures and they'll have a quiz and so

427 on and so forth. And it sort of, you know, follows on. So, all you'll see is really a quiz and

428 eehm, only a repository of notes at the moment. That it'd be it, I'm afraid.

429 E: That is something, right?

430 INT5: Yeah, well that's something.

431 E: No, at least it will allow me to do an observation-

432 INT5: Yeah, sure. Yeah-yeah

433 E: -if that's okay.

434 INT5: You're free to.

435 E: That'd be great. Any other courses/modules or something?

436 INT5: Oh, in the main I would just- I would just do it for the first-year. 'Cause it's -it's

437 bigger numbers.

438 E: Mm.

439 INT5: The other- other student numbers are- they're much-much lower.

440 E: Mh-mm.

441 INT5: So, you could be talking, eeh, twentyfive to thirty students.

442 E: Mh-mm.

443 INT5: So, you know, not- Not every module would have eehm, a CA component and-

444 E: CA being?

445 INT5: Continuous assessment. So, like- most modules, you know, outside of first-

446 year the- that have lectures and labs or lectures, and mid semester tests, and eehm, lab. So,

447 eeh-I suppose, there not really, I suppose, there's not really the scope to have quizzes,

448 unless you did a change to the module, if you get me. Eehm, so I suppose, it doesn't really

449 lend themselves to-

450 E: Is the lab-aspect of that course- is that managed separately? Or are those not

451 also on those modules?

452 INT5: Eeh, it depends on the lecturer- I mean, generally they have a lab workbook,

453 or not a lab workbook, rather a lab manual. So they'd have the lab eehm, they have the lab

454 manual and just go to the lab and then use that and they can then write it up and submit it.

455 And a lot of lecturers- a lot of staff would use eehm, sure Brightspace has, you know,

456 somewhere to assessments to land. Eehm, I have- I have, you know, corrected assessments

457 online for eehm, Webcourses. And I hated it. I absolutely hated it.

458 E: Why?

459 INT5: I- It was cumbersome and it was slow and I didn't enjoy it. And I- I just hated

460 it. Eehm, but there again. I now have colleagues using Brightspace and they say: 'you know,

461 look INT5, like, you can save comments and you can paste comments in that are repetitive.

462 Like you know, like correct units. You can just go to a little block of them and just go: correct

463 units, correct units, correct units or whatever.' So, again I can see the benefits of it. My

464 colleagues assure me that, if I do get over that initial hump, that I will- It's more efficient in

465 the long run. 'Cause you don't have paper essentially, you know. You don't have lab report

466 hanging around and, you know, it's-it's all there. And, I suppose, the perceived benefits for

467 students is that- that eehm, I suppose, the feedback is there on a permanent basis. Eehm, I

468 suppose the drawback there is that our- those reports then basically get disseminated to  
469 years below. Eehm, and with subsequent years, are- are you gonna get problems with some  
470 sort of plagiarism then of reports. But I don't know, I don't know how wide-spread that  
471 problem would be. But it has been flagged as some sort of hazard that you should be aware  
472 of. Yeah.

473 E: That's good yeah. Okay, I will subscribe to the module and make some notes.

474 INT5: Sure.

475 E: I will transcribe this interview and eehm, I will send it back to you, so that you  
476 can eehm, check if I typed everything correctly and in general- it's just the general tone of  
477 what your- what you've been saying.

478 INT5: yeah, sure.

479 E: Eehm, and I'll be happy to follow-up with any results that I get from eeh-

480 INT5: I'm just curious, just to see how it all pans out.

481 E: Yeah-Yeah.

482 INT5: And am I eeh, am I a eeh, outlier or a- You know.

483 E: I can't tell just now I know. No but it's very interesting eh, thank you so much.

484 [END OF RECORDING

## Interview 6 – LEC1

1	15-1-20	Interview 6	32.31 min	6680 words
2	Ellen:	-because eehm, I can start maybe eehm, explaining a bit about what my study		
3	is about-			
4	INT6:	Sure.		
5	E:	Eehm, so, it's a four-month project.		
6	INT6:	Mh-mm.		
7	E:	And it's eehm, part of my Chemistry masters.		
8	INT6:	Mh-mm.		
9	E:	One of the final projects we get to do is a four-month project on an elective		
10	topic.			
11	INT6:	Mh-mm.		
12	E:	So, I wanna kind of transition into education-		
13	INT6:	Sure.		
14	E:	So, that's why I took eehm, chemistry-education kind of project.		
15	INT6:	Sure.		
16	E:	Eehm, and my eehm, topic is the lived experience of lecturers- chemistry		
17	lecturers mainly-			
18	INT6:	Mh-mm.		
19	E:	Eehm, with VLEs and digital learning tools		
20	INT6:	Sure.		
21	E:	And eehm, how they perceive the change that was-		
22	INT6:	Brightspace, yeah.		
23	E:	happening here to Brightspace. Eehm, and also how that affects their teaching		
24	practice in any way.			
25	INT6:	Mh-mm.		
26	E:	Eehm, if I could start you off with asking how you got into in the first place?		
27	INT6:	Oh, that's a long one. Okay, So, I got started doing that part-time, without		
28	doing my PhD.			
29	E:	Mh-mm.		
30	INT6:	Or even, I suppose, I was doing it before I was doing- Yeah, let's start from my		
31	PhD. I- Everybody demonstrates but- in labs, but I sort of got a part-time job in Trinity			
32	college Dublin.			
33	E:	Yeah.		
34	INT6:	In the dental school there. And they teach by PBL, which is problem-based		
35	learning. Ehm, So, I was a- a tutor for problem based learning eeh, for first-year dentists.			
36	Eehm, I did that for a year, which was amazing. Really-really good eehm, way of teaching.			
37	Very- Not very motivated students, but it was really-really good. Eehm, and at the same time			
38	I got a lecturing- part-time lecturing job in Chemistry in the dental school. So, the first-year			
39	dental technicians. So, I think I had two hours a week for two semesters. I did that for two			
40	years. Ehm, So, that kind of got me in, eehm, and then I moved- I finished my PhD. Eehm,			
41	and I moved to Maynooth university and I- who was my PhD supervisor in Trinity took a			
42	sabbatical. So, I got the full fourth-year medicinal chemistry module in Trinity, while I was in			
43	Maynooth. And then I got hours in a module- in a fourth-year module in Maynooth, and			
44	then I got a contract lecture-ship in Maynooth. So, I was full- full-time after that. So, I did a			

45 year and a half full-time lecturing in Maynooth. And then I came here, and I have five years  
 46 here. Full-time.

47 E: That's a nice diverse experience.

48 INT6: Yeah, so I've taught in three- three colleges in the greater Dublin area, to  
 49 different types of students. Eehm, so a lot of it- So, eeh, like it was first-year chemistry. So,  
 50 basic chemistry initially. Ehm, and then it was medicinal chemistry for fourth-years, so it was  
 51 specialized medicinal chemistry, computational chemistry because that's my area. And then  
 52 it was membrane- I got into biology, so it was more membrane proteins. And when I was in  
 53 Maynooth I was lecturing biochem- it was biology/biochemistry/ first-year biology. Those  
 54 kinds of topics. And then I came here and I'm teaching anything from biochemistry to  
 55 medicinal chemistry to pharmacology to physical chemistry to.. work-placement. I don't  
 56 teach work-placement, I'm involved in work-placement. Eehm, advanced analytical  
 57 techniques. Eehm, what else do I have? Eehm, drug delivery, eehm, introduction to bio-  
 58 pharmaceuticals, ehm and two- different medicinal chemistry- two different medicinal  
 59 chemistry modules.

60 E: So, that's quite a range of topics as well.

61 INT6: Yeah, but it's kind of- I started of with a chemistry PhD. Eehm, but when I  
 62 went to Maynooth, I went into a biology school. So, I kind of transitioned in- more into the  
 63 biological techniques. So, a lot of what I do know, is kind of interfaced between biology and  
 64 chemistry. Because I have experience in both I guess. So, yeah. So I've done, you know,  
 65 different chemistry modules. I've done- in Maynooth I was large-group teaching. Like my  
 66 first class in Maynooth was two-hundred and thirty. Whereas here it's traditionale a thirty-  
 67 two student class. So, I've done small group, I've done large group. I've taught in three  
 68 different places, and- in three different styles of teaching. Like the PBL, versus the large  
 69 groups, versus the small groups. So, I guess, that's probably why you're talking to me.'Cause  
 70 I've done a few different things in different places.

71 E: And why would you say that you eehm, actually start teaching? Was it  
 72 because-

73 INT6: Why?

74 E: - you got offered, or did you really want to, or?

75 INT6: Well, I mean you- I- When you're doing a PhD you always demonstrate  
 76 anyway. You know, just to make a bit of money on the side. And I liked it. Eehm, I liked the  
 77 interaction and engaging with the students. And eehm, then it was offered, a position came  
 78 up. And ehm, and it was offered to me. Eehm, and I took it, and took it from there. Like I  
 79 enjoyed it, so, I kept going. And I just took on more and more.

80 E: Mh-mm.

81 INT6: But yeah, I guess it's - I mean it's not for everybody, obviously. But I- I  
 82 Sometimes it's frustrating and sometimes you get a real kick out of, you know, that  
 83 lightbulb- I mean the light-bulb moment doesn't happen very often. But, it's just- I-I love the  
 84 topics I teach, in general. Okay, physical chemistry maybe not, but I just do it. But, the  
 85 pharmacology, the med checm- Like, I'm really genuinely interested in those areas and it's  
 86 great to be able to, you know, get other people- to tell them about it.

87 E: yeah.

88 INT6: To get them interested in those areas though. It's enjoyable. It's actually very  
 89 enjoyable here, because the classes are small. And they ask a lot more questions. Like, I have  
 90 a first-year group, and I do pharmacology-light with them. Like a very basic pharmacology

91 with them. But, there so interested. And the amount of questions you get and- and that. It's  
 92 actually really enjoyable as a lecturer, when- when we have that interaction. It's cool.

93 E: And would you then eehm, also have done the eeh, teaching degree?

94 INT6: Yeah, I did it in Maynooth, not here. So, I actually opt-in to that. So, there  
 95 was- there was five people in my class. And it was really interesting. 'Cause I was obviously  
 96 from the school of Biology at the time. And one of my colleagues from biology was there.  
 97 And the other three; We had a musician, ehm so school of music. We had a priest, because  
 98 Maynooth is a- eeh- a trainee camp- a training centre for priests. And we had somebody  
 99 who was in the army and was taking it. So, we're two scientists, one musician, one priest and  
 100 one, like a cleric and one army. So, the best bit about our course was talking to others. And  
 101 the different approaches they had for the different disciplines. So, you know, it was that first  
 102 kind of- it was kind of the coffee break. I have really learned more from the coffee break,  
 103 than I learned from a lot of the modules and the lectures. Seeing different people, and how  
 104 they did things. Specifically, the army guy. He had a very- very different approach, that  
 105 worked for him. That wouldn't necessarily work for us. Yeah

106 E: But, did you also have to develop a teaching philosophy? Like-

107 INT6: Yeah, okay. I was- I was worried about this question. Because I don't think I  
 108 have a teaching philosophy.

109 E: Mh-mm.

110 INT6: Like, I did the modules, and I know that there are different ones out there.  
 111 Eehm, but the way I work is, you know, if I- There's two approaches, I suppose. If I a- If I  
 112 think something is not working in a class. Eehm, I'll try and come up with a way of doing it  
 113 differently. And trying it out. And if it works great, you know, progress it and implement it  
 114 again. And if it doesn't work I'll try something different. And I don't know how that fits into  
 115 the theoretical philosophies, I'm sure it does somehow. But, I-I wouldn't call my- say I have a  
 116 philosophy. I wouldn't label it, I would just try things and see if they work or not.

117 E: I guess that's your philosophy.

118 INT6: Yeah it's my- my philosophy. But I wouldn't know how it would fit in the  
 119 formal-

120 E: Fair enough.

121 INT6: framework.

122 E: Would you say then, over the years that you've been teaching. Have you seen  
 123 the eehm, development of the use of VLEs and digital learning tools?

124 INT6: Do- do you- which are- do you use- are, which?

125 E: Oh, sorry the eehm, the digital learning tools or the eehm-

126 INT6: Okay.

127 E: The online classrooms-

128 INT6: The VLEs and things?

129 E: Yeah

130 INT6: Yeah. Okay, so when I started it was with Moodle. And I actually when- I- very  
 131 basic use of Moodle at the time, initially. And it was just uploading files. And then when I did  
 132 the eehm, diploma, you know, part of that was to take up new things. So we had to the eeh,  
 133 active research project. Eehm so where my project was around, eehm, you know, large-  
 134 group teaching and then trying to- ways to make it more small-group in a large-group  
 135 setting. So, I would've done eehm, very simple stuff. But, I had second-year biochemistry-  
 136 some people who hadn't really studied chemistry before, some who had done lots of it. And  
 137 it was about trying to get everybody at the same starting place. So, one of my activities was

138 just doing eehm, screencasts, eehm, to be viewed before a lecture. And then some- kind of a  
139 basic MCQ questions. That, you know, a student could gage their prior- Like, it was really  
140 about terminology, and trying to getting the basics. Eehm, but I did it all through moodle at  
141 the time. And eehm, the students would log in, watch the screencast, answer the questions,  
142 and you know And I could kind of gage whether they knew the content of they didn't know  
143 the content. If, you know, the students were getting the same question wrong, I could make  
144 sure it was covered well in class. If everybody was getting something right, I could be quicker  
145 on it, you know. That kind of thing. So that was the first activity. So simple MCQs,  
146 screencasts through moodle, eehm. And then kind of second activity from that, with the  
147 same group, was kind of a group-based project- a small-group project, where they all took a  
148 different topic in biochemistry, and they had to come up with some creative way of  
149 explaining the topic. And it was great, because some of them did screencasts, some of them  
150 did powerpoint slides, some of them wrote a story, like a fairytale, around the topic. Ehm,  
151 some of them did a little- like, a news-they filmed it. But they did like a news-report on the  
152 topic explain- You know, and they came up with these really great ways of getting very  
153 simple concepts across to their classmates. Ehm, and then we shared it, so, you know,  
154 everybody could use the other learning resources. Eehm, so I kind a- I thought that was  
155 really nice. Eehm, and the creativity was fantastic. Ehm, and then what they found was that  
156 the end of the module, that they were going back and looking at both my screencasts and  
157 re-doing the MCQs as a revision tool. And then also they were looking at some of the other  
158 classmates' work. So they were using it as a revision as well as for- for, you know, active  
159 learning. So, I- I actually thought it was great, I- I really loved it. Ehm, but then I left  
160 Maynooth and then I came here and the- I don't- I don't do- teach any large group anymore.  
161 So, while I've kind of done it a little bit, I haven't used that- those as much because it's just-  
162 The issue I had was two-hundred and thirty students in one room and getting them to be  
163 actively involved, was now- Because it's thirty-two students, there's less in a room, it's just  
164 different. You just use different things I guess. But, if I ever would go back to large group, I  
165 definitely would go back to it. So, again, basic use of Moodle eehm, uploading files, MCQs,  
166 nothing too crazy. Eehm, one of the other things I've done here, but not as a lecturer but as  
167 a student, is- there's a module called the TELTA module. Have you heard of technology-  
168 enhanced-learning, teaching and assessment?

169 E: Yes.

170 INT6: Ehm, so I did that last January. That- That's semester two, last January. So, I  
171 took that as a student. But, it was the first time it was done through Brightspace. So, I  
172 actually got the eeh, the student-experience of Brightspace. Which was actually really good  
173 way of learning ho to- to use it. So, we would have used everything. -Is that alright? So, we  
174 would have used everything, you know, from the eeh, group conversations on you know,  
175 those check-in rooms that you go to. The blogs, the discussionforums, eehm, you know, all  
176 the different bits. And it was done- our own, you know, the LTTC? The teaching and learn-

177 E: Yes.

178 INT6: So, they were running it. So they were learning how to use Brightspace, while  
179 we were- as teachers, while we were doing it as students.

180 E: Yeah.

181 INT6: So, I think we found obviously a lot of the first teething problems.

182 E: Yeah.

183 INT6: Eehm, and to be fair. I've all these great intentions of starting to use it more.

184 In terms of the group-work and the online- You know, trying to move things a little bit more



185 online. Eehm, in practice I haven't got to do much of it yet, but it's- The intention is there, so  
 186 maybe over Christmas, I might actually try and start moving.

187 E: 'Cause why haven't you –

188 INT6: Time, time. Time. Yeah. It's on the list of things to do and just never got done.  
 189 No. So, eehm. And to be fair, I've- I'm – I'm hearing other people use Brightspace in the  
 190 office and there are difficulties. So, I guess, it's a bit of me kind of going: 'I don't really have  
 191 the time, and I'm going to wait until things are easier or it is- you know, there's a little bit  
 192 more knowledge on how to get things done easily.' And that- so. To be honest, with  
 193 Brightspace, I've just been using the basic: upload the content and nothing else. But, the  
 194 intention is there. And I know that they eehm, those group-discussion forums can be quite  
 195 good. But, I found actually, to be fair, when I've used them before with Webcourses, the  
 196 students tended not to use them. But, they used to just be using Whatsapp, or something  
 197 else, you know. An alternative source-

198 E: 'Cause what's the most useful thing you found in the TELTA course, about one  
 199 the Brightspace functions?

200 INT6: Eeh, well, I think it was just- it's a practical- 'Cause we had a lot of groupwork.  
 201 And of course we, you know, del- as students we were from different sites. Not just in what  
 202 was DIT, there's from Tallaght and Blanch. They can never actually physically meet. So, you  
 203 could arrange to log in and everybody had their, you know, webcam. And you could see each  
 204 other and you could have a conversation. And, the only time we could really do that was  
 205 when the kids were in bed, at like eight o'clock-nine o'clock at night. So, that's what we used  
 206 to do. Eehm they taught you- it was good that we could still do that. Because we couldn't  
 207 meet face-to-face but at least you could still see each other and have a meaningful  
 208 engagement. Eehm, so I think- Again, for me, well the- the value I got out of something like  
 209 TELTA was the- the practical- The doing- the doing of the assessments. And how, you know,  
 210 the different ways you can interact and yeah. So the- Not so much the lecture-content.  
 211 Although, they kind of gave you pointers, that these are good tools to look at. But really-  
 212 really it was the self-directed- Going on and looking at them and how they worked and trying  
 213 them out. Eehm so I did try out, eehm- oh what's it called? Ehm Nearpod. Simple thing,  
 214 really simple thing. But, I do my TELTA and talked to Barry- Barry is one of your-

215 E: Mh-mm.

216 INT6: Yeah. So, he has used it before. He was- he is a teaching champion, as you  
 217 surely know. Eeh, so he had used it before. So I say: 'I should give it a go.' Eehm So, I took it  
 218 in to onw of my modules, and tried it out. And I actually- it was- it was- it was- it was good.  
 219 Ehm, students kind of enjoyed it. Now, I was lucky in that- Barry had obviously already used  
 220 it with them, so they knew what they were doing. So, while it was new to me, it wasn't new  
 221 to them. So, that was helpful. Ehm, but it was good again, I think, for a bit of kind of revision,  
 222 gaging where people were, just doing something a little bit different in the class. Eehm, so, I  
 223 tried that out and one my colleagues tried out another one, eehm, which was Kahoot. Have  
 224 you heard of Kahoot?

225 E: Yes.

226 INT6: Eehm and she said that that was amazing with the same group that we- we  
 227 had the same class-group but in different modules. And she said that she found that  
 228 incredibly useful as well. So, like it's just about, again trying things out. And if they work, you  
 229 can kind of keep using them and progress them. And if they don't work then-

230 E: Would you say than, that is eehm, more useful to you if you hear colleagues  
 231 of your say-

232 INT6: Yes.

233 E: - this is very good.

234 INT6: Mh-mm. Yes. Yes. That's how it works for me yeah-yeah.

235 E: Mh-mm.

236 INT6: Yeah-yeah, absolutely. 'Cause I thin- well, at least for me. I- I am more likely to  
 237 try something if it's worked for somebody else. And that- you know, I would try that first,  
 238 before I try something else. Ehm, so yeah. So, the conversations with colleagues definitely.  
 239 And that's why I said, even when going back to the- that time we were in Maynooth doing  
 240 that diploma. I said that I had probably more- or as much, I think anyway, out of the coffee  
 241 break conversations than out of some of the classes.

242 E: Mh-mm.

243 INT6: That's me. Hahah

244 E: Ehm, and how would you say the change from eehm, Blackboard to  
 245 Brightspace has affected your teaching?

246 INT6: Ehm, to be honest, I didn't like Blackspace-Blackboard to begin with. I's prefer  
 247 Moodle. Eehm.

248 E: Why was that?

249 INT6: I just find it easier to use. Eehm, just more straightforward to use. Ehm, to  
 250 drag and drop the files was a big problem for me with Blackboard- the lack of the drag and  
 251 drop of files. 'Cause it's just- it took time and more effort. And it was just- I found Moodle  
 252 easier to use- eehm, more intuitive to use. Eehm, so moving from Blackboard to Brightspace,  
 253 eeh, there's a few things that are different. Eehm, setting- like, setting up assessments  
 254 seems- there's just more steps to some things, but eehm I didn't find the training very  
 255 helpful. The- I did do it, I didn't find it helpful.

256 E: From the eeh, Brightspace courses? Or from the Tecahing and Learning  
 257 center?

258 INT6: Yeah, the- the inhouse ones, no I didn't- I haven't- yeah. I didn't find- And  
 259 that's just not, you know, yeah. I think they- I probably did one early-on, eehm, when they  
 260 hadn't really ironed out how they- the structure of the training. Ehm, maybe that's fair to  
 261 day. Maybe, I just did one to early, and if I did one again now, it might be better in terms of  
 262 meeting needs. Ehm, but like realistically. I mean the files were migrated, which were fine,  
 263 so they're there. Ehm but to be honest, I started again. So, I went in with blanc shells and  
 264 started again. And that was grand for any module where I have full control of. But, I guess  
 265 obviously if it's a shared module you have to have more communication with the other  
 266 lecturers, eehm on that. So I guess there's still- we still have a little bit of work to do, to eeh-  
 267 to tidy some of them up. Ehm but yeah. Look, you know, with anything new, it takes a little  
 268 bit of time to learn how to use it, but it's fine. I did have an assessment that was hidden for a  
 269 long time that I didn't realise. You know, there's little things like that.

270 E: Mh-mm.

271 INT6: Eehm, you know you don't realise you have to change a setting, but once you  
 272 know how to do it, you don't make the same mistake again.

273 E: Mh-mm.

274 INT6: Ehm, but I haven't really tried its full potential yet.

275 E: Do you think the students also have a lot of eeh, different eeh, experience  
 276 now?

277 INT6: using it? Eehm, have you- have you been talking to students as well?

278 E: No.

279 INT6: Are you doing student interviews? No? Eehm, I-I don't- there was definitely  
 280 teething problems at the start. But like, with anything new there's going to be. I think, you  
 281 know, I think next semester is going to be completely different, 'cause everyone will know  
 282 what they're doing. Any change takes a bit of time. So, I don't think there's, you know, I  
 283 think it's fine. Eehm, whether there's a real benefit from changing, I think there's potential  
 284 that Brightspace can be a lot more powerful then- then Webcourses was. Eehm but I'd- I'd  
 285 say the fraction of people that- are using that is small. Very small probably. Eehm, but I  
 286 suppose there are people out there that are using it.

287 E: Do you think also, 'cause they think- they are talking about the ePortfolio  
 288 function.

289 INT6: Yeah.

290 E: Eehm, do you think that would be useful?

291 INT6: Yes, so we have modules with ePortfolio and we have talked about eehm,  
 292 implementing it. But, I suppose, a downside for us is that the- that the ePortfolio is linked to  
 293 the students' email and the students lose their email as soon as they go. And the point- part  
 294 of the point for us for them developing an ePortfolio is as evidence of professional  
 295 development. And- and it's something they need to take with them, and they can't. So, you  
 296 know, we'll probably try it, but if we stick with something else, it's better for the student. So,  
 297 I don't know how we get around that one.

298 E: And if they could take it with them, do you think that would be useful in the  
 299 long run?

300 INT6: If they could keep it, yeah. Yeah, absolutely yeah. I mean, it makes sense to  
 301 use it if it's there, but with- well, part of the reason we're not is because as soon as they  
 302 leave they'll lose the e-mail address. So, with- I- I know, that's a completely different  
 303 question, but I think they should obviously keep the e-mail for longer. Like, they- okay have a  
 304 limit, but not whatever it is now, like six months? Could be a couple of years or something.  
 305 Like, when I left college, I had it for many years- a good few years for after I left. So, that's a  
 306 different problem, but yeah. I think they should keep it, and then it would make sense for  
 307 the ePortfolio there.

308 E: But did you then still use it, after the- after the eeh, period you left?

309 INT6: Could I still use it? Yeah, I could still log on. Yeah. But even if you could do a  
 310 bounce, that would be better than nothing. So then, if an e-mail goes to it, it would get  
 311 bounced to something else. A student can set that up. That would-

312 E: Because eehm, the ePortfolio-

313 INT6: maybe they upkeep- As with everybody.

314 E: Eehm yeah. The ePortfolio would then be used to also track eehm, kind of  
 315 track the students' progress over the four years. You think lecturers would also find that  
 316 helpful if they could see: 'Oh, the students achieved this level in this skill. I could maybe amp  
 317 it up, or specialize my teaching.'

318 INT6: Yeah, it could be useful to look, but then you're always gonna have students  
 319 on mixed levels. So you still have to cater for that, you know. It's unlikely that you're gonna  
 320 have a whole class that's at But, yeah, it's yeah, definitely something that could be looked at,  
 321 yeah. Like, I can see it eehm like I know- Okay, Barry's pharmaceutical healthcare eehm, that  
 322 they set it up in first-year. And we have a module in semester- they-they set-it up this  
 323 semester, semester one of first-year. We have a module in semester two where we're going  
 324 to use it, ehm. And then I could see it being used again for work-placement in third-year.  
 325 And then potentially modules in fourth-year- Like, you know, you can see how it would- how

326 it can span the four years. Ehm, and again we have a two-year programme where we would  
 327 use it. Ehm, first year kind of career developemnet, you know, kind of see these Linked-In  
 328 profiles, and these general stuff like that. And then in second-year work-placement blogs.  
 329 So, it is being, you know. We- we are using ePortfolio's, it's just not necessarily the  
 330 Brightspace- one.

331 E: Mh-mm.

332 INT6: But yeah it's the- the eh- Being able to keep it afterwards is the issue.

333 E: 'Cause that kind of connects with the bigger picture of- Sometimes people say  
 334 that using a VLE, and doing a little bit of online learning gives you more data about what the  
 335 students are learning.

336 INT6: Mm, yeah.

337 E: So you can see engagement-process or-

338 INT6: Yeah, you can- Oh it's the analytics of it, you can see all of that, yeah. But, I  
 339 suppose as well as is- you know, you're saying okay, the level of the students/the skillset of  
 340 the student coming in. But, I suppose you can also see what they've already done.

341 E: Yeah.

342 INT6: So, in terms of, you know, not replicating that. And it would be good for  
 343 making- drawing links between prior learning and into- into the module.

344 E: Yeah.

345 INT6: So, that would be good. In terms of data-analytics, I-I know that they're there  
 346 and I know-I mean the only thing we- I have used them for, is around, you know, if a student  
 347 ass-is failing an assessment. Is to look at, you know, maybe engagement levels. How many  
 348 times have they gone in? So that, you know, when you talk to the student about this, about  
 349 the assessment you can say: 'Look, you're not actually engaging with the content. You're not  
 350 attending, you have a class attendance of whatever.' But, I guess it's probably-, for  
 351 identifying the- a problem case. Ehm, is probably where I've used it more than anything else.  
 352 It is handy for that.

353 E: Yeah. And how would you see then the general future of the eeh, VLE and  
 354 digital learning tools?

355 INT6: Ehm, a lot more on- online learning, I guess is where we're going. In  
 356 particularly, you know, part-time courses/masters courses/online courses. Eehm, I guess a  
 357 bit of- slight- You know, we're probably not doing a lot of it. But here in this school, there is  
 358 people kind of doing little bits, but there's not a huge amount. But if you look at some- what  
 359 others are doing, it's definitely a growth-area. So, I'd imagine we'll follow that curve at some  
 360 stage, you know. Ehm, So that kind of- You know, where I would be investing my time now,  
 361 is to try and do more in the online space.

362 E: Where do you think that necessity comes from?

363 INT6: Flexible learning for students. I mean, we have- we've a lot of mature  
 364 stundets, we have older people with kids, we have- You kno, just people with part-time jobs,  
 365 people with full-time jobs. Eehm, and it's just to- to give them the flexibility of you know-  
 366 you know fitting- You know, that they can enable their learning, but it fits around other  
 367 commitments in their lives, other responsibilities in their lives. Ehm, and there's a lot of  
 368 competition doing it, you know. So, yeah anyway. It's on my list. Pff

369 E: Yeah.

370 INT6: But we'll see.

371 E: 'Cause I guess that flexibility kind of eehm, also mirrors the way how you  
 372 engaged with TELTA.

373 INT6: Mmm.

374 E: You're saying that you met up with people-

375 INT6: Mmm.

376 E: -also having kids, at eight o'clock at night.

377 INT6: Yeah. Absolutely yeah. So, also for us as learners, that is the only way we

378 could do it.

379 E: Mh-mm.

380 INT6: Because we had to get the kids to bed and then we had to go back to work

381 and that kind of thing, you know.

382 E: Yeah-yeah.

383 INT6: And I'm not advocating that that's you know, the way everybody should work.

384 But, it was the only way we could make it happen.

385 E: Mh-mm. Yeah.

386 INT6: So, there's that flexibility of being able to do that, ehm is good.

387 E: Because if there was no time constraint, if you would have eeh, a lot of time

388 to- to develop your online space, what would you do?

389 INT6: Yeah, I suppose, I mean just from having conversations about this, a lot of

390 people are worried about- People are worried about that you know, if you spe- if you invest

391 the time, to put everything online, you're making yourself redundant. Right? So, you know,

392 you'll- you'll put all the effort in, and somebody is online and,

393 E: Do you feel like that too?

394 INT6: Ehm, well I haven't actually done it. Ehm, no- I don't- I don't think now. I don't

395 think at the minute, but in the future. Five-ten years, could be yeah. But I- I- just 'cause I-

396 that's more of a sort of general conversation with people that some people- Some people

397 are hesitant because of the technology and you know the- the effort to put into learning

398 how to do it well and all. And you know, it's a different way of teaching. So, I guess there's

399 the enertia of everybody making that change. But, then I guess there is an argument there

400 that by putting stuff online, you're making yourself redundant to a certain extent. And, I

401 suppose, it's again a certain support, or recognition that moving to online is a time-

402 investment. And that, you know, if you're gonna do it, you should do it properly. And if

403 you're gonna do it properly, you need allowance time to set it up properly, from the

404 beginning. Ehm, and that it takes more time to get it set up online, than just the hour-

405 contact of doing it. So, it needs to be – there needs to be the support-structure to enable it.

406 E: Because ehm, if you would get like recognition, or eehm, allowance-

407 INT6: Yeah.

408 E: Allowance for it. Eehm, that would definitely then also encourage you-

409 INT6: yeah, sure.

410 E: to put more time into it?

411 INT6: Sure. Of course, yeah. But, I suppose, it's hard- the- We all have competing

412 demands on our time. And it's- I guess, the first time you do it, its gonna- you're learning so

413 it takes longer. So, I guess it's just. You know, like for me. If I wanted- If I'm going to do it, I

414 want to do it properly. Because I don't to kind of, you know, partly do it.

415 E: 'Cause the- the eehm, complete opposite of that question is: Could you also

416 do completely without a VLE and digital learning tools? And just go back to real life

417 teaching?

418 INT6: Eh, well, we still- do we still have e-mail? We can- or we can't do e-mail?

419 E: Well, if you have e-mail to the side then maybe.

420 INT6: Yeah, if I've e-mail yeah. We could do it. Eehm, I don't think it would be as  
 421 good for the students, I- I. because you can put up different things, like; you can put up links  
 422 to other learning resources, and I- It- it is a good way- essential point to store information.  
 423 Ehm I suppose, one of the other things I didn't mention is that I use a lot is the  
 424 announcement tool, on Brightspace. Because I'm involved in work-placement, so, whenever  
 425 I get like a, like a job-spec in. That's what I've been doing, I've been giving the students that  
 426 job-spec. I make an announcement in the module saying: 'This is here now, look at it.' You  
 427 know? Ehm, but you could do all that by e-mail. It's just, the advantage of the Brightspace is  
 428 that it's all- you know, the history of it- of all the announcements is all there, in one place.  
 429 Kind of structured, organized. Whereas by e-mail- Actually, in fairness, because we have  
 430 gone to a new e-mail system. The search tool isn't as good, as the old e-mail system. So, you  
 431 would actually find it very hard to find things. So, I guess, having stuff in a eehm, content in a  
 432 structured, organized way is better in a VLE. I mean than by email. So, no I don't want to get  
 433 rid of it completely.

434 E: Ehm, do you also then find- Because you mentioned, you also changed e-mail  
 435 system.

436 INT6: Yeah.

437 E: Eehm, you're moving to Grangegorman,

438 INT6: Mmm.

439 E: You've merged together with other institutes-

440 INT6: A lot of things going on, yeah.

441 E: Would that have affected the whole, also changing to Brightspace?

442 INT6: Yeah, I think that when there's a lot of different things changing at the same  
 443 time. Like, I- Think of it as just being one change. If it had just been Brightspace changing.  
 444 People would have focused on it, and would've done the upskilling and learned to bite it.  
 445 But, because there was other things changing at the same time, you know, again time is  
 446 limited. People were learning different things, yeah. So, it would have been easier I guess,  
 447 the- the change if it had just been it, as opposed to other things as well. But, I don't- Like, I'm  
 448 not- I mean I have a basic technology level. I'm, you know, I'm okay. I'm not brilliant, but I'm  
 449 okay. Ehm, but I know some of my colleagues would have struggled more with the  
 450 technology change. So, I guess there's allowances for them as well.

451 E: Because in general, how did you find the support?

452 INT6: As in technical support? Eehm, well, I mean basic IT technical support is good.  
 453 Any questions I've asked them, they've come back and answered. But, I suppose, that my  
 454 questions have been fairly standard. I don't think I necessarily challenged them too much.  
 455 So, fine for the level of support I required. Ehm, but I haven't tried to do anything to  
 456 advanced yet. So, I haven't really pushed it.

457 E: Ehm, I think I almost got all my point out.

458 INT6: Oh okay, that was grand.

459 E: Yeah, no. Eehm, if I could also ask you maybe If I could enroll, because I'm a  
 460 student. So, if I could enroll in one or two of your modules? Just to make general  
 461 observations of how-

462 INT6: Are you still here in semester two?

463 E: Ehm no-

464 INT6: Oh, but on Brightspace?

465 E: On Brightspace. Yes.

466 INT6: Yeah, I can give you- Do you want to go- do you want a good example and a  
467 really bad one? As in sorry-  
468 E: Yeah?  
469 INT6: A bad example.  
470 E: Any- any will do.  
471 INT6: 'Cause I know one that's definitely a mess, 'cause I there's three lecturers on  
472 it and it's a mess.  
473 E: Yeah.  
474 INT6: So, it's one that we need to tidy up.  
475 E: Do you know the name?  
476 INT6: Well, eh, I'm not the only lecturer on it, So-so, I need to get permission I guess  
477 from the other two.  
478 E: Oh of course.  
479 INT6: Ehm so [REDACTED]). I'd consider that a bad example.  
480 E: Okay.  
481 INT6: I'm trying to think what would be a- one that is just me. Well, I mean there-  
482 I've got one with Barry, so I don't know if you've already looked at that?  
483 E: Ehm no- no.  
484 INT6: I'm sure he'd give you permission. [REDACTED] Ehm,  
485 what else? They're all shared, I'm trying to think of something that.. yeah, I'd have to get  
486 permission for the rest of them.  
487 E: Mh-mm.  
488 INT6: That's alright.  
489 INT6: I mean I can- I can ask. How many do you want? Do you want to look at them  
490 all?  
491 E: No, just a couple would be fine. It's just general observation because I don't  
492 use it as a student.  
493 INT6: Mm. Yeah.  
494 E: So, I- I also kind of want to see what's happening at the moment. How  
495 Brightspace looks for different students.  
496 INT6: Yeah.  
497 E: And also eehm, to support anything that the eehm, lecturer is saying in an  
498 interview kind of-  
499 INT6: Yeah.  
500 E: 'Well, does that match with I actually see on the page, or..'  
501 INT6: Yeah-yeah. Ehm well okay I can ask. I mean this one is [REDACTED], so- Do you- do  
502 you want to ask him directly yourself? Or, I'll see him later on, I can ask him.  
503 E: Okay.  
504 INT6: But, there are two other lecturers on this and I'll need to ask them.  
505 E: Yes. And do you also have one that's just you or?  
506 INT6: Yeah, but only for semester two. So, I'm still- I'm still  
507 E: Aah, okay.  
508 INT6: -setting it up so.  
509 E: Yeah, that's not- Okay.  
510 INT6: Yeah, I mean- [REDACTED]), but it's not set up fully yet.  
511 So, that's a work in progress.  
512 E: I'll take a look at it, and otherwise I'll just eehm.

513 INT6: Yeah, it's just- it's-it's for semester two, so.  
514 E: Yeah-yeah. That makes sense. Ehm, then in general, would you like still to add  
515 something?  
516 INT6: Ehm.  
517 E: After the conversation?  
518 INT6: No, I don't think I- Maybe there will be something later on, but I can't of  
519 anything now.  
520 E: No, that's fine.  
521 INT6: Yeah.  
522 E: Yeah. Ehm, okay then I'll make sure to transcript this-I'll transcribe this and  
523 then I'll send it back to you.  
524 INT6: Yeah. Good luck to you.  
525 E: Eehm, thank you so much. And just in case, if you- You can read through it  
526 again and then see-  
527 INT6: Oh, sure. So eeh, So what is the aim? This is for your thesis, but your hoping to  
528 kind of publish it as well or?  
529 E: Yes, yeah well the first point is the thesis.  
530 INT6: Yeah.  
531 E: Eh, at the end of January. And then, yeah, I would want to publish some of  
532 this. Especially because eehm, Barry is also like: 'You're doing great things, you're developing  
533 things-'  
534 INT6: Mm.  
535 E: '- you're finding stuff out. So, you should be eeh.'  
536 INT6: yeah.  
537 E: And otherwise it's a great learning process to write-  
538 INT6: Sure, sure.  
539 E: -a manuscript and eehm, get it out.  
540 INT6: Of course. Well good luck. I'd be interested to see it.  
541 E: Yeah.  
542 INT6: When it's published or when it's out. Yeah.  
543 E: And then- Yeah, no. I'm not sure how long that takes but yeah.  
544 INT6: It can take a long time, yeah. It can take a long time.  
545 [END OF RECORDING]