
2. Government

3. Over 500 I would say. I have no idea. A lot!

4. I would say less than 1% but that’s a giant guess. [SC – Um. Shall we have a guess at that? It’s hard. 50 to 100? 50?]. There’s the Department then..[SC and 11-07 discuss approx. figure as hard to estimate]. I would say very large. [I would agree with that – large – very large].

6. [State X]

7. [State X] (just primarily).

8. UK and USA

9 & 10. Research and education.

11. Frequently.

12. No. Not in my personal work no. [SC explains more about the question]. No I would get the direct call. [SC If you had a big project you’d get the university media people involved?]. Oh sure worth millions? Or Angkor Watt or something [laughs]?

13. I have a coursework in teaching a graduate coursework in teaching. They make us do that in the United States – it wasn’t by choice. Yes. As part of your graduate degree you are required to take pedagogy.

14. Aside from coursework? Teaching in general? Yes – oh gosh – fifteen years of teaching sadly enough – (laughs). And then training part. Obviously we’ve got degrees in archaeology so...

15. n/a

16-18

Yes. Newspapers. It raises awareness of this particular site I was working on which was a UNESCO site. It raised local awareness. [SC – Was this overseas?]. It was in [a Mediterranean country]. [SC – And was it a positive experience?]. Yeah I think that it was. Yes, yes. [SC Can I just ask you with that – was it a newspaper?]. Newspaper it was. It was a combination Language X - English newspaper [published in both languages]. It was targeted.. it wasn’t a local paper. It was an international paper in [a major city], big city paper. [SC – Yes some people have talked about local...]. Yes I’ve done local as well. I’ve done local newsletters for the outback [Australian state X] rural community. (Hesitates).
What else...?? TV shows..[SC – No that’s okay – that’s fine. Sound to me like you had a quite positive experience..]

19. & 20. People come to me, so far (laughs).

21. Well aside from the obvious teaching role.. um ... that is one of the main reasons why I studied archaeology was to teach it, to disseminate the knowledge I guess.

22. (content). Archaeological science [and particular specialisms within that] and social organization and the relationship of people with X through time.

Q23 (see written sheet for yes/no answers)

(Professionals?) Yes AACAI. (TAFE, higher-ed students) Yes I’m doing [some teaching on Pompeii] this year. It shows that I’m all over the shop doesn’t it. [SC – explains more about this question and patterns starting to emerge]. Yes in Australia I think we’re forced to do the public sector consultancy stuff as well as academic. [SC – and there are differences – it’s very interesting there are patterns coming up..]. I’d be interested to read that.

Q24. Academics and students and consultants – would be a close call yes.

[SC explains Q25-7]

Q25.

Sure university teaching.

Q26. Sure doing [specialist] analysis for consultancies, or a survey or excavation for a mining companies. Or that’s probably No. 27 actually.

Q27. Maybe with the large mining companies but it’s..it’s mmmm.. [SC interrupts – well you’re not really...]

The general people around there. Unless you’re dealing with the higher ups who specifically hired you for that job. With the people that you are interacting with every day. [SC – Are these like the sub-consultants and site managers?]. Yeah.

28.

Ah ha, ah ha (with a positive tone indicating ‘yes’ ‘yes’). Well obviously – on the obvious level quizzes and marks on assignments at university is the easy way. But more than that.. on a better level I think successful communication involves questions from students, and students or people taking it to the next level and asking questions only tangentially related to what you’ve just said. That’s successful communication because you are forcing them to think.

29. I’m only hazarding a guess on this one. I’d say enrolments in courses might be one way. I thought the university was auditing all its courses, perhaps. Also I suppose student evaluations and things like that.
Q30 & 31.

I think I'd have a similar answer for both of them [communication & sharing information] WebCT or whatever you call it now Blackboard for teaching purposes, although the challenge there is the students aren't really using it. The students would prefer to email I'm finding than log on. Maybe it's too impersonal for them, they're embarrassed that their question is... they are not making use of the site other than to download the lecture notes. [SC – Have you got like discussion boards and things?]. I have but they don't want to use it and they don't ask questions on that forum. [SC – Interesting..]. Yeah it is. Because at [University Y] it's very different and those students you can't get them off the discussions, anyway...And the software I suppose regularly Excel, Word – the typical Microsoft suite. Photoshop, that sort of stuff. [SC – okay.. PowerPoint?]. PowerPoint – oh doh! – the most obvious one that I do every week (laughs).

[SC; I don't think anyone's mentioned that – it's like the elephant in the room isn't it?]. And that would be the same for sharing – PowerPoint. Sending over Excel files. [SC – Yes that's alright – it's really anything else above – do you use anything else above these?]. Oh not really – no.

32. (social media for work). No although I am finding that, increasingly, work-related things are asking for Facebook. Maybe. I might qualify that – I do use YouTube to show videos in class. So I have found it very useful for.. because colour and movement I find is increasingly necessary..[hesitates..]. [SC – That's alright, that's alright – fine.]

33. (likes?) The ease with which you can share information and send information, receive information, make it available to everyone. Theoretically it should cut down the time. If we had a site that students could go to – that should cut down my time, if students would use it. [Laughs. SC laughs.]

34. (challenges?). Um. I think being on the same page as everyone else. For students – having them use that technology, having them feel comfortable with it. And for colleagues the same thing. They may not feel comfortable using the same technology as you are. A case in point I can think of is one consultant using an Access database whereas I'm more comfortable in Excel and that does create some issues. So there's going to be a steeper learning curve on someone's head or more time invested when we use different technologies and have to learn the other one without standards.

35. Average. Not as good as my students.
36. I generally ask the question online. I search online for answers. If I really have a problem we have an in-house computer person, but it's now farmed out to ICT but it's too slow. I find online to be quickest.

I find actually, part of the big problem is that there are some technologies or some programmes you want to use – like some of the GIS software, some of the Creative Suite software and there isn't the support here for that. You'll find that the university will offer a course in, pick one, Photoshop – but it's at a time when I can't make it or it's too intensive. There isn't that.. there isn't the support to learn new technologies here at the time.

Q37. The only – probably – comment I'd like to add is that I'd like to make more use of digital technologies if it would save me time. But I sometimes feel like the time it would take me to invest in learning whatever that particular programme is – even though it will save me time in the long run – don't have the time now to be able to do it. For example, the case where I was changing over from WebCT to Blackboard..[SC – I've heard about this (laughs)..]. Well I have and you know the first hour was ‘urrgh’ ‘urrgh’ but then it got better. But, you know, you learn one system one year and then it changes.