

1 11-18 University Lecturer – Research and Teaching – Permanent.
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3 1 I’m a Lecturer at University Y
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5 2 Educational (not Government)
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7 3 Don’t know. Over 500 I suspect. [SC: Must be thousands]
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9 4 Ten or fifteen I would guess
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11 5 The university I guess is medium sized
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13 6 State X
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15 7 State Y (elsewhere) and [the state where my university is located and where I
16 live] as well
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18 8 No really
19
20 9 research, education
21
22 10 research, education
23
24 11 Frequently
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26 12 Well we are supposed to rely on people but they’re not very effective so we do
27 a little bit of it ourselves. They are supposed to provide some support but I guess
28 their support is a little bit limited for the kind of engagement we do. [SC: Is that
29 like the university PR?]. Media and marketing. [SC: We have the same].
30
31 13 No. Do you mean a Graduate Diploma in Higher Education or something like
32 that? [SC: Well whatever. I’m just asking people what.]
33
34 14 I’ve done a lot of hands-on interpersonal kind of teaching in the field and
35 teaching community members how to do stuff. I’ve managed [environmental
36 land management workers] and taught them how to do basic archaeology and
37 heritage work. So probably low to medium amount of experience. [SC: What
38 about at the uni – how long have you been there?]. Just coming up to about a year
39 now – so a year here now.
40
41 16 I’ve had some limited dealings with trying to get professional journalists
42 involved in community projects. Fairly unsuccessfully though because they don’t
43 tend to find it - the kind of work that I do or the kind of work with communities
44 particularly appealing so it’s not very newsworthy I don’t think. [SC: So do you
45 work with Indigenous communities?]. I do – yes [in X region of another state
46 from the university] – so..[SC: So you think people are not that interested in it?]
47 In most cases. I had a proposal – well I’m doing a project at the moment that
48 media people here who I approached directly decided it wasn’t at all relevant or
49 interesting for them so they dropped it like a stone [laughs]. Yes I think it’s the

50 regional thing – being based in state X and working [in another distant state]. I
51 think they are looking for stories with a local interest factor. [SC: So you think
52 that in [the state where the university is] they looking for more [local state]
53 focused content? I think so unless it was a big project – you know – where we
54 were finding 55,000 year old sites every day. I don't think we'd get much of a run
55 locally [laughs]. [SC: Is this your University media people there?] Yes that's right.
56 I have been in touch with local journalists and things and they're much more
57 receptive about the work I do in [the other state] and they generally prove to be
58 quite helpful. [SC: Sounds like when you can get hold of people they can be quite
59 helpful.]. Yes – small magazines and local papers.

60

61 19 I suspect it's a bit of both. We have quite active people in our department
62 looking for projects with outcomes that are newsworthy so there's a bit of
63 production of content. Then from time to time the Media and Marketing people
64 approach us about potential stories.

65

66 21 Well the organisation – the position of the department of Archaeology (and
67 the University) is that communities are our key stakeholder group. You know –
68 it's where we get our students from and it's who we are ultimately here to please
69 is the local community. And we have a lot of focus on satisfying – of establishing
70 projects that are immediately relevant to the local community. [SC: When you
71 say that do you mean the local community in [the state capital city where the
72 university is based]? Or are you talking about working with Indigenous
73 communities [in the surrounding region and elsewhere in the state]?] The local –
74 I guess the university sees itself as catering to [the local and surrounding]
75 residential areas of [the state capital city]. And I guess with our department – it
76 has a much broader focus because we work all over Australia but we have a
77 similar view that communicating archaeology is quite critical for.. it's why we do
78 archaeology to get it out there and to inform people and generate information
79 and get people thinking about history.

80

81

82 22. [SC: What kinds of archaeology do you teach or are you involved with – sorry
83 I should leave this question open but when you ask someone teaching at a
84 university 'what's the content' of their communication about archaeology it's like
85 where do you start]. I suppose that a lot of the content we produce are research
86 reports and community reports. A lot of us here do research that is community-
87 based and community oriented so we try to do research that is explicitly in the
88 interests of the local community – that addresses local questions. I guess it varies
89 quite a lot I suppose...[SC: Look that's alright - it's fine. It's just that some
90 organisations – obviously I'm talking about archaeology but you can't separate
91 that from heritage – some people are in their organisation and their main job is
92 to explain the heritage management process you see. That's why it's coming up.
93 If you are in an educational institution or doing research it's slightly broader.]

94

95 23 24 Students, principally. Colleagues and staff members in my work area – in
96 my field of work – and Indigenous communities who I'm working with as well.

97

98 25 Yes in the sense that students – particularly. Getting out of the university
99 circumstances it's often the case that people know very little about archaeology.
100 And community members, property owners and people you may have to talk to
101 about doing work and need to explain to them the nature of the work that you
102 are doing – that it doesn't involve Native Title, and that it doesn't involve lore [or
103 law] or any other kind of tenure [?]. That's the main thing I can think of.
104

105 26 Working with colleagues on collaborative projects. Seminars that's another
106 one too.
107

108 27 So you mean where people may not acknowledge or recognise that you've got
109 a degree and you've done lots of? [SC: Well anything – where you feel you're
110 talking cross purposes and you're not.] I have often found in the past – maybe
111 not in my current work environment – with developers who don't often like to
112 recognise one's qualifications and expertise in a particular area so – I mean
113 Archaeology. I've found some Indigenous community members have that view as
114 well – there are other issues going on there as well sometimes.
115

116 28 It's always difficult to tell, I guess. With students it's always how particular
117 students go with their pieces of assessment how much they understand the
118 concepts or issues or techniques that you are trying to explain to them. So that's
119 a good measure. I think I'm moderately effective – I wouldn't say I'm highly
120 effective. I'm still learning to communicate about archaeology [laughs] – it's not
121 an easy thing sometimes. And I guess successful communication means to me
122 that people are aware of what it is I am explaining and are able to undertake the
123 tasks that I've outlined, or actually take away the message that I'm trying to
124 convey – that's more the point.
125

126 29 I think success is judged entirely – well largely – here on publication outputs.
127 Formal communications rather than informal communications. In terms of
128 teaching they do – like every other university – employ metrics for assessing
129 teaching but you know – it's got a different name in every institution. [SC: And
130 you have a blog don't you – which I've seen].
131

132 30 Suite of Office applications. GIS software. Database software. Web authoring
133 software – gee whizz – lot's of photo imaging and manipulation software like
134 Adobe Photoshop – those kinds of things for digital illustration. [SC: Do you use
135 CAD or something?] Yes I guess Illustrator to do vector editing [?]. There's a
136 whole range of tools that I use that are probably hard to put into a category but I
137 guess they're about personal time management and productivity, task
138 management and calendaring applications. And the obvious email [laughs].
139 That's probably the bulk of them I think. [SC: You are the only person so far who
140 has mentioned task management and calendar applications]. Well I find them
141 incredibly helpful if you've got 25,000 things that you're meant to do [laughs].
142 SC: You are the only person who mentioned it - I wonder if it's too obvious and
143 people don't mention it?]. Possibly, possibly. To be honest I've not met that many
144 people who use the software that I do – I do use a Mac so..[SC: I use both – and I
145 didn't ask people if they used a Mac or a PC.]. Yes – maybe you are right – maybe
146 it's something that's a bit implicit and..[SC: I don't know. I'll possibly go back

147 round with some of these questions and I've got a few more people to interview
148 as well.] [SC: So you obviously use a lot of software by the look of it –]. I do. [SC:
149 And do you use social media sites as part of your work?] As part of my work –
150 yes I do. [SC: So what do you use?]
151
152 32 So we run a – I've used social media sites for teaching using blogs to bring
153 flexible delivery – distance topics – to students. [SC: Can I ask – do you use
154 University learning management systems like Blackboard?]. No I shy away from
155 those because they are clunky and slow and they are prone to being changed
156 quite regularly and that's not a useful thing when you invest a lot of time into a
157 piece of technology to learn and then it changes each year. [SC: [Laughs] I
158 know...]. So I can be bothered at all and it sits there with no content. [SC: Yes –
159 that's what I'm having to do this week – convert a whole course onto a new
160 system..]. [SC: Do you use Facebook?] We have a Facebook account for the
161 Department which I..[SC: I had a look? What have you got?]. We have a Twitter
162 account for the Department as well..[SC: You set that up?]. Yes I set all that up
163 and we've also got a blog for the whole department which is flying under the
164 radar of the Media and Marketing people for now. [SC: Yes I went and had a look
165 at that for something else – are you not allowed to do that?]. Well it's kind of a
166 grey area. I think they are aware of it and I don't think they have too many
167 concerns but we did formally ask them last year and they told us we shouldn't do
168 it so – so maybe that will come back and..[SC: Really? Goodness..]. Yes. It was a
169 strange thing actually. Anyway I took some advice from such much wiser senior
170 staff in the department [laughs] and just ignored them. [SC: Is this to do with
171 branding and things like this?]. That's all it is – entirely what it is. They want to
172 make sure they've got the right colours and logos [laughs]. [SC: Yes we've got this
173 – I've put stuff on YouTube. I don't use it as a social media site though – quite
174 deliberately – and quite a few people here use these sites and people have blogs
175 and things. I just don't think the University wants to think about it.]. Yes. I [know
176 from students] that a lot of departments here have some kind of social media
177 presence whether it's a blog or Facebook or whatever. That's where the students
178 are and they have to go to their students to engage them. You can't force your
179 students to use the default proprietary systems that the university likes to
180 use..[SC: Can I just ask. You've said it's good for contacting students. Is that the
181 main reason why you use these or?] Yes it is. It is. It makes it a lot easier to get
182 information out to them and to communicate with them if you can put it in the
183 right format to produce a product that they're going to want to look at and
184 absorb. Often I think with blogs it's very easy to – I'll use an example – the blog I
185 developed for one of my topics, my online topics, this semester was a trial and I'd
186 not tried it before and I didn't really think about it as another form of
187 communication but just delivered the same kind of flexible delivery and content
188 that I would ordinarily give to students in hard copy. It didn't go down very well
189 with the students I don't think because it was too formal, it was too structured
190 and it didn't suit the medium. So I think if you can produce a message that's
191 inline with what the students expect from a particular medium then it can be a
192 very effective form of communication. But you have to understand the
193 technology, and the purpose and how students use it as best you can, if that
194 makes any sense? [SC: Yeah – no that makes a lot of sense actually. I think it's a
195 very interesting topic as students – well not all students by the way, that's

196 another thing. Our students are very variably techno-involved.] They are aren't
197 they. [SC: I've just done another survey to do with the video thing I did at AAA. I
198 actually just surveyed some of our students about video – and a lot of them were
199 very anti-technology. Not all of them. It was very divided. Some of them thought
200 'Great' 'Wonderful' they'd got web-enabled mobile phones and all sorts of stuff
201 and the other half said 'No'. 'Hate It' 'Don't want to do that' blah blah. Very
202 interesting.]. We've found that with our students too in a sense that they don't
203 often have clue about blogs or Twitter, or Facebook's as far as they extend into
204 the web often. That's a real shame. So I guess I take it as part of my job to tell
205 them these tools are important tools for archaeologists. They're not just fun and
206 entertainment – they actually have a serious benefit so it's in their interests to
207 learn them and it's in our interests to teach them how to use them in relation to
208 doing archaeology.

209
210 33 What do I like about them? I guess they allow you to produce outputs and to
211 do analyses and produce research outcomes that you couldn't generate without
212 them. Particularly in terms of computer software, digital technologies and social
213 media I find extremely useful for communicating with the broader public and
214 getting messages out there. It's good to use them to meet and collaborate with
215 colleagues or even people you don't really know that well overseas at other
216 universities. I've met a lot of students and potential students through social
217 media, through Twitter particularly. So they allow you to do a lot more and
218 enhance the work that you do. They're a good supplement to doing good
219 archaeology.

220
221 34 Challenges is literacy of the colleagues you are working with. That can be a
222 big issue. And the time that it takes to learn some of the technologies that I use –
223 you know – that require a considerable investment in time. To learn GIS for
224 example, and it's not easily passed on to students quickly. And I guess access to
225 expensive proprietary software can be a big challenge too. I can't give students
226 copies of some software because the university won't fund it. Those are the two
227 biggest challenges I can think of.

228
229 35 Excellent.

230
231 36 I have a love hate relationship with the IT guys. I generally don't obtain
232 assistance I do it myself. [SC: So even though you have ICT support at uni?] Yes I
233 find them not very helpful. There are various examples of that but it's probably
234 not relevant to your question I think. There are some things to do with
235 networking where they have to formally tick something and make it work for me
236 to have access to a particular piece of software or something and other than that
237 I don't have anything to do with them. [SC: So you do that yourself?] Yes. [SC: Do
238 you have a background in computers and ICT?] No.

239
240 37. I'm interested in the survey and where it's going as I don't think anyone has
241 done much research on digital technologies, archaeology and communication in
242 Australia as far as I'm aware.