Appendix B – Interview Transcripts

Transcript – S1

I: So the purpose of this particular interview is to try and work out what kind of value students can add to OER adaptation process

S1: Mm-hm.

I: Especially in institutions that don't have institutional support, or a unit which actually goes and does this kind of work, or a mandate to do it, like the Massachusetts Institute of Technology does. Going through some broad questions about the project, then your relationship with the lecturers, and finally the actual process of working with the materials; what kind of changes you made, how you made them, how you negotiated these changes with the lecturers, and so forth.

I: Let's start talking about the solicitation process, the 'hunter-gather' process that you had to go and do.

S1: Yeah.

I: I was going over the previous interview we did-

S1: A long time ago.

I: A very long time ago! As I understand it, you first heard about the project from a tutor group that was developing the [L1M1 materials]?

S1: Exactly.

I: So you had an 'in' into that area of work. But otherwise, how do you select lecturers to approach? In an institution with 1000+ lecturers, how do you go about finding the ones that you will eventually approach?

S1: I mean, once I actually understood the process, what open content was, based on what this project is trying to achieve, who do I think will be willing to give up some of their materials, who would be more 'free' and open, and thus willing to give some of their materials. That was based on the lecturers I had during my degree. Having done a [Humanities degree], I started with those departments. As you said with the [S1M1 materials], that was sort of an 'in', even though that wasn't lecturers directly. From there I spoke to some [Commerce Faculty] lecturers, as well as some [others in the Humanities Faculty]. That came about after I asked some friends in other departments which of their lecturers generally give out their materials.

I: I was going to ask, did you do some [Humanities S1M2 material] courses beforehand?

S1: Never! <laughing>

I: Because that came a bit out of left field.

S1: Never ever.

34   I: That's very interesting. That the students could help point out which lecturers might be interested.
35   When you actually had to go and search out these people, whom did you feel most comfortable
36   approaching, and who was least comfortable? You sent out a few emails, had a sense of who's out
37   there... who would you go for?

38   S1: Approaching my [Commerce Faculty] lecturers was pretty comfortable as I had a strong
39   relationship with them already. Even though it didn't result in many materials, that was easy. The
40   difficult one was [S1M2 course] because I didn't have any idea who they were or what they did,
41   which is why, if you remember, I asked you to come along and provide some support.

42   S1: Otherwise, for instance with the [Department A] lecturers, I know they don't share their lecture
43   slides, they don't give materials out, so as much as it would have been easy relationship-wise, I knew
44   already that I wasn't going to go to them.

45   I: Based on their previous lack of sharing?

46   S1: Yes.

47   I: You said they don't give out slides. Does that mean they don't share on Vula?

48   S1: They don't.

49   S1: A lot of them use the same slides every year, but I think that a lot of their motivation for not
50   giving out slides is their belief that if you give out slides students won't come to lectures. So based
51   on that I thought that they wouldn't be willing to give out their materials because they wanted to
52   use them again, and also that they wanted to keep lecture attendance up. But I know this year, the
53   [S1M1] courses did give out slides, and it did bring down lecture attendance.

54   I: That's very interesting, so they were actually justified in that particular belief.

55   S1: Yeah, yeah.

56   I: In terms of successful visits, that means ones that ended up with either saying they would, or
57   actually ended up giving materials, do you have some idea of the success rate? In percentage terms?

58   S1: In terms of people I approached and saw face-to-face, I'd say out of the three I approached all
59   three agreed but only two provided materials. In terms of approaching and emailing, I don't know
60   how many I sent out to no response. The ones I met face to face were mostly willing, but not for the
61   emails.

62   I: Were there a higher percentage to lecturers you hadn't seen face-to-face before?

63   S1: Yes.

64   I: In terms of your levels, so you are a Masters student, do you feel this helped, that people took you
65   more seriously? Do you think they would have taken you even more seriously if you had had a PhD?

66   S1: When I started I was in my Honours, so no, I don't think that helped me very much. I started first
67   semester in honours, so I hadn't established solid relationships by that point. I think if I had been
68   Masters it would have been easier, because as you said you would have more time to develop those

69 relationships as you see them more often, not on an equal level, but more equal. So I think it would
70 have helped. During undergrad I had almost no relationship with lecturers.

71 I: The next question was around Vula usage. I know [L1M2] has a very strong Vula profile, but you
72 said [Department A] didn't use it for putting up lecturer materials, though they did use it for other
73 purposes. Do you have any sense about the [Commerce Faculty] department and how they use it?

74 S1: They are, they put quite a lot of material on there. I don't know much about the [Commerce
75 Faculty] department because as much as I was able to speak with them and got some materials from
76 them, their materials were chaotic. Everything on there was not freely licensed, everything was
77 copyright, they used very extensive works from the World Bank and so the licensing there was all
78 chaotic. They do use Vula quite a lot, not in terms of public access, but just for their students. And
79 they did use a lot of slides.

80 I: Of your successful attempts, or even of just your positive attempts at solicitation that didn't end
81 up bearing any sort of fruit, do you know if they were sharing on any other sort of platform?

82 S1: Not that I know of. [Lecturer A] had previously shared on Open Content but wasn't aware of it, so
83 I think they put stuff online, but not systemically, as part of their own published works, as opposed
84 to their educational materials.

85 I: The next question is around their prior knowledge of Openness, as in open licensing, using open
86 images, that sort of thing. Would you characterise it as high, low, or mid-range knowledge? The
87 lecturers, I mean.

88 S1: Low. [L1M1] was well in the know, but the other lecturers, not so much. Only [Lecturer S1M2]
89 from [Humanities] was aware.

90 I: Did he have previous sharing open platforms, had he been sharing openly beforehand. that you're
91 aware of?

92 S1: No I don't think so. I think what happened there was that in the first year of [S1M1], [L1M1] and
93 her group started building these materials specifically to share openly, and that started a trend in
94 their department. Now, for every course, you get a set of Skills development lectures.

95 I: Interesting contradiction there between not wanting stuff on Vula but at the same time developing
96 things with Openness in mind.

97 S1: There's a difference. What they're developing to put openly online isn't content, its more
98 additional skills, like writing skills, research skills... so I think they're more keen to put that out there
99 to improve student performance, because it doesn't conflict with their actual departmental content.
100 I see their perspective.

101 I: Let's talk about the advocacy part. What are the hooks you use to persuade lecturers that this is a
102 good idea?

103 S1: I always try to think of the lecturer's perspectives, why he or she would want to do it. So I would
104 sell them based on putting their stuff out there, getting recognition, and then maybe later bringing
105 up the public service or good-of-society angle. I found that most lecturers were more excited about

106 the idea of their work being spread out and read by people, and creating access for people outside
107 the university.

108 S1: That would be the way I would start, and then also mention, when dealing with the licensing and
109 the various options, who can actually benefit from this and how the different licenses influence who
110 can benefit from them.

111 I: That idea of reaching out beyond the university, where there specific audiences that you
112 mentioned and then got positive feedback from, such as you mention that the work will reach more
113 students, or other academics in your field, or members of the public... was there any particular
114 group that you focused on?

115 S1: I was advocating for students, because that's what I'm familiar with. And just going online and
116 you see that you can buy it for huge amounts... that isn't really an option. If I'm in UCT, and I don't
117 have this access, what's going to happen? And it's even worse for students at other universities
118 without our access, it's even more of a problem. So I came from an angle from the students, about
119 the difficulties and struggles they faced. I felt like I'd advocate for students.

120 I: And this got a response, this worked as a strategy.

121 S1: Yes, I think it did. I think it helped that we're in a university, and that coming from a student's
122 perspective will be respected.

123 I: Let's go to the actual materials themselves. You worked on the [S1M1] materials for first year, and
124 then there's the [S1M2] content. I'm not missing anything out?

125 S1: No.

126 I: Looking at the [S1M1] materials, one of the first impressions I got, of the two main impressions,
127 was that there were no images. I think in the entire body of work there was only a single image, in a
128 whole stream of comprehensive materials. Was that what you received from the lecturers quite a
129 sparse design, or did you go through the materials and say 'we can't use these images, they're under
130 copyright'?

131 S1: No, they came with no images. So what ended up happening there was they wanted me to do
132 editing work, in terms of grammar or other small mistakes, so they could be published. They came
133 with no images. So, I think if I recall I just edited for mistakes and to see if there was anything I could
134 add content-wise because I had done [the course] myself, as part of the skills group, and maybe
135 change the slides format, and I didn't do anything spectacular.

136 I: But you did add some content because you had gone through the course, to supplement what was
137 already there. You also made them available in two formats, as Word documents as well as
138 PowerPoint slides. Would those provided once again by the skills development group, or did you
139 make those two formats?

140 S1: No, those were supplied by the group. I just came in at the end to edit.

141 I: Did you know why they were supplied in two formats?

142 S1: Yes, the ideas was to actually give these lectures, so the slides are what the students will actually
143 see, and the word document is a lesson plan for the lecturers delivering the content. So it matches
144 the slides, providing extra examples, or explaining further here, or giving theme exercises.

145 I: Lastly, what struck me, is that I could take these materials and run them with essentially no
146 [disciplinary] knowledge whatsoever. They were quite agnostic in their approach. Was that also a
147 deliberate design choice right from the beginning? I mean, they use [disciplinary] examples, but
148 they're not geared only towards [Humanities] students.

149 S1: Exactly.

150 I: Did you have any role in that context-independence? Changing language, or so forth?

151 S1: No. I think the content group, when they get the directive, it is to set it up such that they read
152 agnostically, and anyone should be able to give a lesson on how to write an essay or begin a thesis.
153 The idea is to give these students general skills that they can use for any course, general writing
154 skills.

155 I: One of these materials is standing out because it had a single image, this graph here... was it taken
156 from a textbook, or was it created from scratch?

157 S1: It was created from scratch. Yes. I didn't ask, but from the content, it was obvious they made
158 this.

159 I: Secondly, is the [S1M2] course, [redacted]. So these were slides not really image-heavy, most of
160 them are quite sparse, except for some. Can you walk me through the changes you made from the
161 originals to the final product? What kind of changes did you make?

162 S1: Some of the slides were introductory slides for the course, so that someone outside of the
163 course wouldn't benefit from, so I removed markers such as assignment due dates and stuff like
164 that. For most part it was the images. I thought he used quite a lot of images. So, I would go try and
165 look for the image, see if it was open licensed, and if not then change it, or if I couldn't find the
166 license then just change it to be safe. And then again, just going through and changing the language
167 to make sure that someone outside of the course could understand it. Oh, I also changed some of
168 the slide colours, because they were quite dark <laughs>.

169 I: So I went through those, and the majority of the images came from Wikipedia and Flickr.

170 S1: That was another thing I did, adding citations to show where they came from.

171 I: I noticed you added the sources into the notes, rather than on the image itself or on a reference
172 slide. Was that a deliberate choice?

173 S1: It was, yes. Just for visual sake... I don't know if you want to see links in a slide presentations, so I
174 put them in the notes.

175 I: It was interesting, because I never thought of that. I always advocate putting the links straight into
176 the slides, but you're right, it can look a bit ugly. I'd never thought of using the Notes space at all.

177 S1: I thought the reference slide at the end... I struggled with that. It's like footnotes vs endnotes. If I
178 saw a reference, I'd have to go back to the slides, work out which image it was referring to... so I
179 rather used the notes section, and it's up to the user to say this is from so-and-so when they give the
180 presentation.

181 I: Especially with those two resources, throughout, it was all CC-BY, which is a very open license.
182 Which is fantastic from our point of view. But it can be difficult for academics because they love that
183 non-commercial clause, they really do... in fact, many of them would prefer full copyright. How did
184 you communicate the choice of licensing? Obviously you'd have to introduce the concept of open
185 licensing to them... how would you go about doing that?

186 S1: So... obviously you want them to choose the most open license possible. As much as I would give
187 them a broad overview of which licenses were available, and that this license means this and this
188 one means that, I would sort of emphasise that you know you want to try and make this as open as
189 possible, otherwise it defeats the whole purpose. i understand that academics might want to protect
190 some aspects of their work, but also the CC-BY is the best way to do it if you want full access to be
191 given. So I would give them the full picture but I would also direct them towards CC-BY. But I was
192 lucky enough that with the [S1M1] development group they are already advocating for openness so
193 they wanted CC-BY, and [L1M2] as well was also very keen to use CC-BY. The only lecturer who
194 wanted to use non-commercial was [Lecturer A], but he didn't end up contributing materials.

195 I: By the way his original upload (on OpenContent) was originally uploaded by someone else, by
196 Centre for Open Learning, which is under a blanket license, which is probably also why he didn't
197 know about it. He signed a contract which said that they're going to put it up there. But the actual
198 conversations about the licensing, you sounded like you had quite an easy and uncontroversial time.
199 I: Do you think the concept of open licensing actually sunk in? For instance, with the [S1M1] group,
200 they already knew... do you feel with [L1M2] that he really understood the concept of open
201 licensing, or if he just said 'spread it'?

202 S1: I think he's quite clued-in, but I didn't really get the opportunity to get into what it really means,
203 because he was like "I already know about this, just get out there and spread it." So I didn't really get
204 into the intricacies of non-commercial, or share-alike, and that. He was just like 'whichever one is the
205 most open, let's do that.'

206 I: He's actually been sharing a whole bunch of stuff on the new repository. Next question: were
207 there any fears or concerns given by the lecturers?

208 S1: No, I think when I started, I was worried about how they would receive the project, but if i had to
209 do it now, not a problem.

210 I: If you could imagine a completely different project that was entirely advocacy related, We have
211 the same sort of training sessions we had in this project, we train a group of students purely as
212 advocates. They go out, approach lecturers, tell them about Open Education and offer support in
213 terms of advice around copyright clearance and open licensing, but not offer any time. This project
214 wouldn't offer the 'apple' of taking the materials and performing the adaptational work, although it
215 would support the lecturers if they wanted to hire other students to do it. Do you think you would
216 have gotten any materials if the project had been like that?

217 S1: No. Well, who knows, maybe over time, if you were advocating for some time, really pushing it,
218 getting people used to it, maybe... but otherwise, no. I think the fact that I was there and actually
219 doing the work was a big factor in getting them happy with the idea. The fact that you're in a sense
220 removing them from the process [makes it work]. I think it would be a lot harder to get materials
221 otherwise.

222 I: If we had taken an unethical approach, taken the 'O' out of OER and just said 'put your stuff up
223 somewhere', so you didn't do copyright clearance or check for open licenses and just instead took it
224 and put it up, or asked them to put it up, would that have worked?

225 S1: As is?

226 I: As is, literally no changes.

227 S1: Yes, maybe, but again it would probably still be the few who are already doing it, or who are
228 really willing to put their stuff out there. I'm not sure it would work for the wider UCT community.

229 I: So you think it was really the fact that you were there doing the work for them that...

230 S1: Yes, that was a big factor. Although, there were some people like [Lecturer A] who did ask to be
231 shown how to do it, where to put it up. So I think there are exceptions, it would just take some time.

232 I: As for the actual project itself, were there any aspects of the project that you felt were particularly
233 well designed?

234 S1: I think in hindsight you see some things that were maybe better that you thought... if I start with
235 the not-so-good things, I think the timeline of a year or round about that, I think a lot of time was lot
236 on the training process and then the mid-year vacation. So there were a lot of time issues there. I
237 think a better process would have been as soon as a student has been hired they go straight into
238 training, and then get right into going to the lecturers. I learned the most from actually physically
239 doing it. During the training I struggled to understand it because it was such an abstract thing. But
240 once I got into it and got going it was actually such an easy process, but as soon as I started getting
241 into it, it was over. I'm not sure if I'm saying to make it longer, but maybe to use our time more
242 efficiently. I'm not sure if we needed a more formalised structure in terms of reporting back, or
243 checking updated materials monthly, but having some process of hand-in times, which would make
244 the project run smoother. I think that would have garnered a lot more materials quickly. I
245 understand the problems with us being students, and having a lot of work, but more structure would
246 have been good.

247 I: I think the timing problem was especially problematic, given the training happened just before the
248 vac, and then trying to imagine yourself doing this just as a new term is starting. It was unfortunate.
249 Original project was supposed to start in January, as it happened.

250 I: If you had to change the project, completely different, perhaps like a production model, with a
251 team that goes out and sources content, another team that just works on the content... do you think
252 that would have worked? Or do you think the personal relationships you had were as faculty
253 students was really important?

254   S1: I think the personal relationship was quite important. I think going forward you could act as a
255   team, just because it was so new to a lot of lecturers, I think the relationships were important.
256   Another thing, just as a general comment, the fact that it's now an actual repository is good, and a
257   lot of lecturers are looking for platforms to share their journal articles and other research. That
258   restriction [of asking only for OER] made things more difficult, I would have gotten a lot more if I
259   could have asked for their other materials are not just their slides or educational materials.

260   I: Do you think you would have gotten more lecturers, or more materials from the already-
261   contributing lecturers?

262   S1: I think more lecturers would have been interested, because for instance when we did the
263   introduction to the Humanities Faculty, they lost interest as soon as we said we were not going to
264   help them with their scholarship. I think a lot more lecturers would have been open to that. For
265   instance, in the [S1M1} department, I could have gotten a lot more lecturers, partly because they are
266   wary of sharing their slides.

267   I: Would you hazard a guess as to why that might be the case, why they might be more interested in
268   sharing scholarship and not educational materials?

269   S1: I'm not sure, but I think that's just what academics do. They publish their work, they want to get
270   it out there and read, publish, publish, publish, that's their rat-race to see who has published and
271   who hasn't. I had a lot of lecturers who shamelessly only teach their materials, so they're looking for
272   an outlet to use the material they actually work on. Whereas for slides, they kind of make a slide for
273   a particular day and then move on. It's not really... they don't see the value in sharing.

274   I: Do you believe you provided some value to the open education agenda at UCT?

275   S1: Some. I feel like I could have done a lot more, but the little bit that I did I do feel added some
276   value. In the sense that I got to introduce it to some people who hadn't heard of it, and knowing that
277   there are now some materials out there that wouldn't have been had I not been involved. But like I
278   said, I think more time or better use of our time would have added more.

279   I: Final question, and this applies more to the [S1M2] course than the [S1M1] material: has there
280   been any interest expressed in a follow-up, in the sense of asking how the materials are doing, or
281   how they're doing in the repository.

282   S1: No.

283   I: Thanks!

1 Transcript – S2

2 I: So the purpose of this interview is to get some insight on the process of the Vice-Chancellor's
3 Project, see how it worked, how it didn't work, how it could work better, and just to understand
4 some ways in which students can, or possibly can't even help lecturers take materials and turn them
5 into open source. Feel free to argue on any points, or ask questions or clarifications, and if there's
6 anything you don't want on the record, just shout and I'll stop recording.

7 S2: Great.

8 I: Also, I'm recording all these, and once I transcribe it, or once my brother transcribes it, I will send it
9 to you in case there's some stuff you don't want on record.

10 S2: Fair enough, I'm sure it'll be fine.

11 I: No one's said anything too drastic so far. Let's start off with the different sections we're going for,
12 the selection process, contacting, approaching, finding lecturers to talk to, then the actual work on
13 materials, what you did, what was difficult, what was easy, how to communicate with lecturers
14 about the materials you made, and then finally a section about the project itself, what was bad,
15 what could be changed for the future, if there's ever another version of this. So talking about the
16 processing of the content…

17 S2: It was a year ago, but I'll try my best, I do have a good memory of the whole thing. So shoot.

18 I: So as far as I recall, you were at the hackathon sometime in October.

19 S2: That's right.

20 I: In 2013.

21 S2: You probably know better than me, I can't remember when the hackathon was, but that's where
22 we met.

23 I: It was 2013, it was at Access Week. You took up the project, came on board,

24 S2: I was very interested, I saw it and was very interested, I was thinking of going into that, currently
25 I am actually looking at that type of thing. It's a very nice, the virtues of it are great, the free
26 intellectual property for everyone to use, I think is really great. That's what attracted me to the
27 project, I mean like straight up, I think that was it, it's a very noble project, I think its good, MIT's got
28 one, Oxford's got one, there's a few going up, more and more. I read an article recently about this
29 open access education taking off, online courses are now outstripping professional go-in colleges
30 and universities all over the world, so this is like a great move, a great project, I was very passionate
31 about it, at least initially when I started. (laughs) So yeah, that's when we met, okay I'll let you
32 continue, you've got your bullet points.

33 I: That's good to know.

34 S2: That's my introduction.

35 I: So how did you go about selecting lecturers to approach?

36   S2: You guys basically, you didn't direct me, but you were like, go in house, speak to people in your
37   majors, people that you're comfortable with, people that know you, which I think that was really
38   good. Because the people that didn't know me, I only spoke to one in [Humanities Department D],
39   she knew me but she only knew me from a little course in second year, she didn't really remember
40   me, she just never got back to me. While the people that knew me, they were great, they would stay
41   in contact, they were good. So, I went for the [Humanities Department C] and [Humanities
42   department E], my [Humanities Department E] major was done a few years before, and most of the
43   [Humanities department E] stuff anyway, [redacted] and what-not, have very good sites so I didn't
44   think that was the most pressing. [Humanities Department C], should I go into it, or do you want to
45   stick to your points? I'm a bit of a waffler. It's a goldmine for interviews.

46   I: No, absolutely.

47   S2: So I went to the [Humanities Department C] ones, I approached the people I knew the best. I can
48   say their names, I don't mind, but I don't know, I don't want it to get back to them. I can still imply -

49   I: We'll anonymise the names, so no names need to go anywhere

50   S2: So I went to [Lecturer C] and he was really good, he was just very busy, he was course convener
51   of the third year courses. And he was kind of like, let's leave towards like, the end of the year, it
52   wasn't very good, because I came on quite late in the project, I didn't actually have much time to go
53   too far. You guys recommended rather get a few, get that work done, then find some more, keep it
54   steady, which I thought was a good idea.

55   S2: Then [S2M1 department], I got some good ones in [S2M1 department]. So basically I took over
56   from this one lady, L2M1's project. I don't know how she was associated with the group, you guys
57   put me in contact with her. She had some previous videos, so I went through them, I also spoke to
58   [Lecturer D], he was very interested, his were good, because his lecture slides all had quotes, he
59   quoted all his lecture notes, and his slides were pretty good. He did clinical third year as well, and
60   he's very, he was very open. Also, he has African [S2M1 course], he's in charge of African [S2M1
61   course], he specialises in that, I thought that was quite a good little clip. But he's also a counsellor,
62   he does pro bono, actual and lectures, and he didn't lecture us as long in my honours year as I
63   thought he would. I dunno, I don't think I approached him sternly enough, I think when I
64   approached him, he said this is a great idea, we must chat about it, my next chapter's about like an
65   essay, so this didn't pan out properly. But yeah, that's how I sourced them out. I spoke to [Lecturer
66   E], [Lecturer C], [Lecturer D], who else, L2M1, there was someone I spoke with…I don't know, they
67   were in the [S2M1 department, why can't I remember them now.

68   I: Ah, don't stress, I can send you the list of names.

69   S2: It'll come to me.

70   I: Was it also [S2M1 department]?

71   S2: Yeah. That was all [S2M1 department]. The [S2M1 department] stuff seemed tough, like
72   [Lecturer F], because his stuff seemed easier, but the [S2M1 department] stuff, a lot of it seemed,
73   what I suppose we'll get to it in later questions, but it seemed easy stuff, because the referencing is
74   already done, he practically did half of the job for you.

75   I: And then [Humanities department C]?

76   S2: [Lecturer C], he's third year, he was very nice, he was also helpful, but it didn't go anywhere,
77   because at that stage I was in [S2M1] honours and I didn't actually communicate with the
78   [Humanities department A] department as much. I've still got emails, he sent me something, but
79   again it was after June, I should actually…you closed the whole project down.

80   I: Yeah, the project was finished.

81   S2: I can still forward it to you.

82   I: We may possibly investigate our funders doing strange things, they gave us money at strange
83   times, so.

84   S2: Yeah, you're not in in control of that. Well, definitely look up [Lecturer D] and [Lecturer C], they
85   will help.

86   I: Fantastic. Well, what I'm hearing is quite a few positive points and positive materials, but the
87   feeling in the departments?

88   S2: Yeah, I actually didn't get anyone who was against it, funnily enough, no one was anti it.

89   I: Fantastic. That pretty much answers the next question, the familiarity did help, but the people
90   who didn't come back to you were not as -

91   S2: One of them was [Lecturer E]. She was pretty busy, I did say exactly, but I hounded her, I went to
92   the department, because she's down the road from [Lecturer C] and I was like, what's going on, and
93   she would say "oh, sorry, I'll send you something" but it just never came through. I didn't want to
94   hound people either.

95   I: Absolutely. You were an Honours student at the time, did you feel that you had been a student of
96   a different group, like an undergrad, or a Masters or PhD student, would that have affected you?

97   S2: If I had been a second year, it would have been great. I would have had more time, to make
98   more money. Third year, I worked very hard, it wouldn't have been…then I took an extra course in
99   my first year of honours, so that was quite a loaded semester for me, it definitely didn't work in my
100   favour. But yeah, I think undergrad would have helped. The problem with first year, yeah, I don't
101   know if you've quite gotten used to academics, academic writing, you know the first lectures you
102   see, you might base too much on it, like these slides are rubbish, these slides are great, and not
103   realise I think as much. Because lecturers and lecture slides vary considerably. I was thinking, just
104   [L2M1]'s stuff was very, I mean she did a meditation session, and she had hands-on tutor stuff, and it
105   was very different to say, any [Humanities department B] lecture I've ever had or a lot of [S2M1]
106   lectures, it was nice and good, but it was just different. Like [Lecturer C]'s stuff in [Humanities
107   department C], he uses a lot of statistics, so I don't know how rich his lecture slides would up being,
108   because it's a lot of stats you could get, but it works well with him discussing it. But then he'll
109   question students a lot. He also wants to make sure students are paying attention, so that might not
110   necessarily help, I don't know.

111 I: In your role as sort of as, with greater seniority, so as a first or second year you may have a lot of
112 time, but do you think lecturers would have responded to you as a first year undergrad coming and
113 talking about these kinds of things, as opposed to your position as an honours student?

114 S2: Knowing the lecturer is better, I ask a lot of questions in my lectures, I build up familiarity with
115 my Profs quite well, so I don't know. If you're like that in undergrad, they probably will give you a bit
116 of time, but yeah, I think they're quite open to it. I got the vibe that they were all feeling like they
117 wanted to get involved in this IT revolution. [Lecturer E] was younger and she actually, she'd been
118 keen on it before. But with the older Profs, there was no like, nobody was anti it, they all thought it
119 was good. But yeah, just time, they were all just like, I'm course convener, and I'm this and I'm this,
120 so.

121 I: It's a familiar refrain, certainly.

122 S2: And it doesn't help, because when you're busy they're not busy, and when they're busy you're
123 not busy, that doesn't help at all. I had that problem.

124 I: 2M1 has a particularly interesting work schedule.

125 S2: She was on sabbatical, so she wasn't even there, then she was in America for a while, and then
126 she came back, and she was helpful, but let's stick to the topic, we'll get there, we'll cover your
127 bases.

128 I: So you said there was interest in the IT revolution, as you said. Do you have any sense, from the
129 courses you'd been on and the lecturers that you approached, that they were heavy users of other
130 kinds of online communication?

131 S2: I don't think [Lecturer D] was, no, I don't think he was. But that I don't know for sure. They do sit
132 at their computers all day.

133 I: But in terms of sharing?

134 S2: The [Humanities department A] department are more clued up, [Lecturer E] was very clued up,
135 she was great. She does more of the global studies, her stuff is really interesting. I might still hound
136 her some more, I found it personally very interesting, I was interested in a lot of it. She uses a lot of
137 internet sources, she used up to date journals, she's very interesting, very up to date, she's very
138 clued up. She's young though, she's in her thirties, you see these are things I don't want to get out,
139 just now I'm saying something terrible.

140 I: No need to mention it at all.

141 S2: Why, I don't know, but in general you do see the trend of the younger lecturers being more tech-
142 savvy than the older Profs, but it also depends on what they teach. I don't want to say the
143 [Humanities department B] department was archaic, but it's just that [Humanities department B] has
144 been around for so long, it's a different type of ball game. I think that's another reason why I didn't
145 approach them, it just seemed odd. I don't know, would you guys have wanted [Humanities
146 department B]?

147   I: I think that in the stage of the project we were at, we would have wanted anything, but it's just
148   that the amount of time it takes to do the materials is quite intense, as you know. We wanted to
149   approach every department but we'd need a student in every department to do that, because it
150   takes a lot of reworking.

151   S2: I think you could use students from any department, you don't even need to establish familiarity,
152   but then you need students who are going to go, you have to go to these profs. They'll email you,
153   but it'll be two days later. You need to go them, you go to their door and knock on their door, and
154   that's what you need, if you've got that, I think you can hit up any department. Familiarity with the
155   subject matter obviously helps, because some of that stuff you've got to practically rewrite, or
156   reinterpret it in such a way, and with the maps and stuff, I had to redo the map. It sounds silly, but
157   there were arrows of different sizes to different places that does end up mattering. You want it as
158   close to the same article as possible. It was little things like that that made the process a real –
159   (laughs)

160   I: And these lecturers that you approached, did any of them have any prior knowledge of open as we
161   define it, so open education, open resource?

162   S2: I don't think they truly knew what I was talking about. They knew it was all like, 'I used open
163   source software', they understood that, as in free, anyone can edit it, that kind of software, a great
164   thing, but I didn't want to lead them down a Wikipedia pathway either. They didn't truly get it, but
165   they knew about free education being offered by universities, they'd all come across that notion,
166   offering courses for free, offering subject matter for free, offering education tools for free online,
167   they were all familiar with that, but beyond that they hadn't read much on the subject matter.

168   I: Interesting. This comes a bit out of nowhere, but who do you think were the lecturers that most
169   wanted to engage with the materials, if they're going to offer them. Who were they targeting these
170   materials at?

171   S2: [L2M1], I thought she was initially targeting her own students. [Lecturer D] asked, well, he didn't
172   enquire, on the fly he kind of was like, are laymen going to understand this? I didn't chat to him long
173   enough about it. I don't know if I could say who they were aiming it at. I introduced it as this is
174   accessible to anyone, just make it decent. Basically because we were transforming lecture slides to
175   students, that was kind of the benchmark I was working on, just make it a good lecture for your
176   students and that's what we're going to use, whether its students at other universities or whether
177   it's for UCT students who were looking at it. I think that was [L2M1]'s motivation, just to get her
178   slides online so that students could just look them up online, students that missed the course or
179   whatever, she just wanted to extend her level of teaching, actually, it was good. You see UCT's
180   changed now, they film in a lot of lecture venues, don't they, with nice cameras and they fixed up
181   the sound a bit, so it's a real pity that the project's not kicked off now with all the nice materials
182   available, but yeah. So, sorry, the question…?

183   S2: So what I'm asking was, will the other lecturers see this material?

184   S2: And they felt that they needed to make sure that they didn't make an ass of themselves, they
185   were well aware that it was just students. [L2M1] was overly worried that lecturers and potential
186   recruiters and somebody that she might want a job from, that somehow it get linked back to her if

187 she said something that was stupid or incorrect or potentially even biased or dangerous, she doesn't
188 want it in there. And this feeling grew over time, with edits. But I'm sure we'll come to that.

189 I: Yes, yes we will.

190 S2: So, yeah, I think they were definitely aware that other professors could be watching this.

191 S2: Going to the actual materials themselves, it's part of the big scheme, but I don't want to focus so
192 much on it.

193 I: It's good, it's good.

194 I: So once you had gotten to the materials, in this case from L2M1, she's the only one, if I can
195 confirm?

196 S2: Yeah, I did the EGS one, but that was just too much.

197 I: Oh, that was [Lecturer E]'s.

198 S2: Yeah, see now there's someone who's completely embraced technology and gone too far. She's
199 actually plagiarising, I'm sorry, we can take that out. I mean, not plagiarising, but she was just
200 putting on so much stuff, she was using whole websites, it was just too much. You basically needed
201 to completely redo it. I know you passed it to someone else. I got started on it, and I did quite a few
202 pages, but it got to the point where I was tracking down what these pages were using to see where
203 they got the information from because they weren't providing any sources and I wasn't sure if they
204 were plagiarising or up to no good and you didn't know and it became a real spiral. The thing is she
205 was just pointing out, she was not saying shock stats, but she was bringing out big stats to make a
206 nice broad intro, and it probably wasn't all necessary, and I needed more sit-down time with her, but
207 it didn't work out that way. Yeah, basically, L2M1 is what I got, but it might have been something
208 else in the beginning, I can't remember now. But L2M1 is where all my time and energy went.

209 S2: Okay, so I got the videos, and I'll get the slides and additional material if they want, but generally
210 they just stuck to the slides. Sometimes I would get slides from other years as well, I wouldn't
211 necessarily get the slides in the video, I'd get the slides from two years back, and she's like, 'I just
212 changed on the fly, some I left out, and some I put in'. So I'd get a jumble of slides, and the actual
213 video, and I can comment on it. Sometimes the videos were terrible, the audio would just drop, not
214 even when she's away from the mic or anything, but she started using the clip-on mic, which was
215 very, very useful. But the sound, just generally, would just drop, which was a real nightmare,
216 because the software I was using.

217 S2: That was one of the big problems of the project, I'll just talk about now. That windows media
218 player is an absolute nightmare, and the material wasn't…maybe if the material was better quality, it
219 wouldn't have been such a hassle, but I don't know, it wasn't the best video. Sometimes you
220 couldn't see, I had to expand resolution a bit to make it better and more approachable, otherwise
221 you were just looking at a silly little block and it wasn't engaging, not in this day of HD and you're
222 looking at a 320 by something box, it was ridiculous.

223 S2: And the lecture slides, as I said, they were just, they were just what they would show, so you'd
224 skip through it, it wasn't including all the stuff spoken about in the lecture, generally her stuff wasn't

225 quoted, wasn't referenced, and when it was, they weren't always the exact ones, they were close,
226 they weren't always the exact ones. I'm not blaming the lecturer, as I say they throw this stuff
227 together for the students. That was a big thing, making it now suddenly copyright, and open access,
228 that transition, that's a big problem for the project to overcome.

229 S2: Some of these lecturers will throw together their slides 15 minutes before. [Lecturer F] would
230 throw them together 15 minutes before, it would have spelling errors in it. He didn't think much
231 about the slides, his was much more on the video, and the way he approached lectures was about
232 getting certain ideas to students. Maybe he's going to make the test more about this, so he wants
233 his students to be more clued up on this, definitely. Getting then all that stuff on to open access,
234 legitimately referenced, a lot of the stuff in the lectures lecturers would throw out.

235 S2: L2M1 would do that, but I think she was more motivated by potentially looking bad. And its,
236 that's a real problem. Because lecturers don't, I don't know if UCT moderates professors, I don't
237 know how they do it, if it looks through their slides and make sure they're all doing their job, there's
238 probably some departmental structure like that but you still get… some of my lecturers would have 4
239 slides for their lectures, some wouldn't even use slides.

240 I: Do you see that as a problem?

241 S2: I would see it as potentially difficult to get it into open access stuff, because the way lecturers
242 put together their lectures, don't think of it going up and being held to scrutiny by colleagues,
243 professors, I mean they're really just teaching a bunch of undergrad students. See I was dealing with
244 undergrad research materials, I wasn't even with post-grad and I think that at undergrad, they're not
245 too…I think with humanities and sciences they'd be quite open to sharing everything, commerce
246 they would be more reserved, I don't know.

247 I: Can I ask where you get those impressions from? To be honest, I've got actually the same
248 impression.

249 S2: I did a few commerce courses, and who knows, I didn't think were money-driven. I didn't get that
250 feeling, but they were like, 'we deal with businesses part-time, while I lecture, this isn't my only job.
251 My students are all hell-bent on making money and thinking in a business fashion, I have to uphold
252 this reputation'. Yeah, I think they would be more reserved with what they they teach, maybe their
253 lecture slides would be better for it. (laughs)

254 I: Perhaps, like you say, they see Humanities as free and open, not in a business way.

255 S2: Definitely, and in science half that stuff, well, most of it, everything in undergrad science is I think
256 is free and you could get it, short of the medical sciences. And humanities, I think they're all keen,
257 but because it's the liberal arts and it's got your social sciences, I think the way you could put
258 together your materials and teach your students as long as you deal with certain big topics, the way
259 you get to them, the sources you use, it's different. It's not always going to be of this higher calibre.
260 With the sciences, you'd imagine that a science professor would be teaching at a different level, all
261 his lectures are going to be the same, inorganic will be this way, organic will be that way, he'll go
262 over examples like this. In humanities, you will see the professor just skip out a whole section
263 because he didn't have time for it, but it's okay, this is just one part of the discipline.

264 I: So their material is driven more by theme and theory, personality-driven in a sense.

265 S2: I think personal style makes a big difference in the humanities.

266 I: The nuts and bolts of what you actually did, let's talk about that.

267 S2: So, get the videos, put them on, run them through this terrible program. Basically I would…it was
268 easy to use but it would crash on me all the time. No other programs on my computer would crash. I
269 know it's just that program. I'd have to free up memory for it and go through a whole thing. I ended
270 up just making millions of saves. The software was terrible, if I'd had a Mac maybe it probably would
271 have been better, maybe with this new material it would have been better. But that windows media
272 player was an absolute bane. I lost a lot of work, it was a real nightmare, because of the way it
273 worked once I started cutting. So yeah, basically I'll talk through the problems and limitations of this
274 software, which will explain what I did.

275 I: Okay, sure.

276 S2: So I'd get this video, basically combining the lectures slides with the video. So the idea is that you
277 want them to watch the lecture, so that as a student you're focussing on the professor a lot and
278 then the bullet points on the slide. So as a topic they'll go through them and you'll see the bullet
279 points. So one of the things I had to do was make sure that that continuity happened, because the
280 professor would talk about the next slide and not change the one on the slider, so I would come in
281 and change it, I could edit it and slide in the relevant slide for that time, it would pop up for a few
282 seconds. I suppose this is where my style came in, I didn't quite know how to do it. Initially I would
283 leave the slide up for a long time, and you were like no, it can be much shorter than that, so I had to
284 chop down a few, so I had it for about 10-15 seconds, maybe I take longer to read than everyone
285 else, so I liked it to be up for longer. It worked out better towards the end, I had the points up for
286 shorter and I got better at it.

287 S2: So I get the video, and I get the slides. And I would cut the video where I would put the slides in,
288 and I would remove the actual video component and keep the audio component, so the video would
289 be of the slide, a jpeg or png, I ended up using them to make them smaller, and it would pop over
290 the slide. The slides, I would also have to edit, but I will get to that now. So the big problem with
291 windows media player is once I started cutting and editing in those slides, the audio would
292 sometimes mute itself. I would have to unmute the audio every time there was a cut and a new
293 slide.

294 S2: Sometimes because of that unmuting it would crash, and I would lose from since the last time I
295 had to unmute, so it was a bane. So I ended up making a save after every transition, and what I
296 would do is record all the necessary cuts at the exact time, which was another difficulty with that
297 program, which wasn't very good. Friends of mine sent other programs to me that did editing, they
298 were like "oh my god are you mad, what are you using this software for" but the problem was, the
299 editing software, I didn't, I should have watched more tutorials, but I was like let's get it done rather
300 than messing around learning new software. So, I stuck to media player, and it did work at the end
301 of the day, if I did this process.

302 S2: So, I would record on paper, get every cut, then get all my slides in order, then one big cut, and I
303 would cut it out, and delete the little bit of video stick in the slide for the exact piece of time, and it

304   would kind of, look like a funny little jigsaw puzzle, and I would do the whole thing, saving every
305   point and then minus the odd crash when I'd have to reload the program but because I was saving at
306   every point it was fine and I got the thing done. For the audio, I'd sometimes have to check at the
307   end if it lagged, but I only had that problem with one video, so it wasn't an issue. Then that would be
308   the finished product as it where, I'd stick in an introduction, stick in any references at the end or at
309   the bottom of the slide, sometimes it was nice and easy, generally at the end it was more useful.

310   S2: And then I'd also have to cut certain parts of the lecture video out that the L2M1idn't want, or
311   where there was dead air, or when she'd ask somebody something and you couldn't hear their
312   response so it was just useless having it. What else…there was like, interruptions, silly stuff, but
313   you'd be surprised; there were quite a few that cropped up. And then the slides, you can stop me at
314   any time.

315   I: No, don't worry.

316   S2: The slides, then I'd also have to look through, basically I was going from the video, so I'd have to
317   watch the video first to see what was relevant then go back to the slides and I could leave relevant
318   slides at the end, I did it in one or two, but in the end it didn't work out, I can't remember why. Well
319   I supposed it comes down to the editing part of the videos, I'll get to that process, we didn't didn't
320   use a lot of material. So, I'd edit in the cuts in the video, then change the slides so that they matched
321   what the lecturer was talking about and make sure they were referenced properly, so there's
322   nothing I couldn't find a good reference to that I had to pull out. A lot of it was written in a way that
323   it would come from the lecturer, it wasn't really stepping on any toes, there wasn't any copyright
324   problems. That was basically it. Also with the lecture slides, any type of graph or pictures and stuff, I
325   had to remake, that did take time. Again, I'm comfortable with Paint, like paint.net and all that. I
326   guess its not the best program to use but I use a lot of open resource stuff, I got the maps from Wiki
327   Commons, Wiki Commons was my best friend.

328   I: It's really great, isn't it?

329   S2: And Google's option to search for licence-free stuff really helped so I could use maps and things,
330   I could grab the maps that were free, and I basically had to fill in the details on them – stats, the HIV
331   notes, there was quite a few maps. The tables, I fortunately didn't have to do, I found the website
332   where she got them from, they were referenced and I used the images from that. That was a
333   reference reworked, it was easier. That was basically the process.

334   I: You do your changes, you go to L2M1, you say 'this is what I've done, let's talk about it'. You
335   mentioned before that she made a few changes and became more critical as the process when on.

336   S2: I don't know how big that block is on your rubric over there, but for me that block should have
337   been, it was in my mind quite small and quick, I thought it would be quite an easy process. I looked
338   at it as 'you give me your video, you give me your slides, I put together this piece, I show it to you,
339   you tap me on the head and you say 'Look, take out that, take out maybe that'. What I had with
340   L2M1, which I don't know if I would have had it with other lecturers, she looked at it kind of like this
341   continuous editing process, which really got to me. Because she was wanting stuff in – she had the
342   original videos as well – so I would take them out, I didn't take them out because of bad judgement,
343   she wanted them out because of bad quality or it sounds better on my video. So it's all fair, she's

344   covering and checking her bases, but on my side I was editing and reediting an reediting and the
345   problem is that as the process went on, I think she got more and more worried that her identity and
346   name is linked to this material that she's releasing. I think that she worried a bit too much, I think
347   maybe profs mustn't get too hung up about this, because really, honestly, how many people are
348   going to look through all your lecture slides.

349   S2: Look, it's possible that another university may ask 'have you done some open content' at a
350   university you apply at, and let's look at a lecture of theirs. So yes, it's possible they'll look at you in a
351   lecture to see if you're good or not, but they'll probably gather that information from interviews.

352   S2: I think she worried too much. She started stripping out work that was 6 hours, I would spend 6
353   hours of doing this work and she would remove all of it, 20 minutes of a video and that really
354   bummed me out. It bummed me out not only because it was a waste, or bad, like what are you
355   doing, it's half a video and it took you forever to do, I'm sorry, I did some really good work, I had
356   some really good slides in there, don't you want to look at them? You can't use them, she didn't
357   want to use them, but they were really good! I think we needed to establish earlier on that you got
358   to be comfortable with this stuff going out there, and if you want, you need to look at every video,
359   you can't not look at every video and then decide later on, actually you need to look at every video
360   which is what happened.

361   S2: It would have just been easier to have this in the beginning, because then I was working with
362   sixteen videos in the end, the Dropbox got full, and we were pulling off and storing it on back-up
363   drives. And it was just annoying, because then I would have done just one, like one at a time, literally
364   one video at a time, then you watch it in your own time and give it to me. Like if she had software,
365   where like she could be like 'red marker here' it records here and then 'end red marker here' and
366   you could cut that bit out, just drag red marker, if there was software better suited for it, the whole
367   process would have gone much better. And then she wanted to get into the recording software,
368   which I thought was great, because now you teach the prof how to do and the prof is doing it for
369   you, boom, that's what you want ideally. But at the same time, it's on the prof's time. She watched
370   the videos in chunks, she would put them aside, she was on sabbatical.

371   S2: So she watched the videos in chunks, and she wouldn't quite remember what she didn't like in
372   the videos, so she would ask me to look out for stuff on videos, so I would try that but I would also
373   be making my judgement on when to cut this knowledge short, and it feels like its defeating the
374   purpose of what we're doing. I want you to use all of it, I really doubt you're going to say anything
375   that --- but then she does do health [S2M1 department] in South Africa, and some of the stuff our
376   health leaders have said, you don't want to put your foot in it.

377   I: They're so good at doing it anyway.

378   S2: She does AIDS and stuff, so I can understand why she's worried. With [Lecturer D]'s stuff it
379   wouldn't have been any better, because he was doing a lot of critique of mainstream [S2M1
380   discipline], he was saying it's too Western-dominated, we need to push more African, indigenous
381   [S2M1], very interesting stuff, great stuff. Actually he probably wouldn't have too many problems
382   because, again, he referenced all his work and it is South African.

383   S2: But with her, her material I much preferred the [redacted] material she did, it was much easier to
384   do the editing, the editing was easier, she got more and more worried about the HIV stuff. I did all
385   this stuff and she just yanked it out because she was like "I don't know if I can say that because
386   prevalence rates change and this changes and that changes and I don't want to give out the wrong
387   message." Also she was a good lecturer, but I think with these good lecturers they sometimes say
388   stuff that you wouldn't publish, but it fits that point well. Like she'd make a joke about condoms but
389   she said something about condoms which maybe mainstream…like its always you have to use a
390   condom, every time, but she was talking about long term partners and they just don't, and how you
391   approach condom use during therapy, you can't just like, if they aren't using a condom, they aren't
392   using a condom, you want to still encourage it but you can't dismiss any other information. Stuff like
393   that, in saying certain things, you open it up where you might say something that's a bit – and I
394   agreed with her on one or two parts because it could be misconstrued and she could look bad.

395   S2: But in that sense then, with her material I needed to sit there with her and do it. Her doing it on
396   her side, me doing it on my side and then us getting together. She wasn't in the office for long
397   because of the sabbatical. And then with the others, with [Lecturer D], he was out the door all the
398   time anyway, it's not like you can get hold of a lot of these profs that easily, you can't sit with them
399   for four hours. I mean, that would be ideal, 4 hours once a week you would produce great stuff quick
400   and easy, but it's not, it's a half-an hour thing, once a week checking over stuff.

401   I: So if we were to say, radically shift the whole thing…what I'm hearing from you is that taking the
402   materials because the lecture environment is not the same, you can talk to a bunch of people in a
403   closed-access room in a different way than when you're talking to an online audience.

404   S2: Basically the online audience is the big thing.

405   I: So if you'd approached it before she'd even started doing the lectures and said 'we want to make
406   this an online video, let's change the script.'

407   S2: It's more work for some of the profs, because for some of them it's their style, they're on the fly,
408   they're doing so many courses, teaching so much stuff, they're using old notes but they'll add new
409   stuff, pull stuff away. I think it would be better to approach all the profs and say 'look, couldn't you
410   make your stuff more open-content friendly', making it for, as you say, this open audience so
411   basically there could be a journalist sitting in your lecture theatre, there could be a future employer
412   sitting in your lecture, so it does add a lot of dimensions, which I think some profs would be a bit
413   adverse to, or at least they might agree to it and not do it, stuck with the problem with them saying
414   'I don't want you to use all this material, you're infringing on my rights to lecture the way I want to
415   lecture, the way I want to teach these students'. I don't know, it's tough, because you don't know
416   whose watching it. You could have a journalist watch it, different people with …well students,
417   they're there to learn, they need to be enticed. My one [Lecturer D] would swear all the time, the
418   other lecturers didn't condone it, like 'sho, he does swear all the time' but it was good, it would
419   really punch the point home and it worked. The students these days, come on, its fine you're not
420   really going to offend anyone. I think because of lecturer's styles, I mean you could tell them but not
421   many of them are really going to change their styles, it's a different audience. Some lecturers might
422   just be blasé and not mind, maybe they're stuck at UCT and they don't think they're going anywhere
423   else so they won't mind too much.

424   I: You've answered almost all my questions, which is great. Just to get a confirmation though, and
425   I'm pretty sure you've answered this, but if you could imagine a different kind of project where the
426   role of the student is as ambassadors. Go there, explain the process, even tell them the software
427   they could use, show them previous examples and say 'you should do this, cheers'.

428   S2: Like a mini hackathon, yeah.

429   I: Almost like a seminar type thing, but doing none of the work at all, nothing. Literally nothing.
430   Maybe providing advice.

431   I: Basically coming in and giving them a seminar on how to do it and providing them with a nice pdf,
432   this is the step by step process, potential problems you might hit, contact us if there are any further
433   questions.

434   I: Would that have worked?

435   I think that's a great move, I think that's very good. I think that would work across the board. I think
436   that you would also see just out of what lecturers do it, which lecturers are interested in going
437   forward with open content, and which are just saying it because they want to hop on the next big IT
438   bandwagon, as it were.

439   I: Interesting, because one of the things you raised earlier was that they're interested but they don't
440   have the time. They cannot invest in it, because as you know it takes a lot of effort actually, and
441   perhaps your experience was more tedious than it needed to be.

442   S2: I definitely got that feeling, way more than it needed to be.

443   I: Regardless, even if it had just been the one session, six hours' worth of work for a single video, do
444   you think they could have done it without any kind of support? If they could have, would they have
445   done it, let's put it that way.

446   S2: Of course they all can, they're all profs and they're all smart enough, this isn't something
447   difficult. If you were using my media player you would have given up, no doubt, I only carried on
448   because I literally started going through my processes and services just to try figure things out. This
449   is a Windows program, why are you crashing all the time, I was very irritated with that, I ended up
450   killing services and sub-processes to get it to work properly and free up some memory. I don't think
451   they would have managed to go through it. You need to get proper software and go through it with
452   them. I mean, they all show interest, so if they show interest then they've got to come to a seminar.
453   When they're all going to be free to do the seminar is difficult. Sending off a student with material,
454   that's a good idea, they basically sit down and teach the prof what to you look out for to make your
455   work far more open content-friendly, and then outline all the benefits for it.

456   I: Interesting.

457   S2: They're going to need to see the software. But UCT's new videos, I looked at it and you could
458   even just put the video on one half of the screen and the slides on the other half, they've already
459   done this, this is brilliant! So the Profs, if they just become aware of how they're being recorded,
460   they should have a bit of impetus and motivation to work in this kind of direction. Because UCT is

461　filming you, okay it's not the big wide world but UCT still counts, what you say to UCT must still
462　matter, you can't be too rogue, you shouldn't really be swearing.

463　S2: So yeah, I think it would be a big help, having them sit down with that prof and showing them
464　would be a big help. Then the Profs what change and put in a bit of effort, you send them back. It
465　would be a long-term thing, you have to cater for their time constraints too, you've got to, otherwise
466　it just doesn't work.

467　S2: Initially when I was meeting with her and I met with [Lecturer C] and them, the first time it was
468　just a ballpark idea, then it was can you get together some slides, I'll track down the videos. But
469　because they were lecturing, that's the other problem, actually, [Lecturer C]'s thing was in the old
470　snake building and there were no cameras, hell the roof was falling apart, no one was recording that
471　lecture. But people did recordings, people did voice recordings, they record those lectures on their
472　phones now. I mean, professors, you'd better start watching out, they can put that up and tweet
473　that and you can get in trouble right there, whether you want to or not, it's said and its out there. A
474　lot of people did, actually every single of my honours classes was recorded by somebody in my class,
475　there was a recording and you could it get it off Facebook if you missed the lecture.

476　S2: So students are already taking on this approach, they're not being left behind. But with the new
477　software, I think 10 minutes from the prof seems to equate 30 minutes from me, that may just be
478　my experience, but they could do three times, even longer, they could do so much more than I
479　could, I'm just chasing you down. In my situation, I just kept taking back this material, and I kept
480　getting reedited, and I thought, this is done, I even called it done in the files and she's like, no no no,
481　I just want to check over it again and when its done I'll move it into his file and we'll just keep that in
482　a backed-up record. But she's still got videos which I didn't even get to put up, because they were
483　done and I think she just forgot to check over them, and they were actually alright.

484　S2: She just wanted to double-check, she was very worried about a poor image coming out. I mean
485　you can't blame a prof for that, just the process was hindered dramatically because they didn't get
486　the scare in the beginning. You don't actually want to scare them, but maybe it's a bit of a necessity
487　to just say, look, all your stuff is going online, anyone can watch it. Get them early on in the process.
488　They should do it before they do the lectures, you should have the seminar with the student, before
489　the lectures start in the time slot you would have done the lecture, and chat to them and say, we
490　want to make it more open source, this is the project we're doing, this is the software, it's really
491　easy, there's always somebody in this department who will help you out whenever you need them.
492　This way you've got one guy whose gonna work, he's going to be there, there be budget will come,
493　their time will come in now, this prof will be able to do it now, I don't know, maybe you will be
494　inundated between the last lecture and writing exams, profs have a gap then, maybe they will all do
495　it then, maybe you're stuck helping 20 profs in that time period, I don't know. I do think its better if
496　some of the profs did some of the work on their side and were more aware of what's going on and
497　kind of liaison with the students when they needed help. Basically if the Profs were spearheading it,
498　and the students were helping them spearhead it, letting them take the reins and sitting in the
499　background.

500　I: That actually kind of answers my question about what the project would look like, if you were to
501　design the project, what would you change?

502   S2: To be honest if I were to change it, I would just come out and say 'no, you all have to make this
503   open content, all you profs have to listen to me, I don't care, it's more of a workload and you'll hate
504   me for it, but we're doing this because UCT is spearheading this in Africa, we want to get this out
505   there, we want to be the African university with a big database of open content that underprivileged
506   schools can use for free, boom, that's what we're going for.

507   I: So in this case you're speaking as UCT management.

508   S2: They should come down and say it. They don't have to actually churn out big stuff at the end, but
509   they do have to try tailor their lectures, maybe some. Maybe not all of their lectures, but maybe
510   have some of their lecturers, maybe in the beginning, their introductory stuff. I know MIT, I looked
511   at their site, not all of their stuff's free. They'll mention it, and they'll give you a references list and a
512   course outline but the actual material isn't free, and you can't get it for fee. With other stuff, their
513   honours stuff wasn't free. Different departments had different stuff that was free and some was not.
514   But maybe say, listen, we just want three lectures out of you. You've got half courses of 12 weeks,
515   that's 12 lectures, generally. So you say, you want a third of it done for open course, or a fourth of it.
516   Anything. Because a lot of the stuff is repeated over the years, so it might take a few years but in five
517   years you'll have a lot of stuff covered, you'll have a good whole semester course covered, as it
518   were. Mandate it, say 'look, you need to see one of these students in the beginning, you need to
519   become familiar with the software, we're not asking for Houdini stuff here at all, these kids are going
520   to help you, they're going to go through the stuff'. When I say the kids, I just mean that people on
521   the research team, these students and that will check it out and do any kind of grunt stuff, we just
522   want from you, basically, this material's good. Come back to me, but you want them to check it
523   more on their side initially. You don't want them trawling through their own stuff, the lecturers
524   don't want to redo their lectures, they've been doing these lectures for 10 years, you don't want
525   them to sit through that. But once you've done it, you've done it and you have something. So
526   mandate it, and ideally, you'll definitely get the profs more involved, and I think you could advertise
527   this to students, the profs can even say to students in the beginning of the lecture, saying 'hey guys,
528   you help me put this online, extra credit.' Some courses do funny little extra credits, and before you
529   know it you'll have an army of students sitting there to help the prof. There are other ways to do
530   this, you've got crowds of people, all the knowledge is there anyway, all you're doing is packaging it
531   in that open format, and there must be simpler, better ways to do it, than what we had. But its all
532   like venture capital to figure out what the best way is.

533   I: And lastly, for the project as is, final question, basically given that we don't have a mandate or a
534   way to pressure the profs, for the resources that we do have, what aspects of the project were well
535   designed, which were poorly designed. In terms of poor design, I don't think I gave enough support
536   to the students. I didn't check up enough, I didn't talk to the lecturers enough, I don't think I was the
537   best.

538   S2: But I remember that I didn't want you to talk to this lady, because she could very well be grading
539   my course, I'm not going to sit there and say, 'I don't think she handled it as best, I don't think she
540   looked at it in the way I looked at it, I looked at it as a long-term project and we can be relaxed about
541   it' but I was like, 'no, I want to get stuff out there'. You go and chat to her about it, and just now she
542   takes on a different tone with me and I've got her in my seminar next semester. It compromises my
543   grades, which you don't want. That's why I didn't send you after L2M1, you definitely could have

544   gone after [Lecturer E] though. She could have done with someone else from the department going
545   after and going 'hey, what's going on?' Also my time constraint though, it was funny. When I'm
546   booked on I don't know, I needed…the timing. An honours student's time should have carried more
547   weight, I should have pushed more.

548   I: The timing was pretty strange. I think you started in December, which is an already weird time.
549   That's when you're actually on contract.

550   S2: It was December, you're right, it was a weird time.

551   I: I didn't know if it was going to continue next year or not.

552   S2: That's right, we didn't know. Then I did a bit of EGS and some other stuff, and got familiar with
553   the stuff as well. I must say I wasn't totally familiar with the online copyright stuff, I had to get
554   familiar with it as well, and the bloody software. And then I did and went off to look for profs,
555   because we didn't know if the project was ending, it was kind of like we'll bail on that and deal with
556   what we've got now.

557   I: The timing was an issue, it was an awkward time to start, especially considering whether people
558   would be around to do the work they were promising.

559   S2: More than that, I can't give someone a file with 15 media player saves in it, and each save had
560   ridiculous names, like 'after the and but but point' and 'after the student farts', it was just weird
561   saves. How am I going to pass this on and explain this to somebody and how they're going to edit it.
562   Also to build up a rapport, I think initially you've got to actually, the lecturer has got to be
563   comfortable with you going through all this stuff, and making judgement calls on their stuff. I don't
564   think a first year would be able to, they wouldn't take a first year very seriously. I didn't think the
565   project went well, but that's because of this editing, that was because of me coming back and forth,
566   she's changing this and she doesn't want that in and the software crashes and then I've got an essay
567   and I actually just can't meet her and I should have prepped for this better and I should have, but I
568   didn't, and I've got to focus on this essay now. Her being on sabbatical didn't help either, but the
569   time constraints bottlenecked us into that. If we'd had more time I would have been like, 'I'm bailing
570   on her, I'll do her on the side, but let's go back to one of these other guys, let's rather focus on other
571   things'. You don't know with the profs how long it's going to take, so I don't know you're supposed
572   to gauge. Maybe you do need constant monitoring without infringing on too much, it's a fine line.
573   Structure-wise, you were always quick on the email and you always helped clarify stuff. I think your
574   support was there, I don't think…I don't know. Maybe I could have chatted to other students a bit
575   more.

576   I: In the group.

577   S2: In the group. I think that would have helped a bit. We had the group emails, but people didn't
578   come and some people came and it became 'okay, what have we got so far, where are we going.'

579   I: Sure. So more structure, a bit more order, perhaps if there was a contract that we signed with the
580   lecturers beforehand, explaining what the process was.

581   S2: That would have been great, to have something in writing like that beforehand.

582   I: Something you could yank out, just as a reminder that they signed up for it.

583   S2: Exactly, you signed up for it. We're not going to sue you, come on here, what are you up to, this
584   isn't meeting the requirements we were envisioning. You need to tweak your understanding of open
585   source and give us a hand. The time constraint was very silly. As I say, these profs are in it for the
586   long haul, unless you say, give me three videos for the course and you make it a short term thing.
587   They're in it for the long haul, and all of them were like 'this is a great project, I'm on board', I must
588   think of some good lecturers. They are all self-aware that some of their lectures aren't as good as
589   others, I mean, I won't mention names, but I've had a lecturer admit he was a bit tipsy. So you see,
590   this is where you hear this stuff and this is a high ranker. You can spot it when the lecturer's off, like
591   they didn't sleep or hungover, but yeah, this guy came back from lunch, it was a late lecture and we
592   picked up on it and then he kind of admitted it, and it was like woah. You know lecturers have their
593   own style. I don't think the way we did it was too wrong, I don't think it knew what it was in for. I
594   think they needed to be a lot more exploring, I think you needed more profs, and you needed to do
595   a broad stroke in the beginning and approach a lot of profs, then mine certain ones that get back to
596   you quickly, they've got the time do it, they've got the energy, they're more motivated, and gun
597   along those points. I think you were trying to do that with the students, basically the idea, but I think
598   that if you'd announced it in a staff meeting, 'by the way, some students are going to come and
599   hound a couple of you for some open source stuff, be nice', I think that would have helped.

600   I: So maybe trying an exploratory project beforehand.

601   S2: Definitely get them aware. Leaving it up to us is not a bad thing, I mean, we should be able to do
602   it, if I had no studies, then great. Then you can make a proper project out of it and approach it
603   strategically, these are the people I'm going for, this is when I expect stuff in. But when you're going
604   for studies and they tell you 'I'm going to look over this and I'll get back to you in like a week, two
605   weeks', you kind of leave it and do your work, and think 'I'll put in my twenty, thirty hours of shifting
606   now, it's cool because I'm prepped for it', and they'll be like 'I don't like this video at all, we're not
607   using it, I want this one edited, but the slides I actually want to change and can't you just add this in
608   and take that slide out' and you're not prepped for it, the process isn't nicely lined up. Maybe that's
609   just me, maybe other people could handle it better, but I would have benefited from more structure,
610   like this is what we're going to have, this is the next step, and both of you were aware of it, and
611   neither of you were necessarily responsible for it. There was a type of mandate, there was a type of
612   thing that sits above you guys. These are profs in your department, you don't want to make them
613   work, they'll think you're silly, and I don't want to say they'll bias your result, but it'll be like 'here's
614   that annoying kid again' in the staff room. You've got to look for supervisors, you can't have people.
615   It's a thing. So you have someone who's not from the department kind of acting like a check, in a
616   buddy system for a check-up, that would have helped. Is there anything else? I'm trying to think of
617   anything I can say. The time constraints were the big problem, software was a real pain in the ass
618   and I did not expect such an editing process with the prof, I thought it could have been done a lot
619   better, and it wasn't like it was her fault, and that's ridiculous, I can't say that. Then I feel like some
620   of it has got to be my fault.

621   I: It's like the issue evolved as it went along.

622   S2: You just didn't know quite what you were getting into. The experience helps, I could do it a lot
623   better now, and I'd do it along the lines of 'let's set a rough deadline for XYZ amount of stuff, and
624   don't be on sabbatical'.

625   I: Thank you, [S2], that is such rich data, it's going to be amazing.

626   S2: Glad I could help, you want rich data. You want lots of rich data.

627   I: Absolutely, thank you so much.

1 Transcript – S3

2 I: Any questions you have about the consent form you'd like to raise? In other words, once the
3 transcript is produced, you'll be anonymised, your name will never appear, we'll take out anything
4 which could indicate what faculty you're in, what classes you took and what resources you have
5 used. But it will be attached, as per usual, in the masters itself. Cool. Once the transcription is done,
6 I'll send a copy to you and if there's anything you feel that misrepresents you, or you see there's
7 something you've said that doesn't make sense or anything or anything, you can email me and I'll
8 remove it from the final thing. Thank you very much.

9 I: The purpose of today's conversation is just to do a bit of a retrospective on the Vice-Chancellor's
10 project. To look at the process, the process of going out and talking to lecturers, actually getting the
11 material, talking about copyright, open licencing, and, of course an indication generally. Then the
12 actual process of working through the materials, what changes you made, whether it was difficult or
13 easy, how you talked to the lecturers about the changes, which ones were easy for them to accept,
14 which ones were harder to accept., and then just to sum up how the project structure worked, what
15 was good, what was bad. So we'll just start off talking about the process of soliciting content, like
16 going out and getting stuff.

17 S3: Sure.

18 I: I know this is the stuff we kind of pre-empted you with in the training, but just in your own words.
19 How did you select lecturers? On what basis would you select lecturers to approach?

20 S3: So, in total I approached about four different lecturers, and they were all based in the science
21 faculty, with one being in commerce. So I was specifically supposed to approach science faculty
22 lecturers. It was mainly material that I had been exposed to, like lectures I'd taken, or courses that
23 my friends were going to, so those were the lecturers I specifically approached so that the material
24 could help other people as well and could be easy to work with, which is what I used as criteria for
25 selecting lecturers. A step would be emailing them and telling them about the project, and
26 specifically which materials I'd like to us to use because I was doing the courses, and then I'd get the
27 response via email and finally get to meet the actual lecturers. So that's how I basically solicited
28 most of the material.

29 I: So, what was your success rate? You said you approached four, or did you get content from four?

30 S3: I think I got content, in total, including other people's work, there was some more that [unclear]
31 was doing that I brought on board, I think I worked with four lecturers, and the success rate was
32 about 50%, because the other two I ended up not being able to work with, or not being able to
33 complete the work and submit it back to you. So I could say I had about a 50% success rate, with the
34 lecturers I approached, and I worked with two additional materials from the people that were
35 originally in the team.

36 I: Just remind me of those materials – it was L3M1 alright.

37 S3: There was also the material that I did for [S3M2].

38 I: [S3M2], that's the one with L3M2.

39 S3: The other two were…

40 I: That was the [S3M3]?

41 S3: Ah yes, [S3M3], there's the fourth material with…what was it, the [Commerce Faculty] course
42 that I never got to complete, I did not…

43   I: [Commerce Faculty course], do you remember who the lecturer was for that?

44   S3: It was, I think I have a name, [Lecturer G] something, I could find that out.

45   I: [Lecturer G], or [redacted]?

46   S3: She's doing intro into [Commerce Faculty course], so I think its [Lecturer G].

47   I: I'll find out who that is, cool cool. Just checking. You were unusual in that we initially aimed at
48   post-graduate students for this project, then you came along as a first year. Do you feel that made
49   any kind of difference, do you think that it would have been easier or more difficult to approach if
50   you had been say a Masters student or a post-doc…?

51   S3: I think it would have been easier had I been a Masters student, because I would have had a
52   closer relationship with the lecturers and I would have had access to more materials via referrals
53   from them specifically. Basically for me it was targeting the lecturer for specific material and I wasn't
54   able to get referrals from them because they would give me whatever they were working on, not
55   what I was being assigned. So I think if I had been Masters I think a closer relationship with the
56   lecturer would have helped because I would be sort of in the in circle of the department as a post-
57   grad student.

58   I: Because I think most of our other students, sort of went and asked "do you have content that
59   would be interesting?" whereas you actually looked for a specific resource, like "that would be a
60   good resource, give it to me". Interesting. Did you feel it was easier to approach lecturers in your
61   own faculty, or was that not really an issue?

62   S3: Working with the science faculty, it differed, it depended on the lecturer itself. For my part I
63   found them quite easy to communicate with, it's just that some at the end of the process would be
64   like "I have to remove a whole lot of the stuff myself or I'd need to look into how the project works
65   itself". It was mixed, because some of them were quite open and welcoming, especially L3M1, and
66   then the guys who worked in [unclear], they were quite open and willing to jump on board the
67   project. There were some that were doing a [Science Faculty] and the [Commerce Faculty] course,
68   who were like, either "my schedule is too busy so we'd have to postpone this to next year or next
69   semester", or they went "hmm, I'm not sure about this, I'm not sure whether I'd want to
70   participate." So that was mostly dependent on the person, I think to a certain degree how I
71   explained how the thing worked to them, so I think those are the two variables that actually
72   influenced how easy it was to get material.

73   I: Quite interesting that the person who said "I'll have to delay it to next semester" it obviously never
74   happened, as these things just happen. Do you have a sense of why they felt it would take up their
75   time and not your time?

76   S3: To some degree, they felt that they'd want supervision of what actually came out and so their
77   schedules kept them busy on their parts, they thought "I don't want to add this on top of the
78   workload that I already have".

79   I: Because "there actually going to be work for me", okay.

80   S3: Exactly, seeing what you've done, the changes you've made, I might need to actually give you
81   input, kind of need me to email you back and forth, either have a sit-down interview and discuss the
82   material that you've gone through, so for them it seemed like it would be too much work. The one
83   who totally refused that it will be putting his work on the line by publishing this, he'd really need to
84   be hands-on and really trust me on a personal basis to process his material and put it out there
85   because his name would be on the line out there as open source.

86   I: So he'd probably want a post-doc, someone that he'd been working with for a while.

87   S3: Yes, definitely, someone he knew.

88   I: Much much more, really intensive. Makes sense, makes sense. And then the two people, L3M2
89   and L3M1 for example, they were a bit more hands-off. So you met with L3M1 fairly often, like a few
90   times at least, but was there more of a sense of "you do it and come back and talk to me" kind of
91   approach to things, generally?

92   S3: Ja, it was mostly "you do it, come back if you encounter any problems with the actual material, if
93   you do not understand something" type of basis they wanted me to come back and consult with
94   them, but for the whole process he was basically hands off, like come back to me if you have a
95   problem with the content, I can help you whatever you've done. I found that quite relieving on my
96   part, it allowed me to play around with the material.

97   I: And to actually do the work. I've met L3M2 before and talked to him before, that's an old
98   [resource] of his that has already gone out of print that was still used, so ja, probably [unclear] but
99   L3M1 was quite a young guy, relatively young anyway.

100   S3: Ja, it was his first year at UCT, he had a bit of background, I think he's from England, with open
101   source stuff, it was his first publication that he wanted to turn into a course reader of sorts, so he
102   was pretty much okay with having it out there because yeah, it was to benefit future students as
103   well, he was quite willing to have it processed by someone else, it was for his benefit as well and
104   have it posted somewhere.

105   I: Interesting, this is great data. You may not know this, and it would be fine, but of the lecturers you
106   approached and the ones you were successful with, were they heavy users of Vula as a system?

107   S3: Um, yes, L3M1 I could say, I'm not sure about the media material, L3M2, I'm not sure how
108   involved he is academically, but he was quite a heavy user of open content with other materials, so
109   I'm not sure whether he still uses Vula that much. But L3M1 happened to be conducting a course
110   using the material, so he was quite a heavy user of Vula in that context.

111   I: That kind of answers my next two questions. So L3M1 had some kind of open knowledge before,
112   and I'm pretty sure [LectuerS3M2] has as well, with science stuff and so forth. The unsuccessful
113   lecturer attempts, do you have any sense if they knew about openness before?

114   S3: I'm not sure, I didn't engage them that much, but they did tell me they were working on a
115   separate project also compiling course reading that they wanted to be open, to be made open
116   source. So they had someone else doing that for them, compiling the course reading, and who were
117   going to be working on the lecture slides they'd been using throughout the year. From that
118   engagement they seemed aware of the whole open process, working on it and making the course
119   reader open, quite aware of how the process works, I think they knew about it.

120   S3: And the one I wasn't successful with, from interacting with him I got the feeling that he's quite
121   academic orientated, so you know, articles, research, so the open material stuff seemed to bother
122   him and he wasn't that aware of how the process worked and so I couldn't say that he was as aware
123   from the interactions that I got from him, of what we do as UCT and as open content. He was not as
124   welcoming as he kind of did not trust me and the work I'd be doing on what he was using to lecture.

125   I: Interesting. In terms of going there and pitching the concept, of course we come with a specific
126   view of why open is good. To get any sense of who the lecturers were really looking to engage with
127   the material by making it open, so who do they want to read their open material?

128 S3: Sure, sure. With all three cases, it was mainly students of the course, or students in general of
129 the university. They knew that people were doing courses that were similar and could benefit from
130 the material, be it L3M2 or L3M1 or the intro to [Commerce Faculty course] course, so they knew
131 other students could potentially benefit from the material and get access to the resource, even if
132 they're not enrolled in the course. So it was mainly other students that the lecturers were willing to
133 benefit and they wanted to benefit from the openness of the material. I also think that they
134 understood that some people don't know about open content, about the repository, so that would
135 be primarily students that would access the material even when it was put up.

136 I: And less so than say, students at public institutions, or high school kids who want to read up on
137 UCT, or students around the world, that was less important than UCT, really, focused From what I'm
138 hearing, it sounds like the guy who didn't give you the materials was quite focused on more like his
139 peers and his colleagues judging his work harshly, and he was less interested in the student side of
140 things, just generally, in his normal life. Going now to the actual materials. Do you have, by any
141 chance, I know its been nearly a year and a half since the project even finished, let alone started, do
142 you have the original versions of the stuff you did, before you started changing them?

143 S3: I'd have to look, it's back on my laptop, but I could get it for you, yes, I did save everything before
144 and after the actual process.

145 I: Thanks that would be great, I appreciate that. Going through the actual changing process, what
146 was the main things you had to actually do when you changed things?

147 S3: With most of the materials, it was slides, PowerPoint presentations, and they mainly included
148 images, that was basically all I had to work with. On special projects it was quotations, or references
149 to other books that I had actually to incorporate and make open, then reference in the actual
150 project. So it was mainly images, most of the time, and on the rare occasion it would be referencing
151 publications by other people. Those are the two types that I had to process.

152 I: Sure, sure. So this weird like chart thing I'm adding my questions to…but it would basically, tell me
153 if I'm correct or incorrect, going through the process like 'that image I need to find' or find a licence
154 for, dot dot dot, would you ever, and I assume this includes small changes like fixing typos when you
155 find them, would you ever do more substantial changes, like actually, say "well, this slide is probably
156 not useful", or "this argument is wrong, let me change it quickly". Did you ever come across more
157 substantial authoring changes?

158 S3: Well, I did do a bit of editing with grammatical errors for L3M1's work, L3M2's work was
159 published and had been used for a number of years so there wasn't that much reading into that and
160 changing that as well. With the part of the material that I was never able to complete, intro to
161 [Commerce Faculty course], there were slides, notes and examples that were written on the board
162 that had been captured and inserted into slides, that I had to remove during the processing of that,
163 so those were some of the major changes that had to be made. Some of the references to context
164 that wouldn't be useful in the material, I had to remove. So yes, that's basically most of that, and on
165 the most parts, which wasn't written down, it would be images that had to be processed. So that
166 was basically the bulk of the work that I did. Making the slides open by changing the images that
167 were used, alongside with the written material, to make examples, to make illustrations, and then
168 I'd have to replace those images with open materials.

169 I: I think I seem to remember that with L3M1's stuff, he did his work in LATEX, I remember going
170 through it, and there were a fair number of images, more like graphs than images, there were all
171 kind of very cone shaped, quite simple stuff. Did you ever have do any copyright stuff on that?

172 S3: No, it was all open, made by him, so he was using LATEX or some other mathematical tool, so all
173 the graphs he included in his textbook, the notes were made by him so I never had to reference

174 because there was only referencing to the entire collection of materials to him and so that
175 everything inside was his and he explained to me that mathematical examples can belong to anyone,
176 so I didn't need to reference that.

177 I: Fantastic. Did you do any sort of sequencing on the stuff, so taking it and saying "this point is a
178 good point, but that should come before that", or "this slide should come before that", that kind of
179 thing?

180 S3: No, I do not remember doing it, no, because I think that would be mostly done if you were
181 compiling something, maybe a new material and had been given permission to use someone else's
182 work, that would work mostly. But as we were taking presentations of data and removing stuff that
183 was not creative commons or licenced, so we'd basically be publishing on their behalf, making sure
184 that it was now creative commons material, so there was not that much editing on my part in terms
185 of the actual content.

186 I: If you had seen something that was wrong, like really obviously wrong, would you have felt
187 comfortable going back to that lecturer saying "look, this is just incorrect, let's take it out, let's move
188 it", do you think that would have been more difficult than just copyright clearance type of work?

189 S3: I think it would have been quite difficult approaching them in that way, so what I would have
190 done was shown them a before and after sort of context to it. I would have ultimately had to show
191 them that I'd removed it or changed it to a specific way, but I wouldn't have taken the work to them
192 before editing, I would have taken it as a solution. It would have been quite hard to tell a lecturer
193 that "hey, this thing is wrong". I did do grammatical corrections in [L3M1]'s work, he did not seem to
194 mind. I did have to change mathematical examples and make corrections to that, maybe if the sum
195 or the answer was wrong, I would change that and he did not seem to mind. I do think that it would
196 have been more of a challenge if it was a course or something that the lecturer was teaching, I think
197 I would have actually struggled telling them as a first year that "hey, this might be wrong."

198 I: To be honest, I think even their peers would have struggled a little bit, because people get very
199 attached to their work. I just want to go over the content again. It's [S3M1], intro to science –

200 S3: [Commerce Faculty course].

201 I: [Commerce Faculty course], and -

202 S3: And [S3M3].

203 I: And [S3M3]. Even though the [Commerce Faculty course] never went into the repository, would
204 you mind, if it's okay, would you mind sharing that material with me as well, just so that I can see
205 what kind of stuff it was?

206 S3: Sure, sure.

207 I: Okay, fantastic.

208 S3: It is done, so I need to give you before and after works.

209 I: Just reminding myself to email… cool. So when you started approaching the lecturers, sorry, I'm
210 going back to the beginning a bit, talking about open licencing, and not just for the ones you
211 succeeded with. So you said that L3M1 also had some prior knowledge, as opposed to the lecturer of
212 [Commerce Faculty course], she didn't -

213 S3: She did, she was working on a separate course reader.

214 I: Yes of course, so all your lecturers had some kind of knowledge beforehand, okay interesting. So
215 you didn't have any difficulty relaying the concept, talking about copyright clearance, there was no
216 sense of resistance.

217 S3: No, not with the ones who were aware, the ones we were working with and were successful
218 with, when the project was concluded. So no, there wasn't that much resistance since they were
219 aware of the actual process. With the ones who were not successful, I had to do a bit of explaining to
220 them in terms of how it works, and that is where the problems mostly arose. How would I as the
221 project member handle the material, where would I get the images or whatever I was going to be
222 using.

223 I: Anything else about open licence?

224 S3: I just thought of this now. The future consultations, I think it would be best if we went and
225 showed them actual material that's relevant to what they're doing, that has been processed. Maybe
226 take the before and after approach to show them how the process works, and what open source is,
227 and show them that this was a typical lecturer's note that contained these copyright-protected
228 materials, this is what came and resulted, and was open source. So I think that approach will really
229 help me with the ones that were unsuccessful. In terms of explaining to them that hey, they give us,
230 and they'll provide the supervision at the end and they'll get images and references the works that I
231 wasn't able to, which doesn't need my supervision and reflect badly on the answers, so that will
232 really help me with the ones that were unsuccessful.

233 I: That's a very, very good idea, thank you for that, that's actually amazing, that's really nice. Couple
234 more questions, now that we've got that one down. Did anyone ever actually ask for any statistics
235 on the use of the materials after they were already uploaded?

236 S3: I think I sent L3M1, you and myself, he had received quite good viewership, I think at that time it
237 was about 300 to 400 views, and this was before the project was over, so I sent him my low statistics
238 and he was quite happy that now people were using the actual material. He saw that it was quite
239 successful.

240 I: Yes it was.

241 S3: So we got some emails, I think it was a tag-war, I was cc'd on the email, they did not ask for
242 statistics themselves, but I was able to communicate to L3M1, that I was able to use Open Access.

243 I: Fantastic. This is just a speculative thing – imagine we had done a completely different project,
244 same process of, students would go out, identify good material, go to lecturers, tell them open
245 licence, tell them about what they'd have to do, and then just say "good luck, go do this". Like this is
246 a thing you should do, or get your own students to do it or something like that, but we didn't
247 provide any of the actual doing, just the advocacy work. Do you think that would have been
248 successful in some cases, or not?

249 S3: Basically, most lecturers would do a cost-benefits analysis, what would I be getting if I go through
250 with this, I have to consult students, find students, incentivise them in some financial way or other
251 way, and I'll have to regularly see whether this thing goes through and how that benefits me, so that
252 might be the only hurdle that lecturers would have, so I think that most lecturers do not know
253 enough about open source to do that. But as was the case with [Lecturer G], she was already
254 working on something for someone else and I think she was quite, ja, she knew about open source
255 materials and was quite open to it, and ja, she knew about privacy, so I think she was quite willing
256 because it was something she was interested in.

257 S3: So yes, I think it would be successful with lecturers who know about the service and themselves
258 generally interested in actually helping students. But the people who are not really that aware of it,
259 and who will view it as extra work on their parts, they're not going to be willing to take it on.

260 I: Makes sense. Now this isn't really for the thesis, this is for sort of interest's sake, in case we ever
261 get to do a second round of this. Let's talk about the positives. What aspects of the project do you
262 think were well designed, what worked, what made sense?

263 S3: The repository, the way we were able to get started onto the websites, and the reliability on the
264 website's part, also the training over the few weeks, the training was quite good and gave me what I
265 needed to get started and do things throughout the project. Also, the communication your part was
266 also quite good, the project leader's emails. Yes, emails were replied to on time, and it was mostly
267 my side that was lacking. But yeah, communication, training, and also the repository was always
268 online really relevant, when you wanted to demonstrate. Um, what didn't work? I think, as a first
269 year, I'm not sure how the others were handled, the project could have benefited from more
270 supervision, the lack of [unclear] towards the end of project, I ended up not doing some of the work
271 and I blame myself for that but I also think that had there been more supervision, instruction, maybe
272 a minimum amount of work required per month, that would have been actually quite beneficial to
273 the project as a whole, because ja. We were given freedom to work on our own, but a little bit of
274 channelling almost would have helped us. So we were basically getting rewarded before the efforts
275 so it's quite easy to lag if you know, you're not being challenged.

276 I: Don't worry, you're at all not alone, pretty much, I think one person said it was fine but everyone
277 else was like, ja, more supervision, more structure, more system and I totally agree. For me one of
278 the big problems with the whole process was just when we started, directly before the second term
279 was ending, and you can't do anything for basically three months, that was just a big – and then of
280 course the dean must get funding for the next year and all that kind of nonsense. Yeah, the
281 supervision and a bit more structure would have been nice for everyone. Even if its just like an hour
282 a week, sit here, even if all you're doing is emailing lecturers. Boring, compared to working with the
283 materials, but that would have been nice.

284 S3: Talking about some points, whenever we had a heck of a [unclear], we were able to work on
285 materials, so something of that structure would have helped.

286 I: Yes. Ja, ja, something like that was in the original project, just it became this sort of public thing,
287 when maybe it should have been frequently a private in-house session. Cool. Um, ja, I think that's
288 everything. Thanks so much for this recorder, which is going to be great, going to be a massive back-
289 up, these things are constantly dying on me, as nice as they are.

290 S3: But I had lots of fun on this project, I actually personally enjoyed working on the materials, I
291 enjoyed it once I was able to sit down and start working on something, I really enjoyed searching for
292 images, editing, copying things out and kind of making it more appealing, and the whole starting
293 from the first page to getting it published as a combined resource actually, I did enjoy the whole
294 experience.

295 I: Just so I don't miss anything. So it's team dynamic and that you work on one sort of resources as a
296 group and then new resources come in.

297 S3: Okay, so we are starting on a timeframe to finish everything, it's sort of a project to finish a
298 history of South African arts, make all the resources available again together there, who we are, and
299 then we want to relax and chat. So yeah, I think that's where the student responsibility might come
300 in. Also a point we've already touched on, there will be a system for keeping track of who's doing
301 what, whether people are helping. We also get to develop something. Seeing whenever I'm
302 downloading stuff now, I now pay attention to whether it's copyrighted or protected or something.

303   It's also left a mark on me personally.
304

1 Transcript – S4

2 I: So the purpose of this interview is to give a retrospect on the project to see what worked and
3 didn't, with a specific role on your role as a adapter in approaching lecturers, sourcing and getting
4 content, and talking to lecturers about the changes you made to the content.

5 I: Now obviously you had a slightly different process than the other students because you came with
6 a body of materials ready to go. Can you tell me about the background to those materials, and why
7 the [redacted] department had this body of work before we approached them?

8 S4: I actually think it's quite important, yeah. We identified that there this was work that was
9 required, because there were specific skills that students lack at the undergraduate level, so the
10 concept of preparing them for use at an undergraduate level, but also making them available prior
11 to undergraduate level, was quite important because what it's doing hopefully but with high schools,
12 identifying to teachers what is required at undergraduate level, and thus maybe enabling them to
13 address some of those issues. Aside from that, these are skills that are required at undergraduate
14 level, and thus any undergraduate should be able to use them.

15 S4: And I think the reason that we were aware that this would be an opportunity for us to make
16 them more available is because the work that had been done with [Lecturer H] in a previous round
17 of the OpenUCT project.

18 S4: Aside from that was the other body of [S4M2] material that I acquired. And that was just a body
19 of course material that had already been prepared and in fact it was at the meeting where the
20 concept of the project was presented to the Humanities Faculty Board – from that, a lecturer came
21 forward and asked if I could work with him to prepare it.

22 I: That was L4M1.

23 S4: No, that was L4M2.

24 I: Sorry, sorry, sorry.

25 S4: In reality they are completely different.

26 I: In the previous interview you mentioned the [S4M1] lectures specifically were quite context
27 independent, not specific to [their discipline], with a lot of general skills.

28 S4: What we actually did… they were actually prepared specifically for [departmental] classes but to
29 put those online without context makes it very difficult to use them. So the idea was to prepare
30 them alongside a course and what you try to do was try to feed material from each of the weeks into
31 the course. For example if you were trying to get the students to read better, or more critically,
32 you'd bring readings from their actual courses into the [S4M1] materials. But obviously online that
33 wouldn't necessarily going to work because you wouldn't have them. So the idea was that I would
34 do some amendments and adaptions. But also, in the context of the department, they can be
35 adapted as well, so that each course can change it.

36 I: Absolutely. Noticed something quite interesting about the second-year materials; not all of them,
37 but quite a few, actually had notes in the files, so the raw text, and then quite comprehensive notes
38 that were left as comments on the work. Which is something we love to do in Open Textbooks and

39   such… but whose decision was it to put those in, and who decided to leave those in as comments
40   and not put them into the text?

41   S4: I think it was L4M1 who put them in initially. He began that process, and then I added some in
42   later during the final tweaking. Again it was so that they could be picked up and used, but they need
43   instructions, otherwise users would just get up these odd tutorials and worksheets discussing topics
44   without explaining their context.

45   I: I've seen some other people do that in the metadata – so when you find a resource online, the
46   website that hosts it or wherever the description is will contain the same sort of thing. Was there
47   any particular reason why you chose to keep it inside the text itself?

48   S4: It was really for ease of use. We don't necessarily expect people to have high levels of skills when
49   downloading materials. In theory just a student could download it, and then it would be
50   unambiguous, because all the instructions would be in the actual material itself.

51   I: To swing back to the solicitation process – did you ever actually need to go and approach
52   lecturers? So you had L4M1's material to work with, and then L4M2 came in with the [S4M2]. Quite
53   a lot of material, 50-odd lecturers with supplementary materials. Did you go and solicit from other
54   lecturers?

55   S4: I was intending to, but as you know from my time sheet, I didn't have the time to go out and
56   solicit. It was also partly because [S1] was covering the rest of the [redacted] department, and
57   covering it quite well, and partly also because I underestimated how much time I need to work on
58   my thesis and do some tutoring. I also have to be honest, I hadn't anticipated, because I hadn't done
59   any of the undergraduate courses… [S1] was aware of what course might be a good fit, so she could
60   talk to the right people about the project.

61   I: So your first entry into the department was as a Masters student?

62   S4: Yeah.

63   I: Okay. [S1]'s experience was rising through the department from first year.

64   S4: She was aware of the courses where the lecturers were actually putting materials actually up
65   onto Vula, so she knew which course which stuff was accessible, and she could say "I know this
66   course, I studied it, I already have access to it, if I go and take it and adapt it…" it's a really easy win
67   and we could get it out there.

68   S4: Because some lecturers don't like to share their material, because they are worried students
69   won't come to lecturers. And lecture slides aren't full lectures, but some students think they are, so
70   they'll skip lectures and just use the materials. When it comes to exams, they'll contact the tutors
71   and say "I don't understand any of this" because they rarely attended the actual lectures. And that is
72   a tricky thing, in terms of how we make more materials available because a lot of what's presented
73   is presented verbally, and there is a desire to ensure that students attend lectures, because the
74   educational process isn't just watching a lecturer, it's engaging in the debates, asking and being
75   asked questions. There's a concern amongst some lecturers that providing the material might allow
76   some students to think this is a shortcut to the degree.

77 I: S1] did mention that the initial attempts to put stuff on Vula did actually see a marked drop in
78 lecture attendance. And they actually started taking materials off as they had the proof that this
79 wasn't helping.

80 S4: So for example there is one lecturer who is trying to adapt the way in which… because students
81 study in very different ways, she's very pointedly doing is, lectures have very different slides. Some
82 are put up on the system, but some aren't, so that students can't guarantee that they will be, but
83 whenever she feels that something's really critical, like an introduction to a theory, that will go up.
84 But if they really want to understand the depth of it, they have to attend the lecture.

85 I: Do you have a name for that lecturer?

86 S4: [Lecturer H]. She's really amazing.

87 I: For the lecturers you actually worked with, were they sharing their materials on any other
88 platform other than Vula or OpenUCT?

89 S4: No.

90 I: Obviously a big part of the project was you having to explain this concept of Openness to them.
91 Did either of them have any prior knowledge?

92 S4: [L4M1] did, yes. Because he'd been in some previous work. [L4M2] was, because he'd seen the
93 Faculty presentation, he came to me with some awareness. I think he was also more aware of
94 lectures that were presented or broadcast online.

95 I: Like TED talks, podcasts, etc.

96 S4: And also those broadcast from universities. There's an {international] lecturer in Politics who
97 looks at law and morals, but he does a massive online lecture series.

98 I: Is it part of the Summer School series?

99 S4: He's not part of UCT, he's from an American university. He's published a lot of books, and gives
100 these lectures on a very basic level on how humans develop morals and he gets hundreds of
101 thousands of listeners. In some way its an interesting marketing tool, sharing some introductory
102 lectures to a topic, and encouraging people to think 'that's something I'd like to study in more
103 detail.'

104 I: Mm!

105 S4: And I think there's, he used to talk a lot of information asymmetry between what students want
106 to do in terms of where they'll working and what they'll be studying in university, and what choosing
107 a subject really means, Because there's a lot of asymmetry between what you study at school and
108 what you end up studying at university, such as the distinction between Geography at school, and
109 Geology, environmental science, etc at University. So there was a need about talks about what you
110 can study at University, to orientate school-leavers on the process and why you might want to study
111 there.

112   I: One of MIT's goals was to showcase some of their materials and it did succeed' because students
113   knew 'this is the kind of thing they were going in to.

114   S4: I went to a school that had a particularly high private-school contingent because of where it was
115   based, and most of them were studying Estate Management and I never even after 4 years had any
116   idea of what they studied. It might be a particularly British course, but it was something that
117   attracted private-schooled students, and then they went into banking or managing the family firm.

118   I: So, back to the materials. In terms of audience for the materials, it was obviously for the
119   [departmental] students, but could be broadened out to any Humanities students who needed
120   pointers on critical writing or contextualisation, but, what about secondary-school students or
121   teachers, or both?

122   S4: The idea was to make the language accessible enough that students could use it on their own.
123   But it would have to be fairly good students, because you do require some explanation. For Prof
124   [L4M2]'s [S4M2] course, the reason for getting that online was that it was probably the only such
125   course in the world. So there was a sense that it was the only course of its kind, and gets a lot of
126   interest, particularly from US students. There was also a sense when because curriculums change,
127   and if there was ever a time when it wouldn't be taught, it would need to be stored somewhere like
128   OpenUCT where it could live on.

129   I: So there was also a long-term preservation aspect,

130   S4: Yes. And for that one, it's difficult for that one to understand by itself, although there is sufficient
131   information in there for people to go and find supplementary readings and think about it
132   themselves. But there was no thought given to the idea that people might just take those materials
133   and just read them and skip lectures, because that would not give you sufficient understanding to
134   really get into it, you need participation and discussion. So that resource was put out there to inspire
135   debate, not to replace a course.

136   I: Is that an undergraduate or postgraduate course?

137   S4: Undergraduate. There was also some talk that it might become a postgraduate course. So again
138   it was an idea that we've had the undergraduate course, so let's make sure it's archived and
139   accessible.

140   I: So onto some of the work involved in adapting materials…

141   S4: Sorry to interrupt but I think it should also be said that L4M2 was very keen that his contact
142   details were on there, because it was meant to inspire debate and discussion so he wanted to be
143   available for discussion.

144   I: I remember he asked if there was a forum component. Unfortunately there isn't and probably will
145   never be for this particular platform. Of course because it is available under open license, people can
146   take it and put it on other kinds of open forum for debate.

147   S4: Yeah.

148   I: There's a real curatorial aspect to this thing […]. That's a large art of my current work, looking at
149   curation strategies for our big project. So back to the adaptational process: do you have the original
150   pre-adapted material in any form?

151   S4: No… because a lot of the adaptation wasn't necessarily done by me, but by the other students
152   involved in the creation process, and it was actually… there was an awful lot of very messy
153   coordination happening where there was students who had done some courses, who being asked to
154   prepare the material, and then they were calling it this and that…

155   I: But for the [S4M2] course?

156   S4: Yes, but for that one, it was a very quick and easy job because the main thing I had to do for that
157   was take out the dates, everything was dated, and taking things out like how the essays would be
158   graded, how the assignments would be graded, so it was all the functional administration stuff. And
159   just then I learnt early on that there wasn't much else that was required, because there was no
160   copyright material there. There were referrals to books but they were all properly referenced, so the
161   student could just go to a library and find the books. So that one had no images, so it was easy to
162   adapt.

163   I: What I did notice is that not all of them but the vast majority fitted onto a single page. Was there
164   any particular design thinking behind that?

165   S4: I don't think so, I never really asked, but I was pleased because it made it very to read through
166   and check. Because also they are essentially instructions to think, so the course is interesting… this is
167   an aside but a lot of students struggle with the course because they come from other instructions
168   where your aim at university is to get a first, so your focus is to find the instructions on how to get a
169   first. And so often it will be instructions saying you have to understand this, this, this and this, you
170   need to learn by rote how to explain these concepts. This though is a course is simply how to think,
171   to get someone to think you can't tell them too much, just describe readings and ask them to think.
172   There will usually be a brief section on what to read, usually two authors dealing with an SA political
173   issues, and then the assignment would ask students to think on the issue.

174   I: Did you make them all one page, or was that the original form of the materials?

175   S4: They were probably all a little longer starting with, so I think I did actually … I did make them
176   neat, and added copyright notices, and I might have tweaked the structure so they'd fit within the
177   boundary margins.

178   I: I noticed on some of them that you did… that they fitted the page perfectly. I really appreciated
179   that they were all one page, it made them so easy to read, like 'This is the thing', there was no
180   chance of missing pages or information. Very few had extra things at the end.

181   S4: Some of them were a little, yeah, added extra material. But I can't pretend we did it because we
182   though high-schools might not have the budget to print extra material, it wasn't that.

183   I: But it was somewhat a conscious design choice?

184   S4: It's a habit of mine; if something goes over to a second page, I try and see how I can cut it down.

185   I: Was there any sort of personalisation, or Resequencing, or advice on changing certain parts of it
186   here, that sort of adaptation work?

187   S4: For the [S4M2] course, if you look at it, you'd probably find it wouldn't fit into a semester.
188   Because the main series is prepared in such a way that if students are having trouble grasping a
189   particular idea Prof L4M2 has additional lectures on hand. So the basic course is scheduled for 13
190   weeks with one lecture and one tutorial a week, but there are supplementary ones, so the total
191   might be more. So we spent some time talking about what additional materials should be put in and
192   where they should be put in. So in the end some of the additional material was put in and some of it
193   wasn't, because it was just reinforcing existing lectures. So yes, there was a bit of Resequencing.

194   I: So the big question: licensing. As you said L4M2 had some introduction to open licensing from our
195   talk, but it couldn't have been comprehensive given the 30 minutes or so we had to talk. How did
196   you introduce this concept to him and how did you negotiate it?

197   S4: I think I just approached it from the point of view… I think it was important to ask a few
198   questions. One, to ask if there was any concern about the commercialisation of the material –
199   whether the university wanted to make any money off it, or prevent anyone else from making any
200   money off it. Then ask a question about why you would want this to be shared, and then you can
201   talk about how some licenses create barriers to sharing, for example it might prevent printing, so If a
202   lecturers wanted to share to students, that could be a problem.

203   S4: I think because I had worked in IP before and in my previous job I talked about IP with fashion
204   designers, I talked about it in quite layman's terms which helped. It certainly wasn't a difficult
205   question. The thing is to ask the salient questions. I think the creative-commons licenses are framed
206   in such a way that allows us to ask the right sort of questions, and we were trained to understand
207   them well enough and understand the implications. Because you could actually ignore the fact that
208   this might prevent someone from printing this.

209   I: As far as I know, all of the [S4M1] was CC-BY licensed, which is what we wanted; or more
210   accurately it's what I wanted. Was there any difficulty in reaching that point, of the most open
211   licenses.

212   S4: No. Because all of them were in essence incomplete.

213   I: Partial.

214   S4: Yeah. So the [S4M1] lectures weren't actually giving away anything you don't want to be given
215   anything away. And with the [S4M2] course, again it was incomplete, because you can take all of
216   that and try and achieve it, but without participating in the debates you're quite restricted in what
217   you gain. So it was almost like a teaser, saying 'come to UCT, see how much more you will learn." To
218   some extent. The concept of having a [S4M2] course is unique, but all the materials and ideas are
219   still there, so the idea was more to get people to think.

220   I: Back to the [S4M1] lectures. So in my interview with [S1] I found out that these were
221   collaboratively developed, by the tutor group, with some input or insight from [Lecturer H]? Or was
222   it very strongly driven from the tutors?

223   S4: [Lecturer H] wasn't involved in the second year ones. It was more the tutors and L4M1, because
224   he runs the [redacted] course, which is additional tutorials for students who are struggling to meet
225   these kinds of skills requirements, such as students who are struggling to articulate themselves in
226   English, with grammar issues or the like. The [S4M1] department is trying to address the needs of
227   students beyond the curriculum of [the department]. A lot of that is derived from feedback from the
228   tutors.

229   I: All the materials were produced in word and PowerPoint. Any particular reason why they were
230   reproduced in both formats? It's not quite reduplication; there are some slight differences between
231   the two sets of materials.

232   S4: The ideas was the PowerPoint presentation was something that was just delivered, but the Word
233   documents have more instructions, either on how to run the lecture or something that one could
234   use in a tutorial. They aren't traditional lecturers, they're more interactive, so in smaller groups they
235   probably work better in tutorials. The word docs were designed to add instruction.

236   I: So it's adding students and instructors, broadening the audience for the materials.

237   S4: Yes, because if you just had the PowerPoint presentation, you might not necessarily understand
238   what was happening. The idea is that they are materials for either tutors or lecturers, rather than
239   things students could just used on their own. However students are adaptable and could probably
240   find some way of using them.

241   I: Exactly. Were there any major concerns from primarily L4M2 about the licensing process?

242   S4: No, no.

243   I: Things with Resequencing, that was easily negotiated…

244   S4: Yes.

245   I: In your position as someone who has had extensive work experience and government experience,
246   before coming to the Masters programme, did you think that influenced how you were able to talk
247   to lecturers?

248   S4: Yes, I had a certain age advantage… but I don't know. I think that in the [S4M1] department
249   students are taken seriously, especially postgraduates, because they have had to demonstrate a
250   certain intellectual level, a certain ability to engage closely with lecturers, they're not one of 200 in a
251   lecture theatre. So I don't know whether I had any particular advantage. And I think that people like
252   [S1], with exceptional interpersonal skills, very adept at negotiating with people, would also succeed.
253   There were some good hires.

254   I: It's really the postgraduate student, if there was an advantage it was that, rather than other
255   factors.

256   S4: Yeah… but although I think you could have… there were some undergrads who would have been
257   equally good. Negotiation with people is something you gain from experience and people gain that
258   experience in all different ways. At the end of the day, its down to how people were recruited to the
259   project.

260   I: Once the materials were completed, did the lecturers want to see the materials on the repository,
261   did he ask for any feedback or metrics on use?

262   S4: He didn't… but I'm pretty sure I sent him a link. I mean he was very keen to have them up, but
263   everyone's busy. Lecturers only have these brief periods of respite, which is about a week of
264   recuperating and then back to preparing. It's actually quite difficult, because you get the materials,
265   you make the changes, and you request for them to be signed off… if your request coincides with the
266   arrival of 120 3000 word essays all needing to be marked within a week, that's going to have an
267   impact on the process. So there was some stalling. Often, the essays would be graded, and then
268   there was an exam… it's getting the time issues sorted that was difficult to deal with.

269   I: I did actually drop him an email, because within CILT we have the MOOCs team developing I:
270   three/four MOOCs currently for this year, and I asked him if he wanted to apply for the next round,
271   but maybe face-to-face would be better than just some anonymous email.

272   S4: Yeah maybe. It's difficult to know when is the best time to contact lecturers. Whenever you think
273   there might be a break, there might be an applications process… you notice it more with the
274   administrative staff, because they could get visibly frazzled.

275   I: If you had to do a completely different project, if we had the same prior training (on copyright
276   clearance and open licenses), but instead of your work as an adapter of raw materials you were
277   instead ambassadors. Going out, talking to lecturers, telling the about this wonderful thing, but not
278   offering any support other than helping with the copyright… in other words, not doing any of the
279   actual work. Do you think any of the lectures would have jumped at the opportunity?

280   S4: I think they would have jumped at the opportunity but they might not have been able to get it
281   done. Other things would have come up, like exams… the materials I had were quite easy to adapt,
282   but not necessarily so with other images. For example the [S4M1] lectures originally had a lot more
283   images in them, and I kind of took the view that I could replace them with copyright-free images but
284   they didn't really add anything to the materials, so I just removed them.

285   I: I was going to ask – the materials are very image-sparse, there's only one image in the entire set.
286   You said they won't really adding anything?

287   S4: They weren't' really. I do quite a lot of presentations and I understand the value of adding
288   images to attract attention, but often they don't add any value other than making it more visually
289   interesting. And of then images that were used were kind of like… there's a discussion there, and
290   you put in an image about Maslow's Hierarchy of Needs… I'm not sure why you put that in there, so
291   I'm going to remove it. I can understand where there's value to things where they're directly
292   necessary, but these often weren't.

293   I: Was it maybe an issue of having a picture that the lecturer would talk to in the lecture or tutorial,
294   and then left it in the online material, where it didn't make sense anymore?

295   S4: Yes, so if the images were mentioned in the word document, but they never were. The only time
296   they were was with the flow chart diagrams, but then those stayed, because they were original
297   creations. There were images that were just little in-jokes. If you're doing images that are [subject]-
298   based, you can invariably find a cartoon to start with. So if you're presenting it yourself, you might

299 want to use an image to start the discussion, but if it's online the image often isn't necessary. I
300 actually had to do a [Commerce] presentation on Friday and there was an issue with calculating the
301 actual stats, so I used a presentation that had a lot of images, and everyone talked about how the
302 presentation was good, and how I chose all the good images, and what I wanted to do was to do a
303 good presentation that would draw people away from the absence of a lot of stats. For the [S4M2]
304 course there were no images because that wasn't the point of the course; the point was to stimulate
305 discussion.

306 I: So, this last section is free-reign to complain about the project! Trust me I have some complaints
307 about how the project was designed, and frankly my own behaviour in the project – I think I could
308 have done a much better job. But this process is to find out what we could have done better in the
309 project, or to find out what actually was done well.

310 S4: I don't know… I don't have any particular complaints at all. Because I think it's quite a challenging
311 project to implement. There were obviously so students who were just much more engaged, such as
312 [S3], he just seemed to do a marvellous job, and so I think… I think there was sufficient engagement.
313 We got support when we needed it, we got lots of offers for additional support. We had those extra
314 moments like the presentation to Faculty which clearly had a direct impact for me, most of the
315 problems I had were internal, in the department, particularly around coordination of the [S4M1]
316 lecturers, because I wasn't responsible for instructing the people who were creating them.
317 Sometimes I wasn't even aware of who was creating them. I'd just get an email 'with I understand
318 you want this' [from a lecturer]. I can't really think of any problems. I hadn't anticipated how much
319 pressure I'd have from other areas. That's always going to be a tricky thing when hiring people on a
320 part-time basis. I think one of the strengths was the adaptability, so, when it was clear that [S3] was
321 really engaged and involved, it was possible to enable him to take up the slack to some extent.

322 I: From our side, we had no complaints about your work.

323 S4: But also in theory you wanted someone who was available, what was it, one day a week?

324 I: Five hours a week.

325 S4: And I don't think I delivered anywhere near that much. But I got the impression that there was
326 scope for shifting other people about. And I think that flexibility was important. I imagine that was
327 quite a difficult thing to budget for, but the time-sheet process seemed to work fairly well.

328 I: From my side, the fact that we started in April not in January was a complicating factor. And then
329 towards the end, we didn't know if we'd have funding for the last four months… it added an
330 awkwardness that just made it harder than it needed to be. I suppose you already had the materials
331 beforehand so you could still be productive

332 S4: Yeah. I personally had some frustrations about the delays or the extensions but because I wasn't
333 dependant on the money, and for some of the students who were trying to make rent that was
334 probably an issue. But then the fact that it was able to extend was probably a benefit. You have to
335 bear in mind that students would do this because they needed the money, rather than achieving
336 some educational change. But other than that, I can't think of anything. The lines of communication
337 were good, the critical thing was that there was always support available. If we needed support

338 there was always the option to have somebody step in. Thankfully for me it never got to that point
339 because both of the lecturers I worked with were already on board.

340 I: Any closing comments?

341 S4: I don't think so, other than it was great fun and I enjoyed it. I think it's a great project and that
342 there are definitely ways it could be… given sufficient focus and looking at particular materials, I
343 think it could be a great way of promoting the university. The thing that's always concerned me is
344 the issue in SA is the same as in UK is the increased commercialisation of university. Which means
345 there might be a point where these creative Commons licenses meet a lot of resistance. When I was
346 working at the London College of fashion, IP is a really tricky issue because there are some
347 universities in the UK, because of their prestige, they allow some lecturers to retain copyrighted
348 materials, and others that the copyright is as an employee. Also, to raise more income, one of the
349 big things in the UK is to spin-out – working with students to develop professional ideas and form
350 partnerships, so IP is created that has a commercial value. The professor wants to make money from
351 it, the student wants to make money from it, the University wants to make money from it… in the
352 past these things were created as a public service. Increasingly universities are being asked to
353 become a public enterprise and so if you come up with something, a procedure that can be
354 patented, you want to patent it, not because you want to control how it's used but because you
355 want to make money off it. And that will control how it's used, I think. Not a huge impact; you can't
356 overthink this.

357 I: If you could suggest maybe about the kinds of materials that would be best, like the 'teaser'
358 materials… do you think these would be least contentious for CC licenses?

359 S4: Yes, yes. Like I was saying, intro lectures to courses that could inspire students to want to study
360 something. Or maybe give High School teachers opportunities to inspire their students and give
361 them clues on how to further their education. I don't know… I don't want to take OpenUCT away
362 from what it wants to be, because it otherwise you become a marketing vehicle for the university,
363 and then maybe the finance office should get involved in student budgeting. It's kind of fascinating
364 when you start tutoring and engaging with students and finding out what it is that actually impairs
365 academic success. It seems to me the key thing is the lack of funding, or students running out of
366 money and not being able to pay for their courses. I've met students in dire financial circumstances.
367 And students who … I invigilated a make-up test, and a student asked if they could miss it and I told
368 them it was their last chance, and they told me there was a bus strike and that they'd probably miss
369 it and if there was anything that I could do. And he hitched all the way from Langa to get to the
370 make-up test. That was a financial decision. To budget effectively students will buy a monthly pass
371 on a particular bus service, and if that service isn't running then there isn't spare cash.

372 S4: I'll tell you one thing I thought was interesting. UCT is now issuing a monthly research update.
373 You get an email telling you what is being researched. What would be interesting is approaching the
374 people producing this research and asking if there's anything in this that we could share in OpenUCT.
375 I'll forward it to you if I find it. I just think it's interesting because they will post things on how UCT is
376 talking Ebola, or other research concerns. So there might be scope for some of that material to be
377 made open.

Transcript – S5

I: The purpose of this interview is to do a retrospective on the VC's project, just to check what worked and what didn't work, and to get some lessons learned for if ever we get the funding, and the time and patience, to do this process again. So, we'll be coving the process of solicitation, what you did to actually go and get content.

S5: Mm-hm.

I: And the success, difficulties, so-forth of that, some kinds of characteristics of the successful solicitation attempts, what worked and what didn't work; the actual changes you made to the materials, if any. Lastly we'll finish off talking about the project design; what did work about the project design, what didn't, and if you were in charge, how would you change it. I mean, bits of these things we've covered in previous training sessions and so forth, but I am just asking for the record.

S5: So, initially when I started trying to solicit materials I sent emails ... so the first thing I did was send emails to see if anyone was overtly interested, so then anyone replying quickly or even if they couldn't, then directing me to someone who could, so I was just hoping to send out electronic requests in that sense and then just from there I would gauge and then go across. The problem with that was, I don't maybe that's just a thing with lecturers, they are flooded with emails from students and so forth. It was very difficult to get any replies, I mean, delayed or otherwise. It was really quite hectic to get replies.

S5: At which point, then, I sort of tried just approaching them directly. There were two people who replied quickly to my emails, actually the only ones who replied to my emails, reacted quickly and positively at the same time. The one was L5M1, who historically has been involved in contributing materials, so it was a sort of happy coincidence that she was still interested.

S5: The other lecturer, I forget her name right now because she's not here anymore. She was a game theory lecturer and she was also quite helpful but she was sort of in-between situations.

S5: So I realised there were three sorts of lecturer: those who were not interested at all, those who were interested but for reason X or Y they did not have the time so they could not help us. Maybe the material is very proprietary to the department or maybe they don't have that level of authorisation, so they do have that positive intent to help.

I: Yeah.

S5: But they are not able to execute for whatever reason. I think her issue was that she was going on sabbatical or she was only temporarily on the course for one semester so she couldn't like leave behind a legacy of passing things on when she wasn't going to be there herself.

S5: And then the third category was people who were interested and also able to help, like L5M1.

Interesting, interesting. Were there any people that so when you went to the face-to-face contact approaches, let's go for broad categorisations here, who did you feel most comfortable approaching, and who did you feel least comfortable with? Who did you 'target'?

38   S5: Initially in retrospect I think it would have made more sense to… instead of target people who
39   could actually implement anything like an associate professor or senior lecturer or someone who
40   wouldn't have to ask 5 or 6 other people before being able to help. The thing is I didn't end up
41   sticking to my own faculty. I did go and speak to a couple of people in [the Faculty of Science], and 3
42   or 4 people in [the Faculty of Engineering], just because I wasn't really able to get much of a
43   response in my own faculty. I asked the other guys if it was fine and they said it was okay, so I moved
44   around a bit. I felt there was mobility in that case. And maybe just I think it's more just a question of
45   punting it in general, to, like, broadly, I feel like the broader the awareness is then, because not
46   everyone is going to have the impetus like internally to be interested in something like this. Even in
47   terms of the people who I did find most comfortable, I just went, really, at some point when I wasn't
48   getting emails I just basically went to anyone. Most of the time, I initially just went to the people
49   who responded to my emails. So there were some from Engineering, there was one guy from
50   Science as well. So they were helpful in the sense that at least I did find people who were quite
51   interested to hear me out. There was an okay-ish amount of people who had the sentiment that
52   they were willing to hear me out at least.

53   S5: Like at that point I was like whoever's going to hear me out, I'll go to them. I feel equally
54   comfortable going to them. There was only one person, she was more in my age group, I think she
55   was in her 20's, so I felt very comfortable talking to her. She was lecturing me for a semester or two.
56   I think that was because age-wise we were more matched whereas the others there was at least 15-
57   20 years of age gap.

58   I: Yes, yes, definitely. Cool! Um… and this is really just rough, don't need specific number, but: vague
59   success rate? In terms of how many people responded to the emails, versus how many were sent
60   out?

61   S5: Okay that would definitely be less than 25%, like, between 10% and 20%.

62   I: That's fine.

63   S5: 20, I would say 20% of the time.

64   I: And of those, um, who actually provided materials in the end for adaptation.

65   S5: As a proportion of those I emailed?

66   I: As a proportion of those you ended up talking to face-to-face.

67   S5: That was about, like, half of them.

68   I: That's pretty good, that's actually better than most!

69   S5: Well that was half of the people who replied.

70   I: Yes, yes. I find that even often those who replied don't… fantastic, okay. Um… You moved outside
71   your faculty because you didn't have the response rate you were hoping for. Um, but generally
72   speaking would you say it was easier to approach commerce lecturers, or would you say that there
73   wasn't a difference…?

74   S5: I think it was, yeah, I found it was… okay yeah maybe I think more in the science and engineering

75   they took more easily to the idea maybe because they were in a more technical field to begin with,

76   so the idea of bringing something technological was more appealing to them, maybe? But I think

77   that in terms of approachability I found them all equally approachable because most of the people

78   who sent me replies were quite keen, it wasn't like "I only have five minutes so buzz off after that"

79   so yeah.

80   I: They were more engaged.

81   S5: Yeah they engaged with me yeah.

82   I: Fantastic. Um, part of the way the project that was set up was that we looked for postgraduate

83   students, because we assumed that postgraduates would just be a little more familiar with how the

84   institution works, also would have actually talked with some of the lecturers in their faculty, have

85   gone to tutorial groups, etc. Do you think your experience would have been a lot different if you had

86   been an undergraduate, or even a PhD student or postdoc?

87   S5: I think it would definitely have been, um, okay it would probably have been more easy if I had

88   been a like a doctoral student just because I think that, because obviously my emails sort of had like

89   my title, Masters candidate and stuff… maybe that gets taken more seriously, so if it had been PhD

90   candidate, that would have been taken more seriously, so I feel that definitely more people would

91   have replied. In terms of if I was an undergraduate student, I think it would lecturers would be more

92   accessible in the sense that I could build a rapport with them in lecturers and then meet them after

93   hours…

94   I: Yeah, yeah.

95   S5: Like, it's easier in that sense. So I could even like target some lecturers and be of the mind to

96   speak to them over a couple of weeks and then we're familiar and spend time with them in

97   consultations and after about 2-3 weeks of conversation and back and forth I could also just

98   introduce that yeah I'm sort of involved in this. And that also makes sense because after you've

99   spoken to them for a while you can see if they're interested in something like this just based on their

100   temperament and predisposition.

101   I: Yeah. It would be quite a long process, though; you'd have to keep talking to them.

102   S5: Over a 2-3 week period but I guess even if you just speak to them once or twice a week and then

103   meet with them. But I think it's also about establishing trust and maybe they sort of believe that

104   you're more of a really keen student, and then maybe you can translate that keenness to show them

105   why it would be easier to disseminate information to other keen students who aren't able to come

106   here, sort of a situation.

107   I: That's actually very interesting, I never thought of it that way. Thank you, that's a very interesting

108   insight. I always kind of assume that lecturers would be "oh, an undergrad. Come back to me when

109   you're a postgrad." But that's very interesting.

110   S5: Because I remember I didn't use to go so many times for consultation when I was in my

111   undergrad degree, but the few times I did it was very random, I didn't choose lecturers based on

112   how easy they were to talk to, but I would say the majority of times, more than half the time or at
113   least 60% of them were very warm and approachable. And especially if it was not some very basic
114   question that you could just read the first few lines of the textbook and get the idea. The more
115   deeply you engaged with the question, the more interested they were in helping you out.

116   I: Yes, yes.

117   S5: So yeah, I think so.

118   I: Um, so in terms of the actual successful solicitations, times you actually got some materials to
119   work on, did you have any sense and if you didn't that's absolutely fine, whether those lecturers
120   were heavy users of Vula?

121   S5: Mm, I actually couldn't tell. Also I may not have been able to pick up on it much because I just
122   assumed that any and all lecturers, even if it's the sake of just posting an announcement would use
123   Vula, so I can't really gauge that, because I just took it for granted that they would use Vula.

124   I: Sure, sure, that's absolutely fine. I'm right next door to the Vula team and I have no idea how
125   many lecturers don't use Vula. I assume very few don't these days, but you do find these people who
126   say "I don't use it." How can you not use Vula? <laughs>

127   S5: Like everything in, like at least once a semester even if it's just for an exam or test
128   announcement, they would use Vula. I don't think it's possible in this day and age to have a
129   completely paper-based system, trying to have print funding for everything, yeah.

130   I:Makes me wonder how they did it before the internet, like, how did the university run?

131   S5: Yeah.

132   I: Um, of these once again successful, contributing cohort, in your conversations with them,
133   mentioning openness or so forth, were any of them sharing materials by any other sort of platform,
134   not necessarily open platform, but like maybe they'd say "oh yeah I share things via Academia.edu"
135   or…

136   S5: Yeah okay as far as I can recall I didn't really know of any of them putting it on any other source
137   or any other source.

138   S5: The only one maybe being L5M1 but she has been putting on for a while. But as far as I know no-
139   one else.

140   I: So openness was quite a new thing for them.

141   S5: Yeah.

142   I: Not necessarily the publishing aspect, but the openness part of it, as a concept.

143   S5: And also I, one feeling I had was that there is a lot of slight confusion between, like, openness
144   equates to exposed-ness for some people. You know, I understand, say if maybe I was a lecturer and
145   I prepared my own material and now I make it open it exposes it to criticism from others. I do feel
146   that academia to some extent, I don't know about South Africa but in some circles it's very

147 competitive. If they're in the same field, could be like "oh yeah I saw your slides, they seem very
148 juvenile" or whatever. Just for example.

149 S5: I feel like they would be more likely to put it on an open platform if it was their original work,
150 that they wouldn't really have too many copyright issues, but then the more it's linked to their
151 identity as competent in what they're doing. So I think it does tie in with that fact.

152 I: Interesting. So, I'm kind of jumping ahead at this point, but let's get on to some of the concerns
153 and worries about openness, and one of them is that concern over vulnerability.

154 S5: Yeah. I think that's, more subtle, that's what I would think about. But personally even when I've
155 had to prepare things for tutorials or whatever something which would be fine with me if I were the
156 student I wouldn't really be comfortable with presenting. This is maybe off on a bit of a tangent, but
157 you know when you have many laws in conflict you always go with the strictest one?

158 I: Yes. <laughing>

159 S5: So similarly when preparing materials I would prepare them with having the most critical person
160 in mind.

161 I: Yes absolutely, which obviously then takes a whole lot of time and effort to refine them.

162 S5: Yeah.

163 I: This leads on somewhat to the next question, but… I'm a lecturer. I want to engage someone with
164 my materials. Especially if I'm going to make them open. Who do you think they want to have that
165 engagement with? Obviously with their students and their class, but other kinds of audience? Or
166 which other kinds of audience are important, which are more important, which are less important,
167 which are not important at all?

168 S5: Audience in terms of people soliciting, you mean, who would they want to engage in terms of
169 the adaptation team?

170 I: No, um, if I'm contributing my materials, who am I trying to reach by contributing them? My own
171 students, students at other institutions, other academics, or other kinds of people generally? Who
172 do you think they are really trying to reach?

173 S5: Uh, from my perspective it would probably be those students, I wouldn't say enthusiasts, but
174 students, and those who face restricted access to such materials, so students who are really keen
175 but for whatever reason aren't really able to access that materials, like being physically present. So
176 I'd think the most important audience would be students who are not personally there, but mainly
177 probably just in distance learning.

178 I: Why do you say 'students who are not physically here?'

179 S5: Uh, well I just think they would probably take it for granted that there are already teaching those
180 students through their formal process of lecturing, and through Vula or whatever, so it would kind of
181 seem, if they are thinking of making it open to reach that same audience I don't know I think it
182 would seem like catering twice to the same audience.

183 I: That's what I think as think as well, I just didn't want to pre-empt you, as that's what I feel as think
184 as well, especially as Vula is so advanced as a content-distribution platform. Fantastic. Now, as for
185 the actual adaptation process, you got materials, now you've got to make changes to them. What
186 did you actually do? Like, what were the main changes made?

187 S5: The main changes were a lot of the material it was easy to trace references, and it was quite
188 well-adapted already in terms of the copyright perspective, so a lot of what I was doing was media-
189 based in terms of images, charts, pictures, those are basically what I was doing, going off and
190 searching for [open versions]. And it was usually quit easy to trace the actual origins there, like, if it
191 was creative commons and such. So the majority of the work was basically sorting out the media
192 stuff.

193 I: Okay.

194 S5: Quite a bit of it didn't actually need changes anyway; so there was a few in terms of wording
195 changes, but I don't think there was much of that stuff. It was mainly images, chart, graphs and so
196 forth.

197 I: And you wouldn't really feel comfortable in making any major changes, say, this side is just
198 repeating things from the previous slide, let's cut it out, or…

199 S5: I wouldn't be really so comfortable in doing that. It depends on the subject matter. If the topic
200 was very complicated or which wasn't very, very basic, then I wouldn't feel comfortable doing that.
201 But if it was a very basic statement, then… sometimes the slide is just repeated, by mistake…

202 I: <laughing> Yes, definitely, that happens surprisingly often!

203 S5: Yeah like one of those guys in terms of attention to detail. So if I found things like typos of
204 grammatical errors I would definitely fix that. So yeah.

205 I: Cool. Do you ever take materials and sort of, need to go back to the lecturer and ask 'is this
206 complete? Maybe there's something missing here" or suggest a reshuffle of the content maybe. Not
207 change anything, but reorganise it perhaps?

208 S5: I didn't have any instances like that. I didn't feel that anything major had to be done. Usually
209 everything was quite concise and succinct, so, I never really felt that urge. It's not like I was avoiding
210 it, or trying to pitch that extra work back and forth, but I never strongly felt that feeling.

211 I: So, with L5M1, she already knew about licenses and so forth. So I assume you didn't need to talk
212 about that process at all. But I assume you did bring it up with her at some point.

213 S5: Yeah with her it was like, it was very leaf-through, she didn't really she just told me as long as the
214 core was similar… it was mainly like she was very free to accept any changes needed to make it
215 available. But then it was sort of like she had already that mindfulness so she did a lot of those things
216 already, in the sense that there were always links below pictures and stuff, so it's not like I had to go
217 and search through 100 pictures of an object, she always had links there and stuff so it was very easy
218 to trace. Also a lot, I think maybe a third of the stuff was already creative commons, so I didn't really
219 have to haggle that much about how I wanted… she was very free about the kind of changes I
220 needed to make.

221   I: Cool. Did she ever ask to see the final thing?

222   S5: No, she didn't. I did ask her, should I keep bringing it back to check the changes, and no she
223   wasn't' really, she never really mentioned that she would like to see the final product. Mainly I think
224   because she was confident that the changes wouldn't really be a large shift in the material, it was
225   just kind of making it suitable for wide distribution I guess.

226   I: Yeah, copyright clearance, not reworking. And she never asked to see it In the repository, or usage
227   stats or anything like that – views, downloads…

228   S5: No, I'm just trying to remember… I think that there was some mention that it would be nice to
229   see it… actually no there wasn't, it's just my… I'm just wondering, I'm just trying to recall if I
230   suggested… I'm 100% sure that she never asked for any stats, I think I might have suggested it at
231   some point.

232   I: M-hm.

233   S5: Or that was actually something I used to – now I remember clearly – that was something I used
234   to pitch to lecturers when I met them a few times, that I can even give them the usage information.
235   Trying to show them that's it's a very professional set up and they can see where it's going and how
236   it's being used. That was my pitch at some point, that you can do X Y Z things with it as well.

237   I: And was there any interest in that, or was that not so important?

238   S5: Yeah no they didn't really seem to be very overly enthused about it; initially it was like "oh yeah
239   you can do this with that' but then there wasn't really any follow-up after that. I guess maybe it's not
240   because it's not a scholarly paper that they need to get recognition for.

241   I: <laughing> Promotions and stuff, yeah. Okay, interesting. Pretty sure you have actually answered
242   this question already, but: Did you have to negotiate any controversial changes, changes you may
243   have felt were important or quite a big change, I'm guessing not, but say, you made a change to a
244   slide and needed to clear it with the lecturer?

245   S5: No not really, there was never anything really drastic. For the most part it was just making it
246   more streamlined for our process.

247   I: Fantastic. Last thing is on the project design itself. Talking about the project itself; it is now well
248   and truly done, it is finished, and personally I think some of it was quite well designed, some of it not
249   so much, especially in terms of the support which I gave, which was not particularly great. Let's talk
250   about the project. Which aspects weren't so great, such as, the way we set out the training… and say
251   what you want, this is a free space here.

252   S5: Um, okay I'm just I'll just start with the things that went well, so I can have some time to think of
253   the other things that didn't. Okay, so the legal, sort of with the copyright trainer, that part was really
254   good. I felt really well informed and clued up. Even the hand-outs you guys gave whatever printouts
255   and booklets, they were all very informative and they gave me at least the feeling I was adequately
256   prepared, at least in terms of knowing what I had to do. I think… even the workshops we had with
257   the library, I thought that was good, and the open day we had was also good. So I think the events
258   were quite useful.

259 S5: The one thing we need to do which needs to be more consistent, like having more of an
260 awareness, was… with students, you know, they need something to really seem big and exciting for
261 them to get involved. And maybe I'm… for UCT students who are already here I feel in terms of Open
262 Content and stuff I don't really see… it's more like creating the environment of that sort of culture,
263 maybe. I don't really see how they personally would benefit so much from having UCT open content,
264 in the sense that a lot of the course you can take as electives. Maybe they would benefit in the sense
265 that they don't want to take a whole course, they just want to have wider information pockets in
266 terms of what they're learning.

267 S5: In general, I don't feel there was anything particularly flawed, like, 'these people are really not
268 helping me out, and I've just been like a fish dumped into the depth of the ocean'; I mean the
269 support was pretty decent, I just feel like maybe we could have met more consistently, I think that
270 was the one thing. We'd have these situations where we'd meet only once a term, or we'd have 2/3
271 meetings and then like there's be ¾ months of silence. So if we had something that was more
272 structured, meeting every 2/3 weeks… more stringent report-back procedures and make sure that
273 the pace, that the foot is on the pedal the whole time. Because I know when we'd have those big
274 gaps when we didn't meet for a while, for the first moth I'd really be out there and then maybe the
275 second month I'd be getting wrapped up in my own life and duties and stuff. I think it really needs to
276 feel more like a hectic job and stuff.

277 I: Yeah.

278 S5: And I think that does put pressure, a good sort of pressure on individuals. It wouldn't make you
279 scared, like 'ah I don't know anything', but it at least it keeps you motivated in that you have
280 accountability and you need to follow a set plan. I think people didn't know it would take as long to
281 get stuff, and that you'd have to go to lots of people before you got stuff, but I guess that's why you
282 had to hire a team.

283 I: <laughing> Yeah!

284 S5: That was my only… I don't think that's even a real criticism, I think we met a decent number of
285 times. But a lot of it was excellent training at the beginning, getting the concepts and stuff, but then
286 we only had a few meetings. So I think if we made sure it was a fortnightly meeting, it didn't have to
287 be long just an hour or so, but just to keep the point that we had to meet every couple of weeks and
288 you know, give like individual progress. I think it just needs to be more formalised; like, we did
289 everything, but when we leave it too much to leave to do with everyone, it make the whole process
290 much slower. I wouldn't say less productive, but just slower than it could be, then if we had that
291 feeling that it was a job that you'd have to report back on every two weeks.

292 I: Thanks, I think that's everything. I really appreciate you coming out.

1 Transcript – L1M1

2 I: Do you consent for this interview to be recorded?

3 L1M1: Yes absolutely.

4 L1M1: So I worked on several projects that then were available as open content, and they were all
5 educational resources. Some of them were Teaching with Technology grants, some of them were
6 OER grants. I'm not sure which were which, really. I'm guessing you want me to talk about them all?

7 I: All of it; we'll be speaking specifically about the [S1M1] materials, but the other information is all
8 relevant and useful and background. The [S1M1] materials are the specific works that S1 and S4
9 worked on.

10 L1M1: Okay. So I mean I did [related] lecturers separately from [S1] and [S4], mostly at the third year
11 level, but I helped create the rubric further down. So that was my engagement in [Department A].

12 I: Were you engaged in the [redacted] materials?

13 L1M1: Yeah, the [redacted] materials I was really involved in developing those at the beginning of
14 the course, when I came on as a coordinator when one of the lecturers found some money. That
15 wasn't from the OER Adaptation project fund at this stage, but it would have been from CHED
16 money. And we developed materials and such and then other people came in and took over the
17 course… [L4M1] was there for the longest stretch, and I… all of this work was my volunteer work,
18 stuff I did on the side, so I would help out here and there with some of the development work.

19 I: Fantastic, fantastic. So, just in terms of before you began, before [redacted] even, so 2011/2012…

20 L1M1: We started [redacted] in 2010. Wouldn't have bene formally in the Faculty, we were
21 operating everything informally in an ad-hoc fashion, scraping money together wherever we could.

22 I: And was that your first introduction to the idea of open content or the idea of OER, sharing
23 materials, or had you had some sense of it before?

24 L1M1: I think it even came later, because the [reacted] materials in the beginning, it wasn't part of
25 an open content project at that stage and we didn't make it open content. We didn't have a specific
26 issues either way, it was just when [L4M1] applied for one of the grants at one stage, we or he really
27 reworked the materials with the team, and then it became available as open content.

28 L1M1: I think the first experience I had with open content was one of these Teaching with
29 Technology grants. Either around developing Writing Centre materials or the [S1M1] materials,
30 depending on whatever the chronology of that was.

31 I: Sure. Were you engaged with any other sort of sharing, not necessarily through that platform,
32 could have been through Vula for example, the sharing of educational materials. Not scholarship,
33 not journal articles or books

34 L1M1: Yeah sure, around developing anything around education development, got into that stuff
35 quite quickly and had to learn it quite quickly because we didn't have educational backgrounds.

36   I: In developing the first round of [redacted] materials, did you go looking for other externally-
37   produced examples of materials that had been shared, it was it more of an internally-produced
38   thing?

39   L1M1: I think it was a little bit of both. We obviously looked very broadly, trying to find good
40   materials and people who had used innovative ways of presenting this material, which is otherwise
41   quite dry and boring: how to write a good paragraph, what a sentence should look like, it's quite dull
42   But we also developed the material quite independently as well; for instance, we wanted the
43   materials to use [disciplinary] texts, which would possibly would have been from their own
44   curriculum, and that was again a strategy to make it more interesting and more relevant. So there
45   was definitely a bit of both.

46   I: From within the department, was there as sense that either from within the department, or from a
47   Head of Department level, or from the lecturers, or even from the students, that you were
48   encouraged to share as a cultural norm?

49   L1M1: So the whole of the work around educational development was very driven by a small group
50   of people, mainly postgraduate students, who were the key people to get on board anyway because
51   they were the tutors. And they really led and worked on it. And I was sort of a hybrid, because I was
52   a contract lecturer while also being a student, and [L4M1] was also the same, but we didn't quite fit
53   into the staff category, we were the middle children.

54   L1M1: And the department as a whole did not encourage any of this work. Well, no, that's not
55   entirely true. They encouraged it, but it was like "yes, yes, go off and do that, that's very nice" kind
56   of thing, rather than getting involved. More broadly there wasn't an ethos within the department of
57   sharing materials. Or thinking together about teaching and learning in different ways. So it wasn't a
58   problem with open content, it was a problem within the department.

59   L1M1: But among the postgrads, materials were shared, teaching practices were shared, what
60   worked and what hadn't worked, the specifics around groups and tutorials and how to work around
61   that, that was continually discussed, visited and shared, both through content and discussions.

62   I: Would you say the department was enabling but not supportive? There wasn't direct pushback,
63   necessarily, but there also wasn't a "here's some cash, go and do it" or "here's the time."

64   L1M1: No, no…

65   I: There wasn't support from lecturers.

66   L1M1: I mean [L4M1] and I got very good at scraping bits of money together, here and there, and we
67   just did all that we could. I ran an NRF internship project for three years, so those interns were my
68   kind of academic development people. They were paid… all of these grants, that was the way they
69   were paid, to do the work, and then just sometimes just exploiting postgraduates good will, and my
70   own, because I didn't get paid for any of this. So, or very little, here and there, but the internship, I
71   just ran it. We had to find the resources but there was no pushback when we did.

72   I: So you and [L4M1] oversaw this operation, there wasn't an extra lecturer attached?

73 L1M1: No and if you're talking specifically about the [S1M1] materials then we were for a time
74 invited to staff meetings and so we would discuss these things, but again it was very much "yes, yes,
75 go off and do that, that's very nice". So it was never…

76 I: So it was never embodied in the fabric of the department, it was always a sideshow?

77 L1M1: Yeah I think so.

78 I: When developing the [S1M1] materials, who really was the prime audience with whom you
79 wanted to connect? Who were you targeting?

80 L1M1: So it depended on the materials, what we were developing. It was always the students. In
81 developing the [redacted] materials, our target was second-language students, um when looking at
82 [redacted], we were looking at those who had not had maybe high levels of formal education, or
83 different linguistic backgrounds or backgrounds in general. When it came to the [S1M1] lectures, we
84 had to carry a whole class, with very different formal backgrounds, education backgrounds, degree
85 backgrounds, and all of this, it was obviously all students but it was a different target each time.

86 L1M1: I mean the good thing about the [S1M1] lectures is that the [redacted] materials sort of
87 cordons-off these individuals, although we tried to prevent that by including a voluntary component.
88 I don't know if L4M1 told you about this. In fact it was a very important part – [L4M1] and I wrote a
89 paper on this that was published in the [redacted] journal that argues about our approach.

90 L1M1: With all of these materials we always had a voluntary project, we also had a programme
91 where it wasn't just extended degrees students. So we tried to make sure it was inclusive, but the
92 students were cordoned off in a separate class. The advantage of the [S1M1] lecturers, while the
93 problem was this breadth that you had to cover which could make it very challenging during the
94 lecture, as some were too slow and some too fast, some just pitched completely wrong for some
95 students, the benefit of it was that education development was a part of something they needed to
96 do. It wasn't just for second language students or disadvantaged students, it was everyone. And
97 everyone had challenges in their education, and everyone had to develop new skills for the course.

98 I: And was there a sense that these materials would be useful outside of your particular disciplinary
99 setting?

100 L1M1: Yeah that was… apart from the funding, which I had to say was the biggest… we could only do
101 it with the funding, and the funding said we had to produce open content but of course this sort of
102 work could definitely be put outside of the discipline. I think the work also shows that you need to
103 target it to the relevant materials, whatever is relevant to that course. So the content that you add
104 in [as examples] would need to change. So even for the Writing Club we used [disciplinary] texts to
105 do their exercises. So the exercise could be the same, but the referent text would have to change. So
106 the [S1M1] text I worked on at the third-year-level, they had to do a mini-thesis. So if another course
107 used those materials the thesis would have to change, but the skills would still be useful.

108 I: Of course. Were these materials ever taken up… actually, do you know of the legacy of these
109 materials, whether or not they are being used by the department or being taught?

110   L1M1: "I don't know" is the honest answer. The Writing Hub have been largely gotten rid of, I know
111   the Mentorship programme has been cancelled, my guess is that the [redacted] course is probably
112   continuing, but the resources around that are probably limiting, but the [S1M1] lectures are still
113   running four lectures a week, but I'm not sure of the extent to which the materials that we
114   developed are being used. I know the ones I developed very specifically for a course are still being
115   used because I know the course convenor. But the general ones that were developed, I honestly
116   don't know. I guess that at the first year level the tutors do still go out and do a lecture on a
117   Wednesday or something. Yeah the other materials have been lost.

118   I: And you've never visited the materials on the repository to see the usage statistics?

119   L1M1: I have revisited them, I've reused some of the materials if I get staff members who have some
120   second-language issues then I'll give them the Writing Centre stuff, and I've refereed other people to
121   the materials. I've had someone I know start this year as a lecturer in [Department A] so I've shared
122   some materials with her.

123   I: Going to the work that [S1] and [S4] did specifically, [L4M1] mentioned that you had sessions with
124   them when you explained the purpose of the materials, their structure, and then the students did
125   some work on the materials further to do the 'opening' component, not the pedagogical component
126   but the things that were need to make the materials into open content. Did you engage with the
127   students around that specific adaptation process?

128   L1M1: With students?

129   I: [S1] and [S4].

130   L1M1: In that process [L4M1] really ran that process with [S1] and [S4] so I can only really speak to
131   the third-year materials I did with the tutor group. So I had a whole ream of postgrads doing it, who
132   had been the tutors, and they had run the lecturers, pedagogically it made sense that they ran the
133   lectures and not me because it needed to be qualitatively different, it needed to have a different
134   environment and I wasn't an appropriate person in the room.

135   L1M1: So they'd run it and spent a long time developing materials, and getting the project [funding]
136   was almost like a reward at the end, So of course we went through that, I went on the course on
137   copyrighting, making sure that all the materials on the course were open content, and of course
138   went through the slides and everything and made sure that everything was open content.

139   I: Were there any concerns at any point that taking this material, moving it from a relatively
140   controlled, discreet group, the students in [Department A], and putting it as open content, that they
141   would come under negative criticisms?

142   L1M1: No, not really. To be honest I probably thought "I'd be surprised if anyone ever looks at
143   them". So I never thought about being scrutinised, because it was there and it was a very useful
144   exercise for us putting it all together and it was actually good that we had to put up the materials
145   because it meant that we had to get the slides done, there were no half-done materials and lectures,
146   they were all completed, so it was just a useful exercise.

147 I: Hey, that's good too! Fantastic, thank you. So if I recall correctly in 2013 [S1] was in Honours and
148 [S4] was in the first year of his Masters. Was their level of educational attainment, the fact that they
149 were both postgraduate students, was their role specifically as postgraduate students required for
150 you to have confidence that they would take the materials and work with them properly? Would you
151 have been comfortable with say first or second year students?

152 L1M1: Absolutely not. So I would say that not only would they have to have been postgraduate
153 students, they also had to be tutors, and tutors with some level of experience. Again speaking more
154 about my team, but this would apply to [S1] and [S4].

155 L1M1: And so they had to be a great tutor and very engaged in student learning, so I think that was
156 the key element. All of the teams I had involved in any of these project were very active and good
157 tutors, with some postgraduate experience, but whether they were Honours or Masters wasn't
158 important.

159 L1M1: Masters was probably preferably not because of educational attainment but because they
160 had more breathing mistake, I felt I could actually give them the work, whereas Honours year is just
161 very intense.

162 L1M1: So they had to be very committed and interested in student learning, and I think that was the
163 only way we could develop the material because it wasn't, they had to be interested in education to
164 some degree because it was developing educational materials and using their disciplinary
165 background. You know with the Writing Hub materials, they had to have the content, so they had to
166 have the [disciplinary] background, but they also had to go on various training conducted by the
167 Writing Centre, and they had to be interested to do that because it's a very specific skillset. So those
168 are the individuals that we always used.

169 I: How necessary was the role of having these students, in terms of your personal capacity? That if
170 you had the grant, but for whatever reason you had to do all the work yourself. Would that have
171 been something you would have been able to do, given your other commitments.

172 L1M1: No.

173 I: The students really were necessary?

174 L1M1: Yeah. With it all, I was very happy to out my time into it as much as I could, but it wasn't my
175 job. My job was very demanding as a lecturer. And I couldn't have done that.

176 L1M1: And also because the tutors had been the ones giving the lectures, although I helped out a lot
177 with it, I'm not sure I could have developed the material as well as they could have done. They were
178 actually better-placed better under my supervision to do it than I was, it wasn't as if I'd just had the
179 time I could have done it, no problem, they were a very necessary component.

180 I: You said you went on the course on intellectual property Do you feel that after having done this
181 you have a better sense of copyright, what the different creative commons licenses mean, the
182 applications of them?

183 L1M1: Yeah absolutely. That was a very, very useful course, or session, to go on. It gave a lot of good
184 information, it just gave information in the sense of 'these are some good websites to learn about

185 Creative Commons, or to find graphics', or whatever. It gave me a good sense of it. I'm pretty sure I
186 couldn't teach or do any of it, I'd need to go on another course for that. Yeah I have a much better
187 sense and now tend to search Creative Commons licences for myself, and tend to make my own
188 work Creative Commons as well.

189 I: I have to say I'm not always the best at doing that myself!

190 L1M1: It's not easy. I mean with journal publications you have to pay for the licence and the Library
191 has to have the funds to accept your application to do that. I mean the last one I did it was with an
192 international journal, and they, what they were going to charge because it was I dollars and the Rand
193 has been depreciating dramatically, it was going to be a huge amount. And the Library basically said
194 that "this is the maximum amount we're prepared to pay" and it was about R20000 and then the
195 journal took pity on us and accepted it. But it was going to be triple that. And if they hadn't agreed
196 to that, we would have just had to not publish.

197 I: [redacted section]

198 I: Do you feel that sharing materials, specifically teaching and learning materials as opposed to
199 scholarship, will, has or could have a positive effect on your career development? Is it something you
200 could say to selection committees or promotion boards?

201 L1M1: I'm not sure is the honest answer! I think the work I've done around educational
202 development in general is something that if I was going for an academic post in a university is
203 something I'd mention and bring up. And I think the fact that I was able to go and get grants here
204 and there and run these mini-projects is something you would potentially mention. You raise a good
205 point, there is an emphasis on open scholarship in the broad sense, so maybe it would help. It's not
206 something that was done for that purpose, and it's not something I've really thought about in terms
207 of it helping me in anyway way. For this whole work, I'm not sure how it would help me personally.
208 Which I'm completely fine with!

209 I: Of course, it doesn't have to be completely mercenary all the time!

210 L1M1: Yeah it's just not something I've really thought about. I'm not sure I would have even thought
211 to mention it.

212 I: Did the experience of working with the tutor group and with [S1] and [S4] did it encourage you to
213 collaborate with students in the future to produce these kinds of syndicated outputs?

214 L1M1: Absolutely. You know the amount of skills among postgraduate students is just incredible.
215 And their propensity to go out and learn more and take on more is really impressive. So absolutely.
216 And it also feeds, it's another opportunity to mentor, it's not all kind of "tick tick tick" you can also
217 provide something useful to them in terms of whether it's sort of basic professionalism, reaching
218 deadlines, writing emails, which can sometimes need work, or teaching the specific skills or they may
219 learn they are very interested in education or become a paper that you write. So there are many
220 ways in which it can be valuable, without a doubt.

221 I: Thank you so much!

1 Transcript – L1M2

2 I: For the purposes of ethical clearance, [LecturerS1M2], do you consent for this interview to be
3 recorded?

4 L1M2: Yes I do.

5 I: Thank you so much. Right, the purpose of this interview is to try and get some sense of Open
6 Education activities at UCT, and whether individual staff members are supported in their activities,
7 who they talk to about their work, if they do at all, do they do it on their own initiative or are their
8 departmental, faculty or university-wide structures that help them, Or don't help them, in
9 conducting this kind of activity. So the first set of questions is just a baseline to understand your
10 level of engagement with online spaces for education, generally.

11 L1M2: I think it's important to talk broadly about these issues. I think part of the idea is that it's very
12 important, it's part of the duty of an academic to provide different content and different spaces for
13 conversation. I think it's still a long way to go for many people to have access to academic articles,
14 and work and classroom technology and teaching etc., so I think there is [a way] of offering actually
15 an new window for sharing experience and at the same time offering things that are actually difficult
16 thanks to money etc. So I think that I was intrigued by the initiative, so that's why I think I was one of
17 the first to contribute and I tried to offer as many resources that I can for them to be Open Access.

18 I: That's true.

19 L1M2: I think that it's important because of my job, I think being a journalist, an educator and a
20 scholar, we need to find spaces to communicate, and it's my way of paying back to the community.
21 So I'm not only just thinking of it as social responsiveness, but it's also part of my commitment as an
22 educator to try and find space and give what I can in this space. So yes, it was very exciting, I think
23 it's needed, when it comes to subscription to journals, it remains a very long process for many
24 people to access, and I think that UCT as a leader, and for me to be happy and proud to be part of
25 the UCT staff, we need to have more of this sort of thing implemented. I feel happy and proud that I
26 was one of the first people to contribute to this project.

27 I: Fantastic, thank you. So I want to get a sense of your involvement in other kinds of online and
28 open spaces for education. So I know you are a very intensive user of Vula. You have a lot of material
29 there, you use a lot of the other functions…

30 L1M2: Absolutely.

31 I: You have a lot of resources there, and so on. Why?

32 L1M2: Why? Because I think that we are not only talking about [unclear] change, but I think that we
33 are in an era that we can use IT, why do we have IT if we don't use it to help the students? So what I
34 do with Vula is, not only do I post comments, but I have also used it as part of my consultation
35 process, because I think that it is also sometimes part of the limitations, as in not all students can
36 come during the consultation times, and at the same time it allows students to have this sort of
37 contact with me as the educator and professor. So I think it is also this kind of space for me as an
38 educator. I try to have Vula for the announcements, the chatroom… I am very engaged with that for

39 all my courses, undergraduate and graduate, and I think that it's no use to have a platform like Vula,
40 or before when I used Blackboard, without having them be beneficial for the students.

41 I: Absolutely.

42 L1M2: Why else do we have them?

43 I: <laughter> Precisely. Do you use other kind of online platforms? External to UCT, such as
44 chatrooms, fora…

45 L1M2: Of course I do, I use social media. I don't like chatrooms but I am into academic forums,
46 sometimes, when it comes to professional or academic in the sense of Academia.edu, or
47 LinkedIn.com, but I am also into social media. I think most of the time we are still having a gap to talk
48 about my specialisation, political journalism and political communication. I think we have a gap
49 between academics who speak about things in comfortable offices, while journalists speak about
50 other things, so I think that it's almost very challenging to have this kind of space, to use things that
51 can connect these two very different audiences and have them both relate to each other. And I think
52 that it's part of my interest, to protect, to relate, whenever it's possible. Of course, I also have things
53 I don't share, but I'm talking about things that can be possibly shared, so I try to do that. I also try to
54 contribute to different newspapers in South Africa and outside because again it's an opportunity to
55 have this kind of link between academia with all the jargon language, and the profession with all its
56 sensationalism. Its part of my passion, I would say, and part of my commitment, and it also gives an
57 opportunity for developing this kind of collaboration and getting to know other people and other
58 people getting to know me, etc.

59 I: With regards to teaching materials specifically, so we're not talking about opinion pieces or
60 academic articles, but the things you would use to teach students with, or possibly use to teach
61 external people with, had you been involved in sharing those?

62 L1M2: As I said, I only share what I own. So that's of course, but the point is its very beneficial
63 sometimes, so for example I have some of my students and guest lecturers work as journalists, so
64 what I do with their permission is I share some of their stuff on Vula, so I can offer the students this
65 kind of hands-on experience of what happens on the field. We have a world-class institution, and we
66 are very proud to be part of UCT, so I think that is stupid and dumb that we don't have this sort of
67 bridge allowing our students to get exposed to these kinds of people and at the same time allow the
68 people not working at UCT to collaborate in things that will be useful to the students. So I think this
69 kind of space of conversation, of intellectual ideas, professional ideas, experiences, cases, I would
70 say it makes the learning experience more stimulating for everybody. Again, it's a must-have, it's
71 mandatory to do now.

72 I: Absolutely. So would it be fair to say that you consider communication and education to be very
73 much on the same spectrum?

74 L1M2: Absolutely.

75 I: If you're not communicating about education you're reducing its chances of reaching people, and
76 for them feeding back into your teaching.

77   L1M2: We need to have this kind of talking to the general public and have the general public talk to
78   the specific kinds of things that are needed. For example one of the things, unfortunately, for those
79   living in Africa, most of the literature is talking about Eurocentric literature. I'm not saying it's bad or
80   good, but we need to have more indigenous knowledge, more indigenous experiences, and I think
81   we need to make students not only have this kind of alternative views of Eurocentric versus Africa,
82   but also to appreciate the diversity of Africa. I think one way to deal with that is to offer these kinds
83   of, I would say unorthodox platforms, to have the conversation back and forth, and I think it's
84   important. We want to have students who are very much aware of the markets, and at the same
85   time who are internationalised, global citizens who are familiar with the differences within Africa,
86   and how different Africa is from other Eurocentric or American dominated literature. Because
87   literature is still dominated by Americans. I'm not saying it's bad, actually, but we need to have this
88   kind of merger, a space for people to think about, place to break out of their cocoons, and think
89   about practicality of the matter, and I want to advise students at the undergraduate and graduate
90   level to see what's happening in the worlds, you will serve our country and university better when
91   you experience internationalisation. Don't be narrow-minded in your approach.

92   I: Absolutely. I'm part of research project run through UCT which only has researchers from the
93   Global South. So South America, Sub-Saharan Africa and Southeast Asia. And it's wonderful that you
94   can actually run a broad-scope project without having to constantly borrow from the North.

95   S1M2: Absolutely. I've been also the director of the [redacted journal title] and it's Open Access, and
96   I'm also the editor of the [redacted journal] and it's also Open Access. Because I think if you're
97   spending time, I do edit, I have a book series called [redacted], it's a hardcopy with subscription etc.
98   and I have a journal, again following the traditional format. But I also feel that it need to make time
99   to give a chance and a voice for scholars in Africa. Most of the time you get this kind of report like
100 'The BBC has increased the number of reporters by 160 in Africa", and that's great! But let's have…
101 I'm not saying it's bad, but let's have more spaces where we can offer this kind of diversity about
102 Africa from Africa. And having topics related to Africa, and making it part of the scholarly and media
103 agenda, the public agenda, is part of my interest and passion.

104 I: Fantastic. So, going on to the actual material themselves. When you develop materials, does UCT
105 provide a space for that in terms of time out from your other commitments or is it really merged
106 into your work process?

107 S1M2: I think I'm good with time management. Nobody told me "do that", just to be fair, nobody
108 told me or encouraged me to do that, but no-one also told me that I'm doing wrong. So just to be
109 fair in the story. When I knew about the project, I had one of your colleagues coming to visit me, I
110 was immediately giving access to my Vula sites and saying "please" because I think that we are… I
111 came to South Africa to work on the Political Education programme, and it's the only one in Africa,
112 so I thought it was kind of stupid – and South Africa is very far away for many people – so I thought
113 that that it's stupid that the kind of work we're doing and the kind of interest we have isn't being
114 shared with anyone. So I started by sharing all my presentations about courses that can be used by
115 other people. Perhaps it can ring bells. Perhaps it can lead to better conversation. Perhaps it can
116 lead to more engagement about research, about, you know… that's fine, but at the end of the day
117 we need to share experiences and learn about other's experiences. It's the key to being an
118 academic, educator, and journalist.

119   I: So you're taking this in a big way, this is clearly very central to your beliefs and in your practice.
120   Would you say that within your department, there are others with a similar ethos, or do they have
121   different focuses?

122   S1M2: <deep sigh>

123   I: This will be confidential, and nothing that can identify people will be represented! <laughs>

124   S1M2: No, I'm honestly thinking. I think that if you go to the Open Access resources available, I think
125   it started two years ago-

126   I: Three years ago.

127   S1M2: Two, three years ago, I don't see that there is any contribution from anybody. Maybe I am
128   incorrect in that. I'm not all the time keeping updated with what's coming from my department.

129   I: I'll check up on that.

130   S1M2: To the best of my knowledge. So, it's an answer. I don't know, but it did not strike me as
131   important [within the department]… to me it's important, I make time to found this global [subject]
132   journal which is Open Access, though I'm not paid, though I don't even get, when I report to the
133   block grants, or my research report every year, if I tell them about it I never get even any
134   appreciation from anybody.

135   I: So it's not part of your performance appraisal, or anything like that.

136   S1M2: Nothing! I mean it's… I do it for my passion, but I've never had anyone come and tell me that
137   it's a good thing I engage in Open Access. Nobody does that. And that's the statement I'm making to
138   you. But does this mean that I don't want to [engage in Open Access]? No, I do want to do that.

139   I: Your commitments…

140   S1M2: Yeah, that's my personal, my ethical commitment to deal with that. But does it reflect in my
141   personal and work life? No. No appreciation for it.

142   I: Interesting.

143   S1M2: That's why I heard about the [Open Access] week and interest these days, I thought…
144   sometimes I think that there are conflicting messages that come in. I'm happy about it because I like
145   it, but does it pay me back in the sense that while you will have more time to work on it, well, you're
146   going to be having an appraisal on it? No.

147   I: Just for example, are you aware, or has anyone ever told you, that UCT has adopted an Open
148   Access policy last year, really strongly pushing, or they say strongly pushing in policy statements,
149   that people should publish in Open Access journals?

150   S1M2: I have never ever had someone mention… for example, I have been the editor of the
151   [redacted journal title] for three years now, I've been also editing the [redacted journal title], for
152   seven years, which is again Open Access, and I've never been paid, it's like, and I never take time, my
153   time to do other things to do other things related to the university, so it's taking my weekends, my

154   resting and family time, but I was never awarded for that. Never. I have been at UCT for six years,
155   I've never had anybody telling me "good job, you're doing something Open Access" though it would
156   be more prestigious for me to do… I work with Cambridge, I've had two publications with
157   Cambridge, but I mean I still make time to do the others. Since I took over… to be clear with what I'm
158   saying, since I took over editing the [redacted journal title], I can't do… I mean I'm a human being
159   with a family, so what I am doing so I am focusing on one of those journals more than the other, but
160   I am telling you that in six years at UCT I have never had anyone from the department, Faculty or
161   university come and tell me what a good job I am doing with free access.

162   I: I've never had anyone tell me "good job for sharing your presentations" and I'm not paid for it.
163   And I'm not expecting to be paid, that's not the issue, the issues is… one of my concerns is that with
164   these conflicting messages… is it important, are you encouraging it? What if I don't have that
165   passion? Do I stop, do you know what I mean?

166   I: Just on this topic, in two weeks' time on the 21st of October, there will be a discussion on this topic
167   from 5 to 7 on Open Access publishing at UCT. If you have the time, I think voices making your kind
168   of point, that the institution says one kind of thing but doesn't back it up with any sort of reward or
169   incentive, need to be heard. If you can make the time.

170   S1M2: To be fair and honest, I've read the announcement and I hope to be able to make the session.
171   I don't have any classes that day, since we're done with classes. But I'm just telling you as we're
172   honestly speaking, yes I do, I've been working on Open Access for the past seven years, I've been
173   writing policy papers inside and outside South Africa, I don't get paid and I've never intended to.
174   Before I was a journalist, a professional journalist, and was being paid to do this. As part of my
175   interest in OA, in having a platform and so on… I have to admit it gets frustrating at times, because
176   when I get really excited about things, there is [no support] there.

177   I: Right, this is an absolute goldmine. There's one more section that's relevant to the project. So we
178   had students from different Faculties, departments, units and disciplines, and they performed a
179   number of different changes on the materials: performing copyright clearance, ensuring there was
180   no third-party copyrighted material in them and so forth, adding reference lists, those kinds of
181   changes. Did [S1] communicate about those changes to you at all?

182   S1M2: No.

183   I: Cool. Well, not cool, but good to know!

184   S1M2: Just to be honest…

185   I: We need honesty, please! The project's over, so there's no… right. So, you wouldn't be able to say
186   if there were areas of the process…

187   S1M2: You know what? One of the frustrating elements that the people who are engaged with these
188   Open Access [initiatives], they are not from South Africa or UCT. Which is good but in a way it's not
189   good. I mean, with the presentations and the Open Access materials.

190   I: Oh, I see. You mean, there's nothing local.

191   S1M2: I think part of the issues is once again, these conflicting messages. So I get sometimes emails,
192   or messages on Facebook or LinkedIn, but it's not clear what they want me to do. Do they want me
193   to go for that, or...

194   I: This is very important. One of the reasons we tried to get students involved in this process was an
195   acknowledgement of just what you said, that lecturers are heavily overburdened, a lot of the work
196   they do isn't recognised anyway, and we thought that students could take their materials and make
197   changes to them, like changing images for Open Access images.

198   S1M2: Absolutely.

199   I: Do you think that's a valuable service that the students could provide?

200   S1M2: Absolutely! Because, number one, the students getting involved they will benefit at two
201   levels, at least. Dealing with the information, and at the same time, branding the information with a
202   more youthful, contemporary feel, which is absolutely fair. I mean, it's kind of stupid to have it be
203   stagnant. I don't want my students to just copy me. I want to initiate ideas and promote critical
204   thinking. If my students are going to read critically with the material, they will change it, they will
205   reflect on it, they will absorb it, then it will become more contemporary for the age group that is
206   engaging with it. Though I do my best to avoid the jargon language, maybe there is still… I learn from
207   the students in the lecturers, and I'm grateful that I can do so every year. I find it an eye-opening
208   experience to find more innovative, more contemporary, more cool ways to deal with them. At the
209   same time is how I can develop material to be solid. To not to be stagnant or boring, to make it more
210   interesting. Definitely, I learn by trying to take the challenge, but at the same time if they take the
211   material and try to project it their way, then definitely. And if they do [engage with the materials],
212   they need to be rewarded. I do it because of my passion, but they need to be rewarded.

213   I: Yes indeed. So one of the nice things about them, although evidently your student didn't
214   communicate with you, was that [S1] actually comes from a [discipline] background, so she was
215   working on your [discipline] materials. So there was a disciplinary linkage there, although she wasn't
216   directly in your course. Do you think it would be better to have students who are in your
217   discipline…?

218   S1M2: No, absolutely not! Because I mean, we are living in an inter-disciplinary world, and when it
219   comes especially to me, I work with colleagues in [various Humanities disciplines], a whole lot of
220   things. So, most of the time, students who are really good in our field are students who are oriented
221   to the different disciplines. We don't want students who have a kind of one-track mind.

222   I: Absolutely.

223   S1M2: And [S1] was a lovely person, if it's the same person I met before.

224   I: Yes. The final question then is if we had described a different kind of project, if we had come to
225   you and described the process and just said, 'wouldn't it be great if you took these materials and
226   perfumed copyright clearance and all the other changes necessary, but we're not going to help you,
227   we can't offer you any time, we're just raising awareness'. Would that have been an incentive or a
228   disincentive?

229 S1M2: I would say in the medium and long term, disincentive. On the short term, it depends, not all
230 scholars like teaching, not all teachers are good scholars. I think the link is the passion. So, passion
231 cannot depend on a project.

232 [missing segment]

233 S1M2: Also, I've been engaged in forms of Open Access in teaching for a long time. When I was in
234 Egypt, I was very involved in online education.

235 I: I'd love to hear about that.

236 L1M2: Yeah, it was global classes, and web conferencing, before coming here. But here, because of
237 the technology, and because I honestly felt that… well, I personally have many contacts that I can
238 work with. But, we talk about South Africa, the southern gate of Africa, and we are not connected
239 enough, and IT can become our platform to make students more aware. That's something that
240 needed more people to get involved. Because I can make sure of the quality of the content, I can
241 collaborate with colleagues in other countries, but it can definitely be a waste of time. I've had
242 conversations with colleagues for six years, but because I am the one who always has to make sure
243 of the compatibility of the technology... I mean, I can't.

244 I: It's not what you do.

245 L1M2: No.

246 I: You're an educator and a journalist.

247 L1M2: There are many things that to emphasise your point, there are many things that can be done
248 with technology, but we don't utilise what we have.

249 I: I'd like to talk to several people in the department and see if they can maybe talk to you in the
250 future.

251 L1M2: Yeah! I mean, I had web conferencing, I had a network of 49 universities before I came here.
252 We used to have lecturers, and workshops and discussions with America, European and Arab
253 universities, but here it was… there are partners, there are interested, they keep asking me all the
254 time, but I have to tell them 'here they are not interested, there isn't really the support, and so I
255 can't enter this kind of relationship… because I can't worry about the technology, I am very familiar
256 with the technology, it's easily learned, but you still need help from the institution.

257 I: Let me take this to some of our departmental meetings, because we do have some people who
258 can provide that sort of technological support so you don't have to do that kind of work. Just as an
259 idea, if you're interested.

260 L1M2: Yes! Absolutely.

261 I: Fantastic. That is everything. Thank you so much, [LecturerS1M2].

262 L1M2: It was a pleasure, and I hope I was able to answer all your questions.

1 Transcript – L3M1

2 I: For the record: do you consent for this interview to be recorded?

3 L3M1: I do.

4 I: Fantastic, thank you. Right so the purpose of this interview is try and determine what value, if any,
5 student participation has in advancing open education at UCT. Taking teaching materials and putting
6 them online, performing all the changes and editing required, takes a lot of effort, as I'm sure you
7 know. And lecturers of course are absolutely swamped in all of their other work.

8 L3M1: Yes.

9 I: And so, while some lecturers might be interested in contributing, they lack the time to do so. I'd
10 like to start with a baseline to see what involvement in open and online education you currently
11 have, and how teaching materials are produced and communicated about in the department. Would
12 you say you are a strong or involved user of Vula, as a system?

13 L3M1: Yes, I would say that I use it quite a bit.

14 I: And then, what are the main ways in which you use it?

15 L3M1: I mostly use Vula as an announcement platform. I use other platforms for putting up the
16 information I produce for students. But I use Vula for the courses I teach, using the announcements,
17 and also checking the chat sections to see if there are any major problems and then to put resources
18 as well.

19 I: What other platforms do you use for putting up education materials?

20 LSM1: I've been involved in setting up a mathematical blogging platform called MathemAfrica. It was
21 initiated last November a the African Institute for Mathematical Sciences, along with people from 15
22 other African countries, and we decided it would be a useful idea to set up a mathematical blogging
23 platform where anybody in Africa could write mathematics in any language they wanted. Since
24 setting that up, I've been pushing to get other people to write. I got a few people to write, but I
25 found it would be a useful platform for me to put up any material I write. So basically after every
26 lecture I give, I put up a blogpost which goes up with the notes for that lecture, to allow students to
27 go online to see the notes and to comment if they want to.

28 I: Wonderful! I believe that answers the next question, which is whether or not you are engaged in
29 any forms of open culture, which obviously you are. But the other 'opens' – open science, open
30 source software, open access publications – do you know of these?

31 L3M1: Sure, so certainly in my research I use OA publications, and I've done a lot of online courses in
32 Coursera and Udacity, do I'm actively involved from the other end, from the user end, as well.

33 I: Fantastic. [S3] did say that you were involved in open source software…

34 L3M1: Well, not software so much, though I do like to put code up when I write a programme in
35 Mathematica, which I think will be useful for the students, then I do tend to put that up as well.

36   I: So for the MathemAfrica project – were you using any other sort of social media or online
37   education before the project began?

38   L3M1: No. So, currently, we use Facebook to promote MathemAfrica, but not apart from that, Oh,
39   and Twitter.

40   I: And then one of the biggest bugbears of this whole system is the question of licensing and
41   intellectual property. Do you feel you have a decent understanding of these concepts.

42   L3M1: I think so. My take on it is that I want this to be as open as possible, so, in a sense if I create
43   something then licensing isn't really an issue. I want people to know they can share and use this
44   information however they want.

45   I: Yes. And then you just signify that… well the platform already is open.

46   L3M1: So it's not open in that sense… its open in the sense that people can view it, but in order to
47   contribute to it, you can write comments, but to write on the platform itself you need a username
48   and ID, and it needs to be ratified by the group of people who organised this.

49   I: Thank you so much. So the second question is about how you develop materials, just generally. Do
50   you have set times of the year, day or terms which you set aside for developing new materials?

51   L3M1: Often over weekends. So most of my weekends are taken up with writing lecture notes, and
52   those lecture notes are the blog posts. So I wrote the course notes for this course 2 years ago now,
53   first time when I wrote it, and then I'm adapting those for the blog. So generally my weekends are
54   taken up with adapting older notes and materials into post form.

55   I: So you wouldn't say that UCT provides for set periods of time that you can use?

56   L3M1: Not specifically.

57   I: Not in a systemised way.

58   L3M1: No, though I think I arrange my time… I mean one of the nice freedoms of academia is that
59   we can arrange our own time to be flexible with our time, so there is nobody that says you must do
60   it a t this time," so I choose to do it over weekends.

61   I: And in developing these materials, do you talk with other colleagues in the department, or
62   international colleagues? Do you ratify or bounce the ideas off anyone else?

63   L3M1: Generally not in the writing-up, though I try and spread the word about them and say people
64   should be using these as well, and I try to get people to leave comments on the notes themselves,s
65   generally from students rather than lecturers. I also set up competitions for the students to find
66   mistakes in the materials, and, for instance, over the half-term period I sent the person who found
67   the most mistakes a little surprise.

68   I: When developing these materials, do you generate them entirely yourself, or do you use other
69   online resources, or textbooks, or notes shared in other spaces?

70   L3M1: I link to a lot of other spaces, um, a lot of the material or the ideas of the material comes from
71   one particular textbook, but I use a lot of other resources as well, but I like to link. For instance if I
72   found a particularly useful video, I'll link that to the end of the blogpost. So yeah. I use a lot of
73   different materials.

74   I: And you find the majority of these extra resources online?

75   L3M1: A lot of them are online, yes. And I ask students to tell me when they find them as well, if
76   they find them particularly useful. They don't tend to do it much, but every now and again I'll find
77   something useful to read through.

78   I: Occasionally yeah. And maybe you won't be able to ask this question, but within the department
79   as a whole, is there a culture of making materials available, through whatever platform? Internally
80   through Vula, or externally...

81   L3M1: There isn't currently, but my plan for next year is to set something up at least, that all those
82   teaching first year will be sharing materials.

83   I: Fantastic. Pease contact us by the way if you need any support in setting up any of these, because
84   we do those kinds of things.

85   L3M1: Okay, oh really? Absolutely, that would be great. So, I had a chat actually yesterday with
86   somebody and we agreed that it was ridiculous that there were so many people who were teaching
87   the same thing; you know, there must be literally a dozen lecturers teaching basic calculus, and we
88   all come up with our own materials, and that seems balmy. So absolutely, anything you can do to
89   help would be wonderful.

90   I: Yes, please do contact us. So onto the [L3M1 course] materials. I was overseeing a group of
91   students, from different disciplines - politics, economics, sociology, etc., and a lot of them had
92   different kinds of materials to work with which required different kinds of intervention - some were
93   adding references, some providing context for materials that were designed for a classroom
94   environment and didn't translate well to an online environment. Can you remember what kinds of
95   changes that S3 did to the work?

96   L3M1: So I never actually saw the work.

97   I: Okay?

98   L3M1: I don't think. He took the material away, and I really never heard anything after that. I don't
99   actually know what form they are in now.

100   I: But that didn't particularly bother you, or would you have preferred more…

101   L3M1: I would have liked to go over it, but it was his project and I was happy to let him do that, um, I
102   didn't want to take on another responsibility for checking what was going on there.

103   I: It's a big responsibility, since it's a lot of material.

104   L3M1: Sure. And I'm well aware that there are mistakes in there, that students find year-on year,
105   and I hoped that he found the, but i wasn't going to spend another how many hours going through
106   and checking myself.

107   I: He did in fact say that the only changes he made were minor grammatical errors.

108   L3M1: There are certainly mathematical errors in there too, I'm aware of, that students that have
109   flagged.

110   I: But you have a system there for dealing with those already. The ones that students have flagged, I
111   mean.

112   L3M1: I get the students to email me, and they get some bonus of some form, if they find more
113   errors.

114   I: That's such a lovely idea. More lecturers should do that <laughter>. So you weren't particularly
115   involved in the process. This may then be a strange question, but what about the process... or
116   perhaps about the vent, rather than the process, do you think was the most valuable?

117   L3M1: So to be to honest because I had so little interaction, I wasn't involved with the process at all
118   other than handing it over, and then discussing it very briefly.

119   I: This in fact is your material. So it's had 700 views, 2 a day, since it was launched, with a very high
120   rate of people actually clicking through to the resource itself. It's an unusually high rate, especially
121   given the short amount of time that it's been out there.

122   L3M1: Really? That's great. How did people get to know about this?

123   I: So this is open in the sense that it's indexed by Google directly. There's no login or anything
124   required. It's not directly advertised or pushed, it's just there. But because it is linked up to all the
125   major search algorithms, it gets pushed up quite quickly when it's searched for and found.

126   L3M1: Okay, nice.

127   I: And, I'll definitely go and check out the blogging site...

128   L3M1: Yes, please do. And if there's any way you can link to that we're really interested in steering
129   people towards the blog. Or indeed if you know people who might like to contribute. We're looking
130   for people who are interested in putting little articles or making their lecturer notes open, we'd
131   welcome that.

132   I: I know several postdocs in the University of North Carolina who I'm sure would be interested.

133   L3M1: So, we're looking predominately for people within Africa, but if they have some African
134   connection...

135   I: They're all African expats, if that helps?

136   L3M1: That's certainly good, we're looking to get especially people whose first language isn't English,
137   we'd love to get this as multi-lingual as possible. We're looking for more African languages. So far

138 we've got a Xhosa post on there, we've got a sePedi host, and we're looking to branch out and have
139 the whole platform itself in multiple languages as well.

140 I: The Open University of Africa is a massive OER portal and they are connected... they primarily use
141 English, French and Portuguese as those are the most spoken languages, but they also have a lot of
142 material in Swahili as well.

143 L3M1: Please, I'd love to find out more about that.

144 I: They also run really good conferences. Education is their prime focus.

145 L3M1: That would be great as well.

146 I: So these will be a bit of a stab, given your relationship with the process was quite hands-off, but if
147 a different student came to you with the same request, but the student was outside of your
148 discipline, would you feel equally comfortable with a student outside your discipline?

149 L3M1: Yes. I would need to give disclaimers about the quality of the material, but otherwise
150 absolutely. I would want them to be available to anyone who wants to be able to us the… and that's
151 independent of discipline. But they would need to have the caveat that there are plenty of mistakes
152 peppered throughout, and I have not spent a long time going through checking because there are
153 200 pages in this set of lecture notes.

154 I: Right, yes. And then, would it be fair to say that the level of qualification of the student wouldn't
155 be particularly relevant?

156 L3M1: Well, I wouldn't say it wouldn't be relevant. So, of course if it was a mathematician, or
157 somebody who has studied maths, that's certainly relevant, but it wouldn't necessarily mean that I
158 wouldn't let someone else have the notes if they weren't in maths degree.

159 I: So subject knowledge would be valuable, it would be more of an incentive.

160 L3M1: Exactly.

161 I: Fantastic, great. If a completely different project had come up to you, which you've demonstrated
162 knowledge about already, and said "wouldn't it be great if you took these materials, and these are
163 some resources to help you, and cheers" - they provided no support, aside from information on the
164 process, would that still have inspired you to do the work?

165 L3M1: If it seemed like a useful portal, if I had already written the notes... I think I wouldn't have
166 written the notes for a portal outside of my work, but having already written them for my class, I
167 would have been happy to put them up on as an online resources.

168 I: Would you have gone through the same process of checking the changes the students did make...

169 L3M1: So, since I don't really know what the process was, it's difficult to say whether or not I would
170 have been willing to put in the same effort…

1 Transcript – L4M1

2 I: Just for the record, do you consent for this interview to be recorded?

3 L4M1: I do.

4 I: Fantastic. The purpose of this interview is just to get a sense of your role in Open Education and
5 [Department A], how they engaged with this. And more specifically the use of student adapters in
6 the process of making materials available. So I'd like to start with asking you a few questions about
7 your own sharing practice, and your creation of materials, how you go about that.

8 I: So to start off, where you aware of any sort of Open Education before the project began?

9 L4M1: Any sort of what education?

10 I: Open Education.

11 L4M1: Um, no. As far as I knew, it was just educational materials, online. I guess then technically yes.
12 I'd done a lot of English teaching, and a lot of the materials we'd used were open source materials,
13 such as lesson plans and other materials, that I would then use. I wasn't aware and don't think I
14 used, in terms of my [discipline], any sorts of online or open-source stuff.

15 I: And had you seen any other kind of online education things, like TED talks, or MOOCs, or any of
16 that kind of stuff.

17 L4M1: I've seen TED talks, I've watched for my own interest, but I've never used a TED talk in a
18 lecture or a tutorial. They're too long.

19 I: Thanks so much. First of all, do you remember this project?

20 L4M1: I had to find my notes form the proposal to refresh my memory.

21 I: Yes, doing an interview three years after the project finished was possibly not the best strategy!

22 I: So, this project was in 2013. Had you shared, and by sharing I mean any kind of sharing, any sorts
23 of teaching materials before the project had begun?

24 L4M1: Yes, so the first set of materials were [S4M1]… so I've had four to five separate OpenUCT
25 grants…

26 I: Through [CILT staff member]?

27 L4M1: Yes. A couple were to redevelop the [S4M1] materials, some were for what we call the
28 "fourth lecture", kind of like [S4M1], but for the higher level students, second and third year
29 students. What else did we do… oh, the other one was for a writing course, an English grammatical
30 course as well. We took full advantage of the money that was available.

31 I: So, it was a sort of a capacitating agent for a process you were already going through.

32 L4M1: Yeah, exactly.

33   I: Who do you see as your core audience for these open materials, who do you really want to engage
34   with them?

35   L4M1: Online?

36   I: The open materials, yes.

37   L4M1: To be 100% honest, our point of going through OpenUCT was to get the funding to change
38   the materials for our students. I did think and I think I said it in the proposal that they are great
39   resources for people in Humanities and who want to start up their own programme, but to be
40   honest that was a secondary feature. I wasn't doing it to provide for other students to do this, it was
41   more that we wanted to refine our own materials in [Department A], they're offering money, and all
42   we have to do is put them online which we had no issue with, so we did it.

43   L4M1: But I mean ideally the people who would use them online would be people who are running
44   materials people who are part of the education development unit, who are in charge of that can
45   then use it and adapt it. But when I was part of what I think now is the [academic support unit], I
46   told people about these. And they were quite impressed with how structured our lessons were, and I
47   told them "look it's all on OpenUCT" you can download it. And I did ask if anyone downloaded it, and
48   I don't think anyone did. I think it was almost kind of a… like, an ownership thing, something like
49   "these aren't ours, they're from [Department A], we want to make out own thing". And they could
50   be fairly easily adapted, but maybe they thought they could do it better, or maybe they thought that
51   these weren't suitable for what they did.

52   I: So the core audience was really your own students, and all of this was additional value, but not the
53   core purpose.

54   L4M1: Exactly. The core audience was out own students, and if other people could take advantage of
55   them, that was additional.

56   I: And this was aimed at first, second, possibly some third-year students, that was the range.

57   L4M1: Yeah, [S4M1] was just for first year students, it was very basic, really for people who came
58   underprepared, that's what it was for.

59   I: Fantastic. You mentioned that within the ADU group, they were not reusing the materials. They
60   saw them as valuable but they didn't reuse.

61   L4M1: In the year that I was involved, when it was formalised, there was funding, but as far as I
62   know no-one used it. But I know they have continued, the person who took over me as the [support
63   unit] programme officer in [Department A], she still uses them, she might have tweaked them, but
64   they are still in use.

65   I: I was going to ask, have you looked at them, their performance in the repository?

66   L4M1: In terms of use as in whether or not they helped students grade?

67   I: Unfortunately the metrics aren't quite as advanced as that, yet…

68 L4M1: I actually did a, before I left, the HoD wanted to know, "is this working", so I did a very quick
69 probably very un-academic study, and basically the marks before and after, I tried to control for the
70 group that was in [S4M1] and the ones who weren't, and the number weren't positive. The numbers
71 were basically saying there was very limited growth from them. So quantitatively, it didn't seem to
72 work. Qualitatively, students said in their evaluations that they loved it. They found the materials
73 very helpful, they found them easy to use, and our reason for using OpenUCT to change it was the
74 first materials were very dense, text-heavy, they were two tutorials at once and the timings didn't
75 work. So we decided to split them up, we wanted to have a teacher's manual and a student manual,
76 so the student manual would only have materials useful for them, like open source cartoons. We
77 tried to make them a bit more exciting.

78 I: In terms of who actually did the work, in the development process, so from our side [S4] and [S1]
79 were the adapters… do you remember who you worked more closely with?

80 L4M1: [S4] and [S1] were both, sort of… I was supervising, but they did the work all themselves.

81 I: In conjunction with the other tutors, or…

82 L4M1: For that one, it was just [S4] and [S1].

83 I: And did you have a sense of what they did, in terms of opening up the materials, as opposed to the
84 pedagogical development side of things, the other things needed to make it into an open resource.

85 L4M1: I couldn't speak to whether they did stuff on their own… we had several sessions before they
86 started working, kind of going over what materials we had, what we did and didn't like about it, and
87 how we wanted to change them, I was kind of going off my previous experience of teaching
88 [Department A] but also of teaching English, and trying to kind of use that to structure these ones.
89 To work on lesson plans for each, and to use those lesson plans to develop the new materials.

90 I: Because the materials were very carefully crafted, if I can put it that way. The design was very
91 evident, even to someone who didn't… I mean I'm a Humanities graduate, with very little knowledge
92 of [the S4M1 discipline], but I could see the way in which the materials were carefully constructed.

93 L4M1: Yeah the goal wasn't to… I mean some people disagreed, but the goal wasn't to make it an
94 extension to make it an extension of the tutorial, wasn't to be for [Department A], it was there to
95 provide skills that students needed, and one of the things we wanted to get away from was this idea
96 of an interchangeable thing. We wanted to have a clear differentiation between the mainstream
97 departmental tutorials, and the [S4M1] tutorials. And I know a lot of other departments who maybe
98 blurred the lines between the two, and that was kind of the point of that, we wanted to make sure it
99 wasn't, that they were carefully crafted, so this is where we're developing these skills, using
100 [Department A] as a base for familiarity for the students, but you were there to learn specific skills
101 on essay writing or connector words, you're not there to learn about what Plato said, that's for
102 regular tutorials.

103 I: Fantastic. These materials are quite agnostic in their approach, as you've been saying. Was there
104 ever any concern that these might come under negative criticism?

105 L4M1: What kind of negative criticism?

106   I: That someone who saw them on OpenUCT might say that these materials are, in whatever fashion,
107   inadequate?

108   L4M1: I don't think we worried about that too much. There always was sort of negativity within the
109   department regarding [S4M1], there was when we were writing them, and there still is today. I
110   haven't been there for a year, but it was very difficult to get money from the department to do this
111   for example, which is another reason why we had to go through OpenUCT. So as far as whether we
112   were concerned about criticism, well, we were kind of like "who cares?" We know that people are
113   going to criticise, some people are maybe not going to be happy about this, but we think this is
114   valuable and we want to improve the programme so we're just going to go ahead with it.

115   I: And the nature of the materials themselves didn't really lend themselves towards criticism, these
116   are universal skills.

117   L4M1: Yeah exactly. The skills were something that could help not only in [Department A] but in any
118   subject, so that was the goal of it, not to improve your [Department A] mark but that in second and
119   third year people would remember how to do [essay writing] because they learned it in [S4M1].

120   I: Sure, sure. Can you give me a sense of the role of the department? You mentioned that there was
121   some difficulty in getting funding, and that maybe not everyone thought it was valuable? Was this
122   an individual or small group decision, or was it a departmental decision that had internal conflicts? If
123   that makes any sense?

124   L4M1: There is a lot of politics in the department. There was a huge amount of it within the
125   department, and a lot of it came down to this project. There was myself and another student named
126   [L1M1] and we were in charge of the ADU. The HoD at the time was [redacted] who was fully behind
127   us, whatever we wanted, she would give it. She gave us a little bit of funding, but mostly we knew
128   that if other professors or lecturers were like "what are these guys doing" she would have our back,
129   [she would support us]. We didn't have to deal with them, she would deal with them. We would go
130   to staff meetings and such, we were really involved in the department.

131   L4M1: In 2014/2015 that changed to [redacted]. He was very lukewarm towards the idea. He didn't
132   really want to do it. So all this work we had, all the writing we had in terms of the fourth lectures,
133   they're gone now. All the work we did, all the OpenUCT materials have been set aside, they refused
134   to fund it. [S4M1] is still there because it has Faculty funding, but there's no support for it.

135   L4M1: For the life of me I couldn't understand why we would get this kind of friction or negative
136   feedback. We're doing them a favour, we're trying to help their students write better essays, and are
137   better at their work to make it easier for them when they mark! But it was clear from them that they
138   didn't really care. And that was really tough.

139   I kept a low profile and just tried to get along with the work, but [L4M1] was much more… she
140   pushed, and really pushed for funding, and said things that I said "I don't think you should say that."
141   And she's still there, she's doing her PhD, but she's really been pushed out of the department. She'd
142   in a different department, the [redacted] department, and she's really a bit of a persona non grata
143   for really pushing to do stuff that would help students that need that help! So it was a really
144   interesting time.

145 We wouldn't have been able to do, to make the changes we did, without the help of OpenUCT's
146 funding, because we got nothing. We also used it to pay for our time, because we were putting 20
147 hours a week and the department wouldn't even say 'thank you'. So OpenUCT was really a bit of a
148 godsend, not only did we get to improve the materials, but also to pay for our time.

149 I: And the department wasn't funding you, or investing much of their time even, so they provided no
150 support but at the same time they were still passively-aggressive against the project.

151 L4M1: Yeah.

152 I: or at least, making things difficult.

153 L4M1: There was still benefit, even when [S4M1] became a separate course code, one of the
154 lecturers became the convenor. He had no idea what was going on but he was the convenor. It was
155 good for him, because by the end he had eight to twelve courses which adds up to move up the
156 ranks. When as a matter of fact, I was convening the course but I didn't get any credit. It was an
157 interesting time.

158 L4M1: I mean I don't regret it, I enjoyed my time in the department, but it still boggles the mind at
159 the kickback we got for trying to make it better for the students.

160 I: That is very interesting.

161 L4M1: One of the reasons why I no longer work in the department.

162 I: It's not unique but that is surprisingly bolshie reaction.

163 L4M1: Another person is [redacted]. She's always been fantastic and supportive of us, and she
164 always said one of the hardest things was dealing with the [Department A] department, because
165 people would say "I don't want to do that". It costs you nothing, I have found funding, I will pay for
166 it, in my own time, and they'd be like "no, I don't want to do it."

167 I: Absolutely bizarre. <laughing>

168 I: Part of the process that [S4] and [S1] did was to go through a copyright clearance process, to go
169 through the materials and check for any third party materials, check their licensing, swap out or give
170 open-source alternatives for them. Did you engage with them about that process? Who drove that?

171 L4M1: I don't think I ever emailed them and asked "what's the deal with this?" I think they sent us a
172 document that explained the different levels of copyright clearance, especially when you uploaded it
173 onto OpenUCT it asked what licence you'd like. I think that was the first time I thought "what does
174 that mean" and I had a quick look and then just chose the full, you know whoever wants to use them
175 can use them. I tried to think if there was an advantage to restrict them, and I thought "not at all, it
176 makes no sense to say only some people can access it" so we just [chose the most open licence].

177 I: Going through the licensing, the particular differentiation between them, would you say it doesn't
178 particularly interest you?

179 L4M1: Yeah.

180   I: It was the sharing that was important.

181   L4M1: It was the sharing yeah. I mean for us, if you're sharing something, you might as well give it to
182   everyone, to as many people as possible. The least amount of hassle to actually use the document.

183   I: Are you aware of copyright as regards to the internet?

184   L4M1: To be honest, no. I don't really have much of an opinion on it either way. If someone wants to
185   use my work, within reason, they can, and I've used things that copyright people would say "you're
186   not allowed to use that." It's only fair.

187   I: Assuming you were still thinking of an academic career, would you say sharing your materials is
188   either part of your responsibility generally or as a career-enhancing mode, specifically in regard to
189   sharing online?

190   L4M1: You mean not just in terms of teaching but also in terms of materials that are published?

191   I: More just in terms of teaching materials, things you'd use in the classroom or tutorial
192   environment.

193   L4M1: Um, yeah, definitely. I think the thing with academia is that, unfortunately, that teaching is a
194   secondary… that your job is to get published. Of course I want all of my work to be on the internet so
195   that people will reference me, but teaching wise… no-one really seems to care, at least at university,
196   where you got your stuff from. So I used it for examples, to see how people taught subjects, trying t
197   take ideas from what they did to enhance my own lecturing or tutorials. Really I think anyone who
198   wouldn't do that… it's an odd move to me because you'd have nothing to use. The more people who
199   share ideas… for me it goes back to me doing TEFL (Teaching English as a Foreign Language), we used
200   to get together with other teachers at a bar or after work and compare ideas of how we taught, and
201   we would share materials and resources. Because in the end if someone also teaches well, it doesn't
202   make me look bad, it just means that if I give you something and you give me something it just
203   makes everything easier. So it really makes sense at university level to say "here's how I taught this, I
204   have difficulty with this" and then you have a discussion. That's how you become a better lecturer or
205   teacher.

206   I: Fantastic. Thank you so much, it's been very interesting.

207   L4M1: Tell [L4M1] I said hello. I know she also taught the fourth lecture, she should have some
208   perspectives.

209   I: Will do. Thanks again!