Speaker 1

How do you use technology now?

Speaker 2 (Professor Wendy Moyle)

Perhaps I should talk about myself, and then my colleagues, because I use technology slightly different to my colleagues. So, a lot of my research is about robotic animals, so basically using them to work with people with dementia to get them to communicate, and so I have to be very aware of the technologies, and so employ somebody to help me with the language and overcoming some of the barriers that I have in my research.

Speaker 1

How do your colleagues use technology now?

Speaker 2

My colleagues, I would say use technologies in a number of ways. We’re mainly clinicians, mainly nurses within our centre, so we do different things, like one of my colleagues will use intravenous catheters so they’re part of a technology to engage people’s fluid intake, for example, or antibiotics. Other colleagues would mainly use things like pressure devices for wound healing, and then of course we all as academics use technologies to communicate, so the normal things – smart phones, email, telephone, iPads, all of those things.

Speaker 1

How do you think you and your colleagues will be using technology in 2020?

Speaker 2

I have my own vision, but my vision is probably quite different to other people. So I work with people across Europe and in Japan, and one of those people has invented a clone, of himself. I would love to be able to do something like that, where I could send the clone to work; I could then work at home and get through twice the amount of work that I currently do.

Speaker 1

What core skills will learning and teaching academics need in 2020?
Speaker 2

Yes, in terms of accessing information and giving information to students as well. So, that’s the normal sorts of things I think we do currently, so in terms of email access, web based access, and I think academics are probably going to have better skills in terms of web design and web access.

Speaker 1

Will we still need a physical place to learn?

Speaker 2

I’ve often thought about this because I worked at Logan some years ago when it was seen to be the new technology centre, and initially we had students who weren’t on campus. I’m not convinced we can’t have a place to learn. I think the technologies currently in terms of things like web technologies, interfaces still aren’t perfect, and many students don’t like that type of interaction. They prefer to come in, and personally I tend to find that students need that interaction with others. Otherwise, it can be quite an isolated experience for them.

Speaker 1

Is the way in which students and research supervisors interact changing?

Speaker 2

Certainly, yes, I think it is. I think there’s a lot more group learning done, whereas in the past it would be traditional a principal supervisor, for example, would meet with an HDR student. Now you’re likely to see two supervisors with a student, or one or two supervisors with three or four students who are working in the same area, and I guess it’s about that interaction, new knowledge that they’re learning from each other, but also in terms of time. I mean we’re all time poor, so that’s also another advantage of that sort of supervision.

Speaker 1

Anything else you would like to add?

Speaker 2

Yes, many of my colleagues currently work in Queensland Health, or with Queensland Health, so they need to have really good communication systems, and what we’ve found currently is it’s quite difficult, different platforms, so we have difficulties connecting
together, particularly when you have groups of people across a number of campuses. So I hope that in 2020 we will have the opportunity to be able to connect easier with outside industry partners.

[end of recording]