Speaker 1

How do you use technology now?

Speaker 2 (Professor Graham Cuskelly)

The way I use it is probably increasingly mobile, in a synchronised sort of way as well, and I think increasingly sort of collaboratively as well, if, like the mobile obviously through 3G and wireless sort of networks. In a synchronised sort of way, using technology like Dropbox and cloud computing, and collaboratively I guess is through, you know, sharing files and moving information around amongst colleagues locally around the university, or across the country, or across the world even.

Speaker 1

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

Speaker 2

I guess it might be an extension of increasingly smooth sort of synchronisation across platforms, increasing sort of collaboration and, if it’s possible, probably even increasing sort of mobility in the way we sort of move. One thing I would sort of hope for, whether this happens or not, is a much more seamless capacity across different platforms to move files around and work more efficiently. There are still a few little glitches that I’ve sort of run into from time to time.

Speaker 1

What core skills will research academics need in 2020?

Speaker 2

I think the big one is being able to have a capacity to integrate greater volumes of research data and information. You know, there’s just such an increasing volume of material out there that we draw from, and you know, it’s been said before, of course, in terms of the information sort of overload, but it is real. It’s very difficult for people to keep up with the amount of information out there just in their own sort of area, and then if they look a little bit wider than their area, it just opens up sort of ten or 20 fold, so I guess it’s finding ways to work through the sort of volume of information, sift through what’s important, relevant, rigorous and useful to them, and be able to integrate that into their own sort of research programs and projects.
**Speaker 1**

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

**Speaker 2**

Working across various platforms, adapting content to be delivered in different sorts of modes. I think we’ve got an increasingly diverse sort of student body that we work with now, with different sort of learning styles, and from different cultural sort of backgrounds as well, which all will drive the skill set for teaching and learning sort of academic part of our job to be much more flexible, adaptable, culturally sort of aware of how we deliver content to our students.

**Speaker 1**

Will it still be important to have a physical place to learn?

**Speaker 2**

We certainly, as students increasingly access information in more flexible and remote sort of ways, but in the end, you know learning and teaching sort of processes are about people coming together in a physical sort of environment. Now the spaces that we have, like the mass lecture sort of idea is likely to disappear; it seems like a very old model, but look the space and form of teaching and learning spaces is likely to change quite a bit, but I think the need will continue to be there. I, you know, it’s a pretty fundamental need for human beings I guess to want to be able to interact face to face.

**Speaker 1**

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

**Speaker 2**

From my own experience of that, I supervise a couple of students remotely in the PhD program, so we use various forms of sort of technology to communicate effectively. It’s not possible to be in the same place on a regular sort of basis under those circumstances. You know, so things like Facetime and Skype and those sorts of things, which are not completely new sort of technologies are very useful and I think are getting increasingly easy to sort of use and can be used across different sort of platforms as well, so while we work with colleagues and students in various parts of the world, we have to be adaptable to different sort of time zones, so if you’ve got technology that’s flexible and can be carried around with you and used in that way, it gives you that flexibility to interact. So, it is changing the sort of relationship in the way that we work with the students that we supervise, for sure.

[end of recording]