

Appendix F – Interview summary table (n= 14)

Note: where the interview has been overwritten on the mini-disk the researchers notes have been used as summary material

Code/Name	Interview Date	Subject and year	Age	Interview Length	Technologies specifically mentioned and how they were used	Background context
1Im/Samir	10th May 2006	Economics: 1 st year	Not given	Interview overwritten	<p>Desk top computer and lap top (owned both) – word processing; saving and storing information; leisure activities; communication networking</p> <p>Internet - research and browsing, specific sites mentioned Investopeida, Wikipedia and Global Investor</p> <p>Web CT - lecture notes</p> <p>Mobile phone and text - communication with family and friends</p> <p>MSN - communicating with and classmates when working on assessments</p>	Samir considered himself as a bit of a computer 'buff'. He fixes PC computers in his spare time as a hobby and for paid work, consequently he is technical component and not afraid to use new technologies. Also considers himself as a bit of a knowledge source of how to access information for his course, noting that other students come to him to ask for references etc. So he was in active communication with a close circle of other students on the course. It was clear from how he talked about himself that he likes to learn along with others.
2Im/ Fabio	10 th May 2006	Economics 1 st year	Not given	22.17 minutes	<p>Desk top computer (university) and lap top (own) – word processing; saving and storing information; leisure activities; communication networking</p> <p>Internet – research and information</p> <p>Web CT – lecture updates</p>	Fabio is a Portuguese student who has lived in the UK for the last five years. He works during the day for Apple doing the inventory and audits online for the different stores. He had not carried out the LXP questionnaire, when interviewed and did not drop audio messages. Fabio described himself as an individual learner as he does not have much time to socialize or keep in touch with other students. He found technologies efficient in allowing him to bridgework and

						study life. He interestingly described how he cross-references internet sources with other traditional forms on information (e.g., text books and other sources) so as to ensure that the information is valid.
1n/Penny	23 rd May 2006	Medicine: 4 th Year	21	36 minutes	<p>Desk top computer (university and hospital) and lap top (own) – word processing; saving and storing information; communication networking</p> <p>Word - word processing and essay writing</p> <p>Powerpoint - presentations</p> <p>Internet – research</p> <p>Email – communication with friends and department</p> <p>ePortfolio - self-assessment</p> <p>CD ROMs - in previous years for anatomy</p> <p>Simulations - not used but has referred to sites, where simulations of x-rays have been used.</p>	<p>Penny had returned to university to study medicine and therefore was considered as mature student. Her interest is in becoming a general practitioner (GP).</p> <p>The SSC's (student selected courses – all medical students interviewed had just completed these assignments) Penny studies included blood taking, GP and stokes. Although she found the self-assessment method useful to use for her SSC there was no support or training in how to use it. Consequently she initially found it difficult to use.</p> <p>She considers that computers are fundamental to the medical students practice and profession. Penny did not have a computer before starting the course - because of the course demands and limits of computing resources; she decided to get on.</p> <p>Websites she refers to for her study are usually sites recommended by word-of-mouth rather than by the university. The only site recommended by the university is one from her tutors. She also refers</p>

						to the British Medical Association (BMA site) for guidelines and extra information, as well as Medicine Line, mBase, eMedicine, GP notebook, Patient UK and the NICE guidelines. For additionally points of interest refer to her discussions on using Powerpoint, the merits and disadvantages of medical training and the importance of hospital technical resources on training.
2n/David	23 rd May 2006	Medicine: 3 rd Year	24	38.10 minutes	<p>Desk top computer (university and hospital) and lap top (own) – word processing; saving and storing information; communication networking</p> <p>Email - communication</p> <p>Learning Support environment – aka their VLE for timetables, study guides, text questions, exam-setting plans, examine results.</p> <p>Website - research, specific sites noted used include GP notebooks, Patient UK, eBandelier (eJournals), Clincial.evidence.com; Kumer and Clarke online text book, NICE medical practice guidelines, Department of Health, British Heart Foundation etc</p> <p>Powerpoint - presentations and media integration (video and images)</p> <p>CD ROMs – in previous years for learning about how to examine people's joints</p> <p>ePortofilo – self assessments</p>	In addition to the general uses of Powerpoint, ePortofilo and Word, which like all the other medical students, David also used in the same way to carry out his SSC's, he specifically mentioned his elective on medical photography./ David choose this course to explore the use of the camera in visualizing medical practice. He also found the ePortofilo as good system but it was a bit like playing the 'medical learning game' in that you had to learn it to succeed in the professional but whether it was the most appropriate way in which to really capture whether doctors and hospitals where doing what they were supposed to do, he questioned.

3n/Brenda	6 th June 2006	Medicine: 3 rd Year	Not given	Interview overwritten	<p>Desk top computer (university and hospital) and lap top (own) – word processing; saving and storing information; communication networking</p> <p>Email - communication, especially with her supervisor</p> <p>Excel – data management</p> <p>Learning Support environment – aka their VLE for timetables, study guides, text questions, exam-setting plans, examine results.</p> <p>Website - research, specifically mentioned the Oxford Text Book of Medicine, Medline, Google and Wikipedia, NICE policy guidelines</p> <p>Powerpoint – presentations and creating A1 posters</p> <p>ePortofilo – self assessments</p> <p>CD ROMS – in previous years for psychology and neurology</p>	<p>Specific points Brenda raised during the interview related to how medical history has progressed and been influenced by digital and technical developments. For example she now draws diagrams on the computer as opposed to by hand. Consequently she considers technology to be integral to her medical practice and its development.</p> <p>However one of her major criticism of the profession she noted was the lack of standards across hospital databases and software. There are currently no standards within GPs or hospital data base services. As a result it's difficult to teach or prepare yourself for this as you've just got to learn or relearn on the job.</p> <p>Brenda also commented that although the Student Learning Environment (VLE) was really useful, it could be user better. The layout of the system was not ideal and accessing information can difficult – e.g., information is buried deep in the system, it's not the most effective user interface, the calendar system could be used better etc.</p> <p>She particular discussed how useful she found Powerpoint as a tool for preparing presentations and for creating posters, noting in particular its ability to integrate multi</p>
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4n/Gary	7 th June 2006	Medicine: 4 th Year	21	35.56	<p>Desk top computer (university and hospital) and lap top (own) – word processing; saving and storing information; communication networking</p> <p>Word - essay and presentation notes</p> <p>Internet - research</p> <p>Powerpoint - presentations, posters</p> <p>Email – communication with family and friends</p> <p>ePortfolio – self assessment</p> <p>HISS - hospital database</p>	<p>Gary studied maths and three sciences at A-level. He never used any technology for learning at his A-level, although he did have a home computer he did not use it for learning. Prior to university he had hand written all his schoolwork. It was not till University that he started to use technology everyday and for learning as a result he has had to teach himself how to use it. He spoke of how there is a lack of software training at university and that with very basic training you are expected to do quite sophisticated tasks. This means that some student's work can look better than others because they know how to use the software better. Despite this Gary considered himself to be quite techno literate and discussed the pros and cons of different software.</p> <p>Gary specifically discussed how used Word and Powerpoint to create posters and supplements. How he used the Internet for research, using specific sites such as mBase and medline and eJournal databases to search for articles. He used general search engines like Google to find general patient information and policy documents.</p> <p>Gary also discussed the issues of validating web-based information</p>

						<p>and how he prefers to use sources, which are peer reviewed by professionals in the field.</p> <p>In previous years he had also previously used CD ROMs, which he found really good for understanding anatomy and psychiatry.</p> <p>Note: Gary's quote on how technologies have transformed how he learns is worth noting and how he plans to use Palmtops, in his professional career.</p>
5n/ Annemarie	7 th June 2006	Medicine: 4 th Year	23	45.45	<p>Desk top computer (university, boyfriends and hospital) and lap top (own) – word processing; saving and storing information; communication networking</p> <p>Email - everyday communication with university staff and academic partners</p> <p>Open Office - word processing on her laptop</p> <p>Microsoft Office – word processing on other computers</p> <p>Excel – data management</p> <p>Powerpoint – presentations</p> <p>ePortfolio – self assessment</p> <p>Whiteboards – collaborative group work</p> <p>Mobile phone – communication with friends family only</p>	<p>Annemarie had a home computer for A-level but only learnt to use Powerpoint at University, while making online teaching materials for a Professor in her second year. Annemarie did not have considered herself a confident computer user before university but got more confident as the years at university went on. Reflecting on her years at university she discussed how she would not have been able to do an online search in the same way as she knows now. At A-level, she wouldn't have known where to look, what to access. She feels that each year at university builds her technology skills, many of which she'll use in professional life.</p> <p>Annemarie spoken in detail about the benefits of the VLE at her university and how it helps keep in touch with staff and university life</p>

						when on hospital placements. Similarly discussed the use of the email and list servers as a general way to communicate with a lot of people at one time, which is really useful for organising working life and social occasions.
1U/Jack	24 th May 2006	Computing Science	20	43.27	<p>Desk top computer (university and home) and lap top (own) – word processing; saving and storing information; communication networking</p> <p>Projector – beaming lecture and revision notes, watching films</p> <p>Email - everyday communication with university staff and academic partners</p> <p>Mobile phone – communication with friends and family</p> <p>Internet - for research, especially Google, Wikipedia, ZD.net and howstuffworks.com</p> <p>Lectures home pages – course material and links</p> <p>MSN – communication with fellow students</p> <p>Powerpoint – for revision</p> <p>Blogs – online diary, part of the course requirements</p>	<p>Jack had a home desktop computer, projector and laptop, which he bought in his second year. Very social learner, he discussed in particular how important it was to maintain face-to-face contact with other students and tutors so as to gain holistic learning experiences. Philosophical in his approach to discussing his learning experiences, he particularly mentioned how blended learning environments were necessary for creating the 'learning feeling'. He also discussed how you expected, when you pay to go to university, to meet tutors face-to-face and be able to learn from them in tradition classroom contexts as well as online.</p> <p>Prior to university Jack had only done science-based subjects at A-level, which did not require him to write essays. He found essay writing difficult when he came to university but other course colleague supported him and he learnt how to structure essays. He also found blogging to be easier than essay writing as it was</p>

						<p>required a different style, which suited him better – e.g., chunked bite sizes rather than long paragraphs.</p> <p>Jack also discussed the advantage of digital and virtual technologies for distance learning, particular in rural contexts, when people cannot always make it to the university. Plus, how technology allows for more interactive, multimedia based learning experiences, which he found suited him better than learning from textbooks, which he found less stimulating.</p>
Matthew, 2u)	24 ^h May 2006	Computer Science, 3 rd year	20	33. 29	<p>Desk top computer (university) and lap top (own) – word processing; saving and storing information; communication networking</p> <p>Internet - research, specific sites included Wikipedia, CNN.com, gamespot.com and ign.com (for games)</p> <p>Word Press - to create a blog</p> <p>MSN – communication</p> <p>Online video - for lectures</p> <p>Powerpoint – presentation</p> <p>Magee Net - learning support environment, general university admin and updates</p>	<p>Matthew’s main interest was in computer games and his blog and the assessments he choice to do reflected this interest. Matthew had also studied English at A-level and so had the knowledge of how to write an essay etc. He also supported the other students on the course who did not have this skill, to do their essays (refer to Jack).</p>
3u Finbar	24 th May 2006	Computing Science: 2 nd year (part-time)	35	43.01	<p>Desk top computer (university, work and home) – word processing; saving and storing information; communication networking</p> <p>Internet (broadband) - specific sites mentioned included Google; Wikipedia; cooperate sites e.g.,</p>	<p>Finbar was a part-time mature student he works at a major telephone systems company in Northern Ireland. The company is very supportative of CPD and many of his colleagues had previously taken the course at Magee.</p>

					<p>CISCO, Intel</p> <p>Blog - eBlogger used to create the blog he wrote for his course. Has also used Microsoft Blog tools to leave comments on other people's blogs.</p> <p>Computer programming languages - Java, which he learnt as part of the course. Also used networking tools (e.g., ping) to build networks.</p> <p>Email - used predominantly to communicate with other students and lectures</p> <p>Mobile phone and text - used to communicate with other students, spoke in length about using webtext (specifically o2 network), which is free to send text messages through the web.</p> <p>Lotus notes – (at work only) to communicate with US colleagues</p>	<p>In many ways the work that Finbar was doing informed the choices he made and modules he studied, all which were related to his working context (e.g., he choose to focus on VOIP, wireless communication etc). This meant that his study practically informed his working practice. He discussed how industry is continually changing and for him to progress at work he requires a degree and he is also thinking of studying for a masters.</p> <p>To 'stay ahead' in the area Finbar also takes regular work based courses – eg., courses with companies such as CISCEO.</p> <p>Finbar specifically mentioned computer and laptop at home, which he finds invaluable, especially when doing computer-programming courses; the blog and writing essays. He also just had Broadband installed in his home the day before the interview. He also works after hours on his study at work or in the library at the university, as he has four children, he doesn't like to take over the time he spends with them on work.</p>
4u/lan	24 th May 2006	Computer Science: 2 nd Year (part-time)	30	43.21	<p>Desk top computer (university, work and home) – word processing; saving and storing information; communication networking</p> <p>Internet - research</p> <p>Blog - eBlogger</p> <p>Computer programming languages</p>	<p>lan was a part-time student who also worked as a computing science lecture/tutor at a local college. Specific points of interest, which he discussed, related to the importance of the web and broadband for allowing computer</p>

					<p>- Java Email and MSN - communication Mobile phone and text – communication</p>	<p>supported distance learning. As he could not make it in to university everyday this was very important for him.</p> <p>Support from other part-time students was important and he was in close contact with Finbar (other interviewee) who as a part-time, mature student had a similar work-life situation to him. Together they discussed assignments etc and he found this an important support mechanism.</p> <p>Also Ian discussed the cost implications of traveling and mobile phone communication. For example the university was located near the border of two countries as a result he had to have two different mobile phones, one for when he crossed the border to go to university and one for when he was at home. This was the cheapest solution.</p> <p>As a teacher he discussed how it returning to being a student and provided new insight into his teaching practice.</p> <p>He also discussed the importance of peer learning as in relation to technology. As a teacher he noted how he couldn't always keep up with technical developments and you need to include students who know about the technology more than you do.</p>
1s/Belma	30 th June 2006	Applied linguistics for	25	Interview overwritten	Desk top computer (university) and lap top (own) – word processing;	Note: all the language students' interviews were conducted via

		<p>language teaching: (MA one year)</p>			<p>saving and storing information; leisure activities; communication networking Internet – research and browsing, specifically mentioned Google and Google Scholar, TD net to search online journals; Amazon to buy books Word – essay writing and word processing Excel – data management Whiteboards – presentation Powerpoint – presentation Dictionary and thesaurus Web CT – Blackboard; discussion forums (occasionally) USB – to transfer files CD write – to burn language programs from the televisions etc Photocopier – to copy relevant texts</p>	<p>Skype. This was the easiest way to conduct the interviews, which were carried out after the official term had ended and during the period the language students were writing their MA thesis. Belma discussed the basic technologies she used and had no real issue with them - finding them easy to use and not finding any faults with them. She specifically mentioned the use of dictionaries and thesaurus as been useful tools to support her work – both online and text based versions. She also specifically mentioned how she likes to discuss work with other course colleagues in particular her Turkish colleagues who was also interviewed for this study, Dzel. Both students lived together in the halls of residence and worked together on assignments. They used their mobile, MSN and landline internal hall of residence telephones to keep in touch. She found that Blackboard and the discussion forums support independent learning but did not actively contribute to them, instead preferred to read them. Belma also used the CD writer to copy programs, which she found useful for English language learning and used the online library system in the university to browse for</p>
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2s Dzel	30 th June 2006	Applied linguistics for language teaching: (MA one year)	24	23.45 minutes	Desk top computer (university) and lap top (own) – word processing; saving and storing information; communication networking Web CT - library searches; Microsoft Word – word processing and essay writing Internet - research and browsing, specifically mentioned Google Memory stick – file transfers Telephone and mobile- to communicate with friends; Powerpoint -presentation.	books. It was difficult to get specific details from Dzel about her thoughts on technology and it was necessary hto ask quite leading questions at times about how the technology might actually be supporting her learning. Interesting comments include her thoughts on Blackboard, plus differences between UK and Turkish media. For example, how she browsed it to read other people’s ideas but did not always write or post comments herself. A friend of Belma (other student interviewed for this study), the lived in the same halls of residence, w ere friends and studied together. She found living in the halls of residence really helpful to studying. When asked if she engaged in group work she noted that the course work was very individual, and that collaborative or group work carried out.
3s, Peizhi	30 th June 2006	Applied linguistics for language teaching (MA, one year)	22	39.42 minutes	Desk top computer (university) and lap top (own) – word processing; saving and storing information; communication networking MSN, ICQ, Skype – communication with friends and family and also to collect data for her thesis SPSS - analysing data for her dissertation Word – word processing, essay writing	The interview recording originally, not very high quality so difficult to transcribe. Originally from China, Peizhi came to the UK to study linguistics for language teaching. Previously she had completed her undergraduate in English and her plan once her master studies was to apply for another scholarship to continue studying linguistics in the UK. If this were not possible she

					<p>Powerpoint – presentations Blackboard – discussion forums, lecture updates etc</p>	<p>would return to China and teach. She currently lives in the student halls of residence where she finds the technological access (landline, broadband) very 'satisfactory'. MSN and Skype are central technologies, which she uses not only to keep in touch with family and friends but also to collect data from Chinese students for her dissertation. She considered MSN as very important and enabled her to carry out her work and studies. This was of interest as was her daily blog, which she wrote about the experiences of the course and life in the UK. She spoke in detail of the differences between studying in China and the UK, and the difficulties she experienced as well as the benefits of studying in a foreign country.</p>
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