1. Date Transcribed: 06/06/2021
2. Interviewer(s): Cathy Gibbons

Respondent(s): Matilda

**INT: Yes, that's why we like it so much.**

[0:00:02.7]

RES: Yes.

[0:00:04.2]

**INT: So, I don't really know anything about your background Matilda and your career, how you came to be where you are now, could you fill me in?**

[0:00:18.0]

RES: I have a very messy work history is how I usually try to start explaining it. So, my PhD was originally in English Literature and I did that a very long time ago. I think I finished in about '96 and I worked for about 10 years as a casual lecturer in teaching courses in university courses in literary studies and cultural studies, film studies, gender studies, a whole range of things, a bit like a university relief teacher I like to think now, I tell myself that I was as the forefront of the academic precariat and gig economy which is not a good thing. So I didn't have any words for it back then. So after, then I decided to train as an English Language teacher and I worked in that field for seven or eight years and working mainly in, with people who are preparing their IELTS test to enter university was where I kind of ended up in that area, so academic English and then alongside all of that I did quite a lot of academic editing. So, my first job when I finished my PhD was actually on an academic journal, I was a sub-editor there. So I then did freelance editing alongside it so quite a mix of things along the way and then in 2008 I saw a job to work with international PhD students at Australia University where they had a course running for the first semester to help PhD candidates settle in and provide a more structured background. [0:02:30.9]

I've been working in doctoral education since then so at Australia University in a range of roles, originally it started, so first of all I was working with those international PhD candidates, then I got involved in supervisor training and I was kind of moved across to work with the local PhD candidates and a series of different contracts in and out in various you know, messy combinations of things and then that finished at Australia University and I moved to another Australian University in 2019 so, where I continue to work with PhD candidates, running workshops and also they've sort of started up a new supervisor development programme at this Australian University so I'm also involved in that as a smaller part of my job. So, quite a lot of different things really but I think it's that mix of being quite used to working in universities and also with the language stuff, the language teaching and the editing came together really very well in this space I think, I think that skillset is really useful as a researcher developer.

[0:04:12.9]

**INT: So, you do research as well Matilda?**

[0:04:16.6]

RES: Yes, yes so the job at Australia University was always as an academic position so that in Australia that usually means 40 percent teaching, 40 percent research and 20 percent admin, I don't know how you'd separate the admin from the teaching side of it but so there was opportunity for research in that role. And I remember the first time I started thinking about research projects, I was teaching with my colleague, we used to run supervisor workshops together, and I remember the first time we ran one on intercultural supervision and I remember looking around the room and thinking this is not really making any sense because everybody in this room is from some other country and it's not just the PhD students that are from other countries, it's the supervisors too. And, when I talked to him about that afterwards we decided to set up a little project to start looking at that and that's how I learnt about doing research in education which was very different from literature and cultural studies type of research. So, it felt like very much like moving into a completely different discipline.

[0:05:44.4]

**INT: Tell me more about that, yes that kind of learning experience of the differences of research in the two different areas.**

[0:05:53.9]

RES: I had a very strong impulse to ignore everything I had learnt as a PhD candidate and attempting the years of working as a casual university lecturer, so I was very bitter about and very disappointed about how that panned out. So, when I left universities to work as an English Language teacher I swore I would never set foot on a university campus ever again. So I started doing, so when I started the research I was trying to learn the discourse of education and understand research methods in education which I had never come across before and I was trying to ignore everything else I'd learnt about research and I think it was when another friend who was also doing a similar role at another university, she said when we were looking at some data and trying to make sense of it and she said, 'But why don't you use what you already know?' and so bringing those sociocultural theorists into the space of education research and at the time, when she said it I just resisted it and then soon after realised actually she's completely right. So, it seems to me that quite often when you, it's almost like inter-disciplinary research to take a lens from one field and apply it in a new place is a nice way to make sense of what you're looking at, so I think I started using a few cultural studies approaches.

[0:08:06.5]

**INT: Have you got any examples Matilda?**

[0:08:07.9]

RES: Yes, things like Homi Bhabha's work in the third space and subaltern studies was a useful way of thinking about learning how to operate within the new culture of research, so you know PhD candidates come in and they have to learn the disciplinary norms and they start by mimicking and eventually it becomes part of who they are. So, that was useful and then the third space stuff has come up again in relation to what I do now which is a professional role but the dichotomy between professional or general staff and academic staff is really breaking down I think. So, and then also Deleuze and Guattari talking about rhizomes and rhizomatic cultures and I found that a useful way of thinking about how academic and researcher identities start to play out, so yes so those sorts of things but I didn't know a lot about pedagogy when I started, so I had to learn a lot about that.

[0:09:36.2]

**INT: For the benefit of, you know for the benefit of this material and the students or anyone who might be listening, with that sense of me as the interviewer sitting there nodding sagely, I actually haven't heard of any of those theories and yet you and I share many, many interests so that sense of new things emerge, lots of theories are out there and it's how we use them to help us develop meaning and understanding I suppose is important for me, rather than going ‘Yes! I know every theory there is in education.’**

[0:10:20.1]

RES: Yes, yes well I think it is and different things that you're trying to make sense of, so I certainly don't approach a new research project with a sense of a theory that I need to impose on it, it's much more the other way around where you start looking at things and then it sort of triggers memories of ‘yes, it's kind of a little bit like what so and so talks about’, often this stuff I haven't read for many years so my memory can be fairly vague and so need to go back and look again. But see I didn't know anything about research methods like interviewing or focus groups or any of that sort of stuff and no statistics either which one thing I wish that every PhD candidate had to do a basic stats course, I think that's a useful thing for everybody to be able to read statistics and understand what they mean.

[0:11:27.7]

**INT: So, what else did you learn from doing that piece of qualitative research?**

[0:11:39.4]

RES: Well, I think as much as anything it, I've done lots of little research projects because I've had short term contracts, so you know by the time you get an ethics application through you need to, you've maybe got six months left on your contract before you know whether you're working again next year so it also means that you're not eligible for all sorts of other longer term grant applications, you know you can't apply for grants and things. So, I think by doing the research I have, I think I've come to understand the context of higher ed and doctoral education so for me it's been the research has been how I've learnt about what's going on out there. So, it's been my way to become familiar with a different field, you know I guess I'm not, so how you could learn to do the kind of job that I'm doing now you can learn it from experience, you can learn it from your colleagues but for me it's been learning about it through doing research to find out - does that make sense?

[0:13:11.9]

**INT: I think so, it's a kind of experiential learning I suppose, learning through experience.**

[0:13:23.5]

RES: Yes, so -

[0:13:25.5]

**INT: There’s more than that though isn't there?**

[0:13:27.0]

RES: Yes, and I guess the research, by doing a research project on a particular topic or issue or something you've noticed is a way of certainly encouraging reflection on that particular idea but then also to really pay attention to certain things whereas I think stuff like team supervision was something that I hadn't really thought much at all about until I got involved in a little project about that and so it forces me to do the reading, so not only it's not just the empirical part of the research, the data gathering but the fact that then it forces you into a sort of lit review on that topic. So there's a reason to do that, I think if I didn't do any research I think it would be very easy to keep teaching the same workshop over and over again and I feel like that you become less credible as a teacher in doctoral education if you're not doing any research. That was that paper that I have written recently that's trying to think about why do I think research is really central to credibility in this field. But it's also I think, it's partly modelling scholarly behaviour to HDRs, do you call them HDRs in your -

[0:15:28.6]

**INT: No, we just call them doctoral students I suppose, that's higher degree -**

[0:15:34.6]

RES: Higher degree by research,

[0:15:54.2]

RES: It's modelling that behaviour but it's also understanding those scholarly dispositions and I think by remaining closely in touch with what it feels like when you get really negative reviewer comments on your article or what it feels like to make yourself sit down and get on with doing that bit of work that you know, that bit of writing that you don't really feel like today but you know you have to do it and thinking about taking a scholarly approach to the way you do things. Scholarly and intellectual rather than simply churning out the same old stuff that you kind of understand but not really and it's 10 years out of date. I think that's what I worry about, that's not the teacher I want to be. I do love the way that research and teaching is so closely connected in this work, I find that for me that's very stimulating and sort of invigorating, it forces me to think hard so yes, but they're kind of very modest projects that I've been involved in, you know small scale, yes.

[0:17:28.4]

**INT: So, this teaching and, do you teach qualitative research at all Matilda or is it more general stuff, the generic skills aspects of academia?**

[0:17:44.1]

RES: I don't currently get to teach research methods, but I did in my previous job not extensively but I, so I set up a series of discussion forums where I invited late stage PhD candidates to come and talk to others about their research method and why they felt it was useful and a couple of useful starting points in terms of references. So, it was a way of generating those discussions but as a learning opportunity for me and the other candidates, so it was more like a seminar. But I think I did teach a research methods course as part of a master’s in education at one point, I mean I've done so many different things it's hard to remember where bits of knowledge have come from.

[0:18:59.7]

**INT: That's really interesting that kind of, that's why I think academia is presented as either you're a this or you're a that or you're another but actually you're all of those things and I think even if you have an academic contract there’s aspects of you know being lots of different things but I think you embody that perhaps more than some people that I've spoken to. I was really interested when you were talking about qualitative research and what it's like to be a qualitative researcher, you've got your own experience and yet you've also had access to other people’s learning stories and witnessing people also listen to those stories kind of at the same time and I'd love to hear more about that and what you learnt by doing that, what you think the students learnt from it, what the speakers got from it, anything you know you have to say about that.**

[0:20:08.8]

RES: It was kind of like a hall of mirrors kind of thing with all of that kind of reflecting, so yes let me think when I'm doing, when I do, when I'm the interviewer myself I'm often astonished at how extraordinarily articulate other people are so I can see that this, that the transcript of this is going to look more like my own chaotic thinking but that's all right, it's good for other people to be better at things.

[0:20:45.9]

**INT: We know what transcripts look like.**

[0:20:49.1]

RES: Yes, so I yes, I think because I didn't do my own PhD in qualitative research I don't feel like an expert in those areas and sort of a latecomer to that. So, I think I set up that series because it seemed to be something that was missing in the faculty that I was in, so in an arts faculty. Lots of people seemed to want to know about it and very few areas were doing any active teaching of research methods and I think it's a big problem in lots of areas, well in the Australian system it seems that, although people might do small research projects in their honours year or as part of their masters, they're often not taught how to do it they kind of pick it up or they get told what research method to use but they often don't have a strong foundation in lots of different kinds of research methods. So, this sounds terrible but I didn't want to create a whole lot of extra work for myself so I didn't want to have to learn in detail enough to be able to present a kind of lecture or a two hour seminar on each different kind of qualitative method but I also thought well that was at a time when there wasn't much casual teaching available for our PhD candidates so it was a way for them to be invited to give a seminar that they could then put on their C.V. and use it to demonstrate they've done some teaching. And also, there was just a lot of expertise that they had actually done it, and they've done all the extended reading, working out what was appropriate so it was a really useful opportunity for them to tell us about what was good about what they were doing. And one of the things that I asked them to do was to provide just a couple of fairly easy entry points of text to read about that particular method. So, it was a useful way but it was also the peer learning, one of the things that I am really keen to keep encouraging - I call them HDR's - to be able to recognise that they're surrounded by clever, well informed people you know, all their peers know a lot and instead of always looking for the expert that's going to come and tell them everything instead to recognise the expertise amongst peers and really harness that you know, make good use of that knowledge. Also, very often someone who's learnt it very recently is a really good teacher of that because they remember what it's like, you know what the problems were, what the challenges of understanding, so I think it's a really useful model to learn and it's confidence building for the people who are teaching and others are listening and saying ‘oh yes, that sounds really great’ you know. So, I think we were able to get a lot of different things, a lot of different kinds of learning out of that little seminar series that was very value added I think.

[0:24:58.2]

**INT: Yes, I'm loving it, I have to say I was going to do something just as I left my last place and I handed it on as a project to someone else and I hope they are able to take it on because I think that peer to peer stuff is valuable.**

[0:25:22.7]

RES: Absolutely.

[0:25:24.1]

**INT: The, I'm kind of thinking, did you notice any kind of themes or patterns in the what students were keen to hear from their you know, one step ahead peers?**

[0:25:41.8]

RES: I think they liked hearing about the challenges, you know about the things that go wrong and being able to hear about solutions for what goes wrong as well. So, I think was a way of making research methods a lot more real than a textbook that covers you know different kinds of case studies and interviewing and focus group and that, so rather than reading a chapter about each or a book about each, it was more and also you know, more efficient.

[0:26:23.1]

**INT: Yes it's quicker to hear.**

[0:26:27.3]

RES: So, in terms of patterns I'm just trying to think back, it was a small group there was probably only usually 10 or a dozen people and not always the same people that came every time so, but I think a lot of the questions were about what sort of workarounds they'd faced and how they had to find, and sometimes about abandoned plans. So, they might have started doing something one way and then realised that actually that wasn't working and they'd have to have a go at managing the data differently or what seemed like a good idea at the beginning turned out to be a lot more cumbersome than they'd realised. So, I guess part of what that indicates is that they probably didn't get a huge amount of guidance or advice from supervisors either, they were working it out as they went along a lot of the time I think but that may tell you something about the university and the faculty more than the person.

[0:27:53.3]

**INT: Yes, in my head I'm going through different things about how we like to learn and stories and storytelling you know I'll admit to being extremely interested in the value of storytelling but the other thing that I was interested and you can choose where you want to go, is are there any of the stories that they told that stick in your head that you think the people who use this data might find interesting or if people use this material for teaching might find interesting or the people who just read it for readings sake might find interesting?**

[0:28:44.8]

RES: Well, I completely agree with you about storytelling, because I think what storytelling does is organise the information but also helps us understand why it matters and that's what all research is. I've been talking about story telling in a couple of sessions this past week so that's very fresh for me. I'm trying to think about how they might have presented, the way I set up those research, so you mean about the research methods so what those candidates were saying? So, I think when I set it up, when they said they'd like to have a go I sent them a series of questions and I think it was something like ‘what method’, you know ‘what's your research method, why's that the best way to answer the question, what are the’, it might have been something like ‘what are the challenges’ so it gave them a little bit of a structure for presenting it as kind of a story. And a lot of them did put that, did present it in chronologically of what they wanted to find out, why that was, how they came to choose the research method that they ended up with and then what it was like doing that. So, I think one of the things is they were often very modest about what they were doing, they tended not to claim expertise very readily but they were, one woman who was doing a project that, a historian who, her project she ended up, she had a whole lot of data about different church sites and she ended up doing, using Google Forms to enter the data because she needed had all these little bits and pieces of data that she was trying to organise. And so, when I started talking to her about that and asking her “So is that a form of digital humanities?”, she was really surprised at having any kind of label like that and it took her a while to think ‘well yes, actually that is what I'm doing’. So, there's that kind of thing and then there were lots of people who told the stories of how they tried to work with different software but found that they did want to end up going back to hard copies so yes the stories were sometimes about how the plan grew and grew and got more and more out of control I think. But I'm trying to think about particular stories, it was a few years ago so that's a good time for stories to of stuck and they were two really strong ones, so one that had found a really useful solution and one that was really struggling because the data management really had become quite overwhelming I think. She got through in the end but -

[0:32:47.6]

**INT: Can you remember the solutions?**

[0:32:52.2]

RES: No, I'm trying to picture what she did, I think it was one of those things where she had to start all over again actually, I think actually it might have been about discovering that your filing system doesn't work and having to pull everything out and start afresh and I think actually both of them might have been like that now that I think about it. Yes, so especially perhaps in qualitative methods when people often haven't, don't have a kind of a lot of background in organising material whereas I think that's taught more directly in some sciences where you're keeping lab books so you've got a system in place when you've learnt how to organise it rather than this haphazard collecting of information in humanities perhaps even more than social sciences and then not knowing, because you learn so much along the way so at the outset, how you imagine your project in the beginning is often very different from where you end up and so what seemed okay at the beginning as data management as you work further and further into it you realise that what you might be looking for is the wrong thing or you might you know, that the way you're categorising, the categories are no longer working. So, I guess it's the fact that doctoral work is uncertain, that you do learn something along the way that's the nature of creating new knowledge, that often the simpler perhaps more naive approach at the beginning has to be refined as you go further down the path. And you know, and that's often I guess why people frequently find that it's, that they can't face it you know they can't bear it and so they abandon the project. So, learning about how to do that at the beginning and maybe also warning people that sometimes you do have to start again is a kind of potentially miserable message, would anyone do it if they knew that's what's coming but I think that's where you know that absolutely dogged persistence is so central to most doctoral work, that you have to keep going even when you are sick of it and bored with it.

[0:35:52.6]

**INT: Yes, do you think it helps students to know that actually some of these difficulties that they are facing is kind of common or almost normal in qualitative research, that things do go awry which is good because it takes you in directions you hadn't expected etc, but you said ‘would anyone do this if they knew that’.**

[0:36:31.5]

RES: They probably wouldn't believe it anyway you know, I think there is a certain, I think a lot of people start doing a PhD with a whole load of fantasies about what it's going to be like and are often not that realistic. I think that the, I think they really, I think the vast majority of people I think really have no concept of what that hard slog is going to feel like, especially through the middle sections and also at the end when you're trying to finish up and it's no longer new and fresh and interesting, it's just really hard work to f finish, to produce something that is examinable. So, I don't know, I feel a lot of my job is telling people things they don't want to hear, so you know telling them there aren't that many academic jobs out there and just because you're fabulous at what you do doesn't mean anyone's going to pay you to do it and you know, the obvious contradiction of having a job in a university when you're saying to people that it's going to be a problem. There's the, so first of all I think people find it really hard to understand that stuff until they're in the middle of it about how difficult it is or how challenging it is to stick with it but I think I don’t know, it seems to me that everybody always feels that their project is the hardest so I'm very used to humanities, social sciences PhD's saying ‘oh you know but our work is so hard for us because the scientists just get given a project and they just know what they have to do and follow it through and ours is much harder because it's so uncertain’, and then the scientists will be saying things like ‘we do these experiments and it can be days before you find out there was something wrong with it or you do all these things and you didn't get anything or you sat watching for that animal that never appeared and then you ran out of time after two weeks of sitting in a swamp or something. So, I think talking about the challenges is helpful so that when, even though they don't believe it at the time, that when it does start to happen further down the track there's a, I hope there's a kind of a recognition of ‘oh this is what they were talking about so it's not because I’m dumb or it's not because I'm not good enough for this, it's actually part of the process’ and trying to get that idea of uncertainty into it. Because I think very often we see plenty of people who think they already know the answer to their research question and then need to force the data to fit and I think that is something that can be quite challenging in professional doctorates or you know, at my current university we have a lot of public servants from the federal government who have been working in their area for a long time so they're doing a PhD on a topic that they know a huge amount about but the idea of a PhD is different from what they've done previously and what they need to, what a PhD needs from them which is not a pre-ordained answer.

[0:40:40.3]

**INT: Yes, not confirmation of what we thought we knew, yes.**

[0:40:43.2]

RES: Yes, yes absolutely, yes.

[0:40:45.7]

**INT: So, the I know you work in a very small department now but generally is the qualitative research paradigm common with your colleagues, is it you know, is there another qualitative researcher?**

[0:41:06.9]

RES: In doctoral ed do you mean or?

[0:41:09.0]

**INT: Yes.**

[0:41:09.2]

RES: Yes, yes there's a lot of almost not exclusively but certainly we do get some sort of things like you do get statistical analyses and surveys and stuff that's related to big picture, national studies of who's doing what where or where PhD graduates go on graduation, so you do get some of those high level statistical analyses of population studies. But the vast majority are qualitative and some quite adventurous forms of qualitative research -

[0:42:19.1]

**INT: Such as?**

[0:42:20.2]

RES: Things like when you might kind of bring objects into, or photo diaries or video diaries, asking people so trying to get a sense of people's experience or even things like projects where you might ask people about or PhD candidates about their experience of study or where they do their studies, so spaces, so there might be a photograph or making a little video or -

[0:43:11.9]

**INT: So very participatory, so participant centred stuff.**

[0:43:16.8]

RES: Yes, yes.

[0:43:18.7]

**INT: Visual methods.**

[0:43:20.2]

RES: Yes, yes thank you ‘visual methods’.

[0:43:26.4]

**INT: I am thinking about the people that will read this to be honest because that's the purpose of this research, or one of the known purposes of the research is that other people learn about qualitative research.**

[0:43:45.4]

RES: Yes, yes.

[0:43:46.2]

**INT: Are you part of a community of researchers for whom qualitate the qualitative paradigm is accepted and common? How's that linked to your identity as a researcher? Is it?**

[0:44:06.6]

RES: I, yes so I feel like I belong to several overlapping researcher communities and they're certainly the thing that has been disappointing in Covid without the face-to-face conferences but again, most of them have actually then reappeared in online forms so the fact that I already felt part of that community has made it much easier to participate in those, in the online things. I think if I was brand new to this it would be much harder. ‘My identity as a researcher?’ Having done research into academic identities or researcher identities and written about it a lot I realise I, don’t completely know how I see myself. I suppose I, it comes into play as much as anything in my sense of myself as an academic rather than “a teacher”, so although I see teaching as absolutely central to what I do and most of my teaching is driven by what I wish somebody had mentioned to me when I was a PhD candidate, so to unpack the mystery of doctoral studies and make it more accessible to everybody, but I think that's a whole other thing. So, I like doing research and it's my way to reach out a little bit into a community, I've always felt whenever I go to a conference that my main purpose is to learn about what everybody else is doing and find out what they see as important and what's current and those sorts of things, so I'm there to learn but I feel the price you pay for that is you have to do a paper yourself, so you have to share something you've been working on as the kind of pay off. So, I don't really expect anybody to read or pay attention to anything I am working on, mostly the research I’m doing is helping to inform my practice as a teacher but I think because, partly because path has been the reverse of what many of my colleagues have, so I was an academic and then I came into researcher education whereas as lots of others have come the other way around, they've started working in maybe academic literacies and moved into the HDR space and then they've done a PhD themselves through that, during that process they've done a PhD, so that they already worked in the space. And so, one of the things I find sometimes that this attempt to claim credibility as an academic in researcher education because it's not a kind of well recognised discipline whereas for me that researcher bit is a foundation that I've come in from, I don't know if I've explained that very clearly but I already had a researcher identity before I came in, I didn't have to develop one inside or yes, I didn't have to start doing it as a person who works in this area.

[0:48:27.1]

**INT: But you were the qualitative researcher aspect of your identity -**

[0:48:37.5]

RES: Yes, so I saw myself as an academic researcher in literary studies but then it was kind of a new, parallel identity to become a qualitative researcher and I think qualitative research was already, I guess it was very familiar already from the work I did in gender studies and so that sort of more social sciencey end of things so maybe I had inklings of it, you know so things like the subjectivity of qualitative research is completely comfortable and familiar and not something that I had to get my head around after a positivist background or anything like that.

[0:49:42.6]

**INT: Kind of like me.**

[0:49:44.7]

RES: Yes, that's right so lots of people have I think that's one of the things I love about the area I'm in is people come from so many different perspectives into this space and then we're all trying to make sense of it together, but I think also the literary studies background means that as you said earlier the story telling is central to it, so I think that's how you make sense of the world, the stories we tell each other about ourselves are absolutely what you know, that's the point of life is you know what else is there if you haven't got a story? But if you haven't got a story then you only have information and that's not enough. I've forgotten what your question was, I'm sorry.

[0:50:45.8]

**INT: It's really about your identity as a qualitative researcher and I just wanted to hear a little bit more about what you thought about your identity and I think you answered that and more. I'm aware of time now, what was I going to say? Yes it’s popped into my head. When we spoke and it was off recording and I'd asked you, “I said I don't know if you see yourself as a qualitative researcher” and, it was in an email and you said “Yes I do see myself as a qualitative researcher”, is that still true or was that a spur of the moment or you were feeling like that, that day?**

[0:51:44.6]

RES: Well because I'm not a quantitative researcher so I guess I don't have any other words for it, so you know the binaries that we're not supposed to use for too much in life is working in terms of like the only, I've worked alongside quantitative researchers but I've had to trust them on the stats and believe what they've explained and when they've explain it I sort of understand it at the time but then when I go back and try and do it myself I realise that hang on, I seem to have missed a few steps here. So, yes I mean I think for me qualitative research completely makes sense, I don't see it in any way less true than any kind of numbers. I see it as and also because, I think that fiction can tell us things that are sometimes perhaps more true about the world than reality. I think that the idea of creating a story about the idea that you're researching makes it, it's kind of an obvious way to go almost and it's because I think also it's the human part of it that is what I find most interesting. Even the way that the human part interacts with the institution, interacts with the policy, interacts with the material spaces, all of that stuff for me it's always the human at the centre of it that I'm most interested in and that's the bit I care about. So, for me then qualitative research is kind of an obvious way of investigating the human side of things. It's not that you know, quantitative research can tell us a lot about humans as well obviously but I think this might be the first time I've ever been interviewed for something like this but I have done quite a bit of interviewing and I love the way that when you interview someone who's even a complete stranger you can jump straight into a really detailed conversation and quite an intimate conversation sometimes with people that you can't do that in ordinary social settings, so they're actually the conversations that I find really enjoyable because you don't have to do kind of four years of cocktail parties before you're allowed to ask people things about themselves and their lives. So, I kind of, I really enjoy being able to, being allowed to ask the sorts of intellectual questions that qualitative research allows us and also to bring those different theoretical lenses into that space and I think it's useful for us to think about education in those terms as well and doctoral education.

[0:55:23.3]

**INT: Yes, it's, yes I mean the method that we're using today I'd be interested actually to see what you think about this, we were talking using the video earlier and for all sorts of reasons we've decided to go with the modern equivalent of a telephone conversation and I partly think that aids a level of intimacy, and I'm wondering what are your thoughts on this, this experience of being interviewed without seeing me is like?**

[0:56:06.3]

RES: Well, because I do already know you I'm kind of picturing your face while we're talking but I'm also, the fact that I don't need to maintain eye contact means that I, you know I can feel myself rocking about in my chair a bit, looking up at the ceiling kind of thing so what do I really think about that, so perhaps slightly less self-conscious than I would normally be feeling like I should behave like a nice lady, like yes, okay. So, yes I certainly like it and also I think in an interview, a spoken interview you get a lot more detail and more spontaneous responses as well whereas you know if you send, sometimes when you send an interview protocol and just ask people to write to those you know responses to the questions, I think you get something that's probably much more carefully edited but also less, you know I'm somebody who doesn't write long detailed responses in questionnaires and things like that. Other people do obviously and others will prefer that and like to be able to consider more carefully the questions and but I like the way that this does allow people to reveal more of themselves in a way, you might not always want what you get, you can wipe out any bits that you don't like that are not really appropriate.

[0:58:17.4]

**INT: Well, you should be getting the transcript so you will be able to redact bits if you choose.**

[0:58:27.3]

RES: I'll think ‘really, did I really think that, and that's without a glass of wine’.

[0:58:33.8]

**INT: Yes I've just got water. Well, we're reaching, well we've reached an hour of talking on the actual topic so I actually I suppose just want to finish on, is there anything in particular that you really wanted to say or have other people hear through this piece of work?**

[0:59:01.8]

RES: I think in relation to undertaking qualitative research methods, yes see it as an extraordinary privilege to be allowed to talk to people about things they really care a lot about because quite often the topics are important to the people who you're talking to and like I said, that idea the opportunity to talk to people in ways that ordinary life often doesn't allow us very easily, I think that's an extraordinary privilege that researchers have and it's certainly something to enjoy. I think one of the things that I worry about is people seem to think that being a researcher has to be traumatic and doing a PhD has to be really, really awful and I think it's an extraordinarily privileged and fascinating world to be operating in and whether you do that for a few years or for your whole career, take that opportunity, you know it's really precious to have that chance to find out about the world in ways that people are willing to share with you and have conversations about things that matter to them and to you and to the world. So, yes enjoy it, enjoy the intellectual process as well as that opportunity to really dig deep into the ideas that you're exploring with other people, again I think it's the human element I think that makes it so enjoyable and so precious, so grab it with both hands and enjoy it a lot I think, yes that’s what I would encourage people to do.

[1:01:08.2]

**INT: I'd echo that, grab it with both hands. I'm going to stop the recording now Matilda.**

[1:01:14.8]

RES: Okay, yes thank you.

[1:01:16.6]

**INT: And you can turn on your video so here we go.**

**Audio ends: [1:01:19.6]**