

REAL	IMAGINED	INTERMITTENT	PERSISTENT	LEGACY
PEDAGOGY / LEARNING DESIGN 28	LEARNING QUALITY 8	LEARNING QUALITY 5	PEDAGOGY / LEARNING DESIGN 13	SOCIETAL CHANGES 5
LEARNING QUALITY 21	STUDENT CENTRED LEARNING 8	STUDENT CENTRED LEARNING 5	LEARNING QUALITY 11	INSTITUTION SUPPORT 4
SOCIETAL CHANGES 17	PEDAGOGY / LEARNING DESIGN 7	CONVENIENCE / WORK LIFE BALANCE 4	STUDENT CENTRED LEARNING 10	LEARNING QUALITY 3
INSTITUTION SUPPORT 16	CONVENIENCE / WORK LIFE BALANCE 5	INSTITUTION SUPPORT 4	SOCIETAL CHANGES 10	PEDAGOGY / LEARNING DESIGN 2
STUDENT CENTRED LEARNING 16	INSTITUTION SUPPORT 4	SOCIETAL CHANGES 3	INSTITUTION SUPPORT 8	CONVENIENCE / WORK LIFE BALANCE 2
CONVENIENCE / WORK LIFE BALANCE 13	SOCIETAL CHANGES 3	PEDAGOGY / LEARNING DESIGN 1	CONVENIENCE / WORK LIFE BALANCE 7	STUDENT CENTRED LEARNING 2
<p>YELLOW = Problems PINK = Benefits ORANGE = Both GREEN = Problems with 'ambivalence'</p> <p>Real - actual case studies, research evidence or expert knowledge</p> <p>Imagined - hearsay, assumption, anecdotal, conjecture</p> <p>Intermittent - partial, fragmented or non specific irregular issues</p> <p>Persistent - constant or nearly constant issues</p> <p>Legacy - inherited issues, can be either real or imagined, persistent or intermittent</p> <p>The number of instances indicates lit data combined with RG2 and RG3 for contextual category occurrences. To arrive at a number for RG2 and RG3, context was analysed for each response category overall, presence of context was counted as 1.</p> <p><b>INSTITUTION SUPPORT - Problem</b></p> <p><b>SOCIETAL CHANGES - Problem</b></p> <p><b>PEDAGOGY / LEARNING DESIGN - Problem and Benefit</b></p> <p><b>CONVENIENCE / WORK LIFE BALANCE - Problem</b></p> <p><b>STUDENT CENTRED LEARNING - Problem with ambivalence</b></p> <p><b>LEARNING QUALITY - Problem with ambivalence</b></p>				