

TYPE/ QUOTES/ TOTAL MENTIONS[1]	WHATS IN IT FOR ME & perceived advantage	TOP DOWN, BOTTOM UP	BY EXAMPLE, PEER PRESSURE, SHOW AND TELL, OTHERS EXPERIENCES	TRAINING: BY DISCIPLINE / COURSE DESIGN	TRAINING: GENERIC	OWN EXPERIENCE	INCLUSIVITY & DEMOGRAPHICS	EFFECTIVENESS (T&L)	STUDENT INPUT & EXPECTATION	PROBLEM SOLVING	ASSUMPTION	GENERAL COMMENTS
LEGEND: GUIDE TO THEMES WHATS IN IT FOR ME & perceived advantage [staff motivation] TOP DOWN, BOTTOM UP [Institutional] BY EXAMPLE, PEER PRESSURE, SHOW AND TELL, OTHERS EXPERIENCES [ICT & Elearning support] TRAINING: BY DISCIPLINE / COURSE DESIGN [ICT & Elearning support] TRAINING: GENERIC [ICT & Elearning support] OWN EXPERIENCE [staff motivation] INCLUSIVITY & DEMOGRAPHICS [compliance/digital divide] EFFECTIVENESS (T&L) [learning quality] STUDENT INPUT & EXPECTATION [student centered]	I kind of have the feeling that it's not the lecturers priority to inform students and teach them how to use new technologies in their work. Maybe, because we think that as they are "native digitals", they don't need us to teach them. But, except for the common ICT tools, are the majority of students as informed and skilled than we think they are?	Whenever new teaching or testing techniques become mandatory in teaching and student evaluation, by institution policy or other equivalent directive, there are those who resist it, but in the end new and good things get implemented and teaching becomes easy, students see benefits and studying quality increases.			I think it is very important that lecturers/teachers have a minimal level of competence with ICT and perhaps there should be continual training in this regard.	Teachers who are younger and some of those older folks who still do practical work and have businesses are more open to using and implementing new technologies in their classes.	The digital divide is very obvious not only in the teachers and students but also the countries.	(on presence or absence of ICT skills) otherwise students will miss out on possible learning tools if their teacher is behind the curve.				
		The digital divide is very obvious not only in the teachers and students but also the countries. The governments in the developed (rich) countries have managed to provide the students with the state-of-the-art technological equipment and utilities and the teachers can afford to have more there. In the poor countries the society not only is deficient in the technology but also the governments are not flexible to strengthened the technological and educational advancements by doing more spending and developing the right policies to help the people of their nation. Ultimately its a matter of resources and right policies				Those who gave up "learning" and are teaching old and out- dated things (but are still teaching because they are respected and/or influential) tend to be reluctant to learn about new technologies and therefore, because they don't understand/know, they just stick with the old pen-and paper equivalent.						
		I think it also worth noting the funding and position of the university/college and their view on the necessary levels of staff.										
TOTAL NUMBER OF QUOTES	1	3				1	2	1	1			
Contextual Category codes	PA, HS, IAL	PA,EK, IAH			PA, IAL	EK, HS, IAH	EK, IAL	HS, PA, IAL				

1. WHATS IN IT FOR ME & perceived advantage [staff motivation]

TOP DOWN, BOTTOM UP [Institutional]

BY EXAMPLE, PEER PRESSURE, SHOW AND TELL, OTHERS EXPERIENCES [ICT & Elearning support]

TRAINING: BY DISCIPLINE / COURSE DESIGN [ICT & Elearning support]

TRAINING: GENERIC [ICT & Elearning support]

OWN EXPERIENCE [staff motivation]

INCLUSIVITY & DEMOGRAPHICS [compliance/digital divide]

EFFECTIVENESS (T&L) [learning quality]

STUDENT INPUT & EXPECTATION [student centered]

PROBLEM SOLVING [staff motivation]

ASSUMPTIONS [false assumptions]

GENERAL COMMENTS