Nhung

Sarah Wang
Perfect. Okay, so I guess the just to start with, I'm just going to ask a question obviously by you as a learning designer, what is your educational background? And how did you come about to become a learning designer?

Nhung
Um, you mean the background?

Sarah Wang
like, yeah, so I do have a master, PhD?

Nhung
I yeah, I have a Bachelor in like teaching. I was trained as a physics high school teacher. And I have master in technology application and education and training from the Netherlands and I have a PhD in science education, and technology in education from Waikato.

Sarah Wang
I see, I see how long have you been a learning designer? As I see, you're also a senior lecturer.

Nhung
Yeah, it's like my careers like, so. I started my career about 19 years ago as a lecturer of physics department of a school of education in Vietnam. At a time I taught physics, methodology of teaching and the use of information communication technology, in teaching. So I trained in service and pre service teachers and university lecturers. We at that faculty we train high school teachers, and also we provide certificate in higher education. So lecturer from other university was staying with us as a role at our university as well to get that certificate,

Sarah Wang
I see. So how did you become learning designer as well?

Nhung
Yes, then I went to Waikato and I taught physics there and do my PhD and worked for a bunch of research project in education, and by the end up my PhD, I want to be at the forefront the cutting edge of the online teaching learning space and at a time, often Polytechnic, actually at the cutting edge in that sense from my own opinion. So I applied to work as a learning designer there in Open Polytechnic, and then a short time after that, I become principal learning designer. And so over there at the Open Polytechnic at a time they had a structure shape and learning design or educational design directorate actually own the homes portfolios, they design online courses and then lecturer become tutor support line marking discussion etc so it's quite a sort of cutting edge model of working and design fully online etc and from there I think it started. I started the journey of educational designers since 2006.

Sarah Wang

Oh, wow. So that's what what is that seven years then?

Nhung

Yeah. That's in a way you know, in the old day, education or designer Learning Designer were called instructional designers. And this was like, one of the course a lecturer one of the course of master program. So we are teacher in a way we instructional designer or learning designer, right?

Sarah Wang

Definitely. So I guess it's ethnicity you are grouping yourself with as an Asian? Yes. Okay. Cool. Female Asian, your age 40s. Yes. Yeah. Cool. That's interesting. I guess how long have you been with our lab? Is it since the start of pandemic?

Nhung

Yeah. I think. 2020 is like Yes. Like I started three days before New Zealand close the border.

Sarah Wang

Oh, yeah. Yeah. How would you describe at that time, your experience as a learning designer, working, you know, during the pandemic,

Nhung

and well as expected, like, no one ever imagined the pandemic would put the whole world on, setup, stop and stand still. And we couldn't imagine the border close. And we couldn't imagine our Academic staff, without any skill in online teaching, we're forced to teach online overnight. And at that time learning designer role is really play an essential role in that concept. As Learning Designer at central unit, we need to first, design, guidance, you know, like in different forms like and documents, diagram, provide a lot of webinars and training, one on one support, and faculty support workshop etc to support our academic staff in that case, and everyone sort of work really intensively.

Sarah Wang

Yeah. So do you think your role you know, you are saying that you did work at the Open Polytechnic, before you compare that role as a learning designer to what you have to work with? Well, on the pandemic heads? How, how do you think your role has changed?

Nhung

And the Open Polytechnic we work like, Project there well design, well structure. And as principal learning designer, I own the whole portfolio of education and you know, BBus, IT etc, all of the course and program in my portfolio under my supervision, but we had the whole structure, signed a big budget plan one course. So like, have you budget and we have four, we have timelines. So like by book project management in a way. And suddenly we move into a support model is more personalized, more bespoke, more agile, in a way? Yeah. Because of the pandemic, because of the pandemic. And we need to act very quickly, on the spot, provide enhanced support. Why, at the Open Polytechnic, we can plan ahead, by when and you have timeline, and you know, we can do agile, but it's in the plan and this

one just like hey, in today, can you produce some resources, support the lecture in this field? And when you just do it.

Sarah Wang
Yeah, yeah. So do you think at that time in the beginning, are you saying during the lockdown, do you think your institution was prepared for that sudden shift to remote learning?

Nhung
Um, I think I don't think any institution are well prepared, in this case, right. And yeah, but the good thing about AUT is Auckland University of Technology. And especially online, the unit I'm working with, I think, we are quite receptive to change. We see others the group of people I hang out with like, Change is constant, right. And we agile, we we adapt well, in this case.

Sarah Wang
yeah. I see. Do you does your institution have any previous experience with anything fully online or blended before the pandemic?

Nhung
I think this was a few program was offered online and some plan that in a way, but not before pandemic, we still see our strength as online campus face to face because we need a lot of practical skill, you know.

Sarah Wang
So, what was the process of designing and implementing course material, like during remote learning, you know, like you were saying that before it was super structured, and then now, like, how do you help this lecturers then during the pandemic?

Nhung
And I think, at that time, our ALTlab, like the essential unit for teaching & learning, and so we started to form a team, faculty support team. So it's faculty support team will have an academic to lead and you know, someone in leadership roles, even the head of ALTlab was in one team. And then we have a learning designer, we have a learning technologists, and then with support with digital media person to support faculty in the request come in, in that sense, like, hey, you know, I have difficulty and set up zoom for example, Teams and how I got to upload the file, how I can share with you a live session for my student, how do I do assessment, etc. So the inquiry come in a lot, and we streamline it, and based on the faculty team, and each faculty team have expertise in different field. So they can support the faculty and they know how to build the relationship and support them based on their need, and the support, that type of support based on you know, individual inquiry. So give the support for each academic person, and people and for each course etc. And then we work with that team as well. They can request webinars on certain topic, or the faculty, the school department, or their program or their group of lecture of the course, on specific topic like Panopto, for example, how to design assessment, alternative assessment. So this could be technical, it's could be educational design, ish, you know, and then that's one, it's more for the course, for the needs of each group or its person. And then we have

the whole ALTlab webinar series that supports that as well. So it's like a multi-facet as well to the support staff.

Sarah Wang
Wow, sounds like a lot of work. If you remember, any challenges that you encountered it, you know, sort of, like, you remember that it was quite difficult at the time?

Nhung
You think I like the energy, the challenge. Make us like on the spot, and we need to be agile, and we feel like we make good contribution for the university in that sense. And I think the time pressure was one challenge, because you need to produce resources, you need to be on hand support, in a very short timeframe, because everyone moved online, right? And with high demand. Yeah. Like, the amount of inquiry, the requests come in is huge. So like, aside workload, time pressure is one challenge. And also, many people have high level anxiety. So faculty facing sometimes people fell you know, stress, high level of anxiety and don't know how to do things. And sometimes, I didn't experience that myself personally, but some of my colleagues may not have pleasant conversation with people. Because of like, they just stressed. Yeah, yeah. And they angry. Right, but so people from ALTlab was quite calm and professional, and you know, just support and help out. And also, like, along the colleague as well, when you unnecessary stress, like stressful situation, you can see how we support each other. And we can lean on each other in a way. And some time, there's heated conversation, because a new way of working who do what, but then we can come out of that as a team.

Sarah Wang
I see. Were you big team then? In the beginning?

Nhung
Learning Designer? Yeah. Not really. One. How many of us? Three of us at a time for the whole university? Yeah. And then we get a couple people more later. And then let's become huge, later, but like the first COVID it I think just three of us started as learning design.

Sarah Wang
Oh Wow. I mean, you know, like, I mean, you know, when when you took the job, do you think whatever you see on those job description was really a bit different from what the workload you have take on, because of the pandemic?

Nhung
Oh, yeah, I think no one know what the pandemic look like. Yeah. So apparently it wasn't written on a job description.

Sarah Wang
Do you think it should be revised then?

Nhung
Yeah. But then it's like come a different form. Right. So yeah, yeah. Now, lightning, cyclone. So

Sarah Wang

Can you recall how was your collaboration with the subject matter expert or teacher has been during that transition? Can you give some examples?

Nhung

Let me remember, I think it was constructive. And we work together not only on an expertise subject level but we were roster together, that bond that we did. For example like, with pandemic, one challenge is how we can identify what alternative assessment and how to, you know, go back to the basics, but still meet the needs of students. So I ran a workshop on, you know, learning outcomes, bloom taxonomy and then alternative assessment, what form of assessment can be used? And there's a group of high profile academics staff and they learn, they discuss and they are from Science, School of Science. And my background was a physics teacher so suit them well, so it's quite constructive alignment environment and I provide them with basic, Bloom's Taxonomy, constructive alignment concept, which means that we have learning outcome. Now we tried to design a learning experience, so that we can scaffold student learning with learning teaching activity that help them achieve assessment, and learning outcome. And assessment should be assessed learning outcome and also connect with learning and teaching activity. So test and exam was quite a flavor of school of science everywhere in the world. Now, we cannot have exams in a way. So what type of assessment we can do to assess those learning outcome, and to assess the bloom taxonomy level of thinking, etc? And what teaching learning activity we can design along the way, you know, apart from just Zoom and Panopto, and things like that, yeah, and then that conversation went really well, like it, they learn from us, and they learn from each other. They bounce the idea. And at the end of the workshop, one professor say, thank you so much. We learn a lot. So as I guess, a traditional, a traditional university, that before pandemic, in New Zealand, maybe many academics staff didn't know what a learning designer do. And you know, how some people may think, what do you know, like, how come I'm teaching this course for 10 years, 20 years. What can you contribute to it? You don't know my student? You don't know my subject, right?And during the pandemic, I think they they learn more about value of educational designer under that umbrella, you know, yes. Yeah.

Sarah Wang

There's so many terms

Nhung

Yes, yeah. And they learn how to work and learn from each other and can get our support. So that lecture can be easier and better.

Sarah Wang

Yeah, Truly, truly, so in terms of collaborating with them, do you? Were you assign a particular portfolio, you're looking after science in general? Or,

Nhung

Yeah, I guess the way they do Yeah. like I'm, like I said, we take care of faculty of environment, and environmental science and you know, that the whole faculty, including Science and Nursing, and sport

etc around as the whole thing, yeah, there's quite a lot. Yeah. So, we start with like emergency support during that time. And then slowly we move into like Project. Helping people develop a smaller holistic, so first, like pandemic hit emergency sort of online teaching, and then we move into proper teaching. Yeah, and the second exam more like as more like by the book learning design, rather than Emergency Support, support in the development of the post grad certificate in Information Technology Science, and, and we help them develop four courses. So, our online support, give support like, I am a complexity of Senior Learning Designer and then we have a learning technologist and we work with the program leader and four academic staff to develop their cause. So we run a series of workshop about 10 weeks with. Start from the beginning providing basics information, knowledge about educational designers, like how to write your learning outcome, constructive alignment, and just give it and then we have time lie, give the share and go share vision, and then help them work week by week on design start with, what is your learning outcome? And here's the consideration how a good learning outcome would look like. Here's some tools on Bloom's taxonomy. And we're aware of the other taxonomy out there. But start with bloom first. Science, IT people love bloom's taxonomies. And then we discuss what type of assessment you assess student? Is it authentic? Is it close to what the job requires learning? And then they brainstorm about assessment and as does your assessment, assess the learning outcomes? Yes. Okay. And then we move into the course plan, week by week plan And what is the learning outcome of each week? And how the task student do scaffold them to do the assessment successfully. What kind of relationship of those etc? So it's like week by week delivery in a course plan focussed on educational design first, and then bring it into the LMS.

Sarah Wang
I see. So you provided, I guess, when that emergency situation that one on one help to staff, you ran webinar, you ran your drop ins, you said you've got some self help guides as well. Yes, yeah. And then you're saying you move, you also move from that emergency situation to more structured environment where they could, I guess, change the course bit by bit to, you know, to to accommodate things with if there's things that happen again. The Did you see? I mean, when when did that happen? When did you move from the emergency? Oh, my gosh, you know, you have to help me just flip everything online to more of like you said, the traditional good practice as an evidence base and all that.

Nhung
It was beginning of the year when the lockdown had been hit. And then we go say later in the year

Sarah Wang
It was happening. I mean, 2020 to now, we're still a pandemic, but it will when is that lies?

Nhung
I think, within that year, about September, October or something, so we started into more systematic approach, learning design reddit, and of course the other bits till the end you know, faculty support still available until now. Yeah.

Sarah Wang

But have you decreased that though, is not like so reactive as it was before? You probably have somebody probably message you. And you have to jump into teams straightaway. Yes. Wow. Can I help you?

Nhung
Yeah. Now, as the workload is much better, and inquiries much less.

Sarah Wang
Yeah, that's good. That's good. If you think back about, you know, your experience, can you share any successful story regarding, you know, like, all the help and the programs and support that you did with all the teachers?

Nhung
I think like, first one is the project labs, that the project I just mentioned that mark, from emergency online teaching and learning into Setup Systematic. And that program, I think, at first as people come and because there was a state command, and I didn't know what we can, what value we can get into the teaching, etc. But come out of at least so proudly say wow they learn a lot, and we so helpful, and they want to come back for more. And then some year later, they were so proud. Oh, I prepare for that. And I learned so much in designing activity. And the reversely as I say that one professor like high profile one say I learned a lot. Thank you so much. And then from there we using accurately now we're still in a pandemic, right? So that's why we also do a transition from Blackboard to Canvas. Oh, yeah. And as soon as we was able to secure funding of 50 million dollars, the biggest investment ever on AUT anything, but like building on curriculum, and I think the funding the proof of funding by itself show how the university value the curriculum invaluable ROI us how good work and on that teaching and learning space. So that's the approval of the funding and especially like when University all over the world is struggling with money, right, they give like huge amount money for the investment

Sarah Wang
and 15 million? Yeah, definitely.

Nhung
Yeah. And then one and a half year, we from small team, a handful of us. And we grew up and train contract, learning designers and transform the whole university, teaching learning more people from Blackboard to Canvas, and we complete the project on time, with about a million dollars left over. So as a phenomenal, like no one on AUT think that is possible for us to achieve. It's like mission impossible for many people. But we achieved the project, and you know, the goals and with sort of on time and less money.

Sarah Wang
Yeah, I guess, you know, that's one of the good outcomes, that come out of it. Is there any valuable lessons you think that you can brought forward to your, you know, your ways of working in the future?

Nhung

I think building the trust between learning designer, and academic staff is very important. You may have a bit of a resistance, sometimes they're very polite, but because they don't know what we do, they can be very polite and quietly disappear, or push us away. So do that just by your expertise. Show them, show them your expertise. So then evidence based way of working, that's like, okay, when I talk about how you should design your assessment, you know, learning activity, why is it do a bit of constructive alignment? You know, show them some research. Say, Okay, you need to do active learning in science, why is it here the scientific research to, like, people, students in active learning class, much likely to fail less likely to fail than traditional lecture? Here's the research in a nice way saying

Sarah Wang
yes, I guess you're saying that it is challenging at times to get that buy in from all this. Teachers, obviously. I mean, you're obviously, you know, like, one of the more knowledgeable, you know, like people in in the field of teaching, and they are more knowledgeable in the subjects, obviously, and coming out of that as a valuable lessons that you you think that your persistence pay off?

Nhung
Yes. Yes. So bidding just a persistently. Secondly, when involved in that project, you remember to keep people on track? What the time, yeah. Demonstrate the leadership as learning designers, because academics are so busy with the teaching, the publication, etc, and not necessarily will keep on track with the time to deliver the work by teamwork, etc. And our work depends on the agenda. So give Kintel reminder to people on trade, even use leverage when we work in team with academic staff. So source of contract, would help people keep on track and you know, deliver on time to provide leadership.

Sarah Wang
Yeah, so it sounds like you're actually wearing a lot of hats at the same time.

Nhung
Yes. And, you know, like, an educational designer, right, where you need to wear the hats a picture and provide expertise in education, designed, you know, our learning design and wear the hat of project management in a way a leader in a way, right? Yeah,

Sarah Wang
yeah, definitely. So, you know, how do you think like, in all these lessons, all this experience that you have will inform your work in the future? Did you see any long term implication and you know, of course, as well as implication opportunities that this profession brings?

Nhung
Can you ask again,

Sarah Wang
so, you know, I thought, you know, reflecting on all the lessons and all the, you know, the experience that you have during the pandemic, what do you think our profession as a learning designer have implications for the future? What opportunity will it bring?

Nhung

I think, if you work in educational design space as the very good place to be. And I think the future will remain more of us and require higher level in the higher level as well. Yeah, so we, we, the future of education, we'll need that, in a way. And what we learn from the pandemic is we need to work flexible. And gives on top like, on time support, but also, to prepare for the future. We need a systematic approach of learning design. Which underpinned by research, by evidence by good practice, not emergency online teaching. Yeah, and um, so we need to upskill ourselves regularly. Yeah. Yeah, as I pandemic, of course, you need to work, you learn about new way of working. And moving forward, you need to learn more about technology. Learn more about how you use it in an educational way. You learn more about theory in education, practice assessment, feedback evaluation, group work, there's like something and generative AI and AI in general. And those they develop very fast. Yes. So the skills from the pandemic thing would help us like, we need to be on on our feet, we need to upgrade our skills. need to be flexible.

Sarah Wang

Yeah, yeah, definitely. I guess looking ahead, how do you anticipate online teaching and learning in higher education context will evolve. Because after pandemic, thing, it's here to stay or, you know, people's going to go back to how it was, you know, because maybe institution that were face to face provide more value.

Nhung

I think, face to face, online, hybrid, Blended Learning etc all have the place in our society. And beore pandemic, online learning was quite a thing. You know, MOOC. Now, you can just sit here learn a course from Berkeley for free. Oxford, for free. And in the olden days. If you touch the door off Oxford university, your life is amazing, right? Yeah, yeah. And now it's like, wow, you can just study a course for free. So online education was there, and will be will be here. And have a very important role. So now, if people you know, think about face to face, we need to design a face to face session to give a good reason for learners to be there. You know, this? Yeah.

Sarah Wang

I see, I see. Do you think your institution nowadays, you know, obviously, we've three years into the pandemic already have sort of as part of our lessons learned, they did rethink about how they can pivot to online learning or blended learning. Now they have taken that consideration then?

Nhung

I think uhm the pandemic, one of the silver lining thing about athe pandemic is transform the teaching and learning before we realize we need to use technology in teaching, learning, you know, use get more out online, you know, learning management system. And during this, this year, a strength form at the speed of 15 years. So that's the silver lining. And lately people are paying more about how to use online environment again as to support student best. Yeah. But also we we still want to think our position as the University of Technology of New Zealand. And that skill like, if you're taking blood pressure. A patient with each student had to do what? And taking blood pressure cannot be learned online. For your right eye, you know, how to take blood for the patient. Nurses? You wouldn't want to be under the care of a nurse who have zero time face to face training. Yeah, yeah.

Sarah Wang

Yeah. So I guess the impact you think on that, I mean, course delivery and design for the next three, four or five years is really depends on what subjects are what they are teaching, really, there are some things that you say they require, you know, you have to be there to draw a blood and to pretend that you're all these things. Okay. But you know, where teachers can they probably should really be incorporating all this online and blended whenever possible. That's great. Do you think the faculty and the student has responded more positively? Regarding all these changes? Because of the pandemic?

Nhung

Definitely like? Yeah, I think they, like I say, they get more out of the online teaching and learning. Yeah. And then for teacher, they try at least get the best face to face session, where they can promote interaction, you know, in practice on skill or lab work, etc. So they, they more open with technology and use technology in a meaningful way to support different learning.

Sarah Wang

I see, so I mean during that time, did you find students were having difficulty having to have things to be online?

Nhung

I didn't know what student facing so

Sarah Wang

what I or even staff maybe think about Yeah, that's what

Nhung

I say here is more like hearsay. You know, from the staff, yes. And many of them face student engagement issue and still have the flow on effect until now. Student disappear behind a screen. Yeah. And the engagement so low. And now when the lecture open now, the number of students and I mean the percentage of students go to classes is much lower than before. And I have people from Auckland Uni would say the same. Yeah. And that means,

Sarah Wang

you know, the teacher comes to you anyway, right. For all this advice is like, what can I do?

Nhung

Yes, yes. Yeah, the engagement is an issue. And also, when the pandemic hits, like students, schools, they wasn't equipped well with the steep the skills, you know, and, you know, in order to study online, self regulated skills are very important. And they wasn't that equip that well. And also students from AUT, we proud ourself, provide education for student from lower social economic background, means their parent maybe didn't go to university, they don't cross paths. They're not generation go to university. And they wasn't get any support in terms of study skill, you know, us as self regulated learning etc, etc. So them had other university in New Zealand?

Sarah Wang

Yeah. I guess, you know, things of things like retention is that would have come a problem as well. Because, yeah, like you're saying that if the engagement is there, you know, like, it's hard to retain them. Yes, of course.

Nhung

Yeah. So leaving this current climmate of, you know, their living costs so high and students from lower socio economic backgrounds, they need to go to work to support family. And that's when AUT students were hit the most as well. And then as we go on to student retention and student engagement,

Sarah Wang

I say guess thinking, if you were to think back about your professional experience, do you have any highlight any more highlights from the pandemic that has impacted your work and the scope?

Nhung

And I think in a way, when the pandemic hit, actually, the scope of works changed completely, right?

Sarah Wang

Yes. Like

Nhung

actually no scope at all. I can do whatever I can to help you to survive and your student to survive during the pandemic. So that's one of the highlights. Yeah, normally if you work in a certain well structure, learning designer space, you have pre-scope unless there's before scope and that when started no scope just come to us, we can help where we can. So, yeah,

Sarah Wang

I guess because of that, you know, I like helping them, you know, designing their learning activities or even thinking about their assessment, etc. What were you concerned regarding, like potential losses or even if there is any rush implementations, with this emergency delivery of everything,

Nhung

I think it's more about staff burnout and student engagement. Because A, staff was required to teach, how to do the work, what was undescribed in the job description, and not what they sign up for, and they was not equipped with the skill. But they love students, they want to do good jobs. Yeah. And they caught like, a lot of time that they need to invest. And also student gray out for hanging out, and they have the need of support students 24/7. So that's one of the concern, and also student engagement. Yeah, yeah. Because online teaching and learning is another domain. It's not like YouTube provide live session and our students we disappear. Yeah, that need to be like, well structure, well designed. And that's why student engagement was so low at a time, so that's more or less.

Sarah Wang

You know, like how, like you say, what systematic structure then learning these should technically be, you know, there is this process of evaluation that you incorporate with whatever project you're working

on. But how during the pandemic, how do you evaluate the effectiveness of what you're delivering? For all this? Teachers?

Nhung
I think we have a form. We try at least, we try to design a form, like after, you know, each session of webinar, or you know, work with them and say, Hey, we have a form of just, you know, maximum three question, I think, first, how would you how you rate experince, and in 1-5, and their star rating system? And then there's open question if they want to or not. So that's a quick way to get immediate input. And then we, as a whole unit, we have, we track down the impact note in our, the our app support and get feedback and hang radar. On so we would talk to people we work with. And to see how it go how, how this way of working, you know, these are impact your student and you know, like more informal, organic way. So in general, we have immediate form for people to fill in to give feedback if they want. So the ALTlab more systematic way to record the data, and also organic way of checking.

Sarah Wang
do you like within your team? Do you guys check in with each other? And? Yes,

Nhung
yeah, I think life first, when the pandemic hit, we usually you know, sometimes, you know, sometimes we just call and chat and check in and say, this was one time so it's easier to know. And we together online. Yes. But they're like, Hey, Sally, and I let's do this document. So we can work online in the same document and some time we each have on a call and you know, chat and talk. Yeah, yeah.

Sarah Wang
Because I mean, you know, it's learning these and I, we imagine you and your colleagues are supporting teachers so much, you know, you you carry like you're saying you carry that burden of them being stressed and then you have to be there at the forefront of supporting them at any given time. How do you cope with your mental load yourself? You know, like, do you do you? Does your organization provide any support in regards to that?

Nhung
whole thing like we normally have a formal support system, for mental health and well being in workshop and regime and things but that pandemic, of course, no one can assess that achieved

Sarah Wang
I guess you're sitting here you're okay.

Nhung
By talking to your college, because sometime you know, get to share the spirit in to learn and now to get some input and to, to say anyone on the same page, like us, and go for a walk. Like I set up now. routine even in lockdown. Yeah, get up, get trained as you go to work not like fancy dress or anything but yeah, and start on time and when I know that the work is busy, but try to share the the work, the walk at the end of the day like walk around, gardening, baking, do something as routine health. And to be honest, I like challenges. I like the energy, the heat and light impact. And

Sarah Wang

did you do long hours at that time? Did you? I guess we did. We did We did you end up like, you know, let's say you're doing a 10 hours after it all kind of normalized. Did you claim those extra hours? Or did you like okay, you know what I did? Eight extra working days throughout last year? I'm taking extra

Nhung

I think like we we all work longer our and let no one actually record and climate best. University provide extra well being day. Team is quiet, you know, after that. They is quite flexible. And they say oh, even coming back like if you're not well, yeah, just work from home, take it easy and a team lead check in you know, to say one on one to see how we're doing. Yeah. And take it easy, but no one

Sarah Wang

says to you, because you are also passionate about you know, providing that as support for our staff. Does this organization, provide you with anything else, like resources, or maybe career assistance or technology or even like any development plan for you guys?

Nhung

I think we have $1000 a year for professional development so we can learn whatever we want. And then go to conference. And did you get to use it? And online conference? Yes. Conference.

Sarah Wang

Okay. And even during the pandemic?

Nhung

I yeah, I used more than the money I was given actually. So yeah.

Sarah Wang

No, that's good. That's good. I mean, I It's always, you know, like, we help people so much, but sometimes we need to think back about investing within ourself, isn't it? Yes. And I think, as a board not as good that you made best use? No, but But that's all my question really, that I have regarding you being a learning designer and your experience during the pandemic? I guess before I close out, is there anything else you would like to share? Or do you think there was any questions that you have that I didn't cover or anything like that?

Nhung

Um, I think it's, I think not really. And I feel like we both in the field, right, and I feel like, proud to be in the sphere. Yeah. And I believe our careers have very good place for the future, and the future scenario of education.