

## Treasure Island Pedagogies Episode 25

### Podcast Transcript

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#### **Tünde Varga-Atkins**

Hi, this is Tünde Varga-Atkins. This is episode 25. Island Podcast series from the Centre for Innovation in Education and the University of Liverpool, where we share our line of movements, teaching props and pedagogies as we cohabit our treasure islands, the space for contacting with students, I have the pleasure of introducing our guests today nokuthula. Kalaja Muhalla, Lisa River, and Charlotte Stevens. And so can I ask everybody to introduce yourself your original discipline and your current role. Yeah, Julie. Yes.

#### **Nokuthula Tlalajoe-Mokhatla**

Thank you Tunde, for having me here. I really appreciate this opportunity. So I'm Nokuthula Tlalajoe-Mokhatla, I am at the University of the Free State in the Faculty of Health Sciences, within the Division of Student Learning and Development. So my role in the division, I'm academic head as well as senior lecturer. I gave support to all enrolled Health Sciences students and I also facilitate 3 soft skills mode. For the medical students as well as the bee radiation sciences students.

#### **Tünde Varga-Atkins**

Thank you. Truly great to have you here. And can I move to Charlotte, please?

#### **Charlotte Stevens**

Yes. Hi everyone. My name is Charlotte Stevens and I am at the University of Warwick where I am an assistant professor focused in digital. Education in the Academic Development Centre. My original subject is English. Yeah, I spent a little time teaching English at undergraduate level, and then I went on to spend 18 years at the Open University in the UK enrolls broadly based around student support, including one of the settles centres of excellence in teaching and learning. In quality in management of systems and staff. And and I joined the University of Warwick on the 2nd of May of this year.

#### **Tünde Varga-Atkins**

Thank you, Charlotte. And so many uh people who end up in digital education, I think come from English. I find as well, which is really interesting. Uh, thank you, Lisa.

## **Lisa Weaver**

Hi, thank you today and thank you for the invite to share my experiences today. So my name is Lisa Weaver and I'm a professor. At Warwick Business School, also at the University of Warwick along with Charlie. If we go way back, my original discipline is actually in the social sciences, in geography. So I actually studied my BA undergraduate at Liverpool, which was one of the reasons I was really excited to be invited to talk to yourself today, today. And when I graduated. I went into business and I qualified as a chartered accountant and I worked in practise for a number of years. But then I moved into education. I was always very passionate about education, so I worked for a time in the private sector. So I was training students who were taking their professional accountancy qualifications and was also doing executive education as well. And then about 12 years ago, I moved on a part time basis into academia. I was at Aston Business School for six years. And then in 2017, I moved to our Business School. So my my current role, as I said, I'm a professor in the accounting group. So I'm I'm teaching on a number of technical modules, but my my other role is I'm a teaching lead and what a teaching lead does at Warwick Business School. We we help our faculty and our subject group, so we have a supporting role for more junior academics, particularly to help them develop their own pedagogy. So I have that role as well as doing teaching myself.

## **Tünde Varga-Atkins**

Thank you very. Much, yeah. For all all of you, to introduce your journey. Can I ask you then to share your blight bulb movements? So obviously you've been doing already. Uh, many things in in your teaching career and education. But so if you just wanted to share one of these with our listeners at a moment when you felt your students were getting it, whoever your students maybe. And what made this happen?

## **Nokuthula Tlalajoe-Mokhatla**

If I might go, uh, so I actually had. To decide, am I going to talk to today? Is the support giver or do I speak as the lecturer? Or do I just mix the two up so I really need to now channel my thoughts. So I think what I'm going to speak to now is the student support element. Student support is always associated with problems. Students only come when something is not going. Right, basically. Or students get referred when their marks are not reflecting well. So when we think student support we think ohh poor child needing assistance. But my bulb moment with relation to the student support element came when. I realise students actually have the solutions to their problems. We think we should be the ones who always come and give solutions, but it's impossible for me to have 1840 solutions and there is a number of students that are enrolled per per year, so. Why I say this? It's in the context of. You don't need to be a leader in order for you to be in leadership position in order for you to lead. So it goes back to when you actually have conversations with the students and you ask them what went wrong. What do you think you can do in order for you to improve the

situation? You do realise that? At times is perhaps just guidance that they need, but they do have the know how of what is it that I need? To do so for me, every time when I sit in front of a student who came and knocked on this division's door, it's not about bringing solutions to the table, but to find out and actually guide them on how they can go and access the solutions that they already have within themselves. So that for me, was like, Oh yes.

### **Tünde Varga-Atkins**

That sounds really empowering, and it's a lot, but it's short at least. So does this come up in your areas?

### **Charlotte Stevens**

It used to in my role at the Open University where I was working in student support. I think a lot of students actually know really or have an inkling about what they want to do next. Regardless of the situation, but it's more about talking to somebody and getting them to understand their perspective, which helps them make that decision. And perhaps they don't always have somebody to talk to outside of education.

### **Lisa Weaver**

I agree. I think you sometimes have to have the relationship between yourself and your student almost like as a coach and a coachee because students, I think often come wanting you to tell them what to do. Maybe they just feel more comfortable if they have that direction from. From an academic or professional service member of. But actually I think exploring issues and helping them make a decision themselves is much more powerful and it's certainly how I try to have my own relationships, for example, with my personal duties.

### **Tünde Varga-Atkins**

And policies they are these usually let's say at least some mentioned academic. Problems or other ones?

### **Nokuthula Tlalajoe-Mokhatla**

At times they would be referred because of the academic. But when you hear the story behind, there are social issues. There is emotional issues. There are a lot of other factors that do play a role. So as someone who knows what I can help with and where I'm limited at assisting the student with their specific problems, I do refer them to the relevant people. So we used to have a social worker. In the division, the minute I hear that this individual probably didn't perform well in an asset. And as a result of not having paid their rent, the battery hasn't paid in the money because we do have a financial system which supports a lot of our students, but the payment is always four months after registration and some landlords are not patient, you know, so shouldn't we probably miss an assessment as a result of the landlord chasing them? And they can't write. And if they miss an assessment, they need to go and find assistance on how now they're going to write a sick test or whatever form of test that could now

supplement the one that they missed out on. So it's a combination of and also, even if it's just academic, it's not just academic cause someone might say I didn't study. And you asked them so why didn't you study knowing where they jewel we're going to? Write a test in. Three weeks time, and then only to find out. This individual probably. Old problems, but is not comfortable at that point to tell you that those were the issues and only when they come back and then maybe a month later, then you like, remember when I came to see you? Yeah, this was the situation, but then I wasn't, you know, comfortable to tell you this because I didn't want to burden you with my issue. So it's always a combination of. I can never just say it's. One thing it's a. Yes, it's a lot of things that normally. Takes takes place.

### **Charlotte Stevens**

And I think I think we've got an important role in being able to sign post students because I think as as organisations get bigger and bigger, students don't necessarily know the right people to contact for their for their issues. And I think that's one of our roles, isn't it, to understand in student support to understand where to sign post students and. There are. There are boundaries lie, yes.

### **Tünde Varga-Atkins**

Yeah, that's all true as well as how how many potential, I mean, I can just imagine how many potential areas we could sign both students at Liverpool, for instance, if. They can be. I don't know you. You were talking about. Maybe not being able to write or things. Like that, yes, yeah. OK. And any other light bulb moments?

### **Charlotte Stevens**

Where mine is is is very much my personal space. Really. I I was a an immensely creative child and I was always making things. But I never found a connection between that part of me. And the workplace. Until I made that connection during COVID, when I stumbled across creative HE where I met a group of creators from other institutions who had bought their passions for music and the arts into their teaching and learning. So I made that connection. So I guess that's the. First light bulb moment for me. One of my roles I'm going back to my Open University experience. One of my roles in that team was to act as a kind of communications lead, but that wasn't only an external communications lead, it was a back. It was a role within the team to get to get team members to. Build a better sense of community and communicate more effectively. So I bought a number of creative initiatives to that team, including reflective exercises based on crafting, sharing talents, having Christmas craft sessions. And this encouraged me on a personal level to step outside my comfort zone. And these were things that I loved to do as a child, but I. Wouldn't I? Wouldn't. Have associated them with work, but it also encouraged other team members to do the same. And I'll be honest, you know, at first not everyone got it, but everyone joined in to some degree. So as I said, we had

a reflection through crafting exercise where I asked the team members to look back on the past year, bearing in mind this was during COVID and make something that told their story of the year. Uh one person created a wonderful video. Another person modelled, you know, themselves sitting at a desk I had origami and photography. It was wonderful. I then moved on. To a talent sharing exercise, people came along and for 10 minutes online shared their talents. We had yoga, sugar craft, wild swimming, you name it. And I noticed during this during this time that and from the feedback I received. That team members were developing skills in doing this. They were rediscovering passions that they had or they were reigniting them. One particular team member was interested in crystal healing and she brought this stuff along to the team to share and they they went away, really inspired to go back and do something they. They once got much more involved in. And and I felt. That I'd created a. And supported a kind of a space in which people could explore their own creativity. And of course, it came at an important time during COVID and and most I think most if not all, of those initiatives were online. And I've since left the team and at the time, you know, we try these new things and we often wonder how well they go. Down. But I was so heartened to read on my goodbye card. Thank you, Charlotte. Countless times. Thank you for bringing this creativity to the team. So I left in that positive space.

### **Tünde Varga-Atkins**

That sounds amazing, and yeah, definitely gave me an idea for our weekday for our reflections. But yeah, that sounds so, you know, just bringing your passion into your work.

### **Nokuthula Tlalajoe-Mokhatla**

Was also thinking as Charlotte was explaining, I always ask students what more can someone see beyond this individual? Who's? Multiple health signs. Degree. What more is there to you other than being a nurse? A doctor? Physiotherapist. If you cook, how can you incorporate that while you're studying? If you are single, how can you incorporate? You know that while you're doing something else cause what happens with our students once they come into this environment which we know is overloaded. You hardly find time for yourself and so forth. They just tend to be just one thing. I'm a medical student. I'm a nursing student, but then I always also tell them that Michelle Obama said you are not one thing. You are many things. So where are the hidden talents? But then the next question again would be, do we have environments that actually allows the students to showcase these other hidden talents cause the only thing that we focus on are you coping with your workload. Do you know the content? Are you ready for an assessment? Are you practically, you know, prepared to go and do this and they're out there? Perhaps you know having a Charlotte creating that environment. Imagine what we can see among our students, you know, less uptight people, less mental health issues. Perhaps. So. Wow. That's brilliant, Charlotte. Thank you for that.

### **Charlotte Stevens**

Thank you. I mean, there is a sense, isn't there when you start embark on this kind of journey that it might be perceived as a little bit frivolous? That people don't take it so seriously. But, you know, looking back on it and reflecting on it and receiving those comments, I realised that that was I was, I was creating an an an important space for people to. Not only share creativity, but also to develop their skills and I think I think it also increased the sense of belonging online that we didn't have before.

### **Tünde Varga-Atkins**

I mean, to me, what sound in Charlotte then, especially that member of staff where you mentioned about crystal healing that sometimes people were able to reconnect with. Hard to discover new things, so it's not. Not necessarily even just the sense of belonging to the team, but important self discoveries that could, I guess then. Could change peoples trajectories and and then as as you mentioned and how they brought it back as well, because I'm guessing that with the reflection tasks that you mentioned, you probably got really good quality or or insights about just because it was a different way of of getting at. Yeah, both got from the year, for instance.

### **Charlotte Stevens**

Yes, it was very. It was very different. Yeah. And you saw people in different ways and certainly the person that I was talking about, who'd it reignited their interest in crystal healing. She was then thinking about scholarship and research as a result of doing that, and I thought, yes, this is all you know, wrapped up in what seemed. To be when I started out, it was a kind of. It felt like quite a risky thing to do to sort of put myself out there and say let's try something fun and see where it goes. But yeah. Great, that's me.

### **Lisa Weaver**

Yeah. Thank you. What about you, Lisa? What's your line? Bob moment. So I'm going to talk about creativity, but in a very different way. And it's all. Linked to my discipline of of teaching accountancy and. The problem with teaching something like accountancy is that it is very technical and students seem to approach it, or certainly to me, students come into the degree. Thinking that they're going to be instructed and taught right, wrong, and it's all about numbers and there's no room for. Being expressive and being creative and I've I've always really wanted to challenge that and to put it maybe slightly differently to make it fun. You know, I think sometimes teaching is extremely serious and again may maybe it's. Quite inherent in my own discipline. I think there is what you might call a signature pedagogy of everything being very serious and very important and linked to professional exams. I'm not saying that. Teaching always can be fun and expressive, but I really want to try to bring it into my teaching whenever I can. So one of the things that I do in in one of my final year modules is an audit module as I do some role play. So there is some technical learning. And the students do have to know certain rules and

regulations to get their professional body accreditation. And but we try to introduce just a little bit more fun and a little bit of creativity. So we do role plays around. It's actually a real situation. There was a company that basically had a fraud going on where I won't say the whole story because it would just take the whole podcast. But basically what the company was doing was invented. Thing and these these assets, these jewels that they were holding in those accounts and saying that they were valued at like £11 million and it was just a big fraud. So eventually the company went bankrupt and when an investigation happened, these these precious stones. Were just like pieces of rock, and they were worth, you know about £50 or. Something now this was a real company, a real story and and obviously it has a a bad side as well because the company did eventually go bankrupt and lots of people lost their jobs. So there is obviously a place for talking about things like this in a very serious way, and that's why people are accountants, because we hold people to account and that, you know, the directors. This company were obviously being fraudulent and and criminal in their behaviour, but that's just the back story. What I do with the students is I bring into the class. A load of old jewellery. And we do a role play and I I don't prep them for it, so that they've got no idea what's coming. I'll just walk into the classroom one day, split them into groups, and I'll give each of them say an old bracelet or necklace or something, and I'll give them this real company set of accounts which has got. These jewels in there valued at 11 million. Things. And I just say to the students, right, I'm the client. These are my accounts. Off you go. What you gonna ask me how you gonna find out if this is really a piece of jewellery that's worth £11 million? So I can tell you right now it's not. But these are my accounts and I'm telling you that they are. And you know what the first time I did this? The students were really uncomfortable because they were really outside their comfort zone. You know that they're used to being told, like right and wrong. And this is the rule and this is how we value. Gemstones or what? What have you? This is what? The rule. And they kind of didn't know what to do. They didn't know what questions to ask. They didn't. Know how to behave. But do you know what? By the end of it, after sort of half an hour, they loved it and they were becoming actors, you know? And I was the dodgy client and they were questioning me as if I was in a Court of Justice and they were. They were shouting at me. This is untrue. This can't be true so. It's only a it's a very. Very simple exercise and I only do it once in this module I do I do other things as well. It's just an illustration, but it really was my light bulb moment, because before I did it, to be honest, I was a bit frightened. I was thinking, what if the students just look at me like I'm crazy and just sit there with their pen and paper waiting for me to write down. This is what the? Would should do I. I didn't know if they would actually get engaged with it at all, but it really showed me that if you're just brave and try these things out, the students usually will get on. With it now I can't do this every week. This is one week out of 10. It's a big module. I I can't possibly run it with 350 students so I can run it selectively, but what it really shows me is if you give students space to

have fun and be a bit creative with how you're teaching them. Then they'll remember it, and they've been. When you see the feedback from the students on this module, the thing they always say is we love the fraud. Old play. It's the one thing they remember. So this makes me think we should do. More of it.

### **Tünde Varga-Atkins**

I mean, that's why it seems to resonate with what Charlotte was saying about being brave sometimes as a teacher and an educator and trying out something new. And because you don't always know, you hope it will go well, but you you have some trepidation around that, but sounds like again, both of you. It's that's the memorable. They then that the people we remember because they they have almost like had A and yeah that experience of that.

### **Lisa Weaver**

And I think kind of more, I suppose on a slightly more serious note that the, the, the objective of this exercise, it is technical to an extent because there are some questions that the students should be asking. But to me, it really helps them with their. Their skills and their their employability side of things as well and have had a number of students who having done this role play exercise have said to me, oh, do you know what? I went to an assessment centre. I was I was commended on my ability to ask questions and to to really think through problem. Things rather than maybe just state and rule and how it would be applied. So I think being creative and letting students just think and have fun can help them develop a bit like Charlotte was saying with her, with her team members. It's very similar in the classroom that what you're really developing is this kind of hidden side of people that I think students don't think there's a place for that in the classroom. But they're so is there really is.

### **Charlotte Stevens**

It's very inclusive as well, isn't it? Because everyone is having a go and that doesn't always happen, does it? It's, you know, and yeah, everyone, everyone has a chance to be created. But it takes it takes courage. To do it. To lead it, but it also takes courage to take part, and I think one of the things I learned is that not everyone likes it, but that's OK. That's OK if you if you if you don't. Feel that you you can make something or you don't you you don't have the confidence to that. That's OK. And I think it being a creative, it's very easy to look at the world and think well, of course everyone can be creative, but actually we're on a almost on a continuum, aren't we? Some people are immensely creative. Some people are kind of shy of it and it it it's about understanding that.

### **Nokuthula Tlalajoe-Mokhatla**

And how could relate when Lisa said they they they tend to be uncomfortable, but as time goes cause I also used to you know, just come in one day and just tell them so this is going to happen before I proceed.

Can someone please remind me what I discussed last time? But as time goes they actually become comfortable being. And as we proceed, when we do do the reflections, you'd find it someone has a better way of saying it's like man, can I add to what he was just saying, so you at Target one individual, can you kindly remind us what did we do last with the last session and then some like I remember that's much. Oh, thank you. And then some like, oh, I would like to eat. And then some like, oh, I would like to. Right. So giving that that platform and even if they're uncomfortable, they eventually get to a point where they like, oh, we, we she today is gonna be the day where she's going to nominate someone and they're already ready to be uncomfortable. So.

### **Tünde Varga-Atkins**

Yeah. And then just on the point of fun, the, the these different kinds of fun isn't that is so because what you were talking about although. Could be seen as a fun activity, but it was with a purpose like this. Sounds like your students who went to the assessment centre was able to. Have that agency of being asking questions because they already had the deep end of actually challenging someone over the diamonds, and here it was. So. So they've already had a good ones, at least with that. And so sounds like there is a lot of depth to that from that. As we said they would.

### **Lisa Weaver**

Yes, I I think student. As I said before, they they they treat their studies sometimes very seriously, which of course is commendable. I'm not saying they shouldn't, but I think they also should be encouraged to bring a lighter side into things because I think it helps them learn. I'm I'm not an expert, at least I'm not a psychologist, but I I really think that when students are. A bit more. Laid back and they they feel able to express themselves. Something happens and they they just remember and they they feel more capable after that experience than if I'd just done a boring old lecture on PowerPoint saying this is what the rules are or what have you. And. And I really think that encouraging. More light hearted approach when it's appropriate is quite an important part of of teaching.

### **Tünde Varga-Atkins**

Yeah. So that seems to be the common on all all three of your contributions. So while it's creating this space for an ideal space for the students like too about your, the students being enabling them to coach them and lead lead them to solutions themselves. And and the other two examples as well. So that was really interesting. OK. Let's let's go and start sailing towards our island now. So this is about you choosing a pro, teaching proper pedagogy that you would like to take to your treasure islands. Any takers?

### **Charlotte Stevens**

Well, I suppose because we were just talking about being creative. Mine. I I, I I had a prop and a pedagogy. I hope you don't mind, I mean. I'm very

interested in understanding the value of learning from an individual perspective, and a lot of my work has centred around evaluation and understanding impacts of staff development. So for me there's this whole link between evaluation and reflective practise and I think that would be and learning through reflection and I imagine there would be a lot of opportunities to reflect on the island. So I'd like to take reflective practise with me as a model. But in terms of an? Object I would like a bottomless box of arts and crafts material. Uh to use to engage Islanders in creative and reflective activities and just see where. It takes us.

### **Nokuthula Tlalajoe-Mokhatla**

That's a cool idea. I like that idea. Thank you.

### **Lisa Weaver**

But since I have a similar prop. Charlotte. It it wasn't really in direct answer to this question, but I I have quite a famous perspex box in my office which is stuffed full of different coloured pens. Post it notes stickers that I've I've stolen from my little nieces and nephews with animals and rainbows, and there was some glitter. No, I think and. What what I do with my perspex box is at the end of every module in the final seminar we have a reflection where I get the students to make a flip chart just showing their their journey through the module and it it. It's just meant to be a real lighthearted reflection and to capture their thoughts. Which I don't think we do very well, certainly not in the institutions where I've worked. The module comes to an abrupt end and that's it. And and goodbye and good luck in your exam. And we don't really. Take even half an hour to think. Well, what? What have we actually learned? And what did you enjoy? And what will you remember? So my perspective box I think is probably similar to Charlotte's Desert Island prop. My my colleagues roll their eyes when they see the perspex box coming out. I think they think have a bit longer range.

### **Tünde Varga-Atkins**

Love it? It's almost like you discussed. It before coming on to the programme.

### **Nokuthula Tlalajoe-Mokhatla**

There's so much think. Hey, you know, it's like, well, but I must say I can relate with the creative aspect. Not that I've mentioned it, but when I usually get invited into a class setting where the performance hasn't been. Right. So for instance, only 30% of the class performed well in 17. So, well, I bring my sticky notes and I tell them to please share their sticky notes. So what is it that stuck with you in relation to the mark? Because a lot of times there's a lot of negative emotions that they experience and some can't shake these emotions off. So we'll be like before we proceed, guys before we. Do the evaluation, the post test evaluation just tell me? Just share with me. You know the sticky thoughts that you have with the relates with relation to the outcomes and I will collect those and I'll just

also inform the lecture of the module that they feel. They no longer feel confident. They don't trust themselves just for them. To be aware of. What is the, you know, the feeling around the marks? It's not that students want to fail. Of course we know that. But then, sometimes the severity of not performing well on an individual can weigh very heavy on them. So yes, I do that. Through sticky notes.

### **Tünde Varga-Atkins**

That sounds great. So in tool in in this role, are you acting as a conduit between the educators and the students, or what? Can you talk a little bit about that? Just how this process works, because that sounds quite interesting.

### **Nokuthula Tlalajoe-Mokhatla**

OK, so when I joined which was 2016. Ohh. Funny story. I'm actually from biochemistry, so \*\*\*\*\* sciences and all of a sudden overnight when my husband said please come to the same town. I had to go into soft sciences so that we in the division when I got there, we used to deal only with those who didn't perform well. So if it's 70%, we'll have the 70% coming through and we'll only hear one side of the.

### **Tünde Varga-Atkins**

70% of.

### **Nokuthula Tlalajoe-Mokhatla**

The class say for instance, the whole class average only 30% pass could be the first Test. Maybe students are still adapting to the environment as well as the content, but then over the years we then saw that, yes, there's the there's a lot of negative emotion that comes with the feedback from the student. And having to take this back to the lecture can be quite heavy on the lecturers. Am I not doing my job? Why is it? Why is the problem with me? Is a student doing their part? Then we went and spoke to our colleagues to perhaps sacrifice an hour of their class time to just accommodate us into the class where we speak to everyone, rather than just the guys who didn't perform well. And it was a bit of a hassle. To actually you know all the time. But some do agree. So when you go into the classroom. Even though you're going to carry out this task of finding out where did you go wrong, because the outcomes are not so good, but you do it in a fun way whereby you're not here to come in. You know, telling me now on why did you fail? But it's a matter of. So what do you think happened? While you're preparing for the assessment and what do you think you can do better? With the next test. And once you get the feedback from the students, a compiler report to say these were the outcomes preparation time for the students was 3 days. And usually for such content you'd need two months so they don't have sufficient time. They didn't have sufficient time because of the back-to-back classes or there were other tests happening. So the lecturer also has. You know, inside of what could have hindered them to know only three sessions. Of

the assessment and they didn't perform so well, so that is how. We go about it.

### **Tünde Varga-Atkins**

Great. Thank you. So we have got reflective practise arts and craft books glitters. First picks books, stickers and then sticky notes for sticky thoughts. Anything else that you want now that you've got this mixture, is there anything else we should take to the island based on what you all?

### **Nokuthula Tlalajoe-Mokhatla**

For me, the humanistic approach, so this is what we basically. You know the approach for us, these are our values within the division. We do know that students are, they're not really open to the idea of asking for help. So when someone actually decided to take that bold move, the best thing one can do is to. You know, just shield that person in the sense of be compassionate with them, you know, show them that you do respect them coming here despite the situation that brought them here, a bit of kindness and that also forced us. You know, an ongoing relationship so much that students won't just know when there's issues, but it's also a matter of. So now I'm doing a bit well, but I would like to up my marks by 10%. Where do you think I can go? You know? So for me is the humanistic approach that definitely.

### **Lisa Weaver**

Will take with.

### **Tünde Varga-Atkins**

I'm sure there is ample space for that in our boards. Anything else? So I'll be be rolling away but. I mean with all. That types of creativity, we will have plenty to do. But yeah, go. On Lisa.

### **Lisa Weaver**

I would like like to take a time machine to slow down time. Time because there's so little time as as a as a teaching professional and you get 10 weeks to teach very big complex subject. Sometimes it's not possible to do it and have all this fun and creativity and glitter and and fun. So I think if we could have. A clever scientists to come along and slow down time so we could teach what we have to teach. But to have a little bit of fun as well, that would be on my list, but I I don't have this invention unfortunately, so perhaps it's a little bit of a a challenge for the for the island.

### **Nokuthula Tlalajoe-Mokhatla**

It's such an. Important statement sorry today and also while we teach to also check in is everyone on board. Because we hardly get the opportunity to just go and check in if everyone is on board, so we go. And some people remain behind and only at the end do we go and see that. Unfortunately, I lost so many people already.

**Charlotte Stevens**

And it's about understanding barriers, isn't it? To to learning whether that's barriers to creativity or or or learning in general about understanding those and trying to overcome them.

**Tünde Varga-Atkins**

Because I was going to add Lisa, that's a brilliant idea, and I'm sure it's possible on the island because. That's exactly what mine so. Treasure magic. And then, but then it just makes me think about also about personal time that you could almost expand that to students having their own time machines as well. So if they need a little bit more time to understand something, they could go away in their TARDIS or time warp and then come back. And so I think that that would be quite a powerful thing. To have on the islands. Yeah, love it.

**Charlotte Stevens**

You could also use it for reflection, couldn't you? You could use it for reflection, so you could go back in time and think about the decisions that you made.

**Tünde Varga-Atkins**

OK.

**Lisa Weaver**

Yeah. And you could also go future. You could go forward in time and then think about, well, how, how did what I. Earn really help me now. It's 20 years on and I'm so far in my career it was that degree in accounting or life science or whatever. What was that use? Or was it the right thing? So I think you could go forwards and.

**Charlotte Stevens**

Backwards, I was thinking the student one day Lisa will be getting the Jelly out and taking it into the class. And using it I'm sure I'm sure it's so memorable, isn't it? I will.

**Lisa Weaver**

Forget that I'm. I'm glad and and I'm really glad that it's it's made not just us on the on the podcast but our our listeners think that learning about business and especially accountancy is not just about numbers. It's about asking questions and being professionally sceptical is is kind of the buzzword, so I'm. I'm really glad that it's been a memorable. Example to share as well.

**Tünde Varga-Atkins**

Definitely. UM, OK, so finally you've you've, UM, maxed out on teaching as in you know we need some space for relaxing. So this is the question about what luxury item would you bring for when you're off duty and off teaching with yourselves to the islands?

### **Nokuthula Tlalajoe-Mokhatla**

Our girls, so as a biochemist. It's still in me the experiment part of it, so I like experimenting in my kitchen. I know COVID hit me very hard when I couldn't travel, and even when we, you know, went back to normal. You know, you were a bit sceptical. Is it safe to go? You know, you didn't actually wanted to put yourself out there because you were trained for one three years to kind of preserve. Yourself. Stay safe. So I usually just get into the kitchen, research, look up for instant peace. Sometimes I would be in short of 1 ingredient. But I find my creative ways around that it might not be glitters and stick. Yes, but I find my creative way around it. So cooking for me? Definitely it calms me and I also experience other culture through food, which I sometimes with I don't even know if it tastes exactly how it's supposed to taste, but. The experimental element in me just allows me to cook and try out different dishes, even though the kids and my husband don't want to join in. Yeah. And the end of I finished the food cause I feel very bad if I have to let go of, you know, throw out food. So it's what comes me.

### **Lisa Weaver**

Thanks. Duly. Duly. I think the Islanders would love your, your cooking on the island. I certainly would enjoy it. And I I yeah, I would bring my music collection because. Music is really important to me. I love popular music, I love dance, music, indie music, rock music. So despite being a boring old professor of Accountancy, I do like to dress up in sequins and have a good old dance, so I hope I would bring that to the island and give it a bit of a festival. Theme in the summer well.

### **Charlotte Stevens**

You've taken it a step further in the sense that I love music too, so I would bring. I'm always bringing a bottom of this box, sorry, of musical instruments and I've dabbled in plenty.

### **Charlotte Stevens**

Give me different instruments and I've taught ukulele and I sing a lot. So I'd like us all to form a band or and to learn to share and express ourselves through music. That would be great. It would be that they're thin, but it would be great.

### **Tünde Varga-Atkins**

Sounds brilliant. So we've got and I think the the this island experience will be amazing. OK, I think that's probably a good point to stop because, UM, we've had some great creative discussions on this. So thank you very much. It's time to sail away to our treasure islands together where we have all these lovely food, party, singing, dancing, listening to music. So to our listeners. And if you thank you very much for listening, if you enjoy the episode, you can subscribe to our podcast. And if you wanted to join a guest, please fill out our expression of interest form the one else Liverpool

Uni CI website. And also access our blog posts of these episodes and so goodbye for now. And finally a big thank you to our guest today.

**Lisa Weaver**

Thank you. Bye bye. Bye bye.