

Garden City Podcast Transcript 1

Podcast Transcript

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Tünde Varga-Atkins

Hello everyone, welcome to this edition of our podcast from Liverpool University Centre for Innovation and Education. I'm very delighted to welcome our guests from our university and Garden City University, Bangalore, and we'll let everyone to introduce themselves and then we will have a bit of introduction. So can I pass?

Rajalakshmi R

To you. Hi. My name is Rajalakshmi and I come from Garden City University, Bangalore. I am a Masters student doing my biotechnology specialisation in molecular cancer biology.

Dr. Lesley Iwanejko

Hello, my name is Leslie Vaneko. I'm a senior lecturer in genetics and I am the teaching and learning need on this. Right.

Dr. Pinky Dutta

Hi. I'm Dr. Pinky Dutta. I am from the School of Health Sciences, Garden City University and I teach for physiotherapy, undergraduate and postgraduate students.

Dr Vanitha Krishna Subbaiah

Hello everyone. I'm Dr. Vanitha from Department of Life science. I am teaching both the undergrads as well as the postgraduate students and I am the coordinator. For the British Council funding programme between the Garden City University and University of Liverpool.

Divya Garg

Hi everyone I am Divya and I'm pursuing my Bachelors of Biotechnology at Garden City University, India.

Tünde Varga-Atkins

Brilliant. Thank you very much. So can we ask Doctor Leslie to introduce the development that we are going to talk about today?

Dr. Lesley Iwanejko

Hey, yes, we have obtained some funding from the British Council to set up a collaboration between University of Liverpool Health and Life Sciences team and the Garden City, Bangalore. The aim is to develop joint teaching in at masters level, but also to include the industrial partners and I think Vanitha might be able to talk more about that and as part of that project we've had some exchange visits so myself and. Professor Mccardle have been out to Garden City University few weeks ago. Some of our students went to Garden City University and this week we have the delight of welcoming the faculty and students from Garden City University. I'm going to ask her Vanita to introduce herself a little.

Dr Vanitha Krishna Subbaiah

Bit more, yeah. Extending further on to what Professor Leslie has just mentioned, the overall aim is to develop a joint programme between the two departments. That is Department of Physiotherapy, Department of Life Science, to have the students as a part of the Co creators who will be. Enabling also the development of this. And the framework is going to combine the credit system followed by UK as well as the Indian system. And the aim is to see how we can provide a platform to both the physiotherapy as well as the life science students to engage in a particular field, which would still fetch them very good job. And that's where what Professor Leslie comes into picture, wherein we have the industry connects and these industries will be both from UK as well as from India while they were in India. Actually there were, there are already couple of industries which is come forth for the collaboration. So we really look forward for the development of this joint programme.

Tünde Varga-Atkins

Brilliant. Thank you very much. So can I ask from from all of you, what did you hope to achieve or learn this week?

Rajalakshmi R

So we came here on Sunday, so we started exploring Liverpool 1st and then on Monday we had an introduction by Doctor Leslie and Doctor Anne and Doctor Helen and Corey, a student from Masters, joined us and we had overall pedagogy. That was discussed. Just how the UK system follows and the correlation between that and the academic that is basically done in India. So we had a comparative analysis of that and we came to a summarization that they were mostly similar and we could find that we could actually collaborate with them in a different. Levels. So there were, there was a level of seven that was a little bit higher to us as compared to Indian students. We don't have most of self learning system there. We have a teaching system where the lecturers take classes for us and we get a little homeworks so over here. It's most of self learning system that is done and spiral curriculum was discussed. And we had a lot of discussion based on the metacognitive teachings, so which, which has to be collaborated to in Indian systems as well, so that we can gain a lot of in inputs. As students we want to we wanted the same system to be implemented in our subjects, so that we learn more. So there will be a lot of interactive sessions and critical thinking in between the two.

Tünde Varga-Atkins

So can I ask the next question? So sounds like you've had a really busy week and and lots of learning and and collaboration and exchange about how we do teaching in both of our countries. So can I ask what was your highlight or key learning point this week?

Dr. Pinky Dutta

Well, the main highlight of the learning programme, what we have attended this week was one big realisation that in a Masters programme we need to give freedom for the students to choose what they want to. This is going to develop decorative power of critical thinking and also the analytical skills. That is where my colleague already had said about self learning. This can definitely be achieved through self learning if we give them a common topic or they come up with a topic of their choice and they find out what are the best. Learning methods or what are the best researches that have been done and they? Come to us. So they in the same context they, you know, explore a lot of other literatures. What is there? So they definitely rather than focusing on one particular topic in order to find out that topic, they learn a lot more other literatures also which supports the topic and our self learning can also be you know. Assessed in different parameters. It's not necessary that every student need to follow the same pattern of assessment because there might be student who is good at kinesthetic. There might be students who is good at cognitive, so there could be different parameters of assessment. For

students, that is, these two are the best. I feel the most important highlights that I have, you know, learned within this week.

Tünde Varga-Atkins

OK. Thank you. And then what differences or similarities have you observed between UK and India?

Dr Vanitha Krishna Subbaiah

So I'm very happy to mention that among the learnings in the today's sessions as well as the session which was held by Professor Leslie and the team, there are a lot of similarities in terms of the way the curriculum is developed, the way it is revised, the way the content is being delivered. And today, from today's sessions, the similarity was 100%. I would say in terms of the sustainable developmental goals wherein here, as I understand there is a lot of recycling of the green waste into the in the form of the compost and there is a green area in the campus which is specifically created for the students. For the compost making as well as the other practises. This is something which even Garden City University enriches, and we followed very strictly. We when we have the recycling system, be it the food waste or the green waste, or even in terms of harvesting the rain water for it to be reutilized. So that's a lot of similarities in addition to the curriculum development and the delivery system in terms of the differences. It would be a repetition, but yes, that is the emphasis which we would like to give. Give a lot more space for the students, for the self learning component, making them more self dependent and becoming much more critical thinkers to analyse and to deal with the real time situations. That would be one major difference. And also I would definitely like to add some of the methodologies which was mentioned in the session. Like the recipe making and the Lego, so we rather we go into a system wherein you know, I wouldn't call it as a dictatorship. But we we take them to the high end where we say, you know, OK, just start from here, which is almost the advanced version. So I think for me as a faculty, what I realised is maybe we should not go to the advanced level in terms of activities first. First you set up a foundation wherein the student feels a little less pressurised giving. Common exam. Couples and how they can apply in this specific context that they are interested in. I think that is some personal learning for myself as well as the Lego Building, and it was very kind of the organisers, you know, to give out leaflets and maybe some of the confidential ways that they deliver the content. And yes, that is something which I would like to implement and also my colleagues.

Tünde Varga-Atkins

Sure. Can I just ask what the Lego Building activity was just for our listeners?

Dr Vanitha Krishna Subbaiah

So the Lego Building activity is, I think it's more of like, you know, a concept which is scrambled, which is not very. Organised and then, just like the Lego game, wherein you really, you know, break your head, you do a lot of critical thinking as to what fits into the next part. So that could be applied at a simpler level first, and then you apply it in a subject of your interest. So that is something which is what I feel I am going to. I have not implemented myself in the Lego building for sure, so yes, that is something which I would like to implement.

Tünde Varga-Atkins

Thank you. Vanita. Is there anything that has surprised you this week?

Rajalakshmi R

Yes, the the biggest surprise that I had was the talk that I had with the student. The way they approach with the scientific knowledge they have, so usually we don't have this much facilities in India. The first the the, maybe the backside of India is we don't have the exact facility that we are able to do our projects researches at a master level but they have a very big. Knowledge based. Equipments labs, laboratories that they actually could work in that was the first thing that surprised me. And what we learn in our PhD level, they do it here in the Masters level, which is a little bit advanced. They have this basic to advanced level of knowledge that we are yet to pursue pursue in our PHD's. They are even more faster in doing things. The second one was they don't go in. They don't have an idea like, you know what to do next. They have an idea of, of thinking what can be done for the like. This can be developed into a different stuff so they don't have. They don't follow a particular thing. They just explore everything. And when we met Doctor Chris on Wednesday and he gave. Came from a different background. People here have excitement to pursue many things. They don't just follow a single stream. They don't take up the same stream in a different level. They have he he just mentioned saying that he had a degree working with crocodiles and then he changed to.

Dr Vanitha Krishna Subbaiah

Maybe.

Rajalakshmi R

Now working on bio mechanics. So we if we take a particular stream, we do masters in that and PhD in that. But here they have a diverse knowledge. So that was something that surprised me a lot. It doesn't make you stagnant in a single course you get exposed to everything.

Tünde Varga-Atkins

And then can I ask you what ideas have you now got for a joint programme development?

Divya Garg

I feel this joint global academic exchange is a great opportunity for all of us to explore the diverse teaching methods and for this joint programme development. There are a few ideas which came into my mind. For example, if we are designing A blended course so we can have the theoretical part in India because it's more focused over there and for the practical part, students can come here for a semester or so and they can work here in the advanced labs also, we can have some of the other online courses both from India and from here. By the faculties and it's accessible to the. And also if possible, the teachers can have the workshops for themselves, like the teachers from Liverpool, can have a workshop for the teachers in Garden City University and same goes teachers from Garden City can share their teaching methods with the faculties over here and after. Everything we can also have poster presentations and others or other things or any. Particular activity designed for the students overall and they can be judged together. It can be done online also and offline also. So we can have internships for the students in Liverpool, in India and for Indian students in Liverpool. So it will be a great thing and I feel it will work as well.

Tünde Varga-Atkins

Thank you. That sounds really rich idea. So sounds like you've had really valuable visits in both countries and lots of ideas from that. So as a result of the visit, is there anything that you might? Sue.

Dr. Pinky Dutta

Yes, after this visit to University of Liverpool I have two very important takeaways here. The first is about, you know, for in point of students point of view, you know, we need to be more when we deliver our lectures, right, the the we are teaching to the students who are of this generation this generation. Students, their mindset doesn't may not match with me as a

professor when I am teaching, so I need to reach to the to such a level that I can create an impact to. Students. So my whatever the teaching methods I use, it is going. It should be interactive and uh, you know, and also this generation students, they are more into AI driven they are into digital everything they like digital they we have all kind of you know resources which is available digital. So whenever I deliver. A lecture I should be in point. I should have that point in my mind that my lecture is the best I am going to use the best into innovative teaching method. This is both for the teachers as well As for the students when they are the listeners so that they I can create an impact. Then secondly, again, now what I think is, you know, science cannot progress without research for a masters programme, we should not waste our time in delivering any lectures from the basic level. Let us go. If you follow about, blooms, techno, taxonomy. So if we go towards the higher level of blooms. Taxonomy that is taxonomy, I think #7. So where for postgraduate students we are going to develop more of the application and the analytical skills which should be code related together with research and research could be it could be just a small project like a minor project or a major project.

Dr Vanitha Krishna Subbaiah

Also, I just would like to also highlight the fact that you know one of the very strongest takeaways for me, I think of course our university does equally good in terms of the student support. There is no doubt in it at all. I have no qualms about it at all. But I think to the level which it goes here. Is really vast. Understanding the mentality, understanding the attitude, the strength of the student, and really catering to, you know, 1 is to one basis I think is really worth appreciating, which we do, but maybe the methodologies which we follow is quite different and we will certainly take messages from here as to what is being done here. For the student support individual student support, we would like to do. It could be as simple as you know taking feedbacks on how they use the ChatGPT. That's what the session which was held, I think. I really appreciate that. You know how they take the feedback very constantly from the students and it could be in terms of their feedback on the content delivered, the way it was delivered and that's going to be a challenge for faculties like me and Pinky. I'm sitting here wherein you know, we have to be, we are going to be judged. I I like the fact that you know. There is feedback from the students regarding the nature of delivery, the content and what can be refined to improve that. It's going to be a challenge for the faculty, for us, but yes, that is something I think can improve. As stated in the concluding slide, you know to improve the student attendance, their perceive I mean to just pay attention in a class, the more interactive nature overall, I think this is

also something which I personally learned and I would definitely pass on the same information. Yeah. Thank you very much.

Rajalakshmi R

So the important takeaway that I would like to take for my fellows. Classmates over there is the interest that they need to develop. So that they can pursue the education and even more further and they get an interest in research, how the collaboration actually works it it's not in a only in a particular field of life science as I'm coming from a life science, they should come to know that there is a diverse subjects that deals with life science it it actually integrates with a lot of things so. They should not stick on to a particular subject where they need to concentrate on even more different, diverse. Subjects and integrate like a puzzle that works. You know, if this they can find the gaps in researches. If they just collaborate with many other streams. Also I would like to take away that interest.

Tünde Varga-Atkins

That sounds amazing. Yes, thank you. And I I think I would be remiss not to ask the reverse question. Is there anything that we have learned from Liverpool? Perhaps about this joint collaboration, I don't know less if you want to say. A.

Dr. Lesley Iwanejko

Few words. Yes, I I've been really impressed with the enthusiasm of the students that we've met both. The the stints that have come here, but the stints that we met when we went to visit GCU, enthusiastic explore, want to explore things. Interested question. I was really impressed with that some outstanding students and obviously the faculty. As well, I think we've learned a lot from each other. It's we speak the same language, but we don't in some respects we've got different, different approaches to things and it's taken some time I think hasn't it to say ohh right, I understand I get that. Now, but I think we do now and I think we're going to really sort of be able to take the best of both University of Liverpool and Garden City University. One of the things that surprised me, I think about Garden City was the emphasis on students getting employability skills and going into work. And that is just so important across the world, our students as well, most of them are not going to and don't want to go on, do PHD's and become academics they. But they want to get a job. And so those close collaborations with industry, which I'm not, I've not worked in industry for many, many years. So I don't know what they're looking for, but but God City University have such close collaborations

with industry and clinical facilities. That we can understand what is what we need our students to be able to do at the end of their degree programmes.

Tünde Varga-Atkins

Brilliant. Thank you very much. That sounds all sounds a really exciting development that was perfect. So thank you so much. It sounds like a really exciting development and and I wish you all the best for progressing this conversations and certainly it would be lovely to meet you as well. And I I know that you are presenting your work to the students. Tomorrow, which will be very exciting.

Divya Garg

On behalf of all the students and we both, I would like to thank our Chancellor, doctor Joseph Vijay and our director Strategy and planning, Mr Crystal Joseph.

Rajalakshmi R

I would like to thank for the wonderful opportunity that Garden City University gave us and the University of Liverpool. That we had a chance visiting here and know the curriculum development and be a part of the Co creators here. I would like to thank Doctor Leslie for giving us an opportunity to be as a student representative from our university.

Dr. Lesley Iwanejko

Thank you for coming. And you're very, very welcome, enjoyed. Meeting with you all week and. Talking to you and I will look forward to seeing your posters tomorrow.

Tünde Varga-Atkins

Thank you. And and for our audience as well, I think you can, I think why my takeaway is that it's it's so useful to have these collaborations because we can all learn from this. So thank you very much for taking part and contributing to our podcast. Bye bye bye.

Dr Vanitha Krishna Subbaiah

Bye

