

Treasure Island Pedagogies Episode 30

Podcast Transcript

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Tünde Varga-Atkins

Hi, this is Tünde Varga-Atkins and this is episode 30, which is a great number of our Treasure Island Pedagogies podcast series from the Centre for Innovation in Education at the University of Liverpool where we share our light bulb moments, teaching props and pedagogies as we call habit. Our Treasure Island, the space for contact time with students. Today we have 3 guests. Edmund Horowicz, Javiera Atenas and Nayiri Keshishi. And can I ask you to introduce yourselves, your current role, and perhaps your disciplinary background as we start?

Edmund Horowicz

OK, I I'm Ed Horowicz . I'm a senior lecturer in medical law and bioethics in the School of Law and Social Justice at the University of Liverpool, and I have quite an unusual background. Really. It's not a traditional academic background. I was a nurse for a long time, for 15 years. And and I was part time studying law and philosophy and ended up going to postgraduate study and research. And I spent 10 years teaching in medical and healthcare education and then about four years ago came to the School of Law. So bit of a kind of, you know, Helter Skelter.

Tünde Varga-Atkins

I think who who is the nowadays that's brilliant. Thanks, Ed. Happy.

Javiera Atenas

Hi, I'm Javiera Atenas. I'm serial literate, learning and teaching enhancement at the University of Suffolk. I also teach dating socialisation for social scientists and my role is basically leading the postgraduate certificate in academic practise. So most of my work these days is with new academics and starting the journey in. In in university. Teaching my background is information science. I have a degree in library information science, but I never

worked in library. Almost never worked. Libraries normally work in developing databases, so my masters is in knowledge management and my PHD's education. For an odd reason, I ended up doing academic development, but my reasons always been in the field of information data literacy. So this is where I try to combine both of my worlds.

Tünde Varga-Atkins

Great. Thank you. Javiera .

Nayiri Keshishi

Yeah. Hi, everybody. My name is Nayiri. I'm a senior lecturer in learning developments at the University of Surrey. Also had a bit of a squiggly journey into academia, so I actually started off and in careers and employability. So that's my background to kind of designing and delivering programmes for academic and professional. Skills development and I'm currently senior lecturer on the foundation programme for Social Science, so it's mixed disciplinary students from law, sociology, criminology and politics. And that aligned with my background as well. So my undergraduate was in law and my masters was in occupational psychology and currently working towards a PH. D in education. So that's me.

Tünde Varga-Atkins

Great. So I love how these threads combine and give you your unique expertise. This is fascinating or always fascinates me so. We are on this Treasure Island and we would like to hear from you your light bulb moment. So this is where your students, whoever they may be. Said they were really getting it, getting whatever concept or whatever you were trying to to teach them, or you saw their learning pop in their head. So can you talk a little bit about that?

Edmund Horowicz

Yeah, happily, I'll. I'll happily go first. I guess so. So my background and and sort of teaching. You know, I've I've taught lots of different groups and and I think. Sometimes the light bulb moments, particularly from practical students doing things like medicine or nursing or paramedic practise, is often much easier because they have some practical experience. And I think when you try to teach them about law and ethics, at first it's quite a an abstract concept. They can see it, but when they see it in practise. They come back a lot more understanding. I've had more than. Yeah, I remember having lots of

students saying, you know, telling me I really had no idea what you were on about in those sessions. And then I. Now and all, I kept thinking of was you, which I don't know, is a compliment, or whether it was, you know, they they were kind of unhappy. But certainly for law. Students, I think is and is very different, and often it's about trying to get some, showing them some practical scenarios, trying to get them to think. About what this might be like and trying to get them to give them the human story, I think that always helps with the light bulb moments trying to get them, you know, law student. You know, there's no Republican has, you know, problem solvers. You know, perhaps they don't think of the individuals involved. So I think, you know, a lot of the time it's about showing using case studies. I use a lot of case studies and really try and explain the clinical issues, which makes them kind of sit up a bit more, I think. And then. You know, sometimes in, you know, my masters programme, you know, we have a mixed classroom with clinicians and law graduates and it's a really nice to see. Them peer learning and thinking about each other's experiences, so I might have medical students who are interpolating having a year doing a masters, and then the law graduate. And you know when the medical students are, say, yeah, I've seen this before and that kind of thing. And then the law students might sort of say, yeah, well, we learned about that. And this is, you know, this, this is kind of seemingly a really unfair. Position of the courts and it's just you kind of get those moments where it's really not you who gives them the light bulb. I think it's the environment they're in. So yeah, there's some examples there.

Tünde Varga-Atkins

Brilliant. And as you say, that's a lucky mixture in in your classroom as well. The peer learning opportunity as you you started off with talking about practise and theory and how the two combine in that situation. That's that's great. Any other light bulb movements or anything, uh that maybe resonates with that exam?

Nayiri Keshishi

I think mine. Then there are definitely some similarities. I was nodding along as UM, as you were speaking. It is. It's really kind of showing students how they can apply what they're learning into the real world. And a lot of the modules that I teach on a lot of it is about application. But as I was doing the the prep for this, just just. You know, think thinking about. About what? What could be a light bulb moment for me and most of my teaching experience is looking at professional and academic skills. So whenever I deliver sessions on presentation skills, that's something that really stuck out for me. As you know, I often have students saying at the end ohh, that just makes so much

more sense. It you know, it's something that often she didn't so worried about. They they can get a bit nervous doing it but. Particularly for the students that that I work with and the professions they're likely to go into, it's so important that we enable them to 1st. We understand what are the key elements of presenting things like structuring. And putting their confidence generally in getting the message across. So you know we cover things like body language and how to convey the importance of their message and and whatever they're saying. So for me, that's something that. Students we have that light bulb moment in the classroom, so they always come and say, can you? Oh, well, that just made it so much more simple. I feel more confident in presenting. And I say to them, doesn't matter where you're presenting these tools, these rules, if you want to call them. Rules can can be applied. Anywhere and. So that's a a moment that that came to my head as I was thinking about the different things that I've taught on. And that was a topic that, that.

Tünde Varga-Atkins

Stood out for me. I mean, it's definitely an area where every student, almost it would be in their learning outcomes around presentation and communication. So can you talk a little bit about what you do in particular and confidence or how? How you tackle that? Because I think that's a really important area in giving presentations, isn't it?

Nayiri Keshishi

Yeah. So you know, there's a few things we do about confidence. So one of the key things is. Is body language. And you know, I talk about some some theories. And about how you know, body language is so important, doesn't really matter what you're saying. If you come here with confidence and with the correct body language, you could be, you know, saying the alphabet and and people can listen to you. So you know, we look at different speakers normally on Ted, Ted talks, I find some videos of. Different speakers with very different styles and we kind of look at their body language and and how they're conveying their message and and then depending on how long the session is, normally I get the students I have a random word generator. And it generates random words and they have to create a very short presentation on that word to again demonstrate how. It doesn't matter what you're talking about, it could be, UM. Hippopotamus, for example, I say to them, present on a hippopotamus. Yeah. Like he. But like what you could say, you know, it it. It doesn't matter what the topic is. It, you know, you can get. That message across umm in a clear and confident way.

Tünde Varga-Atkins

And and that must be quite fun. And then also refreshing of. No, you you know to us like sure that the the to to illustrate the idea that that you don't need to know what you well I guess it's important to know what you're talking about but in this case you almost like. Just put that on the shelf for now, but it might be quite it must be quite liberating for them to focus on that and maybe remember that next time.

Nayiri Keshishi

Yeah, exactly. And that's why I always say to them. I say you. Know most presenters? They're not an expert. I mean, I would argue no one's an expert in any in any field. But I say to the most presenters, they don't know everything about their topic that they're presenting on, but they can display a certain level of confidence. In in how they're presenting and and what they're saying. So that's why you know, giving them a random topic. I think it it does just show them. Show them that. And another thing I say to them as well is, you know, don't try to sound clever and don't include lots of jargon, you know, keep keep things simple. And I'm talking when working with all students. Again, that's another light bulb moment because. I've run presentation skills sessions for client interview, so presenting still, but in a bit of a different. Context that you might think of presenting when you first hear of the word, but I say to them, look, when you're sat in front of a a client, they don't want to hear all the legal jargon. They don't want you to go into the history of certain laws. They just want to know how you're going to apply the law to their particular situation. So you know as. Ed was saying. With case studies. For example, that is a real situation that you might get a scenario that needs the law applied to it so you know they don't want to hear that jargon. They don't want to hear the. History, they just. Want to know what you're going to do to help them resolve that issue? So again, I think that. Really helps them as well they so they don't need to be an expert. They don't need to use the terminology when they're presenting, no matter what context it's in.

Edmund Horowicz

Yeah. So it's such a good they resonated so much with what you were saying. We used to do a lot of presentation support for medical students because obviously they're presenting a lot all the time informally or to patient or even quite formally. And. And we used to give them. An opportunity to present on something about them right at the start, and it was a really nice way of one getting to know your students and we found out some amazing things. But also, you know, like who was amazing? I don't know Hannah Arts and like

when I say amazing, I mean unbelievable, you know, really giving them different dimensions and getting out of this, you know, they're. They're more than just. You know students, but also I think as well as kind of bonding and and kind of getting to know that it was really great for giving. And this one experience that wasn't marked. So we could say you've done it now you know because presentations caused so much stress to them and I think it was really important to kind of give them their first experience. That was a +1 even if it didn't go as well as they thought. Everybody liked it. They learned some stuff about people interested. And I think to give somebody that platform where the world didn't fall apart. You know the the. The trap door didn't open. You know, that kind of you were able to speak. You were able to give them something. And we always used to refer back to one of the nervous about presenting. So you've done it once already. It was a really thing. So it just made me think when you're talking. Some of those kind of formative early you know, and that might seem quite silly presenting on a hippopotamus, but you'll always remember the presentation on the hippopotamus that you did and it kind of I think that's really good to give them some context.

Tünde Varga-Atkins

Viera and what about you?

Javiera Atenas

For for me, interestingly, one of the things I do is to teach ethics and data ethics and data literacy is a critical approaches to data literacy to academics. And in a way or another, it's helping them to tame the beast of data. We, we are in a very justified society nowadays. And how these data in the teaching how to use data, evidence, how they produce data and removing this fear. Of exam and you're thinking like certain groups can do excel. They have to start with literature or literature. And actually, how we reshape assessment through data, for example like the the new game of like trying to beat TPT events to a small realistic realistic task and assessment. Normally they're like what moments when they realise that data is not a monster, it's actually a good friend. Some some interesting developments where you start working with them with data and thinking about data and creating datasets or using open data. Is what the start figuring you thinks that affect their daily lives? In in one of the most beautiful examples is when in a course that was doing April that was doing in Uruguay. We asked them. To meet with other academics or work together. But they couldn't be from the same disciplines because you always find something human that connects you to someone else. And it happened that it was a group that were mostly silicon and diabetic academics. And they decided to calculate how much more expensive

their diet was in comparison to. People without any food allergies or food products, so they went to the nearest supermarket and they made the spreadsheet of how much the price difference were between gluten free and sugar free and food that actually they had to buy is a total of 1,000,000 they were. Sending that send more, so they decided to write a letter to the history of health saying, hey, we need some extra income because basically we pay way more money for something that is not your fault and they decide to start doing these experiences where they. Students. Then they came with ideas of how to save money in the for the university in terms of like electricity usage. How they could be working with the civil society and this keeps happening. Until you find there's some bit of data that represents you and can change your life, then you start working with your own students and also understanding the ethics of data. The amount of biases that we print in with case studies that basically represent them. And this is something that for example, we do the works of destruction chapter on. As teachers being sacked on the jokes because they the students didn't perform as well, actually the problem was food, mostly because the students. Hungry instead of like, no. Performing because these teachers were bad. So understanding the dynamics of your faces never state of data is quite interesting working with them because they arrive to the course is very, very scary or very relaxing. And then they're like, oh, I keep doing so many things with data, data visualisation for graphics and data analysis, and I think it's it's it's a life changing moment in your career, in your career where. You are like. Basically, just giving students things to read rather than things to act on materials for them to act.

Tünde Varga-Atkins

I mean, this is a fascinating example, Javier, how you talked about starting from a point of data being a monster and then making the data about the individual, which I think resonates with the other examples that Ed from Edna and I really mentioned as well and creating their confidence because it comes from their passion. What this message is, because it's about me and the and then all the things you then talk. About almost like the things you want to teach them about dates of how to take it forward will come from that drive. It's just really. Yeah, that's really fascinating. Yeah. So shall we move on to the treasured pedagogies? And when we are going to this Treasure Island, you you talked about lots of light bulb moments about. Giving students confidence, giving them the authentic settings in which education can be made relevant for them. So any teaching, props or pedagogies you would also like to bring to the islands to create more of these light bulb movements for students.

Edmund Horowicz

I mean I think for me it's kind of I really like problem based learning. I think that's a really important sort of you know pedagogical approach because I think it puts the practical real world application of whatever you're studying. I teach a lot of bioethics that teach a lot of kind of and a subject if you like. There isn't a right answer, and students find that really difficult, whether they're from a medical science background or whether they're from a law background. They're all trying to find the answer to right and be able to say this is how it should be, or this is the, you know, or this is the right answer. So when you say well. There's kind of conflicting positions on this. You know, you have to really start thinking about, OK, well, what's the you know, what's the problem in the in the real world and using a kind of problem base or where. It's a child using my own research and a child accessing and gender care and thinking about why does this generate so much controversy and what should we do and kind of getting that normative approach through a real world problem I think is kind of crucial. If I was just to talk about. You know, theories and different approaches and you know different arguments and this development of critical reasoning with. Now putting a problem up front. So I always like PBL and I always think that working back from that is a kind of replica of society. You know, if they're legal practitioners, people will come with a problem. If their medical practitioners, people will come with or nursing, they'll come with an issue or some aspect of their life. And I think getting them to think about. OK, even some you know things that they might find really difficult that they've not even thought about. You know, they've probably never thought about, you know, what do we do about, you know, the dying child and and how do we think? And of course, you know, we all. You know and. The these are difficult things to think about and they affect people very personally. And it's understandable, especially when we think about mortality and younger demographics of students. So trying to explain, you know, using problems and say, yeah. This is it gets them to think and I think it also helps them to get some perspective from places that they find hard to look at because of their own kind of cultural or experiential or and you know, faith-based narratives, you have a lot of international students and you know, here's the example of gender. There again, this doesn't exist where they come. So so at first, you know, this can be really you know, so you've got to take a lot of time, you've got to be sensitive, but you can put this problem. And even if it gets to the point where I understand somebody is distressed, I'd like to understand it or be so familiar with it. So I can kind of see. That when you present this problem that you know through it through a case or a series of cases, and whether they be large or it could be a court case, it could be a, it could be a just something I write or whatever, something from a media they

can get some perspective on it. And I think that's when it. Makes it much. These, or they're more receptive when you start trying to work back from that and start talking about this is the topic. These are the issues, you know, to think about that and it's OK. And I think as well, it's OK to say. They I don't. I'm not sure I agree, but it's rather than a personal kind of position which is absolutely fine. It's about getting them to think in a more kind of critically reasoned space where they can say, I acknowledge other points as well. And maybe that's, you know, important. But I think giving them that context is something I would. Always take with me because. Otherwise, I think it's really hard and I think that's the difference between maybe higher education and obviously, you know, much younger compulsory education where children are just kind of taught concepts. So the application is much higher and it's interesting when you see in the media, you know that. At in their, perhaps children will be taught how to better handle money and understand budgeting and financing. And these are skills that were needed. But. You know, you sort of wonder whether that would be more helpful earlier on and that would help them get some of those difficult math concepts or and I'm not in any way, a mathematician there be any? Sure. But I think it's good to be able to say that. I think it works in all aspects of education. But I think a higher education that critical. You know that kind of intrigue, showing them that there are different sides and starting from that rather than saying, OK, it's that here's this very didactic. Here's everything you need to know. That's in this topic. And now let's do some case studies. Rather better to do it the other way around. So that's why.

Tünde Varga-Atkins

I would take. Mm-hmm. And then I guess in with that approach with the PBR approach, it's it's also the mimicking their professional life ahead that where they will as, as you said already in your introduction, they will be meeting with new problems that. Perhaps there have been or have not been points of view or perspectives developed, so they will need to make up their own decisions. So it's also like at the meta level prepares them for those new contacts as well, doesn't need the approaches and the strategies that you teach them by modelling that. That it will be really useful for their future life, wherever that may be in employment or society or anything.

Edmund Horowicz

And I think it's that rounded experience of higher education. I think that's the importance of it's about challenging ourselves. We will be as students us as teachers, it's all about challenging, being open to new ideas. So I think that's the kind of universal application. And I just think problems that you perhaps

have never even thought of. Has problems or just there something that's just never been in your Skype or green? Is a good place to start and get thinking about that.

Tünde Varga-Atkins

Excellent. Any other thoughts or any? Teaching props or pedagogies?

Nayiri Keshishi

You would bring and I would because of my experience on the foundation programme, which is interdisciplinary, I wanted to talk about interdisciplinary teaching. Because it is something that is. To the programme that I work on, but also there is a lot of work within higher education at the moment, looking at into disciplinary teaching and the the benefits that it can bring. So as I mentioned earlier, the Social Science Foundation programme, it's a mixture of students that will then go on to study. An undergraduate in. Law, politics, criminology or sociology and and and media and communications as well. So it you know, for me it it's so interesting to see when students often reluctantly we'll be doing modules in in these other disciplinary areas because it's. Not what they want to study essentially, but actually they start to see the connections between those disciplines and. You know, I always say to them, you you don't know what laws you need to make until you understand society and then you can't actually put those laws in place without the politics. So. And then, you know, the media plays a huge part in in all of that as well as to how this is conveyed to the the public. So that's just a a quick line that I've put together to help them see the. Basic connections between the disciplines. But you know there are so many subjects within higher education that that crossover, they need each other in order to get the best outcomes. So when getting students to apply. Their learning to apply the theory to a more applied situation. I think that's where interdisciplinary teaching really comes to to life, because they can kind of connect the dots, as it were. And that really helps with their problem solving skills. The the critical thinking that that Ed mentioned as well. Because it just allows them to see. Be a a problem or to help to solve it from these different perspectives, but also helps them understand that you know no matter what they do after graduation, they do need to work in teams and people will have different expertise. They'll have different experiences and they'll need to work together to understand. Who will be best placed? Where am who they need to listen to in in you know what? What stage of something that they're working on. And it's something that I think has been. Very powerful and I think we'll be seeing more of it within higher education. There's there's a. Lot of in my experience anyway, colleagues might have. Different examples that

they can share, but at the moment there's a lot of extra or Co curricular activities that are interdisciplinary and there is more within the curriculum. But I think there'll be even more of that moving forward. So it'll be great to hear if anyone has any experiences of that. But yeah, I appreciate the the the struggles that. And and come come about when you're trying to do it within the curriculum. But yeah, in my experience I've seen kind of more extra and Co curricular activities that are truly interdisciplinary. So looking at how the curriculum incorporates that moving forward will be really interesting.

Tünde Varga-Atkins

And if on on, on is is into this apolinary learning. Think I mean and you mentioned a lot from your example already. Between nursing medics and and I'm I'm guessing in Health Science is interdisciplinary and learning is very important and usually taught as part of the curriculum, but I'll I'll take it naively. What you said about. Curriculum and where we make space in the curriculum that can be logistically tricky sometimes. Any comments or thoughts on that?

Edmund Horowicz

I think sometimes though, I mean I think, yeah, interdisciplinary education is, you know, a huge part in, you know, previous educational life for me, you know, that was that was a big part because it was reflective of clinical practise. So people are going to care for people together. They have to work together. And learn together you. Know that the heart is the heart, for example. You know, it's just different levels, different depths that, that, that people are kind of the various professions are going at. But I think sometimes you have to flip it and I think. My kind of take on it is that we can get really sidetracked with interdisciplinary kind of the idea of everyone being together. And sometimes I think we forget about the programmes, particularly in postgraduate study, that attracted an interdisciplinary student body, so the subject itself is what brings people kind of. And together to learn that. And that's where you know, as I was saying before, you know the the the makeup of the classroom, you know where what are the backgrounds of students? And I think kind of coming together in, in that sense and thinking about kind of programmes and curricula being and accessible to others. So rather than making the whole point of the learning. Exercise. Because it's interdisciplinary. It's thou. Kind of the backgrounds of the students who are taking this particular course or this particular, you know, looking at this particular issue and even if they've got similar assessment goals, I think the the makeup of the classroom and and the discussions and the the kind of

backgrounds I think are really crucial. But yes, that's maybe. Flipping it slightly on its head, but I took. I agree.

Tünde Varga-Atkins

Yeah. Any other teaching props or pedagogies we want to bring?

Javiera Atenas

I think I will bring. With me and I. Always bring with me everywhere is open pedagogies open practises. I think the value of openness in terms of transparency, sharing using things have been published by the government. For example, open data is becoming critical assessors of information. Is funded with public funds and and and publishing in another way, and the idea of sharing expertise, sharing ideas, sharing programme is something that is very close to my heart. I think in the way that high education is working today. We are living the idea of the university or bigger. Reached between knowledge and society quite far behind the organisation of education is making us focus in professional skills rather than citizenship skills sometimes and. Every one of our graduates and everyone of us is a citizen. Before professional and when we retire, we will just not be professionals anymore. We will be just citizens. And and understanding the dynamics of openness becoming a critical mass. We're using the data that the governments published and assess the methodologies in in which they were collecting data, bringing that real life scenarios, the real life challenges into the classroom, but also. With the idea of citizen science behind and open science having like all the. Ethical approach to society approaches. In developing curiosity, I think one of the things that we can not forget when we work with students and we work with our peers. Curiosity is something that we frame in early childhood, but then? It gets stuck. We stop. We don't develop it anymore. We don't develop this creative thinking of finding solutions. We have a very pragmatic way of helping people to find solutions. This is the methodology. This is your theory. This is how you. Solve the issue critical. Creative pedagogies can help us so much to use things that not free, available, funded by us, funded by the citizens, because it's basically all the resources published. Science, open educational resources, open data. Open source software that we could be using with our students to have a critical perspective in an. It's a platform for them to find solutions to problems and the same with academics. Not all the information nowadays available in papers, unfortunately, we're seeing loads of papers generated by AI, so we need to be able to assess the quality and the validity of data, and the only way to do it is to generate the spaces scenarios for people to think creatively about the data and questioning. The the ways in which they could be

collected, the data has been analysed that people speak with traits through data, so using a more humanistic approach to data science and bring open pedagogies open practises, open educational resources and open data to the table can they can generate this curiosity. You can create art. Data. You can create poetry. You can develop challenges. You can create spaces for habitans. Do you think, see frankly using resources that we already funding just to be just just for being taxpayers?

Tünde Varga-Atkins

Yeah. And I guess, Javier, that it's also, as you said, well, for for a, for a start like as you mentioned generative AI, it's very important that we have got those skills as well. But also in terms of sustain the sustainability of. Agenda as well. That's a very civic agenda as well as as other agendas. So to be well informed and being able to. Interpret the data around. That is is very important. So yeah, any. So I think I think we we we definitely have that have that on the islands, these critical ways of looking at what surrounds us any other so so we've got problem based learning, interdisciplinary teaching and learning open pedagogies open education especially around. Critical data literacy. Anything else that you want to bolster with each other that you could use that someone else mentioned or any other things that, ooh, I it reminded me of something else that we could maybe have on the islands.

Edmund Horowicz

I think I think for me it's kind of when we think about kind of you know pedagogical approach and how we design kind of curriculums and think about teaching. I think using thinking about skills is something that we've picked up quite a lot on in in our discussion already and I think embedding skills into. To our teaching, into our assessments, into our curriculum, you know, every institution has kind of outcomes for graduates and then things that we are but actually making them really kind of physical and tactile and things that we can measure, whether it's presentation, whether it's handling data, you know, being able to you know manage data. I think these things are really, you know, crucial. You know, we've been developing and running uh, personal and professional and personal and professional development be portfolios. So it's a little bit of borrowing from something that's used a lot in health. So E portfolios for professional skills, something that replicates professional practise for lots of other disciplines, but something that's very new, particularly in our law programme. So you know, our students now have an E portfolio that they carry for three years. And that had lots of challenges to bring it in, but it really gives them some space to particularly develop things like reflective. Practise action planning, working with members

outside of staff outside of their perhaps teaching teams to their academic advisor, our careers service and letting them develop this big piece of work that threads across their whole three years but is really not focused on law per se. Those skills, they're like, uh, you know, you said the professionals, their presentation skills. And you know, if they are struggling with a particular issue, you know, it's about kind of, you know, reflected back getting them into this habit. Of these are skills that are expected in professional life, and I think you know combining that, you know in pedagogical approaches. But rather than just applying it to the topic or the module or the even the programme, actually thinking more globally and so that a student kind of comes out and. Using the programme as a space for them to develop that and giving safe spaces in programme or module where you can say it's OK, you know this is a good place to say. Look, I'm really bad at this but what am I going to do about it? And I think that's something that. Haven't necessarily had and some professions and programmes obviously do because it's part of that. But in those that aren't so prominent, it's been a really useful way of thinking about that. It gets us thinking about maybe I can change some of the learning activities in my module. To help students, you know, perhaps more presentation or whatever it might be, you know something about, you know, managing data you know, present like, you know, I think that's a really good one, you know. And yeah, actually, you know, critiquing, you know, the the strengths, the weaknesses and thinking about how would we convey that. So that could be a presentation or it could be. Yeah, you know, perhaps non traditional kind of approach to thinking about that. But I think giving them that space to think about anything that's not so much to do with their learning, but more about skills development and a place to say that, yeah, it's OK to say I'm not very good at something or I haven't felt that or that was a difficult experience but rather than. Just you know that kind of 1 dimensional approach actually using that as saying, OK, So what can I try? Who do I go and see? You know, how do how do I measure it to see if it's getting any better or you? So I think that's, yeah, that would be something I think is really important to bring to the island that you know, we can't just live in our own old disciplines. So it reflects a lot of what we've talked about, interdisciplinary nature skills development. You know why, you know, why do we learn anything? How do we learn and what makes up our learning.

Javiera Atenas

For me, for example in one of the things I've always tried to do with with the students and also with my colleagues when I do academic development. We have the learning. Outcome outcomes. So by the end of the session you will be able to. It's like translated into into human language. It's like we're doing

this to take because of it's something that. New changes in the curriculum. This is something that is happening. We're all gonna have to go through thirty credit. So we're going to be exploring this because this is a change that might happen or today when I was in my GTV visualisation group, basically it was like we're doing this because you're going to be social scientists, you're going to be sitting in tables with data analysts, with data scientists, you're going to bring all the humanistic. Values into the discussion, so decisions are not taking without acknowledging voices and lived experiences, but also because these employability skills, the people that knows how to crunch and manage data, gets maybe 1015% more of the salary that someone that doesn't know. So think about your future. It's about being. Open and transparent and say hey, this is what you're going to get. Beyond the learning outcome. Though for me it's basically make sure that the people understand what they learning something while we're doing something and understanding, for example, the different ingredients that will lead to gain a skill, not just oh, and this session we learn this. You don't learn what they're going to session. You need time to the can't process and. Basically reflects before you gain a skill, so it's not in this. In this session you will gain it XYZ. It's about why you need to develop certain set of skills in your professional practise, but also in your citizens citizenship life. So, umm, reframing reading lists? Using read list there are a bit more up to. Date that also includes. UM. Video explanations or audio. So make things a bit more inclusive in a way of another and try to make people understand that this is what is expected. This is an extra mile. That you can go.

Tünde Varga-Atkins

Great. OK. So you've done lots of work on the islands in terms of your teaching and getting learners to think about leading them through and facilitating the learning, but also very important really making them reflect on what they've learned. And as you said, it's not an easy process. It's not a quick light bulb moment like. Instantaneous moment by process, so let's talk. How you might relax on the island, so this is when you're off duty teaching any luxury items that could help you do this.

Javiera Atenas

I know it sounds very good, but if you want me to relax in an island, Noah, just give me a book with lots of crimes and. Detectives and lawyers. That that really takes my mind away from teaching also give me an ice cream. I'll be happy with that. And chasing my little one, my young toddler and building castle on the side and just swimming and discovering new things. On on on the. Or there's nothing better than play with stones and pebbles and.

Tünde Varga-Atkins

Lovely. That's a lovely image and we will. We will take up some crime recommendations from you as well.

Edmund Horowicz

Your list is much more wholesome. I think memory naviera you sound very high. When I thought of this, I didn't think what's about bringing my children into it. I just thought about the importance of having a pub and having my dogs to walk. That was my luxury. So you just need to say.

Tünde Varga-Atkins

I think we are very lenient on the on this island because I think in the desert island this you're allowed to bring one item in addition to 1 main book. But yeah, I think we have been quite lenient. So dogs in a pub Nairi.

Nayiri Keshishi

Yeah, I like the sound of that and I. Sounds a bit counterintuitive, but I anything adrenaline gets my adrenaline going that helps to relax me. I'm a big fan of zip wire. I like wherever I can go on a zip wire. I will try to find one. So I'm likening us on a tropical island that has a zip wire in the middle that and well, it won't be very relaxing. Me screaming as I'm going down the zip wire but umm so apologies for. That, but that'll be very quick. So yeah, that's uh, that's me.

Speaker

I think.

Tünde Varga-Atkins

We can watch you eating Javier's ice cream and being the dog is supporting you. Probably, yeah.

Nayiri Keshishi

Yeah, exactly. So that would be relaxing for me, but also and and actually got into this during the pandemic, but it came a bit of an obsession and now I find it quite difficult to sleep without it. But I really enjoy ASMR videos. I had to look up what it meant because I. So you could completely forgotten. So autonomous Sensory Meridian response. It's basically videos of. Well, we

videos of different things, but it's mainly like whispering and different sounds and gentle movements. And yeah, it gives you like a tingling sensation. Some people hate it, but I'm in the camp that really enjoys it, and I find it really relaxing. And. And yeah, often I put it on before I'm going to sleep and it really helps me to sleep well. Also, if I'm just kind of watching around at the end of the day and I need to kind of finish off my day and and relax and and get into that state, then it just helps me to have it in the background so. Yeah, some sort of device from the islands that can play play that that would be great.

Tünde Varga-Atkins

I mean, I can imagine that on the island there will be lots of lovely noises like the sea washing and the winds blowing that could act as some of those as well. So that you, you might have your island generator of.

Nayiri Keshishi

Some are sound. Yeah. Use the sounds around us like the sea and knees and. Yeah, yeah, yeah, just use those sounds.

Tünde Varga-Atkins

With your zip. Via ***** it back.

Nayiri Keshishi

Yeah. Take out my, my, my screaming, but yeah. The other sounds would be good.

Javiera Atenas

The only one I don't recommend because I've been using relaxing sounds, but the the other day my daughter asked me for a fire camp fire piece and I left the sound of the fire on in the night because I passed out and I had really hot fire stick with water stick with. Stick with wind.

Speaker

It's fire.

Nayiri Keshishi

Something you can wake up to and it's not gonna put you in a state. Of panic.

Tünde Varga-Atkins

Yeah. Wow. So plenty of opportunities for relaxation or refreshing as as you leave. So thank you so much. This has been a brilliant another brilliant episode of of our islands together. So it's time to sail away now from our. Treasure Island and thank you for listening. Thank you. If you enjoy the episode, you can subscribe to our podcast to join us as a guest. Find the expression of interest from or our live you the CI website, and where you can also access the blog posts and previous episodes and goodbye for now. And finally a big thank you to our guest today.

Edmund Horowicz

Thank you for having us.

Nayiri Keshishi

Thanks so much. Really enjoyed. Bye bye.